

Curriculum Overview

The Foundation Stage

Children in Nursery (FS1) and Reception (FS2) access the Early Years Foundation Stage (EYFS) curriculum. They engage in learning through first hand experiences that foster investigation and enquiry. The Early Years curriculum is made up of 7 areas of learning; 3 prime and 4 specific.

Prime Areas

The prime areas of the EYFS are: Personal, Social and Emotional Development, Communication and Language and Physical Development.

Personal, Social and Emotional Development is vital in the Foundation Stage. Through every day learning, we support the children in making strong relationships with their peers and familiar adults and encourage them to become confident and independent young people. At all times, adults support and model appropriate behaviour to promote positive relationships within the classroom; this is reinforced during and circle times and small group activities. The children are encouraged to recognise and celebrate personal achievements, however small, and those of their peers. This year we plan to celebrate our success with a Foundation Stage weekly achievement assembly. Each class has a reward system in place that celebrates the small but significant steps along a child's personal foundation stage journey.

To promote a rich and varied vocabulary, we provide a language rich environment, which gives opportunities for children to experience new and imaginative vocabulary. We plan specific activities to upscale the children's vocabulary which is illustrated through our daily Talk for Writing, book sharing, role-play, child initiated activities and when using the outdoor area. To further deepen the understanding of children's learning, staff in Foundation stage are encouraged to use questioning to allow children to talk about their experiences. The use of questioning also encourages children to use a wider range of vocabulary to form longer, more complex sentences. Questioning prompts are displayed in both classrooms.

Physical Development, is a fundamentally important skill which underpins all aspects of children's early experiences. If children learn to move with control and coordination; to balance and climb; to move with agility and self-expression they are likely to be more successful learners throughout their school lives. When you come into a Foundation Stage classroom, don't be surprised if you are asked to join in with our Daily Disco Dough sessions, or asked to 'Squiggle while you wiggle.!!' These are 2 new learning strategies that we have adopted this year and are really enjoying. In addition, once a week the foundation stage will join together for a 'Funky Finger' session to concentrate on fine motor skill development using a carousel approach.

Our recently developed outdoor area gives the children opportunities to climb, balance, hang and manoeuvre in and out of equipment. Nursery children have a timetabled 'wheeled' session where they develop skills on scooters/ bikes/ balance bikes to promote gross motor development. Reception children also have 'cycle skills' training from Active Fusion in addition to a weekly PE session.

Specific Areas

The specific areas of the EYFS are: Literacy, Mathematics, Understanding the World and Expressive Arts and Design

Reading

Children in both F1 and F2 access daily Read Write Inc. sessions where they learn to articulate pure letter sounds through a range of multisensory activities. As the year progresses, children move on to reading ditties and trickier Read Write Inc. stories. Children use and apply their phonic skills when accessing continuous provision through reading labels, captions, instructions and other text in the environment.

We have introduced a weekly 'Imagination Library' session into F1 where parents are supported in ways to help their child with early reading skills and to promote a love of books. This year we will also be holding these sessions in F2.

Writing

Mark making is the first step towards successful early writing. Children are encouraged to use a variety of different writing materials on a variety of scales. This could be writing on a post it note or making gigantic marks on the playground; it could be using brushes or magic wands. The importance of this mark making practice is to embed fluent movement which will eventually lead to forming recognisable letters. In addition to this daily practice, the children participate in Talk for Writing and purposeful writing in each learning environment.

By the end of the Foundation Stage, many children can write short, simple sentences independently and read simple words and sentences.

Maths

Early maths is taught through games, song and exploration. In F1 we concentrate on the language of maths through child initiated play, simple challenges, questioning and stories. In addition, we deliver a daily maths session to consolidate and extend learning concepts. Marvin the Maths Monster visits the children at home to complete number challenges taught in school.

In F2, we build on the children's early experiences through a mastery approach to maths, which encourages children to use manipulative resources, like cubes and counters, to solve a range of problems. We ensure that children are fluent with: counting, ordering, adding and subtracting, doubling, halving and sharing before we challenge them to use their reasoning and problem-solving skills. Children also explore 2d and 3d shapes, measuring equipment and start to use the language for a range of mathematical concepts like time and money.

