Hallfield Curriculum 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.

Skills adapted from Chris Quigley Essentials 2017
“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
**Children are taught to use speaking and listening skills across all subjects**

**Communicating the Curriculum guidance statements**

**Programme of Study statements**

1. Able to concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation
2. Understand 2-3 part instructions that may include time concepts, e.g. using ‘first’, ‘before’, ‘after’ or ‘when’
3. Ask questions to find out things using ‘how’ and ‘why’ when prompted. Be aware when they haven’t understood something and is able to say, for example, ‘I don’t understand’ (with no further elaboration).
4. Able to group and name members of categories and to suggest possible category names. Able to guess the word from clues, or give others clues using shape, size, function, etc. with support
5. Use language consistently to express likes and dislikes
6. Able to use early ‘story language’. Use language to talk through a series of steps for example for simple problem solving. Able to join sentences using ‘and’
7. Maintain attention and participate in conversation and small groups providing there are minimal external distractions. Attention and participation in larger groups is sustained for most of the activity
8. Use language to talk self through steps required in simple problem solving
9. Produce speech that is clear and easy to understand, with only a few immaturities. Able to say words accurately with 3 syllables or less. Able to blend 3 or 4 phonemes to make a word, and segment words into individual sounds. Able to use appropriate tenses and word order. Remember their words and speak clearly in presentations, performances and role play
10. Able to initiate a conversation with a class visitor by using prepared questions
11. Respond to points of interest when listening to contributions of others
12. Imitate popular language

Skills adapted from Chris Quigley Essentials 2017
# Geography

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<th></th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td></td>
<td>Through core texts and exploring non-fiction, children look at where</td>
<td>Children continue to explore the world and its continents through</td>
<td>Children become familiar with their local environment, using increasing</td>
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<tr>
<td></td>
<td>different animals are from. They use simple maps to locate which</td>
<td>Barnaby Bear and his travels. They consider the different places</td>
<td>geographical vocabulary and observations to describe their local</td>
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<tr>
<td></td>
<td>continents they are from, linking this to hot and cold places.</td>
<td>building on their understanding of a map of the world and their place</td>
<td>area, including the school and its surrounding area. They explore the</td>
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<td></td>
<td>They look at simple aerial photographs of farms and use appropriate</td>
<td>in it.</td>
<td>changing seasons and daily weather patterns, making links to</td>
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<td></td>
<td>vocabulary to describe some of the features.</td>
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<td>mathematics and core texts.</td>
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</table>

**Investigate places**
- name and locate the world’s seven continents and five oceans (animals of the world linked to continents)
- use world maps, atlases and globes to identify the continents and oceans studied at this key stage
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;

**Investigate patterns**
- identify seasonal and daily weather patterns in the United Kingdom for example using farming.

**To communicate geographically**
- use basic geographical vocabulary to refer to:
- key physical features, including: forest, hill, mountain, sea, ocean, river, soil,
- key human features, including: city, town, village, factory, farm, house and shop
- 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.

Skills adapted from Chris Quigley Essentials 2017
### History

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Spring</th>
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| Children explore changes within their own living memory by looking at how they have changed. They learn to:  
  - understand generations, that everyone was a baby, a child a teenager  
  - that we have different needs, interests and abilities at different ages | Children continue to explore changes within living memory through toys, including where these reveal aspects of change in national life. They understand;  
  - that we have different needs, interests and abilities at different ages  
  - new technologies mean we do things differently over time  
  - that styles and fashions change over time | Children explore the local environment, looking at images of the local area and its buildings from the past and present to compare how things change. |

**Skills**

**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.
- Identify simple chronological framework, such as own personal experiences. ‘When I was in Nursery...’
- identify similarities and differences between ways of life in different periods
- beginning to use vocabulary of everyday historical terms
- 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 build an overview of world history**

- identify similarities and differences between ways of life in different periods within their own lives and living memory.

