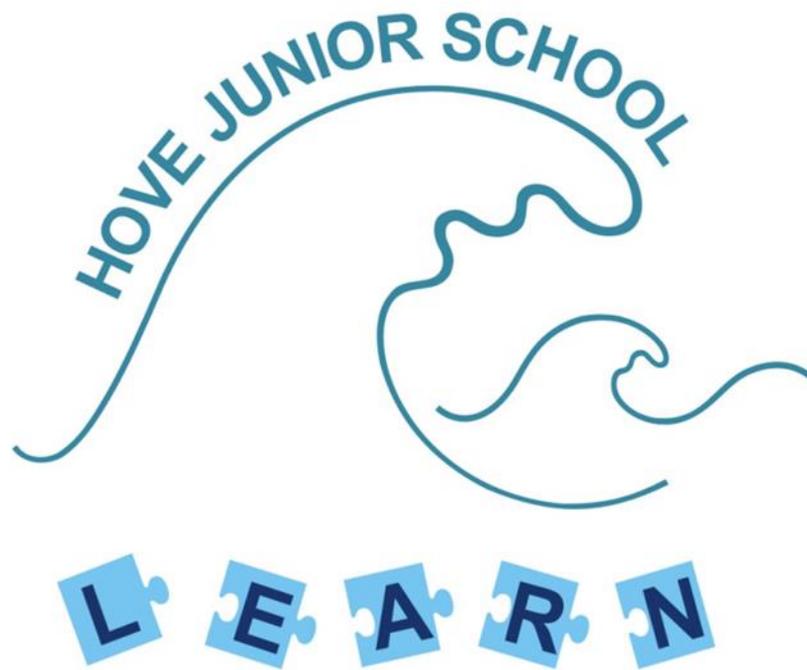


# Our Curriculum at



**Hove  
Junior School**

## **Our curriculum at Hove Junior School**

At Hove Junior School we are proud to teach an exciting, creative and well planned curriculum. It encompasses both the formal requirements of the National Curriculum and extra-curricular activities that we feel enrich children's experiences and bring learning to life. Where possible we strive to make links across subjects that inspire our pupils to make connections, develop their curiosity and hone their skills as creative learners.

Through pupil voice, children at Hove Junior School have expressed that they want to leave school knowing how to:

- continue enjoying learning
- persevere
- co-operate and collaborate with others
- be curious and ask questions
- work independently
- be literate
- use ICT to a high level
- be able researchers
- take responsibility for their learning
- teach others how to understand and achieve
- solve problems and tackle challenges
- take risks with their learning
- be resilient
- know what their strengths are and which areas they could develop
- present their ideas and knowledge to others
- think critically and be able to evaluate and assess their own learning
- be creative and think outside the box
- set and reach targets
- reflect
- understand British culture and history

In order to make the children at Hove Junior School creative, lifelong learners we understand that our curriculum needs to be as exciting and engaging as possible with relevant and meaningful outcomes. We endeavour to create stimulating, inspiring, calm and safe learning environments. It is important that every child is valued as an individual; we nurture our children on their journey and encourage them to be passionate, innovative, open-minded and independent individuals, respectful of themselves and of others. Not only in our school, but in our local community and the wider world having a strong understanding of what it means to be a global citizen. Through our curriculum, pupils at Hove Junior School should be taught how to be:

- positive and respectful
- healthy and safe
- responsible and trustworthy
- empathetic, kind and mindful of others and themselves
- understanding
- aware of current affairs
- able to form positive relationships
- aware of their local community and their part within it
- aware of truth, fairness, right and wrong

We agreed that in order to achieve our aims and meet the above we would deliver our curriculum through a series of cross curricular topics, both whole school and year group specific.

### **Choosing the Whole School Topic**

The choice of the Autumn Term’s whole school topic is discussed in advance, at School Council meetings. School Council reps are guided and trained to gather and present the thoughts, ideas and opinions of the children in their classes, in order to feedback to council meetings where discussion can begin into how the school topic will unfold. Children are made aware that the topic chosen needs to facilitate and ensure breadth and balance of subjects and knowledge and that key local/national/worldwide events need to be taken into consideration (e.g. Olympics, World Cup, 100 year anniversary of World War 1, Brighton Festival etc). Once topics have been discussed further pupil voice is gathered by teachers, year leaders and the curriculum coordinator to ascertain what children already know and what they would like to find out. This enables us to plan the most effective learning experiences possible for each year group within the umbrella topic.

