

**HACTON**  
**PRIMARY SCHOOL**



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# Curriculum

Reviewed: October 2020

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## Curriculum statement of intent

Everything we do at Hacton Primary School is designed to ensure that pupils will flourish: personally, socially and academically. Each child is cherished, supported and empowered to achieve their full potential through our school's clear vision: Personal Excellence.

As a school, we are passionate about teaching and learning, committed to children achieving their full potential and determined to provide innovative and inspirational learning opportunities to ensure that our pupils can become the best that they can be. Good manners and respect for one another are highly valued; we promote social awareness and provide clear moral guidance.

The curriculum at Hacton Primary School is planned as an engaging, creative and progressive learning journey, which stimulates a sense of awe and wonder at the ever-changing world we live in. It is sequenced in a way that builds upon and deepens prior learning, ensuring cumulatively sufficient knowledge and skills for future learning.

Children are encouraged to investigate, initiate, contribute and reflect as they progress along their unique learning journey. Our curriculum goes well beyond the expectations of the national curriculum to enrich learning, deepen knowledge, widen experiences and strengthen character.

All aspects of our curriculum form part of this voyage and we ensure that we communicate expectations and initiatives to pupils and parents clearly to ensure that everyone is clear about their destination, every step of the way. Although every child's learning journey may be slightly different, the Hacton community have a common belief that through teamwork, every child is supported to reach their individual destination: together everyone achieves more.

The academic achievement of Hacton pupils is above local and national expectations. Pupils of all abilities make good and often outstanding progress during their time through our school and leave Hacton fully prepared for the next stage of their learning. Hacton pupils receive an excellent start to their journey and leave as confident, independent young people excited to embark on the next stage of their education.

Despite the fact that the Hacton learning journey ends at the end of Year 6, pupils follow new directions and embark on exciting adventures in at least eighteen different locations throughout Essex. However, the luggage they carry from Hacton contains exciting experiences, opportunities, friends and memories that will last a lifetime.

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## Curriculum map

### Intention

- Ensure national curriculum coverage.
- Plan a progressive and sequential learning journey.
- Plan the knowledge and skills that will be taught in each lesson.
- Ensure that prior knowledge is taught before a unit of work.
- Plan experiences which support and broaden the curriculum.

### Implementation

- Annually, the curriculum for each year group is mapped out.
- Subject co-ordinators ensure coverage and progression within their subject area.

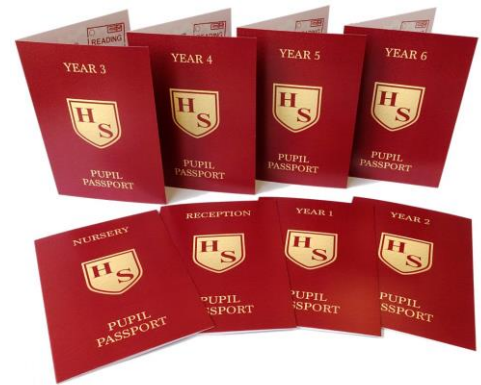
### Impact

- Hacton's curriculum is broad and balanced.
- A full national curriculum is delivered.
- Lesson objectives focus on the development of skill and application of knowledge.
- Children leave Hacton as well rounded individuals ready for the next stage in their education.

## Pupil Passports

### Intention

- The Pupil Passport communicates core curriculum expectations to pupils and parents.
- All pupils receive a printed Passport to which they can refer as they make progress on their journey through the year.
- We hope parents will also read the Passports so they can support their children more effectively.



### Implementation

- Passports are issued at the beginning of each school year.
- A mid-year review of the passport targets ensures that all parties are aware of the progress being made towards the end of year expectations.

### Impact

- Pupil passports inform pupils and parents of the key end of year expectations in the areas where parents will be able to have the greatest impact supporting their child.

