Hallfield Primary School
Growing, Learning, Achieving Together

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 life time.
- 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.
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 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 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.
## Year 6

<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>
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<tr>
<td><strong>Communicating the Curriculum</strong> guidance statements</td>
</tr>
<tr>
<td>Programme of Study statements – Year 6</td>
</tr>
<tr>
<td>1. Understand the key points made by a number of speakers and to compare different points of view. <strong>I can listen to information from</strong></td>
</tr>
<tr>
<td>Appreciate sarcasm when it is obvious.</td>
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<tr>
<td>2. Understand and use different types of questions: open, closed, rhetorical.</td>
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<tr>
<td>3. Identify clearly when they haven’t understood and be specific about what additional information they need.</td>
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<tr>
<td>4. Use ‘academic’ vocabulary (i.e. ‘Tier 2’ words e.g. co-operate, analyse) but the meaning might not be accurate.</td>
</tr>
<tr>
<td>5. Able to use language to negotiate with others, to explain options available and to predict possible outcomes. Tell elaborate entertaining stories which are full of detailed descriptions. Share ideas and information, give and receive advice, offer and take notice of the opinion of others. Use long and complex sentence structures in class and other situations.</td>
</tr>
<tr>
<td>6. Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others.</td>
</tr>
<tr>
<td>7. Use inference, reasoning and prediction skills. Able to negotiate an agreement explaining other options and possible outcomes.</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. Able to re-phrase what they want to say according to the audience</td>
</tr>
<tr>
<td>9. Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others. Able to present a point of view by presenting evidence and using persuasive language with academic topics.</td>
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<tr>
<td>Investigating places</td>
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<tr>
<td>Human and physical geography</td>
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<tr>
<td>Geographical skills and fieldwork</td>
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<tr>
<td>History</td>
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<td>-------------------------------</td>
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<tr>
<td><strong>Autumn</strong></td>
</tr>
<tr>
<td>Children investigate primary sources from the war to deduce information. Propaganda posters and advertising from World War 2 are used. Children to use a broad set of primary and secondary resources to refine their lines of enquiry, providing judgements as to why they’ve made certain choices in their selection of material. They investigate what life might have been like during the Blitz, evacuation and the social and economic impact of rationing. Children consider the significance of World War 2 as a turning point in British history.</td>
</tr>
</tbody>
</table>

**To investigate and interpret the past**

- use sources of evidence to deduce information about the past giving clear and concise reasons
- select suitable sources of evidence, giving reasons for choices and making judgements about the degree of relevance
- use sources of information to form testable hypotheses about the past.
- seek out and analyse a wide range of evidence in order to justify claims about the past.
- show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
- understand that no single source of evidence gives the full answer to questions about the past.
- refine lines of enquiry as appropriate.
To build an overview of world history
- give a broad overview of life in Britain from medieval until the Tudor and Stuarts times
- compare some of the times studied with those of the other areas of interest around the world
- describe the social, ethnic, cultural or religious diversity of past society.
- describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

To understand chronology
- describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- identify periods of rapid change in history and contrast them with times of relatively little change.
- understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- use dates and terms accurately in describing events.

To communicate historically
- use appropriate historical vocabulary to communicate, including:
  - dates, time, period, era, chronology, continuity, change, century, decade, legacy.
- use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
- use original ways to present information and ideas.
<table>
<thead>
<tr>
<th>Art</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td><strong>Drawing</strong></td>
<td><strong>Children will create an image of WWII. They will investigate a range of drawing media and the marks they can make by studying artist’s work of World War II. They will experiment with different drawing techniques and styles (Lawrence Stephen Lowry and Henry Moore) and then create their own WWII drawing.</strong></td>
<td><strong>There is a D&amp;T focus in this term</strong></td>
<td><strong>Collage</strong>&lt;br&gt;Children will look at Aboriginal art and the journeys of the Dreamtime, before studying the work of artist Paul Klee. They will look at some of the specific symbols, colours and styles used and be challenged to create their own piece of dreamtime artwork based on an abstract piece of journey art mimicking Klee’s style. Children will explore and use a range of collage materials and techniques to create their artwork.**</td>
</tr>
<tr>
<td><strong>Painting</strong></td>
<td><strong>Children explore the work of Andy Warhol and understand the Pop art movement. They experiment and use Andy Warhol’s blotted line technique then create a self-portrait in the style of Andy Warhol thinking about colour, composition and objects of popular culture.</strong></td>
<td></td>
<td><strong>Printing</strong>&lt;br&gt;Children will explore some examples of artwork that show movement. They will then practise some poses and slow-motion movements before sketching some of these poses from first-hand observation. Children will explore how the features of the face change when engaged in physical activity, with a variety of images to study and imitate. Children will study the work of different artists who portray movement in their work, including Muybridge, Boccioni and Delaunay, and look at different techniques used to create the illusion of movement. Children will use these pieces as the inspiration for their own montage of movement art using a range of printing techniques.**</td>
</tr>
</tbody>
</table>
Developing ideas:
- develop and imaginatively extend ideas from starting points throughout the curriculum.
- collect information, sketches and resources and present ideas imaginatively in a sketch book.
- use the qualities of materials to enhance ideas.
- spot the potential in unexpected results as work progresses.
- comment on artworks with a fluent grasp of visual language.