Understanding the World

In Understanding the World, children are encouraged to be curious and explore natural materials and learn about living things and compare different places. Our topics are chosen carefully to exploit the children's own experiences which are vast and varied. They learn about technology, using computers and programmable toys and the wider application of technology in everyday life. Moreover they learn about people and communities; how they are different

or similar to their friends and they learn about and celebrate other cultures. Children in Foundation have access to 'Bible Explorer' sessions to introduce and explore Christian Values and ideas.

Expressive Arts and Design (EAD)

EAD is a fundamental area to develop in Early Years as it gives the children the foundations to underpin their own identity and enables them to develop self-expression and self-confidence.

This year we are going to introduce 'BIG ART'. This will give the children the opportunity to create art on a large scale which will allow further development of the vital core gross and motor skills.

Children are given the opportunity to use their skills imaginatively in Expressive Arts and Design. They are given the opportunity to explore and use media and materials such as paint, clay and construction equipment. Children are also encouraged to be imaginative in areas such as role play, art and dance. Both classes enjoy taking part in a weekly 'Music Makers' session which explores rhyme, rhythm and patterns.

Children in the Foundation Stage engage in high quality learning experiences both indoors and outdoors. Their learning and progress is tracked through observations, photographs and videos on the online learning journey, Tapestry.

See our class pages to find out more about the daily routine for F1 and F2

Key Stage 1 and 2

At Crookesbroom Primary Academy, the core skills are taught every morning with a separate reading, writing and maths lesson each day (see sections on Talk for Writing, Reading, Same day Intervention and Big Maths). Cross-curricular links are developed and utilised where appropriate.

Learning is planned around topic themes (6 in KS1 and 3 in KS2) which have been chosen with the children's interests in mind and planned to ensure the relevant national curriculum skills are covered. Each topic is planned to engage and stimulate the children's curiosity and interests through a variety of activities where they learn and apply new skills. The curriculum is enriched through visits and visitors.

From September 2017, the academy has taken the step of delivering foundation subjects through a child-led approach, mirroring the provision developed in the EYFS. We strongly believe that this approach enables pupils to be masters of their own learning and provides them with the opportunity to develop into life-long independent learners. Continuous provision allows content to be organised in such a way that ongoing opportunities for pupils to learn are provided. Teachers exploit and encourage opportunities for cross-curricular and intra-curricular links to deepen the children's understanding of what they are learning. Although this is still in its infancy at Crookesbroom, we are very excited about the potential for providing opportunities for mastery across all areas of the curriculum and learning which is led by the children. This will involve whole-class input, followed by the children choosing which activities they do, how they do them and in which order they do them. Teachers carefully observe and guide pupils to ensure that they experience the full range of learning opportunities.

During afternoons, history, geography, art, design technology and computing are taught in a carousel of activities. Depending on topics, staff decide which subjects are most suitable for each half term: history or geography; art or design and technology. In this way, pupils are able to master concepts in greater depth. Once computing skills are

taught, programming can be part of the carousel. iPads and laptops can also be used for topic research. By the end of a half term, each child will have at least one substantial piece of work for history or geography; art or design and technology and a computing element. To emphasise the subject-specific skills that the children are learning, we refer to them being geographers or historians, etc.

Crookesbroom Big 10 Skills

The Big 10 are key skills, including: positive attitude, imagination, reflecting and evaluating, problem solving, communication, keep trying, taking a risk, working independently, teamwork and planning and organisation. They are embedded through the curriculum. Pupils develop their ability to reflect critically on the range of skills they have used in their learning at any given time. We believe that these skills are fundamental to pupils as learners and in preparation for the challenges they will face as the next generation of adults.

Art and Design Technology

In art, each year group teaches a specific range of skills so that each one is explored in depth over a two year period. In design technology, although all aspects of designing, making and evaluation are taught, each year group is assigned one that they teach in-depth.