### YEAR 6 PUPIL PASSPORT

*On an eight year journey, from Nursery to Year 6, it is important that you know where you're going, every step of the way.*

*We believe that pupils, parents and teachers need clear guidance on what is expected at each stage of the Hacton Primary voyage. We believe that we should support parents in helping extend their child's learning at home. We believe that by working in partnership, our children will be able to achieve and exceed our high expectations.*

*This pupil passport informs pupils and parents of the key end of year expectations in the areas where parents will be able to have greatest impact supporting their child. Now you know the destination and have the support that you need, get ready to enjoy the journey!*

★ Use negative numbers in practical contexts (temperature) and solve problems including calculating intervals across zero.

★ Compare, order, read, write and round (to the nearest 10, 100, 1000, 10,000 and 100,000) positive, negative, decimal and whole numbers up to 10,000,000.

★ Add and subtract whole and decimal numbers up to 3 decimal places using formal column methods (understanding the place value of each digit).

★ Fluently multiply numbers up to 4 digits by a two digit number using the long multiplication method and apply it alongside other operations to solve multi-step problems.


★ Use long division with two digit divisors and apply it alongside other operations to solve multi-step problems.


- Read a range of texts for enjoyment but with a developing sense of which genre or style you particularly enjoy – and be able to provide reasoned justifications.
- Participate in discussions about books, building on and challenging the ideas of others in a courteous manner.
- Consider different accounts of the same event and discuss viewpoints (both of authors and fictional characters) within and across more than one text.
- Use technical language to discuss authorial devices used in text (analogy, imagery, alliteration, personification) and be able to explain the purpose and effect of them.
- Demonstrate skill at information retrieval across a range of texts for a variety of purposes: geographical information, timetables, leaflets for museums, theatre programmes etc.


✧ Effectively evaluate your own and others' writing, and make assured changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.

✧ Use a range of punctuation accurately and appropriately (including semi-colons, colons and dashes) to mark the boundary between independent clauses.

✧ Accurately spell, with only occasional errors in more ambitious vocabulary choices.







## Boarding Pass

### Intention

- To plan an 'experience entitlement' that will serve to enrich pupils' learning at Hacton and provide opportunities to develop a stronger social, moral, spiritual and cultural understanding.
- The pass is a reminder of recommended reading for the year and a record of books that have been read.

### Implementation

- Boarding passes are issued at the beginning of each school year to outline the experience entitlement for each year group.
- Children tick off experiences as they take part in them.
- Boarding pass texts are available in class libraries.
- Year group authors are displayed and promoted around school.

### Impact

- Children are involved in experiences outside of the national curriculum.
- Children leave Hacton as well-rounded individuals who are ready for the next stage in their education.
- High quality, age-appropriate texts are read and recorded.



**HACTON PRIMARY SCHOOL**  **YEAR 5 READING**

AUTHORS: J. K. ROWLING / ANNE FINE / LEMONY SNICKET      POET: KIT WRIGHT

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**HACTON PRIMARY SCHOOL**  **YEAR 5**

**TRIPS & VISITORS**

- STUBBERS
- GREEK DAY
- ROYAL OBSERVATORY
- IMPERIAL WAR MUSEUM

**EXPERIENCES**

- TAKE PART IN A WRITING COMPETITION
- MAKE A WWI COMMEMORATIVE PLATE
- MAKE BREAD
- OBSERVE WILDLIFE

**BOOKS**

- WHO LET THE GOD'S OUT?
- FLOODLAND
- WOLF BROTHER
- THE MIDNIGHT FOX
- A BOY AND A BEAR IN A BOAT
- KRINDLEKRAK
- THE BORROWERS
- ROOM 13

**NUMBERS**

- SQUARE NUMBERS AND SQUARE ROOTS

NAME \_\_\_\_\_

CLASS \_\_\_\_\_



**BOARDING PASS**

# The Knowledge



## Intention







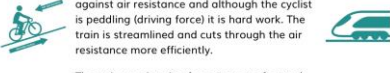
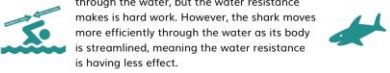
- To outline the knowledge required for each unit of work.
- To share curriculum content with parents.
- To build upon prior learning in content and chronology.
- If children have the knowledge required for each unit of work, lessons are able to focus on developing and applying the necessary skills.

