

Hawthorn Primary School

Curriculum Statement: Intent, Implementation and Impact



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Vision Statement

At Hawthorn, we provide an inclusive and creative environment enriched with experiences to nurture individuals socially, emotionally and academically, enabling them to develop positive relationships. We support children to work together to achieve, succeed and become the best version of themselves.

Intent

At Hawthorn Primary School we aim to develop a culture of success, by providing opportunities for children to develop as independent and confident learners. Our school aims for all children to have a voice and feel motivated; to feel safe, secure, happy and confident. Through a rich, creative and challenging curriculum, our school nurtures children to understand the world, enabling them to see their place in it.

We recognise that communication and language provide the foundations for learning, thinking, and wellbeing. This is why we value a language rich curriculum which transforms the learning and life chances of our children through talk.

The curriculum is creative and challenging providing children with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. We recognise the need to enhance children's cultural capital through our rich curriculum offer and we strive to use the children's own community, its heritage and traditions as a starting point for engaging interest. A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance for learning, including through access to work environments.

The curriculum gives our children the skills to be successful, creative and the ability to problem-solve. It is underpinned by four drivers: **effective communication, reflective thinking, aspirational individuals** and **active citizens**, which support the children to develop life skills. Children have opportunities to reflect on their learning while supporting the development of the whole child, promoting positive attitudes and empowering the children to become the best version of themselves.

We want our curriculum to provide experiences and opportunities that allow the children to become...								
Hawthorn Drivers	Effective Communicators		Reflective Thinkers (Inquiry)		Aspirational Individuals		Active Citizens (Community)	
Skills Builder	 Listening	 Presenting/ Speaking	 Problem Solving	 Creativity	 Staying Positive	 Aiming High	 Leadership	 Teamwork
	<i>The receiving, retaining and processing of information or ideas</i>	<i>The oral transmission of information or ideas</i>	<i>The ability to find a solution to a situation or challenge</i>	<i>The use of imagination and the generation of new ideas</i>	<i>The ability to use tactics and strategies to overcome setbacks and achieve goals</i>	<i>The ability to set clear, tangible goals and devise a robust route to achieving them</i>	<i>Supporting, encouraging and developing others to achieve a shared goal</i>	<i>Working cooperatively with others towards achieving a shared goal</i>

Diversity is celebrated at Hawthorn and there is a high focus on developing children's moral, spiritual, social and cultural understanding to ensure that children are well prepared for life in modern Britain. Children build resilience enabling them to achieve their full potential in education and develop skills that allow them to make a positive contribution to society now and in the future, while preparing for their next stage of education and the life of work. We want children to be excited about coming to school and our curriculum supports them to develop a love of learning and discovery. As an inclusive school, we embrace different approaches to ensure appropriate support is in place and high-quality learning for all.

Implementation

Our curriculum is planned through a topic-based approach, which is typically driven through a humanities focus and underpinned by high-quality class texts. Where appropriate, meaningful links are made to other curricular areas.

Extract from curriculum overview

Whole School Themes 2022-2023							
History		Geography		Science		Design Technology	
Local link							
	Autumn 1 (7 weeks)	Autumn 2 – Friendship fortnight (2 weeks)	Spring 1 – Internet Safety (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)	
Reception	All About Me!	It's getting colder... Bonfire Night – Guy Fawkes!	Superheroes and Villains!	Me and My World	Monsters v. Aliens	Under the Sea	
Antarctica	Structures: Product: 3D structure of my home using junk modelling. Link to topic		Cooking & Nutrition: Categorising healthy & unhealthy foods.	Cooking & Nutrition Product: Gruffalo Crumble Link to topic	Freestanding structures: Product: Giant space rocket. Link to topic	Textiles Product: Tie-dye / templates for rainbow fish. Link to topic	
Year 1	Transport Invention of the wheel George Stephenson Yr. 1 Materials	Weather Yr. 1 Seasons	Top Changes with living memory. Yr. 1 Animals inc Humans Senses	The Highstreet Changes to the local highstreet. Yr. 1 Animals inc Humans pets & Gardens	Amazing Animals Yr. 1 Animals inc Humans	What makes up the UK? Yr. 1 Plants	
Australia		Cooking & Nutrition: Preparing food focus Product: Fruit/Vegetable kebabs Link to season based on seasonality of fruits/veg	Mechanisms: Lever/Slider focus Product: Pop up toys Link to toy topic		Freestanding structures Product: A bridge for the Billy Goats Gruff	Textiles: Templates and joining techniques focus (not sewing) Product: Finger puppets.	
Year 2	Once upon a Time (English focus) Map work Yr 2 Animals inc Humans	Amazing Animals Yr 2 Plants	History – Fire, Fire Great Fire of London. Significant events beyond living memory. Sensory Peppa Significant historical legal event. Great Fire of Newcastle (1828) Yr 2 Living things and their habitats.	Wagner Musical Significant individual Yr 2 Living things and their habitats	The Seaside Changes with living memory Significant individuals Grace Darling Yr 2 Unit Materials	What a wonderful world! Yr 2 Unit Materials	
Africa	Mechanisms: Lever/Slider focus Product: Moving pictures Link to Traditional Tales topic		Mechanisms: Wheel/Axle focus Product: Emergency service vehicle. Link to Great Fire topic	Cooking & Nutrition Product: Eatwell plate / Create a balanced packed lunch for a summer trip. Make the sandwich.		Textiles Product: Basic sewing skills and create some class summer burning to be displayed in school.	

