

Hunton & Arrathorne CP School

Our Curriculum Aims



I am a lifelong reader

- Guided reading sessions which take place daily in EYFS / Year 1 in line with our SSP (Little Wandle).
- Whole class reading sessions 4 times per week from Year 2 – Year 6.
- Timetabled daily story times in each class, so children can listen to their teacher and practise fluency and reading prosody.
- Poetry is a key focus and children should listen to and recite poetry at least once per week.
- Book corners in each classroom which are full of age appropriate texts, recommended reads and books from high quality authors.
- Regular opportunities for pupils to read individually to adults within school.
- Use of 'Reading Spines' in storytime and 'Recommended Reads' to ensure pupils have access to a range of high quality texts from a variety of genres.
- Celebrating and encouraging a love of reading with plentiful opportunities to share and discuss what they have read through 'Reading for Pleasure' time and 'Recommended Reads' in Celebration Assembly.
- Access to books and texts at break-times through the 'Lifelong Reader Shed'.
- Opportunity to enjoy our non-fiction library at lunchtime with children from different classes.
- A focus on texts which showcase inclusivity and diversity, which is key in our small village school.
- Celebration of 'World Book Week' with exciting and engaging activities throughout the entire week to celebrate a love of reading.
- Relationships and links with local book-shops such as Little Ripon Book Shop and Castle Hill Books.
- Focus on inclusive and diverse texts - available for children to read independently and as a focus in class story time.
- Giving pupil's ownership of the development of reading through 'Reading Ambassadors'.
- A new non-fiction library which is taken ownership of by the children.
- Termly 'Reading Newsletters' which share recommendations, book reviews etc.
- Children take part in 'Reading Buddies' as part of our 'Big Read' where they read with a peer from a different year group.
- Termly opportunities for parents/carers to come into school for our 'Big Read' where they can enjoy reading based activities with their children.
- Author visits and author web-chats.
- Children who are not yet fluent readers by KS2 are given a daily 'Rapid Reader' intervention
- A new, high quality range of individual reading books which are matched to each child's ability.
- We have a subscription to 'First News' to enable children to read about current events in an age-appropriate way.
- A 'Reading Raffle' to encourage and reward children for demonstrating their love of reading at home.
- Establishing links with local book-sellers to host Book Fairs in school.
- 'Reading Spines' across the curriculum introduced to ensure we read as historians, artists, athletes etc.
- Texts are recommended in assembly by pupils and staff.
- Poetry is celebrated and read widely - planned into the reading spine.
- 'Reading for Pleasure' is prioritised and whole-school R4P time takes place each week on a Friday at 1pm.
- Leaders listen to chn from each class read each week. Alongside this, leaders regularly listen to lowest 20% to ensure provision is accurate.
- Leadership of Reading and Phonics is strong with proactive involvement from governors.
- Reading habits are celebrated and shared through consistent reading displays in each classroom.
- Our H&A36 includes specific 'Lifelong Readers' aspects including: having a penpal, meeting an author, debating, visiting a library, performing a poem and reading / performing Shakespeare.

I am happy and healthy

- Daily 'Skip2bFit' sessions
- Friday Fitness led by pupils.
- Active break-times and resourceful play linked to each curriculum aim.
- We have a qualified Forest School instructor as part of our staff who delivers lessons to each year group.
- P.E sessions taught by highly-skilled staff, supplemented by additional sessions led by qualified sports coaches.
- Links with local dance studios for specialist teaching.
- Children take part in inter and intra school sports competitions.
- An active 'Wellbeing Warriors' group who promote positive pupil and staff mental health.
- 'Care Boxes' in each classroom for pupil's to share their worries and concerns.
- Regular planned activities to promote mental health - Wellbeing Picnics, assemblies etc.
- Responsibility promoted through a range of pupil leadership roles.
- Pastoral support for pupil's by a named member of staff, including 'Hunton Heroes' our Service Pupil Group.
- A range of extra-curricular activities which appeal to a variety of interests - sport, nature, art etc. Extra curricular activities are available each day and lunchtime and are carefully planned.
- Visits from external agencies to support children's safety including Road Traffic Officers and Mountain Rescue.
- Strong culture of safeguarding which is supported by LEA and governor monitoring.
- E-Safety is taught throughout the curriculum and within specific units as well as assemblies.
- The H&A36 includes activities linked specifically to Happy & Healthy, including climbing a hill, eating what you grow, watching the sunset and opening a pop-up restaurant, attending a sporting event and representing the school in sport.

