



HALFWAY JUNIOR SCHOOL



Curriculum
September 2018
Review: September 2020

“Supporting Each Other to Achieve Success for All”



Rationale

Running through our entire curriculum is our shared vision to build a 'Dream School' together, where every member of the school community strives to be the best that they can be. This vision is shared by children, staff, families and governors. This ethos led to the creation of our core learning behaviours and these form the value base for everything that we do. They are well embedded throughout the school and form part of a common language of good learning and good citizenship. They are 'alive' within the school and are evident in every aspect of school life.

Our curriculum is designed and implemented so that it reflects our core learning values:

- ❖ We aim high – we are the best that we can be
- ❖ We believe in ourselves – we have an 'I can' attitude
- ❖ We respect ourselves and each other
- ❖ We are good listeners – we ignore distractions
- ❖ We have a go and encourage each other – we share our ideas
- ❖ We take risks and learn from our mistakes
- ❖ We can work independently and as part of a team
- ❖ We are resilient and never give up
- ❖ We ask questions and enquire
- ❖ We explain our thinking – we love BECAUSE

The Creative Curriculum at Halfway Junior School

Shared Principles

- To ensure the engagement of all children through an exciting and memorable learning journey.
- To ensure children are learning through a primarily skills based approach.
- To use a creative approach wherever possible including role play, drama, first hand experiences, pupil led investigations.
- To have high expectations of what the children can achieve through clear learning objectives and success criteria.
- To make cross curricular links using other subject areas to support learning wherever appropriate.
- To promote the spiritual, moral, social and cultural development of pupils, to suitably prepare them for their role as future citizens.
- To ensure quality skill acquisition and progression of skills in order to produce quality outcomes.
- To plan an exciting entry and exit to the theme, i.e. 'Stunning Starts' and 'Fabulous Finishes'
- To have more time over topics to ensure quality of learning and of outcomes.

How do we plan our Curriculum?

Long Term Plan

- Phase planning and reflection meetings with Halfway Junior School provide opportunities to share expertise, skills, ideas and resources.
- Breadth of study is divided into themes across each half term for each phase (Year 3, Years 4/5 and Year 6).

Topic Overview 2018-2019:

TOPICS						
	AT1 8 weeks	AT2 7 weeks	SP1 6 weeks	SP2 6 weeks	SU1 6 weeks	SU2 6 weeks 1 health week
Year 3	Stone Age	Romans	Raging Rivers		Egypt	
Year 4/5	Natural Disasters		Victorians		Into the Wild	Carnival
Year 6	Ancient Greeks		Lost worlds The Galapagos	I ♥ Sheffield	Invaders (Anglo Saxons & scots)	

An example of Long Term Plan:

Halfway Junior School
Year 4/5 Curriculum 2018/2019

Term	At1 & 2	SP1 & 2	Su 1	Su2
Duration	8 / 7	6/6	6	7
Topic	Natural Disasters	Victorians	Into the Wild	Carnival
Focus	Geography Can Earthquakes happen everywhere? Can we predict where natural disasters will occur? Can we stop them?	History What was life like for a Victorian child? How do Victorian inventions and discoveries help us keep healthy today?	Geography Who lives in the rainforest and how do they survive? How is the rainforest different to Sheffield?	DT / Geog What celebrations and festivals take place around the world? How are masks used around the world?
NC Objectives	Physical geography Describe and understand key aspects of: volcanoes and earthquakes, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,	Victorians the changing power of monarchs using case studies such as Victoria Advances in medicine What was life like for a Victorian child? How do Victorian inventions and discoveries help us keep healthy today?	Human impact on rainforests physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, human geography, including: types of settlement and land use, understand geographical similarities and differences through the study of human and physical geography of a region of the United	Link – as part of research - Understand similarities and differences through the study of human geography. China – Chinese New Year & Ghost festival Mexico Day of the Dead Venetian Carnival Masks

Medium term planning:

- Objectives are taken directly from the National Curriculum.
- Use of key questions ensures that learning is clear and focused.
- Use of weaving skills and knowledge to help inform steps to meeting the key objectives.
- Once National Curriculum objectives have been met, students and teachers have opportunities to explore enquiry based learning within the topic.