Computing

Our curriculum for computing has been developed to equip children with the foundational skills, knowledge and understanding of computing they will need for the rest of their lives. Through the computing curriculum, they learn how computers and computer systems work; they design and build programs, develop their ideas using technology and create a range of content. Computing is taught as a discreet subject in order to expose children to language used in programming and computer science. Where possible, we try to make cross curricular links so children are taught researching, formatting and word processing skills.

Science

Currently science continues to be taught discretely. In order to develop skills, foster the children's natural curiosity and help them to develop an understanding of themselves and the world around them, it is taught with a carousel approach and the intra-curricular links are explored to develop mastery in this subject. For example, one group might be constructing a circuit; another group might be investigating switches and a third might be investigating conductors and insulators. The children will be encouraged to develop their own lines of enquiry by means of exploration, questioning and investigation. By the end of a unit of work, each child will have covered all aspects of learning.

Music

In order to ensure that music is taught effectively across the academy, one week each term is dedicated to the music curriculum. In addition, the academy accesses many wider opportunities for the children to be taught music by peripatetic specialist music teachers. In EYFS, the children are taught singing, rhythm, rhyme and to play percussion instruments through 'Music Makers'. These elements are explored further in key stage 1 through the use of more sophisticated percussion instruments. In this phase, pupils are also introduced to recorder as a way to explore pitch and early notation skills. Children in key stage two learn to play the ukulele. All children participate in a weekly whole-school singing session.

In order to enrich this provision further, pupils are invited to audition for The Crookesbroom Primary Academy Choir, led by specialist music teachers. The choir will perform at a range of concert venues in the local area and participate in regional festivals and competitions

We exploit music wherever we can across other areas of the curriculum to support learning. Children will regularly sing songs in other areas such as numeracy and MFL.

MFL

Children learn French in KS2. As well as learning to read, speak, listen to and write in French, children also learn about the culture and customs in France and compare it to their own.

PE

In our academy, we have adopted the Real PE programme; this is a unique child-centred approach that engages and challenges every child. It aims to develop the key abilities children need to be successful within PE and sport and across the curriculum. It focuses on the development of agility, balance and coordination, healthy competition and cooperative learning by enabling the children to make choices about their own learning and development. Our aim, it to ensure that pupils understand the benefit of exercise on their health and well-being.

RE

As Britain is an ever-changing multi-cultural society, it is important that children learn to respect, value and understand the beliefs and views of other people and faiths. In order to ensure that all of the world's major religions are covered during a child's journey through our academy, each year group explores one world religion in detail. This allows children to compare and contrast the religion studied to Christianity and other religions familiar to them. Children's understanding of RE is further developed through educational visits and visitors. We aim for every year group to visit a place of worship and invite visitors into school from other faiths. Key Stage 1 learn about Hinduism; year 3 - Judaism; year 4 - Sikhism; year 5- Islam and year 6 - Buddhism. We also visit the local church and have termly 'Open the Book' bible story-themed assemblies delivered by a local Methodist church.

PSHE

Our aim is to ensure that our pupils become caring, concerned citizens. As well as this being embedded in the way that staff and children interact, we also consolidate this through regular themed assemblies, PSHE sessions and themed weeks and days. Making links explicit across the curriculum, we give our children the skills and confidence to make a positive contribution to their communities. Each week, we explore democracy using 'Votes for Schools'. The children explore a relevant topic that helps them to grasp the issues facing society and provides them with the understanding that they have the right to express their opinion. We give children the confidence to take action on issues that really matter to them; we help them build character, explore British values and learn about how our society works so they can take their full part in it.

Sex and Relationship Education

As an academy, we believe for Sex and Relationship Education to be effective, it needs to start early so that children learn to talk about feelings and relationships and are prepared for puberty before it happens to them. We feel it is vitally important that children learn about the safety and risks in relationships. Where appropriate, we also seek advice and support from medical professionals.

