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.
“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!
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.
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 British 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.
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 teamwork. 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.
### Year 4

<table>
<thead>
<tr>
<th>Speaking and Listening</th>
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</thead>
<tbody>
<tr>
<td><strong>Children are taught to use speaking and listening skills across all subjects</strong></td>
</tr>
<tr>
<td><strong>Communicating the Curriculum guidance statements</strong></td>
</tr>
<tr>
<td><strong>Programme of Study statements</strong></td>
</tr>
<tr>
<td>1. Listen to information, work out which elements are key and make relevant, related comments. Infer meanings, reasons and make predictions</td>
</tr>
<tr>
<td>2. Able to use a series of questions to keep a conversation flowing Be aware of when they can’t remember and ask for an explanation</td>
</tr>
<tr>
<td>3. Identify clearly when they haven’t understood/can’t remember specific vocabulary and can ask questions to clarify their understanding</td>
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<tr>
<td>4. Use complex grammar and sentences effectively to clarify, summarise, explain choices and plan</td>
</tr>
<tr>
<td>5. Tell a story with a good structure and a distinct plot, including an exciting event with a clear resolution and end point Describe events at home or school clearly including key details, a clear narrative structure and linking behaviours with emotions such as nervous, worried, angry, cross, frustrated, pleased</td>
</tr>
<tr>
<td>6. Able to sustain a conversation by giving reasons and explaining choices and views</td>
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<tr>
<td>7. Able to discuss cause and effect</td>
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<tr>
<td>8. Produce speech that is consistently clear and easy to understand Able to say words of any length with accuracy Secure phonological awareness skills Use formal language when appropriate in some familiar situations</td>
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<tr>
<td>9. Able to take on group roles to discuss with peers</td>
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<tr>
<td>10. Add or omit detail according to how much is already known by the listener Use intonation to give added emphasis</td>
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<tr>
<td>11. Able to identify and reflect on key points of what they have just been told</td>
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<tr>
<td>12. Understand and use popular colloquial expressions</td>
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**Investigating places**

- locate the world’s countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time
- use maps, atlases, globes and digital / computer mapping e.g. Google Earth to locate countries and describe features studied
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country (Denmark / Sweden/Norway)
Investigating patterns

- describe geographical similarities and difference and understand key aspects of:
  - physical geography, including: climate zones, vegetation belts
  - human geography, including: types of settlement and land use (settlements of Anglo-Saxons, comparing Nordic regions to England – land use land type)
- identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle (comparing regions within Africa and regions across the world within the ‘tropics’)

Communicating geography

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains (Kilamanjaro)
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources (Ancient Egyptian settlement around Nile and trade now and then)
- use the eight points of a compass
- use four figure grid references
- use symbols and a key to build their knowledge of the United Kingdom and the wider world (mapping Shakespeare’s world e.g. places from his stories)
<table>
<thead>
<tr>
<th>History</th>
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</thead>
<tbody>
<tr>
<td><strong>Autumn</strong></td>
</tr>
</tbody>
</table>
| Children learn about Britain’s settlement by Anglo-Saxons and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor. Including:  
  - Anglo-Saxon invasions, settlements and kingdoms: place names  
  - village life  
  - Viking raids and invasion  
  - further Viking invasions and the Danegeld  
  - Anglo-Saxon laws and justice  
  - Edward the confessor and his death in 1066 | After thoroughly exploring the development of many early civilisations, children look at a theme in British history that extends pupils’ chronological knowledge beyond 1066 by considering the Tudor period. This includes:  
  - the changing power of the monarchs (Henry VII to Elizabeth I)  
  - the life of significant individuals such as Elizabeth I and Shakespeare  
  - changes in an aspect of social history such as entertainment, crime and punishment, medicine | The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. This includes:  
  - settlements around the Nile (early irrigation / farming and trade)  
  - beliefs in Ancient Egypt  
  - building the pyramids |

