



## HARTSBOURNE PRIMARY SCHOOL

### CURRICULUM INTENT (FOUNDATION SUBJECTS)

#### OUR VISION

Hartsbourne Primary School is an inclusive learning community where we are:

Building a strong school **community**; inspiring pupils to gain the **confidence**, resilience and independence to become **life-long learners**, making the best **progress** possible and creating happy memories.

#### ART AND DESIGN

We believe that a high-quality art and design education will engage, motivate and challenge pupils to be creative. Providing children with the knowledge and skills to explore and create works of art, craft or design will contribute to their mental wellbeing and help them to understand how art and design has shaped our history and contributed to the culture, creativity and wealth of our nation. By the time children leave Hartsbourne, they should have had opportunities to:

- Develop their ideas, produce creative work and record the process of making art.
- Develop a range of practical skills within the elements of art: line and shape; colour and tone; pattern and texture; form and space.
- Evaluate and analyse works of art (including their own) using an appropriate art vocabulary.
- Explore the work of a variety of artists and designers within a historical and cultural context.
- Visit an art gallery and/or museum and work with visitors on arts-based projects.

#### COMPUTING

We aim to deliver a high-quality computing curriculum that equips pupils with knowledge for 'computational thinking' and the skills to use technology as part of daily life both now and in the future. Building on this knowledge and skills, pupils will be taught to use a variety of software and apps and use information technology to create programmes, systems and a range of content with consistent teaching and focus on e-safety at every level.

With the knowledge that computing will undoubtedly continue to form a major part of the pupil's life at home, further education and places of work, we will ensure they are equipped with effective and transferable life skills. By the time they leave Hartsbourne, they should have had opportunities to:

- Become digitally 'literate' and confident (age-appropriate) users of technology.
- Confidently use a range of appropriate computing programmes: including word processing, spreadsheets, databases, publishing and slide shows, to solve problems and communicate ideas.
- Use the internet to safely research subjects using an appropriate search engine to download information.
- Programme a computing device and/or software with algorithms to make something happen.
- Use devices and apps to make and record presentations including videos, animations and green screens.
- Express themselves and develop their ideas through, communication technology at a level suitable for the future workplace and as active (safe) participants in a digital world.



## DESIGN AND TECHNOLOGY (DT)

Design and technology can be an inspiring subject that allows children to use their creativity and practical skills to design and make products that solve relevant problems within a variety of contexts (eg home, leisure and enterprise), whilst considering the needs of the end user.

DT has several links with other areas of the curriculum such as art, computing, maths and science. Pupils need to be resourceful and inventive, whilst working with care and accuracy both individually and as part of a team. They will have opportunities to evaluate products and develop their understanding of the impact it has on both daily life and the wider world. By the time children leave Hartsbourne, they should have had opportunities to:

- Identify different materials and their properties considering their impact on the environment.
- Undertake background research, separate component parts of an object, communicate ideas and understand some aspects of function and form.
- Build stable structures, prototypes and make products using a variety of materials and joining techniques working both independently and collaboratively.
- Understand how to work systematically and with consideration of safety for themselves and others.
- Prepare a variety of dishes, applying their understanding of nutrition and healthy eating.
- Use simple mechanical and electrical systems in their products.
- Critique, evaluate and test their ideas and products and the work of others.

## ENGLISH

We believe that a strong command of English can not only unlock other curricular subjects but is vital in enabling children to become well-informed adults who can access the world around them. The intent of our English curriculum is that children in our school will be able to communicate effectively with both peers and adults, through **listening, speaking, reading** and **writing**. By the time children leave Hartsbourne, they should be able to:

- **Listen** actively to both their peers and adults, understanding that active and engaged listening is the first step to accessing new learning.
- **Speak** clearly and in detail when discussing their ideas, as well as understanding the skills required when presenting to or entertaining a larger audience.
- **Read** fluently, confidently and for pleasure, showing a good understanding of a wide selection of texts and an ability to state and explain their reading preferences.
- **Write** clearly, accurately and coherently in and for a range of contexts, purposes and audiences, recognising the importance of editing and attention to detail.

## GEOGRAPHY

Our Geography topics are informed by the national curriculum. We take some opportunities to consider the pupils' interest and are sensitive to their needs, abilities and background. It is our intent that our geography teaching will inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with an understanding of some of the Earth's key physical and human activities.