This is the cycle of topics we have had over the last 3 years:

<b>2000</b>	<b>Whole School Topic Autumn</b>
16-17	<b>China – The geography and dynasties</b>
17-18	<b>All The World’s a Stage – a study into Shakespeare and his plays</b>
18-19	<b>Authors and Illustrators/Icons and Legends</b>

### **Discrete Year Group Topics**

For the Spring and Summer terms each year group has discrete topics which are designed to ensure breath and coverage across Key Stage Two. Subject co-ordinators have ensured skill progression across each year. Our current overview for the Spring and Summer Terms looks like this:

<b>Year Group</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>3</b>	Rock of Ages – Stone Age to Iron Age	Trash to Treasure – understanding how to protect the planet and be a global citizen
<b>4</b>	Romans and Pompeii	Raiders and Traders - Vikings
<b>5</b>	Spirits, Stories and Sacrifice – Mayans	Coast to Coast – local and comparative geography
<b>6</b>	Who do You Think You Are Kidding Mr Hitler WW2	Around the World in 80 Days – discovery and exploration

### **The Planning Process**

We follow a specific process when planning topics:

- mind mapping/sharing ideas (what might/could be covered)
- identifying what we are actually going to do/focus on (key skills/key questions to be answered)
- planning the learning journey/learning environment (how will topic start, grow, finish?)
- planning the progression – what will be covered week by week, how much time will be spent on each subject/part of the journey

We have developed skills checklists, (for every subject) that are differentiated, (Years 3/4 and Years 5/6) to guide our planning and determine content/what is actually going to be taught. We do not make

tenuous links – some subjects are taught discretely if they do not “fit into” the topic (e.g. some RE, science topics may “stand alone”) and PE has its own specific schemes of work and rolling programme of activities to be taught/covered by each year group.

Termly topic information is sent to parents/carers outlining the planned learning journey and offering a suggested variety of “take away” family learning tasks and activities that can be done at home. All teachers and support staff are responsible for ensuring our curriculum sets suitable learning challenges, responds to pupils diverse needs and all potential barriers to learning are overcome.

For each topic we have agreed a list of “musts”.

- listen to children’s desires for their learning journey
- choose an exciting context which will excite and engage the children
- ensure we are surrounded by and have access to stimulating resources
- create an exciting title for the context
- mind map possible questions/directions that link to the context and ensure that the children are involved in this process
- create the journey/the learning sequence/the order in which children will do things
- map out blocks of learning within the term’s journey. Plan the learning environment journey
- plan stunning starts, marvellous middles and fantastic finishes to each topic
- ensure there are opportunities for first-hand, practical experiences
- plan family learning/take away tasks
- provide opportunities for speaking and listening (**talk**, drama, role play, emotional engagement)
- utilise indoor and outdoor environments effectively
- **use high quality texts** through a ‘Read into Writing’ approach
- celebrate the learning – project books, presentations, film shows, open days.
- ensure that steps and skills are carefully modelled

Finally when considering and building our curriculum we also asked staff/children what they felt every child/themselves should have the opportunity to experience during their time at the school. These are some of their responses:

Every child should have the chance to:

- develop their own interests
- visit an art gallery
- visit a museum
- experience live music/live theatre
- play an instrument
- participate in a residential trip
- become a swimmer
- work with a real artist/scientist/musician/author etc.
- develop a love of learning
- perform in front of an audience
- develop positive relationships
- learn to be safe on a bicycle
- participate in lots of local visits/trips
- have access a variety of after school activities
- raise money for a chosen charity

- take part in an enterprise project
- learn to cook and sew
- learn a foreign language
- engage in self- assessment
- be financially aware
- collaborate with, and learn from, one another

At Hove Junior School learning is planned to deepen and broaden children's development of skills, knowledge and understanding. We create challenges to encourage children to think at depth and allow mastery. Regular assessment both formative and for learning in each lesson, identifies children and groups for differentiated and supporting activities making our curriculum inclusive for all. The desired experiences listed above, have also been incorporated into our Activity Passports which are year group based lists of suggested activities encouraging families to engage with our curriculum and enhance children's learning outside of school.