Hallfield Curriculum & Assessment Framework

Our vision for Hallfield is to build a community that:

- Places our children firmly at the heart of everything we do.
- Instils a love of learning, which lasts a lifetime.
- Personalises the learning journey for all children, enabling individuals to be:

Above all else, we strive to ensure that every child has a true sense of belonging and a voice to make a real difference.

Skills adapted from Chris Quigley Essentials 2017
Hallfield Primary School
Growing, Learning, Achieving Together

“Your education should help you use and develop your talents and abilities.”

UN Convention on the Rights of the Child

We promise that by the time you leave Hallfield Primary School you will have had the opportunity to:

- Sing in a concert
- Learn and play an instrument in a concert
- Learn a new language
- Visit central London Museums and galleries
- Go to a museum or place of interest outside of London and explore the wider community
- Sleep at least one night away from school with your class
- Visit a farm
- Have a speaking part in a play
- Represent your school in a Westminster Sports Event
- Hold a position of responsibility within school
- Take part in a celebration for another faith/culture different to your own
- Grow – cook – and eat a vegetable in school
- Be an active member of a School Club
- Go to the theatre with your school
- Perform in a concert/production outside of school
- Enter a school-based competition
- Enter a national competition
- Have a piece of your artwork displayed for all to see
- Be an ambassador for your school
- Work alongside an expert
- Spend a night at school
- Regularly invite your family into school to share your learning
- Meet an author
- Watch a chick hatch
- Visit the seaside

Above all else, we promise to celebrate all of your achievements no matter how big or small!

Skills adapted from Chris Quigley Essentials 2017
At Hallfield, our curriculum has been designed with the children, the communities and the context in mind. The curriculum design process is continuous and cyclical, employing the reflections of teachers, parents and children. This is all underpinned by the values we as a school community share. These are:

- Kindness
- Mutual respect
- Heritage
- Sense of community
- The importance of relationships
- Self-worth and self-awareness
- Learning and individual achievement

These values underpin the essential and overarching skills Hallfield provides for our children. These essentials are skills we believe our children need to be happy, respectful and life-long positive members of the local and global community. The Hallfield Curriculum embeds the principle understanding that learning is driven by the children and builds subject specific and general skills as well as deepens understanding. Children work towards the nationally stipulated milestones at a pace appropriate to each child with clear guidance from the curriculum framework.

Skills adapted from Chris Quigley Essentials 2017
Hallfield Essentials

**Spiritual and moral well-being**

As a balance to the material values of the school community, Hallfield believes in the importance of giving children opportunity to express their feelings and have them acknowledged. Opportunity to explore issues and the concepts of right and wrong alongside our Hallfield Values are given both explicitly and through the contexts of delivering curriculum objectives.

**Communication**

In our school more than 60 languages are spoken. Therefore, it is important that children learn to accurately, skilfully and sensitively express themselves and actively listen to others respectfully.

**Creativity**

We celebrate diversity across all subjects by exploring and promoting talent and providing a wide range of opportunities to use different skills with independence, ingenuity and flair. Our curriculum is designed to allow wider curriculum opportunities and a balance of learning across all subjects.

**Enquiry**

Learning to ask questions and analyse data or information is key to lifelong learning if we want children to be individual learners and to build on strengths as well as tackle challenges. Children should learn to evaluate and understand the world, including the social world to make informed choices in life.

Skills adapted from Chris Quigley Essentials 2017
Sport, sportsmanship and health

Teaching children to be active and eat well gives them better chances at a full and healthy life. 70% of obese children grow to be obese as adults, we recognise this as serious issue facing schools in Westminster and London. Competition and sportsmanship develop confidence and allow children to learn the value of team work. London has the fortune to have many facilities and competitions that we enable our children to participate in.

Environmental awareness

Living in a large city with one of the most famous parks close by, it is important for children to respect their immediate environment. We believe that all children should learn to care about creating a sustainable future for themselves, in their immediate and global environments.

Geographical understanding

Much of our Hallfield community has dual heritage or have moved from other areas of the world. It is important to celebrate the similarities and differences of our heritage by understanding the geographical location of the community and where it has come from.