## Implementation

- At the beginning of each unit of work, booklets are issued to children to take home and share with their parents.
- Each booklet outlines the ‘stuff’ (knowledge) that children need to be able to draw upon in order to be successful in any given unit of work.
- Booklets are referred to throughout a unit of work as the content relates directly to the knowledge required to access lessons.

## Impact

- At the beginning and end of each unit of work, children are tested on the ‘knowledge’.
- Progress in knowledge is evidenced through increased test scores; therefore, ongoing foundation assessments focus on how skills are implemented.

<h3>People</h3>  <p><b>Sir Isaac Newton</b> was an English scientist and mathematician who discovered the law of gravity. After watching an apple fall from a tree, Newton concluded that as the apple fell to the ground (and not to the side) so the Earth must have a ‘drawing power’. He assumed that the ‘sum of the power’ must be in the centre of the Earth.</p>  <p><b>Galileo Galilei</b> was an Italian scientist and mathematician. In 1590, he carried out an experiment to discover if the force of gravity worked equally on objects of a similar size and shape but with a different mass. Having climbed to the top of the Tower of Pisa and dropped two balls of the same shape and size but different mass, he found they both landed at the same time. He proved that all objects fall at the same rate, whatever their mass.</p>	<h3>Pulleys and Levers</h3> <p><b>Levers:</b> A heavy weight at one end is easier to lift when a fulcrum (the triangle) is used together with a lever. When pressure is applied on the long end of the lever, the weight will lift more easily. The lever increases the effect of the force.</p>  <p><b>Pulleys:</b> A wheel is used together with a belt to help change the speed, direction or force of the movement. Pulleys are good for raising flags and lifting heavy objects.</p>  <p><b>Gears:</b> Cogs within one mechanism are usually different sizes and together allow a smaller input of force to have a greater effect.</p> 
<h3>Vocabulary</h3> <p><b>friction:</b> is the resistance an object encounters when moving over another surface.</p> <p><b>air resistance:</b> is a type of friction between the air and other materials.</p> <p><b>water resistance:</b> is a type of friction between water and other materials.</p> <p><b>gravity:</b> is the force pulling all objects down towards the centre of the Earth.</p> <p><b>lever:</b> is a simple mechanism. Levers help us lift loads with less effort.</p> <p><b>pulley:</b> is a mechanism using wheels and ropes to help lift heavy objects.</p> <p><b>gears:</b> are different sized cogs which work together to give a machine extra force or speed.</p> <p><b>mechanisms:</b> are a set of tools or equipment that are used together to make a simple machine and which can turn small forces into bigger forces.</p>	<h3>Facts</h3> <p>Earth's gravity pulls all objects down towards the centre of the Earth. The canopy of the parachute works against the force of gravity making the descent back down to earth slower.</p>  <p>The shape of the cyclist's body is working against air resistance and although the cyclist is peddling (driving force) it is hard work. The train is streamlined and cuts through the air resistance more efficiently.</p>  <p>The swimmer is using force to move forwards through the water, but the water resistance makes it hard work. However, the shark moves more efficiently through the water as its body is streamlined, meaning the water resistance is having less effect.</p> 

## Worldly Wise

### Intention

- For pupils to flourish they need to be able to draw upon a wide body of general knowledge. By knowing 'a little about a lot' they will be able to place events and ideas in context.
- To provide a learning experience that goes beyond the limits of the National Curriculum.
- Broadening the range of topics covered will maximise pupil's natural curiosity as they seek to become 'worldly wise'.









### Implementation

- A whole school approach launches each booklet.
- Using videos, images and text we aim to make it as accessible as possible for all pupils.
- Parents have access to the materials via the school website - or a paper copy sent home.
- Subject specific vocabulary - and the idioms in which they are applied - will be explored in each unit.
- Each half term there will be a new focus to the 'Worldly Wise' booklets. These will be published on our websites and provided to pupils.