Developing techniques:
- use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
- use a choice of techniques to depict movement, perspective, shadows and reflection.
- choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
- use lines to represent movement.
- sketch (lightly) before painting to combine line and colour.
- create a colour palette based upon colours observed in the natural or built world.
- use the qualities of watercolour and acrylic paints to create visually interesting pieces.
- combine colours, tones and tints to enhance the mood of a piece.
- use brush techniques and the qualities of paint to create texture.
- develop a personal style of painting, drawing upon ideas from other artists.

Taking inspiration from artists (classic and modern)
- give details (including own sketches) about the style of some notable artists, artisans and designers.
- show how the work of those studied was influential in both society and to other artists.
- create original pieces that show a range of influences and styles.
## Autumn

There is significant emphasis on Art in this term.

### Spring

**Sculpture and textiles**

Children will step into the world of performance and look at costume design in the theatre. They will learn about the work of artists and designers in different cultures and times and the ceremonial purposes for costumes. Children will focus on the different styles, patterns, colours and fabrics. They will then design an outfit for a particular purpose and paint it using watercolours and a range of craft materials: feathers, fabric, buttons, beads, gems, fabric offcuts. Children will then make their costume using a variety of techniques and tools; quilting, beading and sculpture wire. At the end of the unit children will compare ideas, method and approaches in their own and others’ work and say what they think and feel about them.

### Summer

**Cooking**

Children investigate foods from the Caribbean, linked to the Geography and history emphasis on global movement in the 1940’s. They look at the changes in diets and consider trade links and where different foods are grown.

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### Developing ideas:

- develop and imaginatively extend ideas from starting points throughout the curriculum
- collect information, sketches and resources and present ideas imaginatively in a sketch book
- use the qualities of materials to enhance ideas
- spot the potential in unexpected results as work progresses
- comment on artworks with a fluent grasp of visual language

### Developing techniques (sculpture):

- show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations
- use tools to carve and add shapes, texture and pattern
- combine visual and tactile qualities
- Use frameworks (such as wire or moulds) to provide stability and form.

**Developing techniques (textiles):**
- show precision in techniques
- choose from a range of stitching techniques
- combine previously learned techniques to create pieces
- mix textures (rough and smooth, plain and patterned)
- combine visual and tactile qualities

**Taking inspiration from artists (classic and modern)**
- give details (including own sketches) about the style of some notable artists, artisans and designers
- show how the work of those studied was influential in both society and to other artists
- create original pieces that show a range of influences and styles
<table>
<thead>
<tr>
<th>Physical Education</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Invaders &amp; Bootcamp</td>
<td>Gym sequences &amp; Step to the beat</td>
<td>Invasion Games</td>
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<tr>
<td></td>
<td>Dynamic dance &amp; Boxercise</td>
<td>Striking and Fielding &amp; Gym fit circuits</td>
<td></td>
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</tbody>
</table>

**In Games**
- use forehand, backhand and overhead shots increasingly well in the games they play
- use the volley in games where it is important
- use the skills they prefer with competence and consistency
- understand the need for tactics
- start to choose and use some tactics effectively
- play co-operatively with a partner
- apply rules consistently and fairly
- identify appropriate exercises and activities for warming up
- recognise how these games make their bodies work
- pick out what they and others do well and suggest

**In Gymnastics**
- create and perform a partner sequence with at least 8 elements
- practise and refine the sequence to include changes in level, direction and speed
- choose actions, body shapes and balances from a wider range of themes and ideas
- adapt their performance to the demands of a task, using their knowledge of composition
- understand the need for warming up and working on body strength, tone and flexibility
- lead small groups in warm-up activities
- use basic set criteria to make simple judgements about performances and suggest ways they could be improved
### Hallfield Primary School

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<table>
<thead>
<tr>
<th>ideas for practices.</th>
<th>In Athletics</th>
</tr>
</thead>
<tbody>
<tr>
<td>- select their shot based on where the ball is bowled</td>
<td>- use sound basic techniques in a range of running, jumping and throwing</td>
</tr>
<tr>
<td>and with the intention of avoiding fielders</td>
<td>activities and events</td>
</tr>
<tr>
<td>- hit with control and accuracy</td>
<td>- apply a good knowledge of basic principles to specific events</td>
</tr>
<tr>
<td>- bowl with increasing accuracy and an awareness of the</td>
<td>- pace their effort to meet targets they have set for themselves</td>
</tr>
<tr>
<td>field placement</td>
<td>- identify and describe elements of performance and technique which are</td>
</tr>
<tr>
<td>- field effectively and return the ball to an appropriate</td>
<td>effective</td>
</tr>
<tr>
<td>base position</td>
<td>- explain what needs to be practised and improved</td>
</tr>
<tr>
<td>- take an active and thoughtful part in the games</td>
<td></td>
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<tr>
<td>- read the fame and react to situations as they develop</td>
<td></td>
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<tr>
<td>- identify their strengths and weaknesses</td>
<td></td>
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<tr>
<td>- take decisions about what to work on</td>
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</table>