Reading

Philosophy

We pride ourselves on Crookesbroom being a reading school and therefore it has a very high priority in school. Reading opens the door to learning. A child who reads a lot will become a good reader. A good reader will be able to read more challenging material. A child who reads challenging material is a child who will learn. The more a child learns, the more he or she will want to find out.

We have just refurbished our library and invested in over £20000's worth of books. Our philosophy is that no child should leave our school without being able to read.

We award children who read at home with 'regular reading' awards. They are recognised half-termly in our certificate assemblies with special prizes and everywhere around school you will see encouragement for reading.

We like to encourage a passion for learning early on in a child's development and have introduced the Dolly Parton Imagination library to our foundation children. This scheme provides every child with a quality book a month until their fifth birthday.

Approaches to the Teaching of Reading

Phonics

At Crookesbroom Primary we use the Read Write Inc (RWI) programme to get children off to a flying start with their literacy. RWI is a method of learning centred around letter sounds and phonics, and we use it to aid children in their reading.

Using RWI, the children learn to read effortlessly so that they can put all their energy into comprehending what they read. It also allows them to spell effortlessly so that they can put all their energy into composing what they write.

When using RWI to read, the children will:

- Learn 44 sounds and the corresponding letter/letter groups using simple picture prompts
- Learn to read words using Fred Talk
- Read lively stories featuring words they have learned to sound out
- Show that they comprehend the stories by answering questions.

From F1 the children will use 'squiggle whilst you wiggle' during RWI to ensure all children are writing all letters correctly.

Common exception words are now a big focus within our RWI lessons and we practise reading and writing 3 new common exception words per day.

During RWI for KS1 classes, teachers share a story with the children at the end of the lesson and ask 'VIPERS' questions linked to the text. This is to improve comprehension skills plus reading stamina.

Below is a link to a video clip which shows the programme in action and explains everything, especially 'Fred talk'!

<http://www.oup.com/oxed/primary/rwi/aboutrwi/video/>

Below is further information on how you can support at home and most importantly a useful guide on how to pronounce each sound!

http://fdslive.oup.com/www.oup.com/oxed/primary/literacy/rwi/rwi_parent_faqs.pdf?region=uk

Please also look at the Oxford Reading Owl on <http://www.oxfordowl.co.uk/>



This scheme continues throughout school until the child is a confident reader.

Whole Class Reading

As an academy we have recently introduced a whole class approach to reading. We aim to improve the comprehension skills of the children by using a range of high quality texts, images, picture books and film.

The sessions are then based around 'Vipers' - a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents which can be found online here:

<https://www.gov.uk/government/publications/keystage-2-english-reading-test-framework>

Vipers heading Content Domain

Vipers heading	Content domain reference	Content domain description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.

Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g,2h	Identify/explain how information/narrative content is related and contributes to the meaning as a whole.
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one Paragraph

In each class all of the children are seated in mixed-ability pairs, so as to allow for frequent, paired discussion. This is important as it is essential that less confident readers are exposed to the high-quality reasoning of more confident readers and become part of these discussions.

A wide range of stimuli are used in order to maintain the children's interest and to develop their comprehension skills. When using a text, it will provide a clear challenge for all members of the class.

A typical timetable for a week looks like this:

Monday: Extract from a fiction book or a short story

Tuesday: Non-fiction linked to Monday

Wednesday: Poem or song linked to the same theme as Monday and Tuesday

Thursday: Another fiction extract, with a theme similar to Monday's or by the same author as Monday's, so as to compare authorial style.

Friday: Picture stimulus and short writing assessment task.

The teachers actively monitor the pace of the session, so as to ensure high levels of engagement throughout the lesson. Reading and listening to reading for long periods of time can be mentally taxing for some children. Therefore longer stints of reading are interspersed with paired discussions/independent follow-up tasks to help with this.

Written Responses

Each session includes time for children to answer questions independently. They provide written responses in their reading book which are then used for daily assessment. We expect the children to answer questions in-depth, using evidence from the text to support, explain and justify their responses.

Teachers also plan regular reading comprehension tests to apply the skills they have learned. These are used as further evidence to inform assessments.

