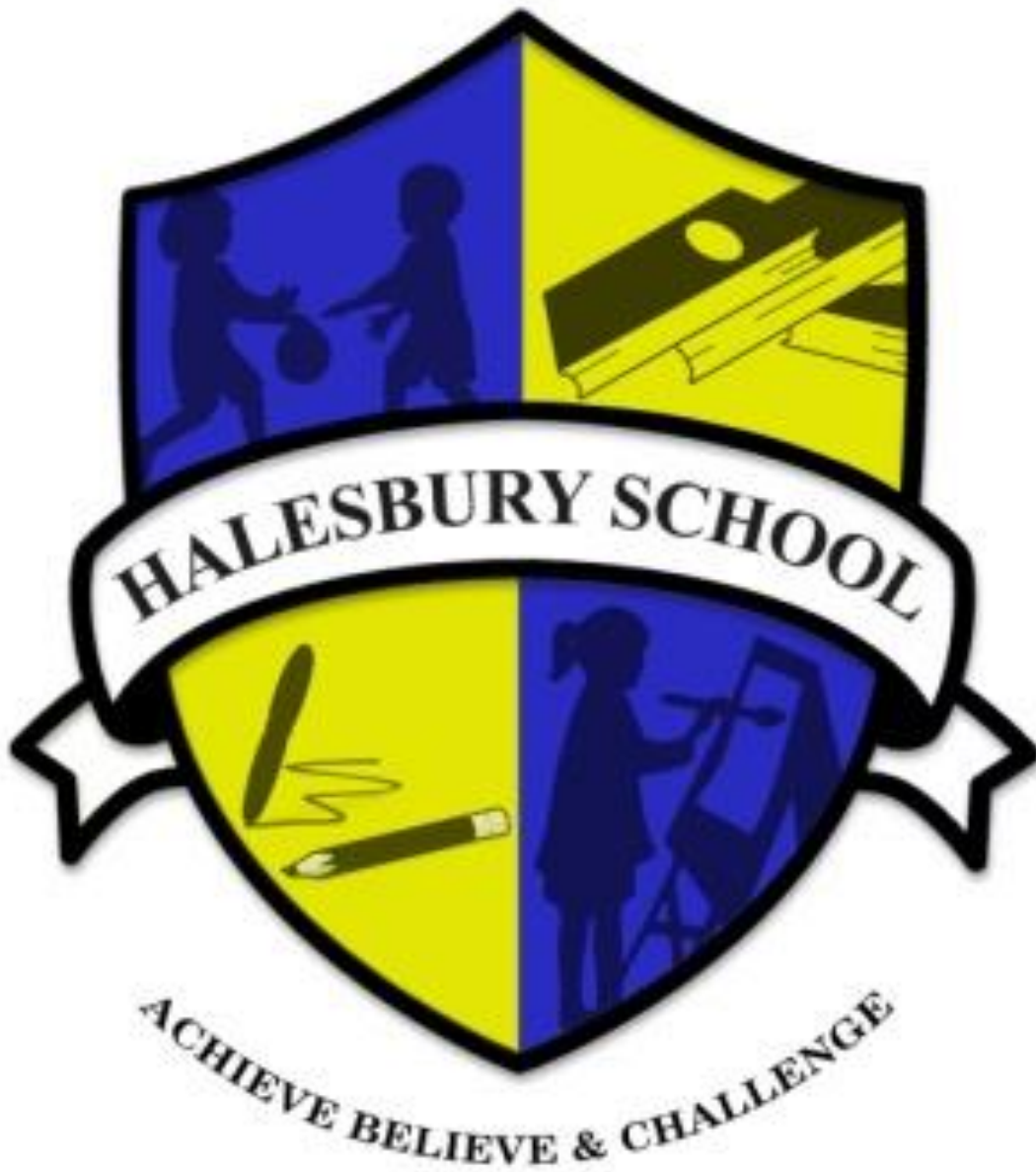


# HALESBURY SCHOOL



## CURRICULUM OFFER – PRIMARY DEPARTMENT

## Curriculum offer – Primary

In the Primary department we focus on all the skills to support the changing needs of our pupils. We acknowledge the importance of teaching discreet lessons in English, Mathematics, Science, ICT and PSHE and try and incorporate the non-core subjects within topics and theme days.

All of our classes teach English and Mathematics daily focusing on the differentiated skills of the pupils and progressing their understanding through visual and kinesthetic activities. A lot of our lessons are practical and support the needs of the pupils whilst moving at their own pace and following the skills they need to learn.

### English

All of our English lessons are based around a topic which changes every term. The class teacher then chooses an appropriate stimulus to support the learning. This includes a variety of genres e.g. storybooks, non-fiction texts, poems, films and pictures. The pupils are then given opportunities to complete different work around these genres. For our lower level pupils this may include mark marking, copy writing, initial sound work and lots of opportunities for speaking and listening. Our higher level pupils will be encouraged to write longer pieces of work concentrating on sentence structure, detecting the inference in texts and commenting on speaking and listening activities.