Skills adapted from Chris Quigley Essentials 2017
## Year 2

### Speaking and Listening

<table>
<thead>
<tr>
<th></th>
<th>Children are taught to use speaking and listening skills across all subjects</th>
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<tbody>
<tr>
<td></td>
<td>Communicating the Curriculum guidance statements</td>
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<td></td>
<td>Programme of Study statements – Year 2</td>
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<tr>
<td></td>
<td>1. Know the key points they need to focus on in order to answer a question. Understand complex 2 – 3 part instructions.</td>
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<td>2. Ask a range of different types of questions to find out specific information including ‘how’ and ‘why’. Recognise when a message is not clear and be able to provide some information about why.</td>
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<td>3. Recognise when they haven’t understood a word or words and be able to provide some information about why. Able to compare words by the way they look, sound or their meaning, for example bare/bear, two/to/too, and begin to comment on this.</td>
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<td>4. Use simple conjunctions to justify or explain something</td>
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<td>5. Tell a story including setting the scene, a basic story plot and the sequence of events generally in the right order. Describe in 2-3 sentences how to solve a problem. Able to use conjunctions to increase the length and grammatical complexity of sentences,</td>
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<td>6. Take turns to talk, listen and respond in two way conversations and groups.</td>
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<td>7. Accurately predict what will happen in a story or retelling of an event.</td>
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<td></td>
<td>8. Produce speech that is consistently clear and easy to understand, with very few immaturities. Able to say words with 4 or more syllables fairly consistently. Able to manipulate sounds in words such as deleting sounds from words. Know that there are some terms or expressions that are only used amongst friends.</td>
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<tr>
<td></td>
<td>9. Take turns to talk, listen and respond in two way conversations and groups.</td>
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<td>10. Usually able to keep to topic in a conversation. Can be easily prompted to move on if they are talking too much.</td>
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<td>11. Ask lots of questions to find out information and respond appropriately to the answers.</td>
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<td></td>
<td>12. Know that there are some terms or expressions that are only used amongst friends.</td>
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Skills adapted from Chris Quigley Essentials 2017
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<table>
<thead>
<tr>
<th></th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td><strong>Geography</strong></td>
<td>Children look at London, their city and build on the geographical vocabulary used to describe physical and human features and simple map and atlas skills from year 1. They create simple maps of their school and explore the location of London as England’s capital city.</td>
<td>Children become secure in naming the continents and main Oceans of the world, looking at the basic climate differences linked to the poles and the equator. They look at how explorers use maps and the compass to find their way.</td>
<td>Children visit the seaside to learn about the features of the coast and increase their geographical vocabulary. They use this experience to compare the British coast to a non-European island through the text Gregory Cool.</td>
</tr>
<tr>
<td><strong>Investigating places</strong></td>
<td>• name and locate the world’s seven continents and five oceans.</td>
<td>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</td>
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<tr>
<td></td>
<td>• use world maps, atlases and globes to identify the United Kingdom and its countries.</td>
<td>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</td>
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<td></td>
<td>• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</td>
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</tr>
<tr>
<td><strong>Investigating patterns</strong></td>
<td>• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Trinidad and Tobago).</td>
<td>• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Trinidad and Tobago).</td>
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<td></td>
<td>• identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</td>
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</tr>
<tr>
<td><strong>To communicate geographically</strong></td>
<td>• use basic geographical vocabulary to refer to:</td>
<td>• use basic geographical vocabulary to refer to:</td>
<td></td>
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<tr>
<td></td>
<td>key physical features, including: beach, cliff, coast, sea, ocean, river, soil, valley, vegetation, season and weather</td>
<td>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</td>
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<tr>
<td></td>
<td>• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</td>
<td>• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</td>
<td>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</td>
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</tbody>
</table>
## History

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Children explore changes to the local area, including the Paddington Basin since the school was built. They consider London beyond living memory through the Great Fire of London as a significant event, particular to the local area and also the life of Mary Seacole, a significant person who spent time living in the local area.</td>
<td>Children’s Spring term topic has an emphasis on geography, but through their topic of ‘Explorers’, children consider significant explorers from the past and their achievements.</td>
<td>Studying Victorian Britain, children learn where the people and events they study fit within a chronological framework. They identify similarities and differences at the sea side between ways of life in different periods. They look in some detail at significant people in this period such as queen Victoria.</td>
</tr>
</tbody>
</table>

### To investigate and interpret the past

- understand some of the ways in which we find out about the past and identify different ways in which it is represented e.g Samuel Peyps diary
- know where the people and events they study fit within a chronological framework
- identify similarities and differences between ways of life in different periods
- use a wide vocabulary of everyday historical terms
- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: What was it like for people? What happened? How long ago?
- Use artefacts, pictures, stories, online sources and databases to find out about the past.