Story Time

At our school, the teachers choose and share quality texts with the children every day. One of the aims of this is to foster a love of reading and turn the children into life-long readers. Another reason we do this is children will pick up [good reading styles](#) from the teachers' performances. Eventually, they will start to emulate you in their own performances. Therefore when reading aloud, all adults will model the good use of intonation, movement, volume and expression. In addition, children's vocabulary is developed through hearing and investigating interesting words in the stories and then applying them to their own learning.

Talk for Writing

As part of our mission to help children 'Love to learn' we want to help all of our children develop into creative writers and it is through the Talk for Writing approach that we believe we can achieve this. Through its multi-sensory and interactive teaching, it enables children of all ages and abilities to learn to write a wide range of stories and varying text types. The activities used include:

- Listening to and learning texts and stories;
- Taking part in drama and role-play;
- Drawing and story mapping;
- Collecting words and language strategies;
- Building their working knowledge of grammar.

Talk for Writing is an innovative approach to teaching writing developed by the literacy specialist and writer Pie Corbett. It uses high quality model texts to introduce the children to different story/text types which they then learn off by heart and scrutinise with a writer's critical eye.

They learn the underlying structures and the process of planning using story maps. They also learn about the key strategies for creating interesting characters and settings and how to use a range of sentence types and literary devices to create different effects including suspense or adventure.

Talk for writing has three key phrases which work together to develop knowledge, confidence and independence in writing.

Imitation and Immersion

Talk for Writing units begin with a hook which fires up the creativity and imagination of the children before they are immersed in the model text.

During this phase, the children learn the text using actions and story maps. The key to success for the children is that they internalise the text type through repetition and rehearsal. They explore the structure of the narrative and investigate the different characters, settings and events. They also begin to look closely at the language used and the effects this has on the reader. The children **'read as a reader'** and **'read as a writer'** during this process. The classroom becomes a dynamic, interactive resource filled with word ideas, sentence types and language tools collected by the children to use in their stories later.

Innovation

During this phase the teacher and the children begin to change aspects to model the text using their own ideas. They explore the text using different characters, settings or events and develop new ideas for descriptive language whilst sticking closely to the underlying structure.

It is during this phase that the children work using their toolkits. The toolkits, based on the features and ingredients of the model text, remind children of the different strategies they could use in their stories and helps them to see the progress they are making.

Invention

During the invent stage, the children plan and write their own story based on the text type they have been learning. They experiment with the ideas and begin to explore their own style of writing – they are able to do this by hugging the original model text tightly or they can develop in their own way – flying away from the text.

In order to develop independence, we are trialling a new structure that will ensure children have more freedom and choice with their writing. The teacher, on occasion, may choose to skip the imitation stage and move to the invention stage. An extra stage would then be added where the children will be provided with a stimulus, such as a short video, a picture or a story opening, and will then be allowed to choose one of the four purposes for writing (to entertain, to persuade, to discuss, to inform). The children will then plan their own piece of writing using a text map and will then independently create and edit a piece of writing.

The teacher may also choose to do this to extend high attaining writers by providing them with the opportunity to write at length in a way that will stimulate their interests and creativity.

We believe that by providing this choice, it will further help to develop a love for writing and will also provide each child with a bank of truly independent pieces of writing that can be used for assessment purposes.

Same Day Intervention

Our approach towards teaching maths has altered and this year we are embedding the mastery approach. We have implemented Same Day Intervention. This is a two part lesson approach. Teachers begin with an input stage and then the children will independently attempt five questions of increasing difficulty (fluency five and fluency three in F2 and Y1). During this stage, the teachers are able to identify any children who require extra support and those that are

comfortable with the mathematical concept shown. The second part of the session – the challenge stage – is then used for children who are comfortable with the concept to consolidate their learning independently and apply it to reasoning and problem solving tasks. The teacher will also provide immediate intervention for those less confident children to reach the required level of understanding. Although we are very early in the development of this, we are extremely excited about the journey so far and its potential.

