



**HEATON AVENUE**  
A SHARE Primary Academy

## Heaton Avenue Primary School Curriculum Aims

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### Record of Alterations

VERSION	DESCRIPTION
1.0	Original





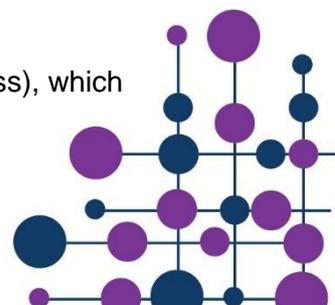
## Our vision

### Basic Principles

1. Learning is a change to long-term memory.
2. Our aims are to ensure that our children experience a wide breadth of study and have, by the end of each Key Stage, long-term memory of an ambitious body of knowledge.

### Intent:

1. The consideration of '**possibilities**' drives the breadth of our curriculum. Many of our pupils have limited aspirations and struggle to see beyond their 'immediate and familiar'. Through the use of this curriculum driver we ensure that we give our children appropriate and ambitious curriculum opportunities.
2. **Cultural capital** gives our children the vital background knowledge required to be informed and thoughtful members of a wider community, who understand and believe British Values.
3. **Curriculum breadth** is shaped by the consideration of possibilities (our curriculum driver), cultural capital, subject topics and our ambition for children to study a curriculum of the highest quality (studies/academics/scholars/research).
4. Our curriculum distinguishes between **subject topics** and 'threshold concepts'. Subject topics are the specific aspects of subjects that are studied.
5. **Threshold concepts** tie together knowledge categories with each subject. The same concepts are revisited progressively throughout the primary phase, gradually deepening understanding.
6. For each threshold concept there are three **Milestones** (KS1, LKS2, UKS2), providing a progression model.
7. **Knowledge categories** in each subject give children a way of expressing their understanding of the threshold concepts.
8. **Cognitive science** tells us that working memory is limited and that cognitive load is too high if children are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which take time.
9. Within each milestone, children gradually progress through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the 'advancing' stage of understanding by the end of each Milestone (Key Stage) and for the most able to have a greater depth of understanding at the 'deep' stage. **The time-scale for sustained mastery of greater depth is therefore two years of study.**
10. As part of our progression model we use a different teaching and learning style in each of the cognitive domains:
  - Basic: Requires explicit instruction and models
  - Advancing: Used models effectively
  - Deep: Prefers discovery approaches to learning
11. Also as part of our progression model we use POP tasks (Proof of Progress), which shows our curriculum expectations in each cognitive domain.



Implementation:

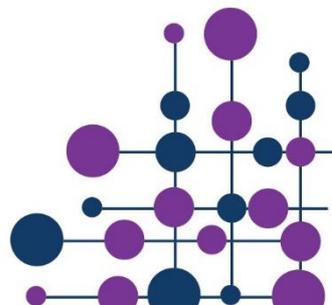
12. Our curriculum design is based on evidence from cognitive science; these principles underpin it:
  - Learning is most effective with spaced repetition.
  - Retrieval of previously learned content is frequent and regular to ensure deep learning.
13. In addition, we also understand **that learning is invisible in the short-term** and that sustained **mastery takes time**.
14. Our content is subject specific. We make intra-curricular links and only where there are true, tangible cross-curricular links we take advantage of these.
15. Continuous provision, in the form of daily routines, replaces teaching of some aspects of the curriculum and, in other cases, provided retrieval practice for previously learned content.

Impact:

16. Because learning is a change to long-term memory, it is impossible to see impact in the short term.
17. We do, however look at practices taking place to determine whether they are appropriate, related to our intent and likely to produce results in the long run.
18. We use comparative judgement in two ways: in the tasks we set (see point 11) and in comparing children's work over time.
19. We use lesson observations to see if the pedagogical style matches our depth expectations (see point 10).

**'Empowering Active Citizens of the Future'**

All children in school follow the agreed syllabus for religious education for Kirklees and Calderdale. PSHE is covered through use of the Jigsaw Framework helps pupils to develop their understanding of personal, social and health education. Through all subjects, we have a strong focus on the fundamental British Values (democracy, rule of law, individual liberty, tolerance and mutual respect) as well as social, moral, spiritual and cultural awareness. In addition to this, we ensure that we encompass British Values and opportunities to develop SMSC across the wider curriculum.