Skills adapted from Chris Quigley Essentials 2017
### To build an overview of world history
- Identify similarities and differences between ways of life in different periods
- Describe historical events
- Recognise that there are reasons why people in the past acted as they did.
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events

### To understand chronology
- Use dates where appropriate
- Place events and artefacts in order on a timeline.

### To communicate historically
- Use an increasing number of words and phrases such as: a long time ago, recently, years, decades and centuries to describe the passing of time
- Show an understanding of the concept of nation and a nation’s history.
- Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace (Columbus discovering America, Queen Victoria, Guy Fawkes)
<table>
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<tr>
<th></th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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</table>
| Collage | Children will:                             | Children have a focus on D&T in this term, but apply their skills from Art through planning, designing and evaluating their work. | **Drawing**  
Children will:  
- Understand what is meant by the term ‘still life’ and study a variety of different drawings and paintings of seashells.  
- Practise using a range of drawing media and the marks they make and produce a still life using line, tone and texture. |
|       | - Develop, explore ideas and create first hand observations and recordings of buildings.  
- Record from first hand observation, the similarities and differences of surface textures used in buildings.  
- Create a cityscape collage using a variety of materials and techniques. |                                                                                     | **Printing**  
Children will:  
- Experiment using a variety of techniques to create a print; stencilling, colograph, styrofoam, string.  
- Create a print of a repeated seaside scene. |
| Painting | Children will:                             |                                                                                     |                                                                                     |
|        | - Explore, compare and discuss a variety of paintings by British landscape artists.  
- Observe an artist’s work closely and accurately replicate part of a painting.  
- Create a landscape painting using a variety of painting techniques. |                                                                                     |                                                                                     |
| Developing ideas: |                                                                                     |                                                                                     |                                                                                     |
|        | • Respond to ideas and starting points    |                                                                                     |                                                                                     |
|        | • Explore ideas and collect visual information. |                                                                                     |                                                                                     |
|        | • Explore different methods and materials as ideas develop.                         |                                                                                     |                                                                                     |

Skills adapted from Chris Quigley Essentials 2017
<table>
<thead>
<tr>
<th>Developing techniques:</th>
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<tbody>
<tr>
<td>• Use a combination of materials that are cut, torn and glued.</td>
</tr>
<tr>
<td>• Sort and arrange materials.</td>
</tr>
<tr>
<td>• Mix materials to create texture.</td>
</tr>
<tr>
<td>• Use thick and thin brushes.</td>
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<tr>
<td>• Mix primary colours to make secondary.</td>
</tr>
<tr>
<td>• Add white to colours to make tints and black to colours to make tones.</td>
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<tr>
<td>• Create colour wheels.</td>
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</tbody>
</table>

**Taking inspiration from artists (classic and modern)**

- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces.
<table>
<thead>
<tr>
<th>Design and Technology</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
</table>
| **Cooking**           | Comparing meals they have at home / different culture. Design and make a simple dish for parents to come in and try. Children;  
|                       | • understand where food comes from.  
|                       | • know the basic principles of a healthy and balanced diet               | Textiles  
|                       | Children will:  
|                       | • Explore rangoli patterns, discussing the colours and patterns used in each style.  
|                       | • Design a rangoli pattern thinking about line, shape and pattern.  
|                       | • Use a range of materials and techniques to design and make a rangoli batik. | Sculpture  
|                       | Children will:  
|                       | • Describe and learn about African masks and their importance to African tribes.  
|                       | • Understand the different features of masks and then design and make their own African mask using paper mache. | Children use this term to look at the school garden and grow their own class project. |

**Developing ideas:**  
- Respond to ideas and starting points.  
- Explore ideas and collect visual information.  
- Explore different methods and materials as ideas develop.  
- Design products that have a clear purpose and an intended user.  
- Explore objects and designs to identify likes and dislikes of the designs.  
- Suggest improvements to existing designs.

Skills adapted from Chris Quigley Essentials 2017
Developing techniques:
- Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).
- Use thick and thin brushes.
- Mix primary colours to make secondary.
- Use a combination of shapes.
- Include lines and texture.
- Use rolled up paper, straws, paper, card and clay as materials.
- Cut materials safely using tools provided.
- Measure and mark out to the nearest centimetre.
- Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding, rolling, moulding, carving, and curling).
- Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).

In cooking
- Cut, peel or grate ingredients safely and hygienically.
- Measure or weigh using measuring cups or electronic scales.
- Assemble or cook ingredients.

