



Horizon Primary Curriculum Overview

At Horizon Primary we strive to promote high quality teaching and learning throughout the curriculum and beyond. We use assessment to raise attainment academically, socially, emotionally and behaviourally providing specific learning and SEMH interventions where appropriate to support progress in these areas which include using Thrive approaches. Pupils are taught how to manage feelings and behaviour in a supportive and understanding environment.

Our curriculum reflects a PACE model (Personalised, Aspirational, Caring and Engaging) where pupils can become successful learners. At Horizon Primary we provide holistic and creative teaching where the curriculum content is age, ability and need driven. This is personalised to meet individual needs.

Staff at Horizon Primary provide opportunities to consolidate, develop, secure and embed learning to develop pupils' independence, creativity and motivation.

The Horizon Primary curriculum is wide and balanced, reflecting the expectations of the National Curriculum. Relationships education underpins our ethos with Thrive and Restorative approaches integrated throughout. Pupils are taught according to need and with this in mind English and Maths are block timetabled to create greater staffing flexibility for grouping and delivering interventions.

English

Intent

Our English curriculum is derived from the requirements and guidance from the English Programmes of study in the National Curriculum.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

The core elements of our curriculum are Speaking, Reading and Writing. Our teaching focuses on:

- word reading
- comprehension (both listening and reading)
- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

Implementation

Our English curriculum is delivered across the whole school through six different genres of writing throughout the year which forms our long term plan.

Autumn Term 1	Recount
Autumn Term 2	Narrative - Adventure Story
Spring Term 1	Poetry
Spring Term 2	Narrative - Traditional Tales/Stories
Summer Term 1	Information Texts
Summer Term 2	Narrative - Fantasy

Key Stage 1

Reading is taught through discreet individualised reading sessions 1:1 with adults and through daily teaching of group phonics lessons. Reading is planned and taught through every subject area and children are expected to decode as much as they can independently from differentiated texts that are provided.

We adopt a range of strategies for teaching phonics and reading and differentiate and adapt teaching depending on the child's experiences in mainstream school. We aim to teach phonics practically, with pictorial representations and then move onto the child memorising sounds and being able to sound and blend to decode independently.

A range of reading schemes are used (Early Reader, Reading Corner, Dandelion Launchers, ORT Songbirds, Read Write Inc., Letters and Sounds) to differentiate individual reading progress depending on the assessment of phonics

sounds known by each child. Books will be matched to their phonics knowledge and focus on phonemes/digraphs being taught within group sessions at that time.

Key Stage 2

English is block timetabled four times a week. This creates staffing capacity to mix classes and deliver a range of interventions. In addition to the timetabled English lessons pupils read for twenty minutes each morning accessing developmental reading resources until pupils are considered independent readers. Reading skills are reinforced in English lessons and across other curricular areas where appropriate.

Writing underpins academic learning and is taught primarily in English lessons and reinforced in other curricular areas. It is supported by the Horizon Primary Positive Marking Scheme and a range of interventions are used to support pupils develop writing skills as necessary.

There is an emphasis on the spelling of high frequency words and subject based vocabulary continuing to apply phonics as a means to teach spelling. Approaches reflect individual need and ability and are a focus for staffs' marking expectations and feedback being personalised.

Impact

Pupils receive feedback as explained in our Positive Marking Policy. Their progress is tracked and monitored through B Squared Primary Steps.

Mathematics

Intent

Our mathematics curriculum is derived from the requirements and guidance from the Mathematics programmes of study in the National Curriculum.

The national curriculum for Mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Implementation

Maths is delivered using a Concrete, Pictorial and Abstract (CPA) approach in key stage one to help pupils develop confidence and mental fluency with whole numbers, counting and place value. Key stage one classes have maths lessons daily and in key stage 2 pupils receive four maths lessons a week.

Please see Appendix 1 for an overview of our mathematics curriculum covering the programmes of study in Number, Measurement, Geometry and Statistics.

Impact

Pupils receive feedback as explained in our Positive Making Policy. Their progress is tracked and monitored through B Squared Primary Steps.

Science

Intent

The national curriculum for science aims to ensure all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

The delivery of our science programmes of study aim to:

- develop pupils' secure understanding of knowledge and concepts
- support pupils use of technical terminology and specialist vocabulary
- link pupils' mathematical knowledge to support their understanding of science, including collecting, presenting and analysing data

- embed 'working scientifically' within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions
- help pupils make their thinking clear, both to themselves and others by using discussion to probe and remedy misconceptions.

