



Hilton Lane Primary School- “Aiming High Together”

This statement gives you a general overview of our curriculum- its aims and intentions. It includes information such as how we teach phonics and the reading schemes we use, and this information is highlighted in green.

This document also provides-

- information about the values we teach openly and also through the “hidden curriculum”
- information about how we assess the children.

Detailed information about the content of the curriculum at KS1 and KS2 can be found via the subject links in the box above or via the link to the National Curriculum in the box below.



Your Child’s Learning at Hilton Lane

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum (guidelines from the government which set out what children should learn and be able to do in each year group), but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the ‘hidden curriculum’, or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Non-denominational Religious Education is provided for all children as part of the curriculum and is in accordance with the Salford agreed Religious Education syllabus. Assembly is an important part of the school day when we meet together as a community. It is a time when we place emphasis on the development of values and attitudes towards each other and the world around us given the multicultural society in which we live. Assemblies are non-denominational though of a broadly Christian nature.

We also take the opportunity in assembly and through our curriculum to teach British values such as democracy and the rule of law, tolerance and mutual respect, equality and individual liberty. Alongside this sit values that we believe are important for success in future life- self -belief, perseverance, resilience, friendship and self-control.



The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- to teach children the basic skills of literacy, numeracy, science, computing, physical fitness and health
- to fulfil all the requirements of the National Curriculum and the Salford Agreed Syllabus for Religious Education
- to teach tolerance, respect and the advantages of diversity and to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- to enable children to be creative and to develop their own thinking
- to enable children to recognise and utilise their own best learning style
- to teach children about our developing world and the issues it faces
- to help children understand Britain's cultural heritage
- to enable children to be positive citizens in their community and wider society
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

The class teacher will get to know your child very well and will be pleased to involve you in their life at school. Children make progress at their own rates and in their own ways. It is important to value them as individuals and to provide learning opportunities that will build on their strengths and overcome their weaknesses. The curriculum is broad and balanced and provides for the academic, moral, physical, creative and personal and social development of every child.

The children are taught by their own class teacher in mixed ability classes with children of approximately the same age. In school there are 3 main stages of learning- The Early Years Foundation Stage, Key Stage 1 (sometimes called "infants") and Key Stage 2 (also called "juniors").



The Early Years Foundation Stage

When your child is in Nursery and Reception we call this The Early Years Foundation Stage. Each class is staffed by 3 adults (a teacher and 2 teaching assistants), one of whom you will get to know well because they are your child's key worker. This means they will help your child settle in and will be a named link with you while your child is in that class. You can however speak to any of our staff about your child.

There are seven areas of learning and development that must shape educational programmes in our early years. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime* areas, are:

- communication and language;
- physical development and
- personal, social and emotional development.

We also support children in four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

To achieve the **early learning goals** (statements which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year) teaching and learning will be through firsthand experience and structured play. The teachers and teaching assistants will keep records on children's experiences and attainment which you are welcome to look at.

The outdoor environment is also a very special part of the Foundation Stage curriculum. As such it is carefully planned for and available each day.



Key Stage 1

Key Stage 1 is Year 1 and Year 2, sometimes still called “the infants”. This is the first of 4 “key stages” your child will pass through between the ages of 5 and 16. Each class is staffed by 2 adults, a teacher and a teaching assistant.

There are 3 core subjects- English, Maths and Science, and 7 foundation subjects-Art and Design, Computing, Design and Technology, Geography, History, Music and Physical Education. In addition it is the law that we must teach Religious Education.

Children are assessed nationally twice in Key Stage 1. They take the phonics check in Year 1 (a test administered by the teacher) and take national tests to help inform teacher assessment at the end of Year 2. The teacher has to make judgements about your child's attainment in English, Maths and Science at this time. In addition to this we assess the children in a variety of ways to make sure they have every opportunity to make progress over the course of the two years.