Taking inspiration from artists (classic and modern)
- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces.
- Explore objects and designs to identify likes and dislikes of the designs.
- Suggest improvements to existing designs.
- Explore how products have been created.
<table>
<thead>
<tr>
<th>Physical Education</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-Skills &amp; Boot Camp</td>
<td>Skip to the beat &amp; Groovy gymnastics</td>
<td>Throwing and catching &amp; Cool core</td>
<td></td>
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<tr>
<td>Mighty movers &amp; Storytime dance</td>
<td>Brilliant ball skills &amp; Gym fit circuits</td>
<td>Active athletics &amp; Fitness frenzy Champions – Rising Stars</td>
<td></td>
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</tbody>
</table>

In Dance
- Perform body actions with control and co-ordination
- Choose movements with different dynamic qualities to make a dance phrase that expresses and idea, mood or feeling
- Remember and repeat dance phrases of 2 or more steps
- Can engage with a partner or group
- Perform short dances, showing an understanding of expressive qualities of the dance style
- Use simple dance vocabulary to describe or interpret a dance
- Describe how dancing affects their body
- Know why it is important to be active and suggest ways they could improve their work

In gymnastics
- Create and perform a sequence of at least 4 elements with a clear starting position
- Repeat a simple sequence
- Move smoothly between shapes and movements
- Perform basic gymnastic actions with co-ordination, variety and control
- Show contrasts in shape
- Recognise and describe how they feel during gymnastic exercise and after
- Describe what they and others have done and what they think has been performed well

In games
- Show awareness of opponents and team mates
- Perform basic skills of rolling, striking and kicking with confidence
- Apply skills in a variety of simple games
- Make choices about appropriate targets, spaces and equipment
- Use a variety of simple tactics
- Describe how their bodies work and feel during games
- Work well with a partner and a small group to improve skills

Skills adapted from Chris Quigley Essentials 2017
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<th>Autumn</th>
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<tr>
<td></td>
<td>Children build on previous learning around basic grammar and sentence construction recapping “El monstruo de colores” to explore feelings. Children learn greetings, numbers and colours through songs and games. Year 2 children will also learn the Spanish alphabet and the Spanish letter’s sounds though games and songs.</td>
<td>Children expand their basic vocabulary and sentence structure using known topics and learn animals and fruits through the book “El loro Tico Tango”. They will also continue learning more clapping games and traditional Spanish songs. In addition they review parts of the body and face from previous year with games and songs.</td>
<td>While learning and reading “A quésabe la luna? “, children learn the names of different animals and to describe their colour and size in Spanish. This consolidates their vocabulary and increases their fluency in reading known words and speaking in sentences.</td>
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<tr>
<td>Speaking and listening</td>
<td>• Understand a range of spoken phrases.</td>
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<td></td>
<td>• Understand standard language (sometimes asking for words or phrases to be repeated). Answer simple questions and give basic information.</td>
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<td>• Give responses to questions about everyday events.</td>
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<td></td>
<td>• Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns.</td>
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<tr>
<td>Reading and Writing</td>
<td>• Read out loud everyday words and phrases.</td>
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<td></td>
<td>• Use phonic (or logographic in Mandarin) knowledge to read words.</td>
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<td>• Read and understand short written phrases.</td>
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<td>• Read out loud familiar words and phrases.</td>
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<td>• Use books or glossaries to find out the meanings of new words.</td>
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<td>• Write or copy everyday words correctly.</td>
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<td>• Label items and choose appropriate words to complete short sentences.</td>
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<tr>
<td></td>
<td>• Write one or two short sentences.</td>
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<tr>
<td></td>
<td>• Write short phrases used in everyday conversations correctly.</td>
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Skills adapted from Chris Quigley Essentials 2017
To understand the culture of the countries in which the language is spoken

- Identify countries and communities where the language is spoken.
- Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.
- Show awareness of the social conventions when speaking to someone.
## Music

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>Music Express Units:</td>
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</tr>
<tr>
<td>Ourselves</td>
<td>Animals</td>
<td>Weather</td>
</tr>
<tr>
<td>Toys</td>
<td>Number</td>
<td>Pattern</td>
</tr>
<tr>
<td>Our land</td>
<td>Storytime</td>
<td>Water</td>
</tr>
<tr>
<td>Our bodies</td>
<td>Seasons</td>
<td>Travel</td>
</tr>
</tbody>
</table>

### To perform
- Take part in singing, accurately following the melody
- Follow instructions on how and when to sing or play an instrument
- Make and control long and short sounds, using voice and instruments
- Imitate changes in pitch

### To compose
- Create a sequence of long and short sounds
- Clap rhythms
- Create a mixture of different sounds (long and short, loud and quiet, high and low).
- Choose sounds to create an effect
- Sequence sounds to create an overall effect
- Create short, musical patterns
- Create short, rhythmic phrases

### To describe and transcribe music
- Use symbols to represent a composition and use them to help with a performance.
- Identify the beat of a tune.
- Recognise changes in timbre, dynamics and pitch.