Our geography teaching will promote children's spiritual, moral, social and cultural development helping them to have a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment. By the time children leave Hartsbourne, they should:



- Have contextual knowledge of the location of globally significant places – both terrestrial and marine.
- Be able to use an appropriate vocabulary, ask questions about the world and have the skills to research and understand answers.
- Understand some of the processes that give rise to key physical and human geographical features of the world and how they are interdependent, for example changes in farming methods, water cleaning, rain forest preservation, rainfall, rivers and erosion.
- Learn a range of geographical skills including collecting, interpreting and analysing data from field work.
- Be able to present geographical information in a variety of ways and interpret information from a range of sources such as maps, diagrams, globes, aerial photographs, computing software and geographical information systems (GIS).

## HISTORY

Our history topics are informed by the national curriculum and reflect British history, our local area and that of the wider world. We want our teaching of History to inspire pupils' curiosity about the past and how it can affect the future. We want children to learn about some aspects of the complexity of our society (past and present) and consider how the process of change can impact on communities. We will investigate how and why the world has changed over time and what we can learn from the past to make the future better.

British Values are promoted through our History curriculum, such as Mutual Respect, Tolerance and Individual Liberty, Democracy and Law. Themed days such as Black History, Remembrance and History Week promote these values and visitors and trips (enrichment) are used to develop a deeper understanding of the periods studied and the relevance to our society today. By the time children leave Hartsbourne, they should:

- Understand historical concepts such as chronology, continuity and change, cause and consequences.
- Be developing a coherent knowledge and understanding of Britain's recent and ancient past and that of the wider world.
- Understand some methods of historical enquiry including considering evidence from primary and secondary sources.
- Be able to ask questions, think critically, evaluate evidence, compare arguments and points of view and develop (age appropriate) perspective and judgement.
- Have some understanding of terms such as 'empire', 'civilisation' and 'parliament.'
- Be able to use their historical knowledge and make connections in other contexts such as debating, philosophical questions and art.

## MATHS

We want children to recognise the importance of maths in our society and understand its relevance to a variety of subjects and jobs in the wider world. We want our pupils to use their mathematical skills and knowledge confidently in their daily lives as well as at school, to enjoy the creative aspects of mathematical learning and to experience success through the ability to use mathematical reasoning.

We are committed to developing children's curiosity about the subject as well as removing any anxiety by being comfortable with mistakes. Our school mantra is: **In this class mistakes are expected, respected and inspected.** We also use our Learning Gems programme to encourage children to take a chance (on being wrong), accept a challenge and be resilient in the face of difficulties. By the time children leave Hartsbourne, they should be able to:



- Demonstrate a sound foundation of arithmetic skills and apply their knowledge to solve problems. Use manipulatives and written methods to show understanding of the four basic operations and variety of concepts and processes.
- Recall multiplication and division tables with relative speed and accuracy.
- Have an age-appropriate understanding of mathematical patterns and their connections with nature, science and art.
- Make connections between concepts and use the skills of logical reasoning and abstract thinking.
- Solve increasingly complex problems by breaking them down into appropriate steps; using previous knowledge to inform their thinking and persevering for success.
- Apply their knowledge with increasing speed to a range of problems using the most appropriate (efficient) methods.
- Reason by using knowledge of basic mathematical laws (commutative, associative and distributive) and their understanding of the relationships between addition, subtraction, multiplication and division.

## MODERN FOREIGN LANGUAGE (MFL)

At Hartsbourne we believe that learning a foreign language provides a window into other cultures and is a necessary part of belonging to a multi-cultural society. In a globalised world characterised by international links and intercultural connections, linguistic skills are crucial for enhancing communication skills, participating in further education and developing career opportunities.

The intent of our MfL curriculum is that children in our school will be able to communicate in another language using a range of familiar vocabulary and grammatical structures with a reasonable degree of (age appropriate) confidence. By the time children leave Hartsbourne, they should be able to:

- Understand and respond to spoken foreign language using familiar and simple vocabulary and grammatical structures.
- Read and write simple sentences using familiar texts and vocabulary.
- Speak with an appropriate degree of fluency and confidence about familiar topics asking questions and improving the accuracy of their pronunciation and intonation.
- Show an appreciation of a range of cultural elements related to the language studied.
- Use a set of skills to enable confident learning and appreciation of other languages and cultures in the future.

## MUSIC

We believe that music is a universal language which allows the children to express themselves in a unique way. The intent of our music curriculum is that children in our school will engage in a wide range of musical experiences, developing their self-confidence, creativity and critical understanding of different forms of music. By the time children leave Hartsbourne, they should be able to:

**Sing** confidently either alone or as part of an ensemble, demonstrating a good understanding of pitch, tempo and texture.

**Play** a variety of instruments to achieve specific effects or outcomes, learning at least one instrument in greater depth.