An example of Medium Term Planning:



Halfway Junior School Curriculum Medium Term Plan			
Year Group: Year 4/5			
Term : Autumn 1 & 2			
Topic : Natural Disasters			
Subject	NC Objectives	Focused Learning	Outcomes
History / Geography	<p>Physical geography Describe and understand key aspects of: volcanoes and earthquakes, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Throughout – Earthquake Headquarters (stunning start) talk about each one as they happen & the implications for people and landscapes.</p> <p>The World – understand locations so we can use them in descriptions, atlas work.</p> <p>The structure of the Earth – tectonic plates</p> <p>Look at case studies of Earthquakes (Japan & New Zealand) – where they happened and how they affected the people and the landscape.</p>	<ul style="list-style-type: none">- Labelled map of world with key information on it.- Labelled map of tectonic plates & Earthquake activity- Cross section diagram of Volcanoes (2D or 3D)- Diary of experiencing earthquake- Newspaper article of aftermath- Graph of Richter scale findings

How do we deliver our curriculum?

- We start each of our topics/ themes with a ‘Stunning Start’ to immerse and inspire the children. We encourage them to ask questions and give them opportunities to lead their own learning throughout the topic.
- Subjects are taught in a cross – curricular way where appropriate, allowing children to make learning connections. Where this is not possible, subjects are taught discretely.
- Opportunities for cross – curricular writing and maths are encouraged.
- Lessons aim to be lively and interesting providing memorable experiences for all, where deep learning can take place.
- Staff expertise and resources are shared across the school (and Family of Schools) ensuring we make the best use of all our resources available. Joint planning meetings across phases provide opportunities to share skills, ideas and resources.
- We believe in learning through first hand experiences and bringing learning to life through carefully planned visits and visitors. Some will be in school, the local area, and some are further afield. These will often be part of our ‘Stunning Start’ and ‘Fabulous Finish’ events.
- Each term will end with a parents open afternoon, which involves families in sharing their child’s learning journey for that term.

How do we assess our Curriculum?

- Teachers will record pupils' progress in the wider curriculum every term as 'below , 'at' age related expectations or as 'deepening understanding'.
- End of year assessment in all subjects will be reported to parents as '**Below** age related expectations', '**At** age related expectations' or '**Deepening** understanding'.
- Key assessment criteria/ 'I can statements' for each subject with National Curriculum Links, are available to support teacher's ongoing assessment.
- Careful moderation of outcomes across the federation takes place regularly.
- Regular monitoring of classroom environments/displays, children's books, planning and outcomes.
- Regular meetings across the federation to reflect on the teaching and learning for that term and share successes.

Subject Specific Information

Computing

Our Computing curriculum aims to provide pupils with the necessary skills and knowledge to be successful in later life, this includes a providing children with a strong awareness of e-safety issues. We currently follow the Sheffield Primary Computing Scheme of Work and work alongside other schools to ensure we share good practise and resources. Throughout the school year, the following will be covered:

- Basic computing skills
- Communicating: Text & Images
- Communicating: Multimedia
- Understanding & sharing data.
- Programming

E safety is emphasised throughout all units and taught discretely too. Cross curricular links are made to other areas of the curriculum where possible. For more detailed information, see the whole school Computing Curriculum Map and E-Safety Policy.

Science

We want to inspire our children's curiosity, and develop their questioning and investigative and analytical skills, as well as develop their knowledge base for understanding the world. Many of our topics are taught in a cross-curricular manner, however science is often taught discretely. Our Science curriculum fulfils the 2014 National Curriculum requirements. See the whole Science Curriculum Map for more information.

Religious Education

As a school we follow the 'Enquiring Minds & Open Hearts: Religious Education for All'. We cross curricular links are made where possible and teaching is combined with the teaching of SEAL (Social and Emotional Aspects of Learning). It is the agreed syllabus for RE in Sheffield for 2014-2019. This fulfils the legal requirement for the teaching of religious education.

The aim of religious education is that pupils will know about and understand a range of religions and worldviews and will express ideas and insights of their own into the significant human questions which religions address.

For more information please see the Sheffield RE Syllabus.

Personals, Social, Health and Citizenship Education

We pride ourselves on developing pupils who have a strong awareness of themselves, others and their community. We want our children to be able to question and reflect on the world around them as well as contribute positively to it. We teach citizenship through following the SEAL (Social, Emotional Aspects of Learning) programme and through regular Philosophy for Children sessions. British Values are promoted in weekly assemblies and developed further in the classroom.