### **Extra-Curricular Opportunities**

Linking to the driver behind everything we do for our pupils, POSSIBILITIES, we aim to ensure that all children have the opportunity to experience as much as possible in terms of extra-curricular provision. This widens their understanding of what is available to them in the wider world and helps them to uncover and build upon a wide range of skills and talents.

Events	Visitors	Clubs	Sports	Trips and Visits
<ul style="list-style-type: none"><li>•McMillan Coffee Morning</li><li>•Summer/Xmas fairs</li><li>•Enterprise events</li><li>•Harvest Celebration</li><li>•Mother's/Father's Day gift making</li><li>•Charity Days: Sports Relief, Xmas Jumper Day etc</li><li>•Young Voices</li></ul>	<ul style="list-style-type: none"><li>•Fire Service</li><li>•NSPCC</li><li>•Google Legends</li><li>•The Mayor</li><li>•Artists/Musicians</li><li>•MC Grammar</li><li>•Resilient Reader</li></ul>	<ul style="list-style-type: none"><li>•A variety of sports</li><li>•Street Dance</li><li>•Lego</li><li>•Arts and Crafts</li><li>•Board games</li><li>•Survival Skills</li><li>•Breakfast and after school care</li></ul>	<ul style="list-style-type: none"><li>•Rugby (in collaboration with Huddersfield Giants)</li><li>•Athletics Competitions</li><li>•Football Tournaments</li><li>•Circuit training</li><li>•Boxing</li></ul>	<ul style="list-style-type: none"><li>•Adventure Day</li><li>•Yorkshire Show</li><li>•Farm/Zoo</li><li>•Sculpture Park</li><li>•Danelaw</li><li>•York</li><li>•Cenotaph</li></ul>

### **Our curriculum**

Our curriculum is carefully sequenced to ensure that appropriate time is allocated to each subject throughout each key stage.

Throughout Key Stage One and Two, reading, writing and mathematics are allocated at least 5 hours per week and are usually taught daily. Where relevant, tangible links are made between subjects.





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## Subjects

### Mathematics

The key expectations of our mathematics curriculum sits alongside the expectations of the national curriculum for mathematics. In essence, throughout our entire mathematics offer, we are looking to develop children who:

1. Become fluent in the fundamentals of mathematics, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
2. Reason mathematically.
3. Can solve problems by applying their mathematics to a variety of *routine and non-routine problems*.

We want to make maths challenging, active and real, to ensure that children are having a positive experience and gain powerful tools for future use. We aim to make maths fun, engaging and interesting by extending children's knowledge and broadening children's mathematical processes through a cross-curricular and practical approach.

Please refer to our mathematics handbook and curriculum overview documents for a more detailed view.

### Reading

We want to make reading enjoyable, engaging and meaningful so that children are having a positive experience and gaining powerful tools for future use. We aim to make reading fun and interesting; extend children's knowledge and broaden children's comprehension and fluency by providing access to a wide range of high-quality, inspiring texts that provide challenge and pleasure.

In each year group, children will be exposed to a wide range of fiction, non-fiction and poetry text types.

The books that are used as whole class reads, study books or extracts are detailed specifically in our reading overview document found [here](#).

Our expectation is that, in each year, a child will cover all 5 plagues of reading mentioned in Doug Lemov 'Reading Reconsidered'. These are listed below. This will ensure that children can successfully navigate reading with confidence as these books are complex, beyond a lexical level and demand more from the reader than other types of books.