In Primary we teach structured phonics and guided reading sessions. This is based on the 'Letters and Sounds' programme. All of the pupils are initially baselined and follow the programme relating to their understanding of the letters and their sounds. The pupils can start at Phase 1, which gives the pupils an understanding of basic sounds, rhyming words and listening games moving through the phases to complete initial sounds, cluster sounds, graphemes, tricky words and eventually different spelling of words in Phase 5. These sessions are mainly practical with different games and kinesthetic activities offered to the pupils.

They also complete guided reading sessions where the children will be given books suitable for their ability of reading and will be asked different questions around the book and the inference of the texts. Some pupils will move onto 'free-reading' where they can choose their own text and confidently read the text and understand what the text is about.

### Mathematics

Our Mathematic lessons are based around the skills set they are progressing onto. Pupils will have targeted work planned for them following the national curriculum within:

- Number – moving onto addition and subtraction, place value and multiplication and division
- Shape, space and Measure – moving onto measurement and position and direction
- Using and applying

Practical lessons and resources will be made available for all of the pupils to access to support their learning within the mathematic topics.

### Science

In Primary we follow the 6 topic areas within science. We aim to give the pupils experience of the different topics and use practical resources to aid their understanding. The topics we follow are:

- Ourselves including Humans
- Light, Sound and Colour
- Plant Kingdom
- Pets and Animals
- Materials
- Pushes and Pulls
- Scientific enquiry (features throughout these topics.)

Following these topics gives the pupils a basic understanding of the areas ready to move onto the secondary pathways to continue their learning of new scientific skills.

### ICT

The primary classes have access to computers, Chromebooks and IPADs. The pupils follow a curriculum which is skills based. They follow 4 areas throughout the year to give them experiences of different skills and processes within ICT. These are:

- All about Computers
- Data
- Hypermedia
- Programming
- E-Safety (features throughout these topics.)

### PSHE

PSHE is an important area of the curriculum for Primary. All classes teach this as a discreet lesson in the week and also throughout theme lessons wherever they fit in. These lessons can be taught through practical lessons, scenarios, fact giving lessons or group work. Within these lessons we focus on:

- Family
- friends
- Relationships
- Feelings
- Playing together
- Sharing
- Health
- Safety and more

### PE

PE is also taught within the week ensuring the pupils experience the different areas of PE and learn different skills within sports. There is a focus on skills and team games to ensure all pupils can join in and participate in sports regardless of their disabilities.

### Thematic curriculum

Primary follow a thematic approach to teaching and mix in Geography, History, Art, RE and Music skills within the themes to ensure the pupils can experience all of the different areas. These themes are changed every half term to allow different experiences to take place. We aim to offer a kinesthetic approach to our lessons to aid understanding and create interest in the different themes. We use many different practical resources within the lessons and encourage play and role play to understand the learning that has taken place. As we are developing this curriculum

we are pulling resources and support from the EQUALS curriculum. Our lower Primary department use the informal sections and our upper Primary use the semi-formal sections.

Within the thematic approach, every half term, we have at least one drop down day where the pupils have a 'theme day' around a celebration or curriculum area. On these days the pupils will learn about the 'theme' and complete different art and craft activities and music and dance activities. This will be a fully immersive experience to create interest and excitement of the day. Some of these theme days include:

- Diwali day
- Remembrance day
- Eid day
- Black History month
- Pancake day etc.

We also ensure pupils have access to music and dance lessons from professionals that come into school. These will be swapped every term to ensure all pupils across primary have the experience and chance to join in with music and dance lessons. These will feature:

- Rhythm and timing
- Different instrument sounds
- Different styles of dance
- Group and solo dances.

When the pupils progress through primary they will also have opportunities to play recorders and clarinets and learn how to make a sound on an instrument.

In primary we aim to offer trips and have visitors into school to support the pupils learning and to experience learning in and outside of school. These will be around the themes of the half term and to co-inside with the curriculum we offer. All of our classes have access to the school minibus every other week. Most classes will then be able to go out in the minibus and experience different environments e.g. the park, shops, cafes etc. This will support the pupils learning and also their social and life skills.

In addition to all of these areas we also value the importance of offering a therapeutic curriculum to our pupils. We recognise the changing needs of our pupils and understand the need to offer different activities to support the learning of skills that the pupils will need to learn throughout the lives. Our therapeutic curriculum includes activities around:

- Interoception
- Play skills
- Social skills
- Life skills
- Fine motor skills
- Gross motor skills
- Art therapy
- Physical therapy e.g. yoga, dance.

### Assessment

All of the pupils in Primary are assessed against the DAPA and have their data and levels inputted into SOLAR. We assess the pupils for English and Mathematics and have termly pupil progress

meeting to discuss any interventions we want to put into place. These interventions may be to support the pupils in English and Mathematics but can also support them in their social, emotional and health areas as well. For example, we could identify a pupil needing speech therapy input or requiring social input from our learning mentor. These meetings also inform our planning and activities that we offer our classes.

All of the teachers and teaching assistants in the Primary department work together to create long term planning for the year ahead. This includes linking theme days to pupils interests or finding gaps in their understanding and creating a day of learning around this. All of the staff input into each class to ensure the pupils interests and learning is planned to best suit them all. Different activities and planning is shared and often classes work together to create a learning experience for all. In the future we would like classes to mix together more and offer different activities aimed at ability levels to ensure all pupils are included and are learning. This will then also lead into the pathways in the Secondary department.