Implementation

Science is delivered once a week in Key Stage One by Lead School Engagement Assistants and twice a week in Key Stage Two by Class Teachers. Please see Appendix 1 for an overview of our science curriculum.

Impact

Pupils receive feedback as explained in Horizon Primary Positive Marking Policy. Their progress is tracked and monitored through B Squared Primary Steps.

Relationships and Health Education

Relationships and Health Education is taught within our PSHE education curriculum at Horizon Primary. We have adopted a thematic model to deliver key objectives from the statutory Relationships and Health Education curriculum. We cover the following themes each term:

- Autumn Term: Relationships
- Spring Term: Living in the wider world
- Summer Term: Health and Wellbeing

PSHE lessons are taught by class teachers once a week, supported by our PSHE Co-ordinator and a member of the Senior Leadership Team who has whole school responsibility for RSE. All teaching staff have access to resources from the PSHE Association through our school's membership and there is a wealth of resources on the RSHE portal developed by the County's Schools Engagement Coordinator. Staff are signposted to these for support with planning and delivery of our programmes of study.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships

- Respectful relationships
- Online relationships
- Being safe

Health education focuses on teaching the characteristics of good physical health and mental wellbeing including:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Basic first aid
- Changing adolescent body

Foundation subjects

Foundation subjects are taught in class groups and are aimed to support/embed/extend existing learning and provide opportunities to plan content that engages and stimulates interest by including offsite activities.

All pupils have two lessons of PE a week. In Key Stage 1 lessons are delivered by the class teacher whilst a PE specialist delivers lessons in Key Stage 2.

One afternoon is given to Leisure and Recreation. Pupils are offered a range of activities from which they can choose to take part in. Options provided can be school based or may access local facilities and our community links encouraging pupils to develop independence, resilience and motivation.

Pupils at Horizon Primary are given a baseline assessment for Thrive on entry. Pupils assessed at "Being, Doing or Thinking" may receive 1:1 sessions whilst Thrive is delivered to class groups by teachers using class targets generated from these assessments.

Our aim at Horizon Primary is to balance academic engagement and attainment with the need to develop pupils social, emotional/ behavioural stability and maturity. Our ethos encourages this and Thrive approaches seek to support this aim.

Appendix 1

Maths Overview 2021/22 Term 1 (Autumn)

Week	1 6.9.21	2 13.9.21	3 20.9.21	4 27.9.21	5 4.10.21	6 11.10.21	7 18.10.21	8 1.11.21	9 8.11.21	10 15.11.21	11 22.11.21	12 29.11.21	13 6.12.21	14 13.12.21
Year 1	N: Place Value	N: Place Value	N: Place Value	N: Place Value	N: Addition & Subtraction	N: Addition & Subtraction	N: Addition & Subtraction	N: Addition & Subtraction	N: Addition & Subtraction	G: Shape	N: Place Value (20)	N: Place Value (20)	Consolidation	
Year 2	N: Place Value	N: Place Value	N: Place Value	N: Addition & Subtraction	N: Addition & Subtraction	N: Addition & Subtraction	N: Addition & Subtraction	N: Addition & Subtraction	M: Money	M: Money	N: Multiplication & Division\	Consolidation	Consolidation	
Year 3	N: Place Value	N: Place Value	N: Place Value	N: Addition & Subtraction	N: Addition & Subtraction	N: Addition & Subtraction	N: Addition & Subtraction	N: Addition & Subtraction	N: Multiplication & Division\	N: Multiplication & Division\	N: Multiplication & Division\	N: Multiplication & Division\	Consolidation	
Year 4	N: Place Value	N: Place Value	N: Place Value	N: Place Value	N: Addition & Subtraction	N: Addition & Subtraction	N: Addition & Subtraction	M: Length and Perimeter	M: Length and Perimeter	N: Multiplication & Division\	N: Multiplication & Division\	N: Multiplication & Division\	Consolidation	
Year 5	N: Place Value	N: Place Value	N: Place Value	N: Addition & Subtraction	N: Addition & Subtraction	Statistics		N: Multiplication & Division\	N: Multiplication & Division\	N: Multiplication & Division\	M: Perimeter and Area	M: Perimeter and Area	Consolidation	
Year 6	N: Place Value	N: Place Value	N: A & S M & D (+x÷)	N: A & S M & D (+x÷)	N: A & S M & D (+x÷)	N: A & S M & D (+x÷)	N: A & S M & D (+x÷)	N: Fractions	N: Fractions	N: Fractions	N: Fractions	G: Position and Direction	Consolidation	

N: Number	M: Measurement	G: Geometry	Statistics
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Maths Overview 2021/22 Term 2 (Spring)

