Our vision for Hallfield is to build a community that:

- Places our children firmly at the heart of everything we do.
- Instills 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.”

Skills adapted from Chris Quigley Essentials 2017
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 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.

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
<table>
<thead>
<tr>
<th>Speaking and Listening</th>
</tr>
</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. Be able to listen to complex information and work out most of the key information (some support may be required to help them to work out the next steps)</td>
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<tr>
<td>Recognise the cause and effect element of spoken instructions, that there may be consequences if certain instructions are not followed</td>
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<tr>
<td>2. Ask a range of different types of questions to find out specific information including ‘how’ and ‘why’</td>
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<tr>
<td>Be aware of when they haven’t understood something because of the vocabulary used and ask a general clarification question</td>
</tr>
<tr>
<td>3. Experiment with new vocabulary in different contexts to test out understanding and to learn from mistakes</td>
</tr>
<tr>
<td>4. Give reasons and explanations for choices and viewpoints in class discussions</td>
</tr>
<tr>
<td>5. Tell a story with a clear structure including the setting and ideas linked in different ways</td>
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<tr>
<td>6. Discuss how a character may be feeling and why</td>
</tr>
<tr>
<td>Able to use conjunctions to increase the length and grammatical complexity of sentences</td>
</tr>
<tr>
<td>Able to initiate conversations with unfamiliar adults (in school or in a safe environment) and pupils</td>
</tr>
<tr>
<td>7. Understand how language is used to investigate and reflect on feelings</td>
</tr>
<tr>
<td>8. Produce speech that is consistently clear and easy to understand</td>
</tr>
<tr>
<td>Able to say words of any length with accuracy</td>
</tr>
<tr>
<td>Use phonological awareness skills when spelling, although some mistakes may still be made</td>
</tr>
<tr>
<td>Able to signal punctuation and emphasise meaning through the use of intonation</td>
</tr>
<tr>
<td>9. Respond to the opinions of others in the group</td>
</tr>
<tr>
<td>10. Able to initiate conversations with unfamiliar adults (in school or in safe environment) and pupils. Exaggerate to make a story more interesting</td>
</tr>
<tr>
<td>11. Able to understand another’s point of view and show whether they agree or disagree</td>
</tr>
<tr>
<td>12. Aware of the need to use more formal language with adults</td>
</tr>
</tbody>
</table>

Skills adapted from Chris Quigley Essentials 2017
## Geography

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>Children look at Europe, identifying and naming countries through maps and atlas to consider the journey of the Roman Empire. They begin to focus more specifically on the British Isles and the human characteristics. They look at the changing landscape during the Roman invasion and the movement of small tribes to settlements.</td>
<td>Through exploring the early settlement of Ancient Mesopotamia to the building of Bagdad, children explore mapping skills, particularly the use of symbols. They create their own ‘ideal’ city using agree symbols. As they discuss their improving mapping skills, children use the 8 points of the compass.</td>
<td>Children continue using maps and an atlas to explore the wider world, mapping North and South America and considering the similarities of the tropic climate zone. They particularly focus on the rainforest and the impact of pollution and deforestation. This leads to exploring, through field work the pollution in their own local area.</td>
</tr>
</tbody>
</table>

### Investigating places
- locate the world’s countries, using maps to focus on Europe (including the location of Russia) key physical and human characteristics, countries, and major cities (Roman invasion of Europe)
- name and locate counties and cities of the United Kingdom, identifying human and physical characteristics land-use patterns; and understand how some of these aspects have changed over time (changes within stone and iron age and to Roman settlement now and then)
- use maps, atlases and globes locate countries and describe features studied
- use a range of resources to describe and understand key aspects of:
  - human geography, including: types of settlement and land use

Skills adapted from Chris Quigley Essentials 2017
Investigating patterns

- understand geographical similarities and differences through the study of human and physical geography of a region within South America
- Look at the impact of pollution and deforestation on rainforest
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (pollution survey / living things survey around local area)

Communicating geography

- describe and understand key aspects of:
  - physical geography, including: climate zones and vegetation belts (rainforest)
- describe and understand key aspects of:
  - human geography, including: types of settlement and land use, economic activity including trade links
- use the eight points of a compass
- begin to use agreed symbols to represent human and physical characteristics
- draw maps of real and imaginary places
- use agreed symbols for mapping to build their knowledge of the wider world

Skills adapted from Chris Quigley Essentials 2017
# History

<table>
<thead>
<tr>
<th></th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Changes in Britain from the Stone Age to the Iron Age and the invasion of the Romans. Children look at the changes over time in early British history, investigating: Late Neolithic hunter gatherers and early farmers for example Skara Brae</td>
<td>Children consider the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Sumer. They further explore Ancient Mesopotamia, with comparisons to the changing picture in the UK through Early Islamic civilisation. Specifically, children look at how the early Islamic civilisation began in Mesopotamia and the Early laws and justice and its impact on today’s world.</td>
<td>Children further develop their comparative skills by looking at the Mayan civilisation that provides contrasts with British history They explore: Settlements – early Mayan cities compared to (for example Anglo-Saxon settlements) The importance of Mayan trade and its wide reach Life in a Mayan city – key individuals (farmer, priest, pharmacist) Possible reasons for Mayan civilisation demise (drought)</td>
</tr>
</tbody>
</table>