Skills adapted from Chris Quigley Essentials 2017
**To understand chronology**
- Recount changes that have occurred in their own lives

**To communicate historically**
- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time

**To investigate and interpret the past**
- 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.
<table>
<thead>
<tr>
<th></th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td><strong>Art</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Drawing</strong></td>
<td>Children will:</td>
<td>Design and Technology focus</td>
<td>Painting</td>
</tr>
<tr>
<td></td>
<td>• investigate a range of drawing media and the marks they can make.</td>
<td></td>
<td>Children will:</td>
</tr>
<tr>
<td></td>
<td>• record a still life of a fish from observation using different drawing techniques to show tone, line and shade.</td>
<td></td>
<td>• Learn simple painting and colour mixing skills.</td>
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<td></td>
<td>• create a piece of artwork on fish using a variety of materials and techniques</td>
<td></td>
<td>• Learn about the life and work of Van Gogh, then experiment with creating lines and patterns like those seen in some of his work. Children will study van Gogh’s 'Sunflowers' series, as they make their own van Gogh inspired pictures.</td>
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<tr>
<td><strong>Design and Technology focus</strong></td>
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<td><strong>Printing</strong></td>
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<td>Children will:</td>
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<td></td>
<td>• understand what is meant by a print and learn to make prints on different types of surfaces.</td>
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<td>• experiment using a variety of techniques to create a print; stencilling, colograph, styrofoam, string, monoprint.</td>
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<td></td>
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<td>• create a print of repeated different shaped leaves.</td>
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Skills adapted from Chris Quigley Essentials 2017
Skills:

Developing ideas:
- Respond to ideas and starting points
- Explore ideas and collect visual information.
- Explore different methods and materials as ideas develop.

Developing techniques:
- Draw lines of different sizes and thickness.
- Colour (own work) neatly following the lines.
- Show pattern and texture by adding dots and lines.
- Show different tones by using coloured pencils.
- Use repeating or overlapping shapes.
- Mimic print from the environment (e.g. wallpapers).
- Use objects to create prints (e.g. fruit, vegetables or sponges).
- Press, roll, rub and stamp to make prints.

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.

Skills adapted from Chris Quigley Essentials 2017
<table>
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<tr>
<th>Design and Technology</th>
<th>Autumn</th>
<th>Spring</th>
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<tbody>
<tr>
<td><strong>Collage</strong></td>
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<tr>
<td>Children will:</td>
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<tr>
<td>• explore, compare and discuss a variety of collage artwork of animals.</td>
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<tr>
<td>• assemble and join materials to create an animal collage thinking about the composition, texture, shape and colours.</td>
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<td><strong>Sculpture</strong></td>
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<tr>
<td>Children will:</td>
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<tr>
<td>• study a variety of different artwork of dolls and create first hand observational drawings them using line, tone and texture.</td>
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<tr>
<td>• make a model of a babushka doll using paper mache. Children to develop a variety of techniques from cutting, shaping, joining and finishing.</td>
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<tr>
<td><strong>Puppets</strong></td>
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<td>Children will:</td>
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<tr>
<td>• investigate a range of puppets and their features.</td>
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<tr>
<td>• design a hand puppet for a particular purpose thinking about colour and shape.</td>
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<tr>
<td>• create a glove puppet by learning to measure, mark out, cut and assemble material together using a range of sewing techniques; over stitch and under stitch.</td>
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<tr>
<td><strong>Cooking</strong></td>
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<tr>
<td>By comparing lunch boxes and looking at different simple classifications of food, children make a healthy lunch to take to the park, exploring where the ingredients came from.</td>
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</tbody>
</table>

Skills adapted from Chris Quigley Essentials 2017
Skills:

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.
- Make products, refining the design as work progresses.
- Suggest improvements to existing designs.
- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.

Developing techniques:

- Use a combination of shapes and materials that are cut, torn and glued.
- Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).
- Sort and arrange materials.
- Mix materials to create texture.
- Include lines and texture.
- Use rolled up paper, straws, paper, card and clay as materials.
- Use a range of cutting and shaping techniques such as rolling, cutting, tearing, moulding and carving.