As a school, we implement the Skills Builder Framework to underpin our four curriculum drivers. This framework identifies eight universal skills which provide experiences and opportunities that allow children to become:

- **Effective Communicators** who develop effective listening, speaking and presenting skills which allow them to process and share information and ideas.
- **Reflective Thinkers** who have the ability to work creatively to find solutions to a challenge and solve problems.
- **Aspirational Individuals** who develop resilience and have the ability to achieve, setting goals for themselves.
- **Active Citizens** who can work as part of the community, in school and beyond; working cooperatively, supporting and encouraging others.

Our curriculum adopts a mastery approach which aims to ensure all pupils have the opportunity to master key concepts before moving onto the next topic. Each subject is carefully organised and sequenced so that new knowledge is built in small steps and linked to prior learning, thereby demonstrating a coherent progression of knowledge and skills, to ensure depth of learning.

Lessons are designed to assess prior knowledge, enabling teachers to address gaps in learning before moving on to new content. Our curriculum and classrooms are designed to be rich in talk, from effective questioning to constructive peer discussions and teachers use talk skillfully to develop and encourage critical thinking.

Our developing oracy curriculum transforms the learning and life chances of our children through talk and enables children to:

- Speak with confidence, clarity and eloquence;
- Recognise the importance of listening in conjunction with speaking;
- Be confident in the value of their own opinions and to be able to express and justify them to others;
- Adapt their use of language for a range of different purposes and audiences,
- Sustain a logical argument, question, reason and respond to others appropriately;
- Concentrate, interpret and respond appropriately to a wide range of immersive experiences;
- Be open-minded, to respect the contribution of others and to take account of their views;
- Celebrate the diversity of languages, dialects and accents in the school and appreciate the experience and value the contributions of children with a wide variety of linguistic abilities;
- Share their learning in an engaging, informative way through presentations, recitals, drama, poetry and debate.

Subject leaders play a crucial part in the success of our curriculum by leading a regular programme of monitoring, evaluation and review. They continue to enhance their own subject knowledge, skills and understanding, so they can support curriculum development and inspire their colleagues through leading bespoke and relevant CPD sessions.

The curriculum is enhanced through experiential learning opportunities where ongoing, progressive learning outside of the classroom is naturally integrated into all areas of our curriculum. Our creative approach allows the use of the outdoor area to be embedded in all aspects of learning. The academic year is carefully planned to fully utilise our forest and edible playground areas to enrich the curriculum and promote positive physical and mental well-being. Carefully planned trips and visits, including through use of the local community allow us to build and enhance the curriculum offer and extend the range of experiences for the children. To further this, a varied timetable of extra-curricular activities is offered with clubs that support the curriculum while extending the range of experiences on offer, allowing the children to further develop their interests and talents.

At Hawthorn, we take pride in providing a highly inclusive environment - where children enjoy learning experiences which promote achievement, confidence and outstanding behaviours for learning. Children feel safe to try new things and through systems such as school council, eco warriors and art ambassadors, they know they have a voice that is valued and respected. Our children are ably supported at all levels to develop at their own pace, learn in a style that best suits their individual needs and achieve their full potential.

Our curriculum is designed to support children's readiness for learning through a Zones of Regulation approach, which supports children to recognise their own emotions and gives them the tools they need to self-regulate. This enables children to build on the positive relationships that already exist in school as well as preparing them for the next stage of education.

At Hawthorn, the Arts are valued and as an In Harmony Programme school, music has a high profile. We are proud of our links with cultural venues across the region. Musical opportunities are extensive as all children learn an orchestral instrument and perform together regularly. Through these and other artistic endeavors, children develop positive behaviours for learning: including resilience, high aspirations, increased self-esteem and the ability to form positive relationships through working as part of a team beyond their year group peers.

Impact

Our school provides a strong foundation for children to become independent learners who have aspirations for the future which can be realised with hard work and determination. We provide opportunities for children to work in teams and develop social skills both in the classroom and beyond. This curriculum design ensures that the needs of individual and small groups of children can be met through quality, first-teaching, supported, where appropriate, by proven, targeted interventions. In this way it can be seen to impact in a very positive way on pupil outcomes, preparing them well for the next stage of education.

Children have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external performances and events involving other schools. Developing their independence and motivation as learners as well as their sense of responsibility as future citizens is at the heart of all our teaching and learning. Children feel valued and are able to contribute to school through roles such as in School Councilor, Eco Warrior and Art Ambassador.

Staff know the children well and develop positive and meaningful relationships. Systems are in place which enable staff to adapt their teaching to support the individual needs of the children. The children have the opportunity to develop and engage with their own learning through the Zones of Regulation. This holistic approach, going beyond academic learning, allows staff to meet the emotional needs of the children, ensuring that they are aware of how to keep both their body and mind healthy.

As an impact of our school vision, our children develop as confident, independent learners who have a thirst for learning and who will be able to contribute to their community and wider society now and in the future.