

Maths	For all children to be fluent in reasoning and problem solving as we approach challenges with confidence and independence. The teaching for mastery approach provides all children with the opportunity to learn the basic foundations of mathematics earlier on in their school lives and then build on these and gain a deeper understanding of all concepts throughout their academic journey in school.
Reading	At Hob Moor, we recognise that learning to read is essential for all pupils. It enables them to read for pleasure, access the curriculum and be prepared for life. Our reading curriculum is designed to equip all children with the reading skills required to develop a passion for reading by ensuring they can read a range of prose at increasing complexity and length, as well as provide the inspiration and opportunity to read widely and for pleasure. Enthusiasm for books is promoted in a real way through experiencing high quality texts and discussions relating to text which show how stories unfold, information can be obtained and how the world of reading can unlock a limitless treasure house of wonder and joy. We understand that a love of reading is the biggest indicator of future academic success (The Organisation for Economic Co-operation and Development, 2002). We aim to give our children the best possible start to their reading journey when they join our school by teaching reading from the moment children join in Nursery to when they leave in Year 6. To achieve the best possible outcomes for our children, we choose to see reading as taught as two separate strands, fluency and comprehension, that over time intertwine to create increasingly skilled readers.

Science	The Science Curriculum at Hob Moor Primary Academy is designed to stimulate curiosity and critical thinking while fostering a culture of scientific exploration. We intend to provide purposeful, engaging opportunities for children to investigate like scientists, embedding the use of accurate scientific vocabulary. Children will develop their scientific understanding by explicitly applying their prior knowledge from previous Science topics, recognizing the relevance and importance of science in their daily lives.
History	The intent of our History curriculum is to stimulate interest in the past and enable all pupils to become historical detectives—equipping them with the skills to think like historians. Given the socio-economic context of our community, this is fundamental to ensuring pupils' cultural and historical capital is not limited, building a strong sense of identity, critical thinking, and global awareness. Our curriculum is driven by three core pillars, delivered through challenging, creative, and memorable learning experiences: 1. Heritage: Building Historical Knowledge We teach in themed, cross-curricular blocks, ensuring rigorous progression and historical depth: ● Local to Global: Learning builds from local history (Acomb, York, changes within living memory) through nationally significant events (Great Fire of London, Victorians, significant individuals). ● Civilisations & Conflict: Studies progress to early empires (Romans, Vikings, Mayans), depth studies of ancient civilisations (Ancient Egypt, Ancient Greece), and pivotal modern topics (WW1, slavery) to ensure a clear grasp of chronology and global context. 2. Hopes & Dreams: Fostering Aspiration (Effort & Attitude)

	We encourage a "thirst for learning" by linking historical achievement to future potential. Through challenge-based planning and the careers/aspirations programme, we inspire pupils' Effort and cultivate an aspirational Attitude, helping them "unlock future possibilities." 3. Health & Happiness: Developing Respect (Respect, Care, Honesty) The curriculum promotes well-being and character by embedding our REACH values. Pupils develop Respect for diverse historical perspectives, demonstrating Care for the world, and exhibiting Honesty in their critical inquiry, ensuring they become confident citizens of multicultural Britain.
Geography	The intent of our Geography curriculum is to inspire in children a curiosity and fascination about the world and people within it. Through promoting the understanding of diverse places, people, and resources, we aim to directly address the socioeconomic context of our community by ensuring children's access to cultural and geographical capital is not limited. Our curriculum is delivered through the three core pillars—‘Heritage,’ ‘Health and Happiness,’ and ‘Hopes and Dreams’—to create informed, aspirational global citizens who embody our REACH values. 1. Heritage: Building Knowledge of Place and Diversity This pillar focuses on systematically building geographical knowledge, moving from the immediate surroundings of Acomb to complex global systems: ● Local to Regional Mastery (Local Area, UK): Learning begins locally, establishing pupils as a "tourist in their own region", using fieldwork to investigate and map Acomb and York (e.g., River Ouse, Bar Walls). This is built upon through in-depth study of the UK and its regions. ● Global Diversity: We ensure significant exposure to diverse places and cultures beyond the UK (e.g., India, Arctic, Brazil, Spain in EYFS), allowing pupils to compare landscapes, human features, and traditions.

- **Systematic Progression:** Units are themed to progressively embed key concepts—such as locational knowledge, place knowledge, human and physical geography, and geographical skills—allowing pupils to master geographical vocabulary and map work.