**Investigate and interpret the past**

- use evidence to ask and answer questions about the past
- make judgements based on evidence from single sources
- begin to understand how knowledge of the past is constructed from a range of sources.
- suggest causes and consequences for some of the main events and changes in history
- ask and answer questions about the past
- begin to understand how knowledge of the past is constructed from a range of sources.
<table>
<thead>
<tr>
<th><strong>Build an overview of world history</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• understand that human beings have basic needs but that these are fulfilled differently according to different knowledge and circumstances over time (hunter gatherers to early farmers / introduction of new tools)</td>
</tr>
<tr>
<td>• compare some of the times studied with those of other areas of interest around the world.</td>
</tr>
<tr>
<td>• describe the social, ethnic, cultural or religious diversity of past society</td>
</tr>
<tr>
<td>• describe the characteristic features of the past, including ideas, beliefs, attitudes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Understand chronology</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use dates and terms to describe events</td>
</tr>
<tr>
<td>• Place events on a time line</td>
</tr>
<tr>
<td>• Recognise and describe change within a period or society (Stone Age to Iron Age)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Communicate historically</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use appropriate historical vocabulary including time period, dates, era, change, chronology AD/BC/CE / BCE</td>
</tr>
<tr>
<td>• Use literacy and numeracy and computing skills to a good standard to communicate information about the past</td>
</tr>
</tbody>
</table>

Skills adapted from Chris Quigley Essentials 2017
## Art

### Collage
Children will:
- Explore, compare and observe Roman mosaics and understand technique, use of materials and texture.
- Design a Roman mosaic thinking about the pattern, composition and colours.
- Create a mosaic collage using a variety of materials and techniques.

### Printing
Children will:
- Look at a range of geometric patterns which are common in Islamic architecture and decorations.
- Design an Islamic pattern thinking about patterns, colour, texture.
- Create prints of Islamic art through monoprinting on a variety of papers, creating printing blocks using a relief and learning to print with overlays.

### Drawing
Children will:
- Think about how objects can be best arranged to create a visually interesting composition.
- They will think about how still-life artists often use contrasts in their work and explore how different placements of objects can create different effects.

### Painting
Children will:
- Study the French artist Henri Rousseau. Children will study his rainforest paintings and think about the colours used, light and shade, size of plants and flowers, foreground, background.
- Create their own artwork in the style of Rousseau.

### 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

Skills adapted from Chris Quigley Essentials 2017
### Developing techniques:
- select and arrange materials for a striking effect
- ensure work is precise
- use coiling, overlapping, tessellation, mosaic and montage
- 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 hardnesses 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
- use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines
- mix colours effectively
- use watercolour paint to produce washes for backgrounds then add detail
- experiment with creating mood with colour

### 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
### Design and Technology

<table>
<thead>
<tr>
<th></th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>Children create Roman Mosaic tiles using their designs and art work, inspired by the classic styles of the period studied.</td>
<td>Cooking Taking inspiration from middle Eastern dishes, children create a meal for a visitor (e.g. humous) using traditional ingredients from the region being studied and their visitor’s tastes.</td>
<td>There is an art focus during this term, children will focus on their projects with planting and growing.</td>
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<tr>
<td>Textiles</td>
<td>Children will:</td>
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<tr>
<td></td>
<td>• look at a range of Persian rugs; materials, colours, texture, patterns.</td>
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<tr>
<td></td>
<td>• look at weaving as a ways of combining fabric together and discuss the work of some textile artists; Michael Brennand Wood, Ruth Spaack.</td>
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<tr>
<td></td>
<td>• experiment with the process of making a weave out of wool by creating a loom, warp and weft and weaving under then over.</td>
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</tr>
<tr>
<td>Developing techniques</td>
<td></td>
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<tr>
<td></td>
<td>• prepare ingredients hygienically using appropriate utensils</td>
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<tr>
<td></td>
<td>• measure ingredients to the nearest gram accurately</td>
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</tr>
<tr>
<td></td>
<td>• follow a recipe</td>
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<tr>
<td></td>
<td>• assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking)</td>
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<tr>
<td></td>
<td>• shape and stitch materials</td>
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<tr>
<td></td>
<td>• use basic cross stitch and back stitch</td>
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</tr>
<tr>
<td></td>
<td>• colour fabric</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• create weavings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Skills adapted from Chris Quigley Essentials 2017
Skills adapted from Chris Quigley Essentials 2017

| quilt, pad and gather fabric | select appropriate joining techniques | select and arrange materials for a striking effect | ensure work is precise | use coiling, overlapping, tessellation, mosaic and montage |

**Developing ideas**

- Design with purpose by identifying opportunities to design.
- Refine work and techniques as work progresses, continually evaluating the product design.
- Disassemble products to understand how they work.