**Investigate and interpret the past**

- use evidence to ask questions and find answers to questions about the past
- suggest suitable sources of evidence for historical enquiries
- use more than one source of evidence for a more accurate understanding of history (Bayeux tapestry, Sutton hoo, monks’ records)
- describe different accounts of a historical event explaining some of the reasons why the accounts may differ
- use evidence to ask questions and find answers to questions about the past
- suggest causes and consequences of some of the main events and changes in history

**Build an overview of world history**

- understand that human beings have basic needs but that these are fulfilled differently according to different knowledge and circumstances over time
- give a broad overview of life in Britain in the period studied
- describe the social, ethnic, cultural or religious diversity of past society and its importance for how the societies developed
- describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences
### Understand chronology

- use dates and increasingly wider number of historical terms to describe events
- place events on a timeline, demonstrating understanding of where periods sit in relation to time periods previously studied.
- place artefacts and historical figures on a timeline using dates (BC/BCE/AD/CE)
- recognise and describe change within a period (changing monarchy)
- understand the concept of change over time, representing this along with evidence on a timeline

### Communicate historically

- use appropriate historical vocabulary building on that of Year 3, including change, chronology AD/BC/CE / BCE
- use literacy and numeracy and computing skills to a good standard to communicate information about the past
<table>
<thead>
<tr>
<th>Art</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printing</td>
<td>Children explore Anglo Saxon patterns and discuss technique, use of colour, design and texture. They will then design their own Anglo Saxon pattern. Children will print their patterns using different printing techniques from stencilling, string, styrofoam, collograph. Children will evaluate their work and that of their peers.</td>
<td>There will be a focus on DT in this term.</td>
<td>Collage: Children explore the different African masks worn by people during cultural and religious ceremonies and understand their importance. They will explore the different shapes, designs, colours and patterns. They will then design their own African mask and then make them using papermache and craft materials using a variety of different techniques. Children will learn about the importance of African symbolism and adorn their masks with their chosen symbols.</td>
</tr>
<tr>
<td>Painting</td>
<td>Children study the artwork of the Scottish artist, Samuel John Peploe and his use of colour and impressionist style. They learn to paint in the impressionist style by using the technique of dabbing, which creates texture and movement to a piece of art. With a paintbrush, the paint, used somewhat thick without added water, is applied with small quick dabs. Children create a still life painting based on the artwork of Peploe. They think about where the light falls on the composition and the dark areas, the shadows. Children to use contrasting colours for different elements of their still life and complementary colours to build up texture for each element.</td>
<td></td>
<td>Drawing: Children explore Tinga tinga art from Tanzania; the colours, shapes and drawing techniques. They create their own Tingatinga inspired artwork.</td>
</tr>
</tbody>
</table>
**Developing ideas:**
- develop ideas from starting points throughout the curriculum
- collect information, sketches and resources
- adapt and refine ideas as they progress
- explore ideas in a variety of ways
- comment on artworks using visual language

**Developing techniques**

**Drawing:**
- use layers of two or more colours
- replicate patterns observed in natural or built environments
- make printing blocks (e.g. from coiled string glued to a block)
- make precise repeating patterns
- use different hardnnesses of pencils to show line, tone and texture
- annotate sketches to explain and elaborate ideas
- sketch lightly (no need to use a rubber to correct mistakes)
- use shading to show light and shadow
- use hatching and cross hatching to show tone and texture

**Collage:**
- select and arrange materials for a striking effect
- ensure work is precise
- use coiling, overlapping, tessellation, mosaic and montage

**Taking inspiration from artists (classic and modern)**
- replicate some of the techniques used by notable artists, artisans and designers.
- create original pieces that are influenced by studies of others
<table>
<thead>
<tr>
<th>Design and Technology</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
</table>
| **Children use their understanding of circuits from their Science topic of electricity to design and make an electrical ‘Viking quiz’ board with buzzers, lights and switches.** | **Sculpture and textiles:** Children will:  
- Enter the world of theatre and explore a variety of theatre design aspects, including set, costume and prop design. They will then design their own set for a particular play scene, including the use of flats to add depth and dimension. They will use a variety of techniques and materials to transform their set designs into models.  