**Listen** to a wide variety of music and comment critically, applying their knowledge of a range of musical elements.



## **PHYSICAL EDUCATION**

We believe that a high-quality physical education curriculum can inspire all pupils to participate and succeed in a variety of physical activities and competitive sports. We have a varied curriculum in place to support our intent, including dance, athletics, gymnastics, games, swimming, outdoor gym and adventure activities.

We provide a variety of opportunities for pupils to become physically confident in a way which supports their developing physique, health, fitness and mental wellbeing. We encourage 'participation over perfection' to develop children's motivation and willingness to 'have-a-go' and use links with other subjects such as PSHE, DT (nutrition) and science to develop sound knowledge.

Opportunities to participate in sporting and other activities help to build the skills of teamwork, perseverance and good sportsmanship and to embed values of fairness and respect for others. By the time children leave Hartsbourne, they should be able to:

- Recognise and describe how their bodies and minds feel during and after exercise.
- Demonstrate increasing control, agility and coordination in a range of physical activities.
- Be able to evaluate their performance(s) and that of others.
- Work (and play) with others in group support and leadership roles and participate individually and collaboratively for a variety of activities.
- Know and apply the rules and conventions in a range of games and activities.
- Maintain stamina and be physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Develop the children's enjoyment of physical activity through creativity and imagination so they can lead healthy, active lives.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)**

We want emotional readiness for learning to be at the heart of our PSHE curriculum so that pupils can develop the skills and attributes they need to keep themselves resilient, healthy and safe both mentally and physically and prepared every day for life and learning.

Our curriculum is planned around the three core themes of 'Health and Wellbeing, Relationships and Living in the Wider World'. Part of our vision and ethos are to develop the attributes of resilience, respect, responsibility, kindness and independence. Links are forged across the curriculum but notably school assemblies, collective worship, PE and science. By the time children leave Hartsbourne they will be equipped with:

- An age-appropriate understanding of risk and the knowledge and skills necessary to make safe and informed decisions.
- The ability to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter from others.
- The ability to debate their point of view and understand their personal and social development is linked to a sense of self-worth, confidence and independence.
- Be aware of some of the moral, social and cultural issues that are part of growing up in today's society.
- Distinguish between right and wrong and understand that with rights come responsibilities.
- Understand some of the differences and similarities between equality and fairness for themselves and others in our society.



## RELIGIOUS EDUCATION

At Hartsbourne we want our children to develop knowledge and understanding of religion (learning about religion) and to explore and respond to human experience (learning from religion). We follow the Hertfordshire Agreed Syllabus for RE to develop pupils' knowledge, awareness and understanding of Christianity and other principle religions, religious traditions, festivals and world views.

Our RE curriculum informs children about the world we live in, helping them to gain a greater understanding of themselves and a sympathetic awareness of the practices of others and promotes the spiritual, moral, social, cultural and intellectual development of our pupils. By the time our children leave Hartsbourne we want them to have:

- Acquired some knowledge and understanding of the principal religions represented in Great Britain. These include Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism.
- Visited a place of worship eg church, mosque, temple, synagogue.
- Developed an age-appropriate understanding of the influence of beliefs, values and traditions on individuals, society and cultures, including the local community.
- Developed the ability to make reasoned and informed judgements about religious and moral issues, with some reference to the teachings of the principal religions.
- Compared and explored some sacred texts and other sources of wisdom.
- Expressed their ideas and insights about the nature of beliefs, values and traditions.
- Opportunities to engage with the questions and answers offered by religions and worldviews (including those with no faith at all) concerning ultimate questions and human responsibility.
- Developed some of the skills required to engage with others in dialogue and to participate in society with respect, empathy and compassion for all.

## SCIENCE

A high-quality science education provides the foundations for developing an understanding of the world through the specific disciplines of biology, chemistry and physics. Our curriculum will give our pupils a strong understanding of the world around them whilst acquiring specific skills and knowledge to help them think scientifically, gain an understanding of scientific processes and an understanding of the uses and implications of science, today and for the future.

By building on key knowledge and concepts pupils will be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena.

Pupils will use different forms of enquiry (pattern seeking, observation, classifying and grouping, comparative and fair testing, researching) to examine a topic, question their knowledge and reflect on their learning. They will be encouraged to understand how science can be used to explain an event or process, predict how things will behave, and analyse causes. By the time children leave Hartsbourne they will have had opportunities to:

- Pose and investigate questions using correct techniques, accurately record their findings using appropriate scientific language and analyse their results.
- Develop the skills of prediction, hypothesising, experimentation, investigation, observation, measurement, interpretation and communication.
- Be aware of and alert to links between science and other subjects, (eg computing, maths, art, geography, DT) as well as their lives more generally.
- Work practically inside and outside the classroom to develop an understanding of the processes and methods of scientific enquiry that help them to answer scientific questions about the world around them.