Week →	1 10.1.22	2 17.1.22	3 24.1.22	4 31.1.22	5 7.2.22	6 14.2.22	7 28.2.22	8 7.3.22	9 14.3.22	10 21.3.22	11 28.3.22	12 4.4.22
Year 1	Consolidation	N: Addition & Subtraction	N: Addition & Subtraction	N: Addition & Subtraction	N: Place Value (50)	N: Place Value (50)	N: Place Value (50)	M: Length and Height	M: Length and Height	M: Weight and Volume	M: Weight and Volume	Consolidation
Year 2	N: Multiplication & Division\	N: Multiplication & Division\	N: Multiplication & Division\	N: Multiplication & Division\	Statistics	Statistics	G: Properties of Shape	G: Properties of Shape	G: Properties of Shape	N: Fractions	N: Fractions	N: Fractions
Year 3	N: Multiplication & Division\	N: Multiplication & Division\	N: Multiplication & Division\	M: Money	Statistics	Statistics	M: Length and Perimeter	M: Length and Perimeter	M: Length and Perimeter	N: Fractions	N: Fractions	Consolidation
Year 4	N: Multiplication & Division\	N: Multiplication & Division\	N: Multiplication & Division\	M: Area	N: Fractions	N: Fractions	N: Fractions	N: Fractions	N: Decimals	N: Decimals	N: Decimals	Consolidation
Year 5	N: Multiplication & Division\	N: Multiplication & Division\	N: Multiplication & Division\	N: Fractions	N: Fractions	N: Fractions	N: Fractions	N: Fractions	N: Fractions	N: Decimals & percentages	N: Decimals & percentages	Consolidation
Year 6	N: Decimals	N: Decimals	N: Percentages	N: Percentages	N: Algebra	N: Algebra	M: Converting Units	M: Perimeter, Area and Volume	M: Perimeter, Area and Volume	N: Ratio	N: Ratio	Consolidation

N: Number

M: Measurement

G: Geometry

Statistics

Created by L-J B Sept 2021

Maths Overview 2021/22 Term 3 (Summer)

Week →	1 25.4.22	2 3.5.22	3 9.5.22	4 16.5.22	5 23.5.22	6 6.6.22	7 13.6.22	8 20.6.22	9 27.6.22	10 4.7.22	11 11.7.22	12 18.7.22
Year 1	Consolidation	N: Multiplication & Division\	N: Multiplication & Division\	N: Multiplication & Division\	N: Fractions	N: Fractions	G: Position and Direction	N: Place Value (100)	N: Place Value (100)	M: Money	M: Time	M: Time
Year 2	M: Length and Height	M: Length and Height	G: Position and Direction	G: Position and Direction	Problem Solving	Problem Solving	M: Time	M: Time	M: Mass Capacity Temperature	M: Mass Capacity Temperature	M: Mass Capacity Temperature	Consolidation
Year 3	N: Fractions	N: Fractions	N: Fractions	M: Time	M: Time	M: Time	G: Properties of Shape	G: Properties of Shape	M: Mass Capacity	M: Mass Capacity	M: Mass Capacity	Consolidation
Year 4	N: Decimals	N: Decimals	M: Money	M: Money	M: Time	M: Time	Statistics	G: Properties of Shape	G: Properties of Shape	G: Position and Direction	G: Position and Direction	Consolidation
Year 5	Consolidation	N: Decimals	N: Decimals	N: Decimals	G: Properties of Shape	G: Properties of Shape	G: Properties of Shape	G: Position and Direction	G: Position and Direction	M: Converting Units	M: Converting Units	M: Volume
Year 6	Statistics	Statistics	G: Properties of Shape	G: Properties of Shape	G: Properties of Shape	Consolidation & Themed Projects	Consolidation & Themed Projects	Consolidation & Themed Projects	Consolidation & Themed Projects	Consolidation & Themed Projects	Consolidation & Themed Projects	Consolidation & Themed Projects

N: Number	M: Measurement	G: Geometry	Statistics
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Created by L-J B Sept 2021

Appendix 2

Mapping of Science Curriculum

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
KS1	Seasonal Changes	Animal, including humans (senses)	Animals, including humans (pets) Living things and their habitats Seasonal changes		Plants Seasonal changes	Everyday materials and their uses
Lower KS2	Light Sound	Electricity Forces and magnets	Living things and their habitats Animals, including humans		Plants	Rocks States of matter
Upper KS2	Living things and their habitats	Forces Electricity	Earth and Space	Animals, including humans	Properties and changes of materials Light	Evolution and inheritance