Children will then look at examples of theatre costumes and learn how to use a template as the basis of costume design before designing and making their own costumes for particular characters using fabric and different stitching techniques. | **There will be a focus on Art in this term.** |

**Developing techniques**
- measure and mark out to the nearest millimetre.
- apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).
- select appropriate joining techniques.
- create series and parallel circuits

**Textiles:**
- shape and stitch materials
- select appropriate joining techniques. Use basic cross stitch and back stitch
- colour fabric
- create weavings
- quilt, pad and gather fabric
- understand the need for a seam allowance
- select the most appropriate techniques to decorate textiles
**Sculpture:**
- create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials)
- include texture that conveys feelings, expression or movement
- use clay and other mouldable materials
- add materials to provide interesting detail
- apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs)
- select appropriate joining techniques
- cut materials accurately and safely by selecting appropriate tools
- choose suitable techniques to construct products or to repair items
- strengthen materials using suitable techniques

**Developing ideas**
- design with purpose by identifying opportunities to design
- make products by working efficiently (such as by carefully selecting materials)
- refine work and techniques as work progresses, continually evaluating the product design
- improve upon existing designs, giving reasons for choices
- disassemble products to understand how they work
- develop ideas from starting points throughout the curriculum
- collect information, sketches and resources
- adapt and refine ideas as they progress
- explore ideas in a variety of ways
- comment on artworks using visual language

**Taking inspiration from artists (classic and modern) / Design, make, evaluate and improve**
- replicate some of the techniques used by notable artists, artisans and designers.
- create original pieces that are influenced by studies of others
- design with purpose by identifying opportunities to design
- identify some of the great designers in all of the areas of study to generate ideas for designs
- make products by working efficiently (such as by carefully selecting materials)
<table>
<thead>
<tr>
<th>Physical Education</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invaders &amp; Bootcamp</td>
<td>Gymnastics sequences &amp; Step to the beat</td>
<td>Nimble nets &amp; Pilates</td>
<td></td>
</tr>
<tr>
<td>Dynamic dance &amp; Mighty movers</td>
<td>Striking and Fielding &amp; Gym fit circuits</td>
<td>Young Olympians &amp; Fitness frenzy</td>
<td></td>
</tr>
</tbody>
</table>

**In games**
- Play games with some fluency and accuracy, using a range of throwing and catching techniques
- Find ways of attacking successfully when using other skills
- Use a variety of simple tactics for attacking, keeping possession of the ball as a team
- Understand the need to defend as well as attack
- Understand how strength, stamina and speed can be improved
- Lead a partner through short warm up routines
- Watch and describe other’s performances and suggest improvements to others and their own performance
- Keep up a continuous game, using a range of skills and techniques
- Develop the range of basic racket skills with consistency
- Select and practice a range of simple tactics for sending the ball in different ways and explain why
- Choose and use a range of simple tactics for defending their own court
- Make up their own games
- Know and keep rules effectively and fairly
- Explain how games make the body work

**In Athletics**
- Understand and demonstrate the difference between sprinting and running for sustained periods
- Know and demonstrate a range of throwing techniques
- Throw with some accuracy and power into a target area
- Perform a range of jumps, showing consistent technique and sometimes using a short run up
- Play different roles in small groups such as time-keeper, judge/coach
- Compare and contrast performances using appropriate language