### Impact

- Pupils have an increasingly wide general knowledge.
- Pupils are exposed to topics and ideas outside of their experience which they can draw upon in different contexts.
- Half termly quizzes enable pupils to showcase their newly widened knowledge.

<p><b>Theseus and the Minotaur</b> Deep beneath Crete, in a <b>labyrinth</b>, lived a ferocious creature. To free his people, Theseus would have to kill the Minotaur.</p>  <p>To stop attacks by King Minos, Athens had been forced to send young people to Crete to be <b>sacrificed</b> to the Minotaur - a half bull, half man beast. The Prince of Athens, Theseus, vowed to save the people and kill the Minotaur.</p> <p>Helped by a Cretan princess - Ariadne - Theseus survived the labyrinth, killed the Minotaur and freed Athens.</p>	<p><b>The Legend of Prometheus</b> The Gods believed that fire was too powerful for humans, but Prometheus thought it should be shared... so he stole it.</p>  <p>Greeks thought Prometheus was a <b> Titan</b> - a race of giants who existed on Earth before mankind. Titans helped to create man, but they didn't have a gift to give him. Birds could fly... what could man have?</p> <p>Prometheus stole fire from the Gods, giving it to man. For this, he was punished for <b>treason</b> by Zeus, King of the Gods.</p>
<p><b>Daedalus and Icarus</b> In Greek <b>mythology</b>, Daedalus was an amazing inventor who worked for King Minos of Crete designing a <b>labyrinth</b> that was used to imprison the Minotaur.</p>  <p>Minos imprisoned Daedalus and his son, Icarus, to prevent them from working for anyone else. Daedalus had to flee to give his son a proper life. Inspired by seagulls, he created wings so they could fly down from their prison tower.</p> <p>As they soared out of their prison, Icarus ignored his father's warning and flew too close to the sun.</p>	<p><b>Pandora's Box</b> When Pandora was married, Zeus gave her the gift of a closed jar or <b>urn</b>. Pandora was told not to open it. When she peeked inside, something terrible happened.</p>  <p>Zeus wanted to punish Man for accepting the gift of fire. His Gods created a beautiful woman - Pandora. Sent to marry a man, Pandora was given an <b>intriguing</b> wedding gift: a jar that she must not open. Of course, she couldn't resist.</p> <p>When she opened the vase, horrible things came out: envy, sickness and hate. Last of all was a fairy called Hope.</p>
<p><b>King Midas</b> Midas was a king who wished that everything he touched would turn to gold. However, he hadn't realised the terrible consequences of his <b>insatiable</b> appetite for wealth.</p>  <p>Dionysus - God of Wine - visited Midas and was impressed by his generosity. He granted the king one wish. Midas asked for everything he touched to turn to gold.</p> <p>When the wish was granted, tubles, roses and bread all became gold. Just after he hugged his beautiful daughter, Midas realised he was <b> cursed</b>.</p>	<p><b>The Labours of Hercules</b> In a fit of madness, Hercules (known by the Greeks as Heracles) killed his own wife and child. As a punishment, he had to complete 12 incredible challenges over 12 years.</p>  <p>Sentenced to serve King Eurystheus, Hercules' first task was to kill the lion of Nemea. His hide was <b>impenetrable</b> so our hero had to choke it to death. In his second labour, Hercules <b>overcame</b> the Hydra - a nine-headed serpent. After completing nine more tasks, Hercules was required to capture Cerberus - the dog guarding the underworld. Once this was achieved, Hercules was free.</p>