I am a creator

- Half-termly 'Art Weeks' where the children can work in-depth on their Art & Design skills. These include specialised sessions linked to our curriculum with a professional artist.
- Opportunity to display work in Richmond Art Gallery - every single pupil contributed
- Work alongside Artist in Residence through extra-curricular and curriculum workshops.
- Termly Design Technology Days based around whole school theme.
- The opportunity to be creative at lunchtimes and break-times through our 'Creators Shed'.
- Extra-curricular clubs on lunchtimes and after school - craft, colouring, weaving, cross-stitch, photography, hand-bell, recorder
- Concert and musical performances - end of year, nativity, Harvest, Spring Concert, Christingle.
- Additional activities throughout the school year - World Book Day Bake Off, Easter Egg Decorating, Coronation and the Pumpkin Parade etc.
- Opportunities to visit sites and places of interest - lots of visits and enrichment opportunities.
- Annual visits to a local dance studio, to create a piece of dance alongside a specialist teacher.
- Music is a key focus and celebrated in a variety of ways: 'Music of the Week', instrumental lessons led by qualified music tutors, performances, weekly Singing Assemblies and visiting professionals.
- Children are given opportunities to 'Be Creators' through our H&A36 which includes performing on a theatre stage, meeting an artist, attending a concert, watching a professional theatre production, displaying work in a public gallery and appearing on television or radio.

I am a change-maker

- Commitment through the curriculum to celebrate diversity through literature, stories and curriculum links.
- Focus on British Values - British Values Week and interwoven through curriculum.
- Visit to London - children asked to support street performers and the homeless.
- Termly focus charities - house team winners select charities on a local, national and global basis - children fundraise for these charities.
- Fundraising for Comic Relief, Children in Need, Jeans for Genes etc.
- 'Wellbeing Warriors' who celebrate events and diversity.
- Global citizens responsive to worldwide events - i.e. Syrian earthquake.
- Links to Global Citizenship are planned throughout the curriculum - for example a beach clean, fundraising for Water Aid.
- A robust and engaging PSHCE curriculum which prepares children for life.
- A team of pupils who take responsibility for leading eco-provision within school.
- We subscribe to First News and hold a weekly 'Tuesday Newsday' assembly which allows children to explore global issues.
- We follow the 'No Outsiders' programme to educate our pupils about the Protected Characteristics.
- We offer a range of books which promote diversity and inclusivity.
- Pupils have the opportunity to be 'change-makers' at breaktime through accessing the change-maker curriculum shed.
- The H&A36 includes change-making opportunities such as - fundraising for charity, making our village smile, visiting a place of worship, raising awareness of global issues, taking part in a beach clean and learning British Sign Language.

I am a risk-taker

- Developing knowledge of sensible risks through the PSHCE curriculum.
- Focus on metacognitive strategies.
- Pupils are challenged to be 'risk-takers' at breaktime through accessing the risk-taking curriculum shed.
- Growth Mindset work based around Skip2bFit sessions.
- Carefully planned residential activities which allow children to push themselves out of their comfort zones.
- An environment which supports children to take sensible risks.
- A curriculum which challenges and motivates pupils to push themselves beyond their personal boundaries.
- Planned opportunities for pupils to visit a range of environments which take them out of their usual settings; encouraging them to explore places less familiar to them.
- Measured approach to risk-taking through curriculum areas with focus on H&S i.e. DT, Science etc.
- Our H&A36 supports our children in developing as risk-takers through being an entrepreneur, going abroad, hatching an egg, starting their own fire and cooking something, going on a residential and flying!

I am inquisitive (with a thirst for knowledge)

- A knowledge rich curriculum with regular opportunities for knowledge retrieval through 'Sticky Knowledge' and vocabulary - retrieval activities planned in each lesson.
- Visits and visitors to a variety of places - places of worship, virtual temple visits, artists, vets, doctors
- Celebration of special events 'Science Week' and 'Careers Day'.
- Participation in the National Schools Quiz Competition - nationally the school came in 2nd place.
- Enquiry based units of work which encourage children to be inquisitive.
- Open ended tasks within lessons such as 'Goal Free Problems'.
- End of unit celebrations i.e. 'The H&A Museum'
- Launch and landing events to inspire children to be inquisitive.
- Range of non-fiction texts across the curriculum to allow children to be inquisitive.
- Children are encouraged to be inquisitive at breaktimes through provision in 'Inquisitive Shed'
- Children are encouraged to be inquisitive by reading as a historian, a geographer etc. through carefully planned curriculum books.
- The H&A36 supports children to be inquisitive through planned opportunities such as - meeting a scientist, stargazing, learning how to tie a tie, visiting their team castle, visiting a capital city and visiting a national museum.