In cooking:

- Cut, peel or grate ingredients safely and hygienically.
- Assemble or cook ingredients.

Skills adapted from Chris Quigley Essentials 2017
### Physical Education

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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<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>
</tr>
<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>
</tr>
</tbody>
</table>

**In dance**

- Perform basic body actions
- Perform a basic sequence with a beginning, middle and end
- Use different parts of the body singly and in combination
- Show some sense of dynamic, rhythmic qualities in their dance
- Choose appropriate movements for different dance
- Remember and repeat short dance phrases and simple dances
- Move with control
- Work well with a partner
- Vary the way they use space
- Describe how their lungs and heart work when dancing

**In gymnastics**

- Link at least 2 or more elements with a start and a finish shape
- Show basic control and co-ordination when travelling and remaining still
- Choose and link ‘like’ actions
- Remember and repeat actions accurately and consistently
- Find and use space safely with awareness of others
- Identify and copy the basic actions of gymnasts
- Use words such as rolling, travelling, balancing and climbing
- Make their bodies tense, relaxed, stretched, curled
- Describe what they do in their movement phases

Skills adapted from Chris Quigley Essentials 2017
<table>
<thead>
<tr>
<th>Skills adapted from Chris Quigley Essentials 2017</th>
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<tbody>
<tr>
<td>• Describe basic body actions and simple expressive and dynamic qualities of movement</td>
</tr>
<tr>
<td>In games</td>
</tr>
<tr>
<td>• Use basic underarm, rolling and hitting skills</td>
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<tr>
<td>• Sometimes use overarm skills</td>
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<tr>
<td>• Intercept, retrieve and stop a beanbag and a medium sized ball with some consistency</td>
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<tr>
<td>• Sometimes catch a beanbag or medium sized ball</td>
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<tr>
<td>• Track balls and other equipment sent to them, moving in line with the ball</td>
</tr>
<tr>
<td>• Throw hit and kick a ball in a variety of ways depending on the game and sometimes choose which way is best</td>
</tr>
<tr>
<td>• Decide where to stand to make it difficult for the opponent</td>
</tr>
<tr>
<td>• Describe what they or others are doing and what their bodies feel like</td>
</tr>
</tbody>
</table>
Children learn routines, greetings, numbers, colours and parts of the face through a book “Soy atento”. They will learn with songs, games, TPR and ICT games. They also learn animals’ names using the book ‘Brown Bear’ by Eric Carle and role play the story.

They will learn the vocabulary of the days of the week and learn the months of the year with action songs and games. They learn to say their birthday (month), reviewing previous learning of numbers and the new concepts. They will also learn parts of the face and body with actions songs and games.

Children will learn the vocabulary of the fruits with songs and games. They will make a fruit salad ‘macedonia’ and smoothie recipe, linked to their healthy eating D&T topic. They will learn through songs, games and stories like “La sorpresa de Handi” and “La oruga hambrienta”.

### To Read fluently

- Read out loud everyday words and phrases.
- Use phonic (or logographic in Mandarin) knowledge to read words.
- Read and understand short written phrases.
- Read out loud familiar words and phrases.
- Use books or glossaries to find out the meanings of new words.

### To write imaginatively

- Write or copy everyday words correctly.
- Label items and choose appropriate words to complete short sentences.
- Write one or two short sentences.
- Write short phrases used in everyday conversations correctly.

Skills adapted from Chris Quigley Essentials 2017
### To speak confidently

- Understand a range of spoken phrases.
- Understand standard language (sometimes asking for words or phrases to be repeated).
- Answer simple questions and give basic information.
- Give responses to questions about everyday events.
- Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns.

### 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

#### Autumn
- **Music Express Units:** Ourselves, Number, Animals, Weather

#### Spring
- **Music Express Units:** Machines, Seasons, Our School, Patterns

#### Summer
- **Music Express Units:** Storytime, Our bodies, Travel, Water

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**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.

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