## Times Table Journey



### Intention

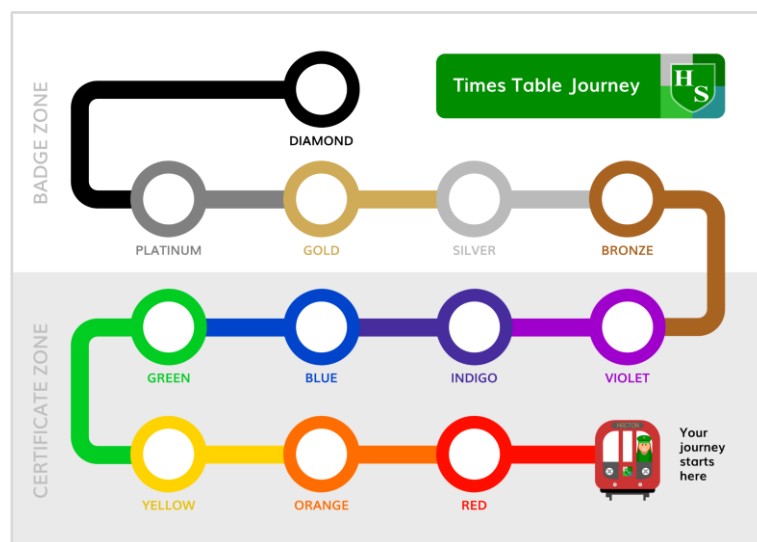
- For pupils to learn and develop a quick recall of their times tables up to 10x10 and know the related division facts.
- For pupils to develop a recall of square numbers, square roots, cube numbers and cube roots.

### Implementation

- Times Table booklets are given to children at the first station of their journey (Red). Each station can then be ticked off as the children complete each level of the scheme.
- Badges and certificates are used to both motivate and engage children in completing their journey.
- A Times Table challenge is carried out weekly and the winners are celebrated through a Leader's Board.
- Times tables and the related division facts are displayed along the stairs.
- Regular assessment opportunities help to monitor the progress of each child and additional interventions can then be planned for. Furthermore, Times Table Coaches are 'hired' to support those who need extra practise.

### Impact

- Pupils are motivated to learn and recall multiplication tables.
- Pupils can use and apply their times table and division knowledge during Maths lessons.
- Year 4 children are successfully prepared for the MTC.



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## School of Life

### Intention

- To provide pupils with the knowledge and cultural capital they need to succeed in life.
- To ensure all pupils are equipped with basic life skills.
- To provide pupils with learning opportunities beyond that of the national curriculum.

### Implementation

- Each week, pupils visit the school of life (a classroom dedicated to learning beyond the National Curriculum)
- The 'School of life' teaches a different experience each week e.g. how to make a bed, how to wrap a present, how to get help in an emergency.
- Children have the opportunity to practically carry out the week's experience.

### Impact

- Pupils learning experience is broad and balanced
- Pupils are equipped with knowledge and skills which will support them throughout life.



# My Personal Best

## Intention

- To enhance our method of delivering the KS2 curriculum objective, 'compare performances with previous ones and demonstrate improvement to achieve their personal best', so that it is more pupil-focused, and links with a short block of athletic skills lessons.



## Implementation

- All KS2 classes use the *My Personal Best* card in lessons once per term. Each pupil has their own recording card, and works as a group to practise, perform and record a number of key running, jumping and throwing skills.
- In addition, pupils achieve 'stamps' as they demonstrate leadership skills within a lesson or to younger pupils, and take part in new PE-related experiences specific to each year group.

## Impact

- Pupils are more excited and motivated to practise, demonstrate and improve their physical skills.
- Teachers are more focused on developing and celebrating the personal improvements of every child.
- Progress in Physical Education is evidenced in a meaningful way.

My Active Life		My Skills			
My clubs and activities in school:		Skill	Attempt 1	Attempt 2	Attempt 3
My clubs and activities outside of school:		Speed bounce (number in 20 seconds)			
This year, I have:		Standing long jump (centimetres)			
Taken part in an orienteering competition	Tried other outdoor and adventurous activities	Vortex throw (metres)			
		5 minute run (laps)			
		50m sprint (seconds)			
One-minute Challenges		My Leadership			
Non-dominant hand tennis ball catches	Outdoor gym steps	I led a whole-class fitness session in the outdoor gym.			
Basketball hoops	Netball shots	I organised my group during the skills circuit.			
Wicket runs	Hockey bench goals	I helped run an inter-house PE competition for a younger year group.			
MUGA halfway-line football goals	Tennis serves into the opposite court				
Name: _____		Class: _____			