Alongside subject content, there is an expectation that students will be “working mathematically” towards the three aims of the NC. The three aims are:

- Fluency
- Reason mathematically
- Solve problems

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils’ understanding and their readiness to progress to the next stage.

During a maths lesson:

- Teachers reinforce an expectation that all pupils are capable of achieving high standards in mathematics.
- Whole classes are taught together, possibly for the whole lesson, on the same concept/method/knowledge.
- The large majority of pupil’s progress through the curriculum content at the same pace. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.
- Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.
- Practice and consolidation play a central role. Carefully designed variation within fluency 5 (or 3 in F2 and Y1) will build fluency and understanding of underlying mathematical concepts.
- Teachers use precise questioning in class to test conceptual and procedural knowledge, and assess pupils regularly to identify those requiring intervention so that all pupils keep up.

SDI

After completing the ‘fluency 5 challenge’, pupils will receive an appropriate task to complete in the second part of the lesson.

- Bronze Challenge: the children who need adult support in order to grasp the initial mathematical concept will complete a bronze task.
- Silver Challenge: many children will move on to silver task which builds on previous learning from the first part of the lesson and incorporates reasoning and problem solving.

- Gold Challenge: some children will move to a gold challenge which is aimed at allowing the children to develop their skills at a greater depth. This could involve more formal recording or more abstract ideas, or tackling more complex problems or exercises.

If a child makes mistakes during the silver or gold challenges, they receive intervention before the next maths lesson.

As a school, we are developing our approach to mastery and will implement a mastery mind set throughout the lesson.

Teachers will be regularly using formative assessment to make judgements on the children's attainment. Teachers will also carry out termly summative assessments in order to further support their judgements of the children's attainment. Question analysis will also be carried out in order to highlight any gaps and to inform future planning.

Big Maths

What is Big Maths?

To compliment our SDI approach to teaching maths, we also use Big Maths. Big Maths is an approach to teaching number that aims to ensure that children are confidently numerate as they progress through school. It provides a rigorous and progressive structure and enables children to fully embed key skills and numeracy facts through fun and engaging lessons. It is based on 4 key elements which make up each maths lesson: CLIC.

Counting – Counting is done in many ways including counting forwards and backwards in various increments; work on place value and reading and ordering numbers.

Learn Its – Learn Its There are 72 number facts which are learnt throughout the years from Reception to Year 4. They are split across the different terms so that each class works on a few Learn Its at a time to ensure they are fully embedded. 36 are addition facts and 36 are multiplication facts; these are learnt in class and are tested.

It's Nothing New – Children use a bank of facts and methods that they already have to solve problems and that each step of progress is very small; children will use and apply their skills and methods to a range of different situations and problems.

Calculation – This is often the main part of the maths lesson which focuses on teaching solid written and mental methods for addition, subtraction, multiplication and division. The children move through progress drives which introduce small, focused steps of progress throughout the year.

How does Big Maths work?

The lessons may incorporate a CLIC session based on the four elements of big maths. There will also be a 'big maths beat that' challenge in which to assess times tables progress.

The Big Maths Characters

Mully

Where's Mully' is a Big Maths game where the objective is to find where Mully is hiding on the number square. It is about extending children's knowledge of multiples. Children are asked to find Mully by identifying the largest multiple of a given number yet staying in the parameters of a limited maximum number.

Count Fourways

Count Fourways teaches the children that if they can count in four different ways, then they can apply this knowledge to counting in many ways.

Pim

This character teaches us that 3 things add four things always equals seven things. These 'things' could be anything, including objects, amounts and measures. Therefore, if one knows that 6 add 2 equals 8, then one also knows that £6 add £2 must equal £8.

Squiggleworth

This character helps us to learn about partitioning numbers (he shows us what each 'squiggle' in a number is worth). The children begin by placing the number into the spots on his tummy and then continue by writing what the number is worth in his feet underneath. So if the children wanted to partition 643, they would place 6, 4 and 3 into the three spots on his tummy and write 600, 40 and 3 on his feet underneath.

Pom

Pom is an alien. Pom has several features that help children learn 4 key mathematical words: multiple, factor, square and prime.