Key Stage 2

Key Stage 2 is Years 3 to 6, sometimes still called “the juniors”. This is the second of 4 “key stages” your child will pass through between the ages of 5 and 16. Each class is staffed by a teacher and will have at least one teaching assistant for about half of the week.

There are 3 core subjects- English, Maths and Science, and 8 foundation subjects-Art and Design, Computing, Design and Technology, Foreign Language (we teach French), Geography, History, Music and Physical Education. In addition it is the law that we must teach Religious Education.

Children are assessed nationally at the end of Key Stage 2. They are tested in Reading, Spelling Punctuation and Grammar, and Maths, and assessed by the teacher in Writing and Science.

In addition to this we assess the children in a variety of ways in every year group in Key Stage 2 to make sure they have every opportunity to make progress.

Our approach in Key Stages 1 and 2

English and Maths

At Hilton Lane we teach a daily dedicated lesson for English and Maths. Whenever possible this is in the morning. The lesson is taught by the class teacher and we aim to meet the needs of all children regardless of ability. Sometimes the whole class will be taught together and sometimes the teacher will teach groups of children while others are working independently. Teaching assistants will also lead small groups or work with individuals during these lessons.

Phonics

In addition, children in Years 1 and 2 (like those in Nursery and Reception) have a daily dedicated phonics lesson. **We base our teaching on "Letters and Sounds"**. Children in Years 3 and 4 who have still not met the required standard for phonics continue to be taught and assessed for their phonics knowledge.

Reading and Writing

Children in KS1 also have a minimum of 4 dedicated "guided reading" lessons each week (where we teach the skills needed to understand what is read) and are also taught grammar. There is a weekly extended writing session where children are encouraged to write at length and dedicated teaching sessions for handwriting and spelling. **We use the "Penpals" scheme for Handwriting.** Children are encouraged to write as well in other subjects across the curriculum as they do in their writing lessons because writing, like reading, is a key life skill.

In Years 3-6 there are a minimum of 3 Guided Reading Sessions each week and we also teach grammar. There is a weekly extended writing session where children are encouraged to write at length and dedicated teaching sessions for handwriting and spelling. We use the "Penpals" scheme for Handwriting. Children are expected to write well and at length across the curriculum.

Our reading scheme aims to give all children a wide choice of reading in a variety of genres. This means that children will be expected to read non-fiction and poetry as well as fiction. The books come from a range of published schemes, though many are Oxford Reading Tree books. Older children also have access to a "free choice" library of real books which can be borrowed in addition to their home school reader.

RE and PE (and Foreign Language in Key Stage 2)

These are taught discretely.

We follow the Salford Agreed Syllabus for RE. The detailed curriculum overviews tell you the main foci for each half term.

Your class newsletter will tell you which days your child needs their PE kit. Every class has 2 PE lessons each week. One is taught by the class teacher and the second by a specialist PE teacher. One will be based indoors- either gymnastics or dance, and the other will be an outdoor games lesson (weather permitting). The detailed curriculum overviews tell you the main foci for each half term. Children in Year 4 attend compulsory swimming lessons.

In Years 3-6 children learn French. This is taught by a specialist teacher bought in by the school to ensure the children are taught accurately and well.

Everything else....

We take the same sort of approach to teaching in Years 1 to 6 as your child will have become familiar with in Early Years. We encourage them to base their learning around answering questions. This approach encourages children to ask and think and to work out how to find out. It develops skills such as resilience (sticking with an investigation until the answer is found) and resourcefulness (working out how to find out). Each theme will have a learning challenge piece of homework attached to it in which children are encouraged to be as creative as they like, in any way they like, to find out information. This is part of our work on developing not just the skills for lifelong learning but also a love for learning.

Throughout the year we have an alternating pattern of themes or topics. One will be science based, and the other will be based on learning in either Geography or History. The other foundation subjects will be taught through these themes. It is these themes that you will find on the detailed curriculum overviews.