**Taking inspiration**

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
- replicate some of the techniques used by notable artists, artisans and designers.
- create original pieces that are influenced by studies of others
# Physical Education

Skills adapted from Chris Quigley Essentials 2017

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-skills &amp; Bootcamp</td>
<td>Groovy gymnastics &amp; Skip to the beat</td>
<td>Field games &amp; Cool core</td>
</tr>
<tr>
<td>Dance &amp; Mighty movers</td>
<td>Brilliant ball skills &amp; Gym fit circuits</td>
<td>Active athletics &amp; Fitness frenzy</td>
</tr>
</tbody>
</table>

## In Athletics
- run at different speeds changing speed and direction
- link running and jumping activities with some fluency, control and consistency
- make up and repeat a short sequence of linked jumps
- take part in a relay activity, remembering when to run and what to do
- throw a variety of object, changing action for accuracy and distance

## In Games
- use a range of skills e.g. throwing, striking, intercepting and stopping a ball with some control and accuracy
- choose, apply and practise skills and simple tactics to suit the situation in a game
- carry out tactics successfully
- describe what they and others do that is successful
- suggest what needs practising
- keep up a continuous game
- use a small range of basic racket skills
- choose and use a range of simple tactics for sending the ball in different ways to make it difficult for an opponent
- adapt and refine rules
- understand the point of the game
- apply rules fairly to keep games going
- recognise how net games make the body work
- talk about what they do well
- throw and catch with control
- be aware of space and use it appropriately in a game
- keep possession with some success when using equipment

## In Gymnastics
- create and perform a sequence of at least five elements using a greater number of their own ideas
- choose and plan sequences of contrasting actions
- adapt sequences to suit different types of apparatus and their partner’s ability
- explain how strength and suppleness affect performance
- identify some muscle groups used in gymnastics activities
- suggest warm-up activities
- compare and contrast gymnastic sequences, commenting on similarities and differences
<table>
<thead>
<tr>
<th>In Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• improvise freely, translating ideas from a stimulus into movement</td>
</tr>
<tr>
<td>• create appropriate dance phrases to reflect the idea or style</td>
</tr>
<tr>
<td>• shares the composition of dance phrases with a partner and in a small group</td>
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<tr>
<td>• repeat remember and perform steps of a set style</td>
</tr>
<tr>
<td>• use dynamic, rhythmic and expressive qualities clearly and with control</td>
</tr>
<tr>
<td>• recognise and describe expressive qualities of a dance style</td>
</tr>
<tr>
<td>• suggest improvements to their own and other people's dances</td>
</tr>
<tr>
<td>• understand the importance of warming up and cooling down</td>
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</tbody>
</table>

Skills adapted from Chris Quigley Essentials 2017
### Spanish

<table>
<thead>
<tr>
<th></th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Children learn ways of transport and some places in town, being able to make simple sentences. They also rhyming stories, action songs, practise tongue twisters and have further opportunities to make the sound-written link by listening to words and anticipating their spelling.</td>
<td>The theme is animals and colours. The linguistic focus is gender, articles (definite &amp; indefinite). Story book ¿A que sabe la luna? They also learn parts of animal’s body with the story “Un bicho extrano” to be able to describe different animals in simple sentences using the verb “tiene” and the new vocabulary.</td>
<td>They design their own “monstrous” and describe them with previous learning and focusing on writing and speaking skills. They learn how to describe the life cycle of a plant in Spanish, understanding the stages and being able to say and write each of them using the vocabulary and grammar learnt along the year.</td>
</tr>
</tbody>
</table>

**Speaking and Listening**
- listen and show understanding of single words through physical response
- listen and identify rhyming words and particular sounds in songs and rhymes
- recognise a familiar question and respond with a simple rehearsed response
- name objects and actions and link words with a connective in a simple rehearsed statement
- 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**
- use the correct form of the definite article in singular and plural sentences
- use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural

Skills adapted from Chris Quigley Essentials 2017
## Music

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td><strong>Music Express Units</strong></td>
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<td><strong>Music Express Units</strong></td>
</tr>
<tr>
<td>Environment</td>
<td>China</td>
<td>Human Body</td>
</tr>
<tr>
<td>Building</td>
<td>Time</td>
<td>Foreign languages</td>
</tr>
<tr>
<td>Sounds</td>
<td>In the past</td>
<td>Ancient Worlds</td>
</tr>
<tr>
<td>Poetry</td>
<td>Communication</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

Skills adapted from Chris Quigley Essentials 2017
### 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

### To describe music
- use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music
- evaluate music using musical vocabulary to identify areas of likes and dislikes
- understand layers of sounds and discuss their effect on mood and feelings