### In Dance

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<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>- use compositional devices of canon, unison, question</td>
<td>- work creatively and imaginatively on their own, with a partner and in a</td>
</tr>
<tr>
<td>and answer, contrast and complimentary movements</td>
<td>group to compose motifs and structure simple dances with attention to</td>
</tr>
<tr>
<td>to create a dance phase</td>
<td>dynamics</td>
</tr>
<tr>
<td>- perform to an accompaniment expressively and</td>
<td>- perform dances fluently and with control</td>
</tr>
<tr>
<td>sensitively</td>
<td>- warm up and cool down independently</td>
</tr>
<tr>
<td>- perform dances fluently and with control</td>
<td>- understand how dance helps to keep them healthy</td>
</tr>
<tr>
<td>- warm up and cool down independently</td>
<td>- use appropriate criteria to evaluate and refine their own and others’</td>
</tr>
<tr>
<td>- understand how dance helps to keep them healthy</td>
<td>work</td>
</tr>
<tr>
<td>- use appropriate criteria to evaluate and refine their</td>
<td>- talk about dance with understanding, using appropriate language and</td>
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<tr>
<td>own and others’ work</td>
<td>terminology and an awareness of artistic intention</td>
</tr>
<tr>
<td>- talk about dance with understanding, using</td>
<td></td>
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<tr>
<td>appropriate language and terminology and an</td>
<td></td>
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<tr>
<td>awareness of artistic intention</td>
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</tbody>
</table>
### Autumn

In this term children learn how to ask for and give the time in Spanish in oral and written form. To make their learning meaningful, they learn to describe their daily routines. First learning simple phrases and create a short text describing daily routines. They review how to give their opinions of different food and drink and complete a simple food / drink diary in Spanish. Then they learn about healthy lifestyles and how to describe it in sentences using previous grammar learning.

### Spring

They learn basic geography of the world and culture basic on food, music, traditions on different Spanish speaking countries and make simple presentations for the rest of the children. They continue with the same topic, now focusing on history and art on the Spanish speaking countries, again them being able to create a project and describe what they learn to the rest of the children.

### Summer

Children learn properties, states of matter and the changes and the water cycle in Spanish. It is a project to learn science though the language learning, using real texts and learn to describe the processes in the water cycle in Spanish language. They also look at Spanish newspapers and talk about their favourite newspaper columns. They work together to produce texts for a class newspaper.

### Speaking and Listening

- listen and show understanding of more complex sentences containing familiar words and unfamiliar words
- read aloud the text of familiar rhymes and songs
- engage in a short conversation using familiar questions and express opinions
- manipulate familiar language to present own ideas and information in more complex sentences

### Reading and Writing

- pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules
- read and show understanding of a series of complex sentences using familiar language
- decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary
- write and say a complex sentence manipulating familiar language, using a dictionary for new language
- write complex sentences from memory manipulating familiar vocabulary with understandable accuracy

### Grammar

- produce positive and negative sentences with high frequency verbs and pronouns
- apply all the knowledge of grammar above to build complex sentences
### Music

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Express Units</td>
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</tr>
<tr>
<td>World Unite Journeys</td>
<td>Growth Roots</td>
<td>Class Awards Moving On</td>
</tr>
</tbody>
</table>

**To perform**

- sing or play from memory with confidence
- perform solos or as part of an ensemble
- sing or play expressively and in tune
- hold a part within a round
- sing a harmony part confidently and accurately
- sustain a drone or a melodic ostinato to accompany singing
- perform with controlled breathing (voice) and skilful playing (instrument)

**To compose**

- create songs with verses and a chorus
- create rhythmic patterns with an awareness of timbre and duration
- combine a variety of musical devices, including melody, rhythm and chords
- thoughtfully select elements for a piece in order to gain a defined effect
- use drones and melodic ostinati (based on the pentatonic scale)
- convey the relationship between the lyrics and the melody
- use digital technologies to compose, edit and refine pieces of music
<table>
<thead>
<tr>
<th>To transcribe</th>
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</thead>
<tbody>
<tr>
<td>• use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play</td>
<td></td>
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<tr>
<td>• read and create notes on the musical stave</td>
<td></td>
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<tr>
<td>• understand the purpose of the treble and bass clefs and use them in transcribing compositions</td>
<td></td>
</tr>
<tr>
<td>• understand and use the # (sharp) and ♭ (flat) symbols</td>
<td></td>
</tr>
<tr>
<td>• use and understand simple time signatures</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>To describe music</th>
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<tbody>
<tr>
<td>• choose from a wide range of musical vocabulary to accurately describe and appraise music</td>
<td></td>
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<tr>
<td>• describe how lyrics often reflect the cultural context of music and have social meaning</td>
<td></td>
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</tbody>
</table>