2. Health & Happiness: Caring for Our Community and Planet (Care & Respect)

This pillar links geographical understanding to citizenship and the **Care** value, fostering empathy and environmental responsibility:

- **Environmental Stewardship:** Children learn about the use and management of **resources**, the impact of human activity on the environment, and the challenges of sustainability, actively contributing as **Community Eco Warriors**.
- **Valuing Diversity:** By studying **diverse people** and communities, pupils develop **Respect** for different perspectives and learn to appreciate the contributions and challenges of those living in varied global environments.

3. Hopes & Dreams: Developing Geographical Skills and Aspiration (Effort & Attitude)

We encourage a "thirst for learning" by fostering independence, critical thinking, and the application of skills:

- **Geographical Inquiry:** Pupils are taught to collect, analyse, and communicate geographical data through purposeful **fieldwork**, map reading, and digital tools, promoting resilience and sustained **Effort**.

Aspirational Thinkers: The curriculum is linked to the **Key Stage 2 careers/aspirations programme** to demonstrate how geographical understanding and skills—such as spatial awareness and resource management—lead to professional pathways, helping pupils "unlock future possibilities" and build a confident **Attitude**.

PSHE	Our PSHE curriculum is designed to provide pupils with the knowledge, emotional resilience, and social skills necessary to navigate a complex and ever-changing world. We aim to nurture 'the whole child,' ensuring they leave our school as confident, respectful, and responsible citizens who possess a deep understanding of their own mental and physical well-being, as well as an appreciation for the diversity of the community around them. Here at Hob Moor Primary we aim to support children with responsive PSHE and we use our REACH values to support children. We focus on Responsive: It acknowledges that your curriculum isn't "off the shelf"—it changes based on what your children need <i>now</i>. Value-Driven: Using the REACH values makes the statement easy for staff, parents, and Ofsted to remember and see in action. Holistic: It connects character education (values) directly to statutory health and relationship education. Our aim is all children to thrive and feel free to have a voice through our PSHE learning.
PE	At Hob Moor Primary, physical education (PE) isn't just about exercise; it's about igniting a lifelong passion for movement. Our PE curriculum is crafted to cultivate competence and confidence in a diverse range of physical activities. We believe in fostering a love of learning and exploration through dynamic movement experiences. Our goal is to equip each child with the knowledge and skills necessary to embrace a healthy and active lifestyle. We actively promote teamwork, cooperation, and good sportsmanship. Through PE, we strive to build resilience, perseverance, and a positive approach to challenges, shaping well-rounded individuals. We achieve this by offering engaging and differentiated PE lessons that cater to every student's ability. We provide a balanced mix of competitive and non-competitive activities, all designed to develop fundamental movement skills. High-quality resources and equipment enhance the learning experience, and we create meaningful connections between PE and other areas of the curriculum, like health and science.

Music	Music is an essential element of the primary curriculum. Music promotes academic achievement and higher order thinking. In our school it is essential that we ensure our children access a range of progressive musical learning experiences. Music is an important life skill which promotes well-being and improves cultural capital which is essential for our children at Hob Moor Community Primary Academy. Through music we can expose our children to a wider range of cultural experiences which they may not access outside of school.
Art	Art and Design provide the children with the opportunities to develop and extend skills that express their individual interests, thoughts and ideas. Our intent is to deliver a National Curriculum for art and design that ensures all pupils: Produce creative work, exploring their ideas and recording their experiences and findings. Become proficient in Drawing, 3D, print, collage and other craft and design techniques. Evaluate and analyse creative works using language of art craft and design. Know about great artists, designers and architects and understand historical and cultural development of their art forms.
Design & Technology	We believe in sparking the potential of every child through a curriculum that empowers them to become confident designers, makers, and evaluators. We weave these essential skills such as our 6Cs, through all projects, fostering a spirit of innovation, problem-solving, and critical thinking. Throughout the process, children will generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology (this will include the use of annotated sketches, cross sectional and exploded diagrams and 3D modelling). Children will also learn how to evaluate their work against existing products and their own design criteria taking into account the views of others. Within the design and evaluation process, children will also explore the work/products/architecture of others and how this informs their own learning
Computing	Our Computing curriculum is designed to ensure all pupils leave school with the skills and knowledge to navigate a technologically driven world. Children take ownership of their learning, driven by the use of Chromebooks, to communicate, collaborate, think critically and be creative to best prepare them for a career in the 21st century. In a technologically driven society, raising the profile of E-Safety is of the highest importance, and is applied across the school so that all pupils know how to keep safe online.

RE	The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.
----	---