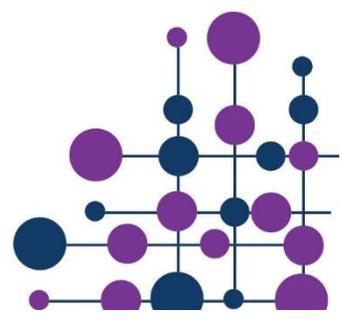
Archaic Language

Non-Linear Time Sequences

Narratively Complex Books

Figurative/Symbolic Text

Resistant Texts



Please refer to our reading handbook and curriculum overview documents for a more detailed view

## Writing

### T4W concepts

Talk for Writing, developed by Pie Corbett, is powerful because it is based on the principles of how people learn. The movement from **imitation** to **innovation** to **independent application** can be adapted to suit the needs of learners of any stage.

The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

Our teachers underpin their English work by establishing a core reading spine of quality fiction, poetry and non-fiction that all children experience and draw upon. Imaginative units of work are developed to create a whole-school plan that is refined over the years and is well resourced. The approach moves through different phases

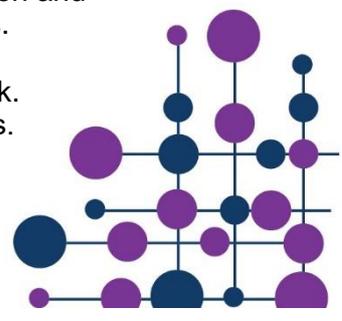
- 1) Baseline assessment and planning- the 'cold' task;
- 2) the imitation phase;
- 3) the innovation phase;
- 4) the independent application and invention – The 'hot' task;
- 5) Final assessment- building on progression

Throughout all our curriculum subjects, we build in essential characteristics which will be present in each one of the lessons in that subject. Below is a list of our key characteristics by subject:

## Science

Throughout science, we aim to promote the following essential characteristics:

- The ability to think independently and raise questions about working scientifically and the knowledge and skills that it brings.
- Confidence and competence in the full range of practical skills, taking the initiative in, for example, planning and carrying out scientific investigations.
- Excellent scientific knowledge and understanding which is demonstrated in written and verbal explanations, solving challenging problems and reporting scientific findings.
- High levels of originality, imagination or innovation in the application of skills.
- The ability to undertake practical work in a variety of contexts, including fieldwork.
- A passion for science and its application in past, present and future technologies.





## Art and Design

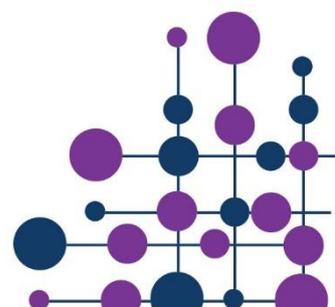
- The ability to use visual language skillfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craftmakers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

## Computing

- Competence in coding for a variety of practical and inventive purposes, including the application of ideas within other subjects.
- The ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity.
- An understanding of the connected nature of devices.
- The ability to communicate ideas well by using applications and devices throughout the curriculum.
- The ability to collect, organise and manipulate data effectively.

## Design and Technology

- Significant levels of originality and the willingness to take creative risks to produce innovative ideas and prototypes.
- An excellent attitude to learning and independent working.
- The ability to use time efficiently and work constructively and productively with others.
- The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.
- The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely.
- A thorough knowledge of which tools, equipment and materials to use to make their products.
- The ability to apply mathematical knowledge.
- The ability to manage risks exceptionally well to manufacture products safely and hygienically.
- A passion for the subject and knowledge of, up-to-date technological innovations in materials, products and systems.





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## Geography

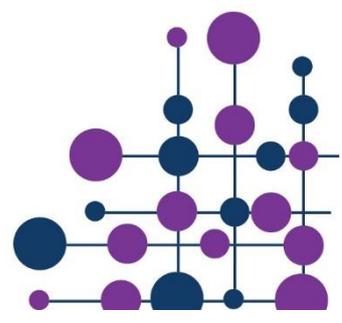
- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

## History

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

## Modern Foreign Languages (French)

- The confidence to speak with good intonation and pronunciation.
- Fluency in reading.
- Fluency and imagination in writing.
- A strong awareness of the culture of the countries where the language is spoken.
- A passion for languages and a commitment to the subject.
- The ability to use language creatively and spontaneously.
- An independence in their studies and the ability to draw upon a wide range of resources.



## Music

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

## PE

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- High levels of physical fitness.
- A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.

## RE

- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.





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