- Use a range of skills e.g. throwing, striking, intercepting with increasing control, accuracy and consistency
- Choose and vary tactics to suit the game
- Set up small games and explain what they need to do to get ready.
<table>
<thead>
<tr>
<th>In Dance</th>
<th>In Gymnastics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Respond imaginatively to a range of stimuli related to character and narrative</td>
<td>• Create and perform a sequence of at least 6 elements with control</td>
</tr>
<tr>
<td>• Can portray a mood through movement</td>
<td>• Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement</td>
</tr>
<tr>
<td>• Use simple body actions, gestures and movement pathways to structure dance phrases on their own, with a partner or a group</td>
<td>• Adapt their own movements to include a partner in a sequence</td>
</tr>
<tr>
<td>• Refine, repeat and remember dance movements until they match the style of music or dance being used</td>
<td>• Understand that strength and suppleness can be improved</td>
</tr>
<tr>
<td>• Use of ‘contrasts’ to create and extend movement phrase</td>
<td>• Lead a partner through short warm-up routines</td>
</tr>
<tr>
<td>• Pays attention to the transition from one dance movement to another to link movement phrases clearly and fluently</td>
<td>• Recognise criteria that lead to improvement e.g. changing a level</td>
</tr>
<tr>
<td>• Displays good use of personal interpersonal space and pathways as dictated by the dance</td>
<td>• Watch, describe and suggest possible improvements to others’ performances</td>
</tr>
<tr>
<td>• Show sensitivity to the dance idea and accompaniment</td>
<td>• Suggest improvements to their own performances</td>
</tr>
<tr>
<td>• Sow a clear understanding of how to warm up or cool down safely</td>
<td></td>
</tr>
<tr>
<td>• Describe, interpret and evaluate dance using appropriate language</td>
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</tbody>
</table>
Hallfield Primary School
Growing, Learning, Achieving Together

<table>
<thead>
<tr>
<th>Spanish</th>
</tr>
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<tbody>
<tr>
<td><strong>Autumn</strong></td>
</tr>
<tr>
<td>Children learn the name of the Spanish speaking countries and learn to locate them in the world map. In addition they learn more information as the capitals, the continent’s names and the flag’s colours. They also learn about the teeth and the digestive system in Spanish, being able to describe with words and simple sentences the different processes.</td>
</tr>
</tbody>
</table>

**Speaking and Listening**
- Listen and show understanding of short phrases through physical response.
- Listen and demonstrate understanding of words in songs and rhymes.
- Ask and answer several simple and familiar questions with a rehearsed response.
- Use familiar vocabulary to say simple sentences to give information using a language scaffold.
- Join in with the words of a rhyme, song or story sometimes from memory.

**Reading and Writing**
- Read aloud and understand familiar short sentences using knowledge of letter string sounds and observing silent letter rules.
- Read and show understanding of simple familiar phrases and short sentences.
- Use a bi-lingual dictionary to find the meaning of a word or its translation.
- Write and say a simple phrase to describe people, places, things and actions using a language scaffold.
- Write simple familiar short phrases from memory with understandable accuracy and express personal experiences and responses.

**Grammar**
- Apply the rules of the agreement of adjectives in the singular and plural with some accuracy.
- Demonstrate understanding of the position of the majority of adjectives.
### Music

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td><strong>Music Express Units</strong></td>
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</tr>
<tr>
<td>Poetry</td>
<td>Building</td>
<td>Communication</td>
</tr>
<tr>
<td>Environment</td>
<td>Around the world</td>
<td>Time</td>
</tr>
<tr>
<td>Sounds</td>
<td>Ancient World</td>
<td>In the past</td>
</tr>
<tr>
<td>Recycling</td>
<td>Foreign Languages</td>
<td>Food and drink</td>
</tr>
</tbody>
</table>

#### To perform
- sing from memory with accurate pitch
- sing in tune
- maintain a simple part within a group
- pronounce words within a song clearly
- show control of voice
- play notes on an instrument with care so that they are clear
- perform with control and awareness of others

#### To compose
- compose and perform melodic songs
- use sound to create abstract effects
- create repeated patterns with a range of instruments
- create accompaniments for tunes
- use drones as accompaniments
- choose, order, combine and control sounds to create an effect
- use digital technologies to compose pieces of music

#### To transcribe
- devise non-standard symbols to indicate when to play and rest
- recognise the notes EGBDF and FACE on the musical stave
- recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent
<table>
<thead>
<tr>
<th>To describe music</th>
</tr>
</thead>
<tbody>
<tr>
<td>• use the terms: duration, timbre, pitch, beat, tempo,</td>
</tr>
<tr>
<td>texture and use of silence to describe music</td>
</tr>
<tr>
<td>• evaluate music using musical vocabulary to identify</td>
</tr>
<tr>
<td>areas of likes and dislikes</td>
</tr>
<tr>
<td>• understand layers of sounds and discuss their effect</td>
</tr>
<tr>
<td>on mood and feelings</td>
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