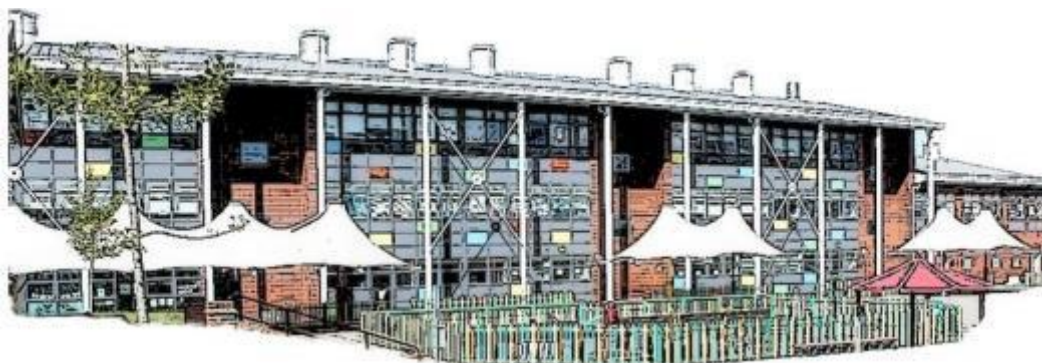




Cranbrook
Primary School

Curriculum

2024 - 2025



Curriculum Drivers

These drivers underpin our teaching across the curriculum and prepare children for the challenges and opportunities of the modern world.

Widening Horizons
Aspirations
Ambition
Curriculum enrichment
Cultural capital

Global Identity and Responsibility
Race and equity
British values
Global, local community issues
Decolonisation of learning

Confident Communicators
Articulate speakers
Passionate readers
Social skills
High level vocabulary

Topic Coverage across the School

RE

45 hours of RE are taught over the year. Lessons can be delivered at each Year group's discretion as long as complete coverage takes place e.g.: continuous sessions or RE blocks. Work is completed in books and is often used on display across the school.

Reading

At Cranbrook Primary School, reading begins in EYFS through the teaching of phonics using the Twinkl phonics scheme. In addition, we begin to develop children's early comprehension skills through discussion and pictures, focusing on the retrieval of key information. Comprehension skills are also developed during class story time, where children discuss, summarise and predict based on the events in the story. This approach continues into Year 1, where the focus is on securing fluency in reading through the application of phonics, supplemented with whole class book talk around the books we read.

In Years 2-6, we follow a whole class reading approach, building on the strategies learnt from Reciprocal Reading in KS1 and EYFS. Years 2 and 3 use the Reading explorers' texts, which contain key extracts, which have been carefully selected for their quality. Children focus on one extract a week, developing comprehension through the exploration of vocabulary, retrieval, summary and prediction. From Year 4 upwards, Teachers plan from a quality core text and incorporate questions using the 6 key areas in reading

– VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising). These skills relate to the reading content domains for the end of KS2 assessment. Teachers start with exploring the current chapter/extract, answering questions as a class and exploring vocabulary, before moving to independent response activities linked to the VIPERS stems whilst the teacher works with a daily focus group.

All teachers read a quality, age-appropriate text daily with children during **DEAR** time to promote a love of reading, build children's repertoire of stories and develop an extensive bank of words, phrases, poems, fiction and non-fiction. Teachers plan further opportunities to teach reading through **Book Talk and Comprehension** in English lessons. As a school, we promote an ethos of reading for pleasure, through daily discussion and conversation around books.

Children should be given two reading books at all times – one Collins Big Cat book, which is targeted at their current fluency level, and one reading for pleasure text, which is selected by the child as a text they wish to read which has no floor and no ceiling. Collins Big Cat texts and reading for pleasure texts can be located in year group classrooms as well as in the small bookshelves outside the year group areas.

Phonics

At Cranbrook Primary School, we follow Twinkl Phonics across the school. In EYFS and KS1 Phonics sessions teach levels 1-6, focusing on identifying sounds, segmenting, blending and application in context. From the end of year 2 onwards, we focus on spelling strategies and we supplement identified children phonics interventions for levels 3 - 6. In EYFS and KS1, classes should include a phonics display focusing on the current level children are working at. The phonics scheme should be followed with fidelity and all resources and phonic displays should be from Twinkl Phonics.

Writing

At Cranbrook we follow a Talk for writing approach that includes an independent **cold task** followed by immersion of the text through drama, speaking and listening and role play. Following this is the **Imitation stage** using an exemplar text, where children learn the text through games and text mapping. Children use this exemplar model to study the grammatical features (Boxing up) and **Innovate** new changes (characters, settings, phrases, descriptions, perspective). They learn the structural form of the genre being taught and explore grammar in context. Finally, children write an independent **Hot Task** that shows all the skills learnt in a new context. Within the T4W journey further opportunities for writing are interwoven that emerge from the use of the quality text. In addition, teachers also plan further independent writing opportunities during fortnightly **Creative Writing** lessons by providing a stimulus such as a film or book and asking children to write for different forms and purposes. All classrooms should include an English working wall which displays current teacher modelling and key vocabulary.

At Cranbrook we also have **BIG WRITE weeks** once a term to enthuse children as writers. These are themed weeks that have a whole school approach e.g. Dragons, Short Film and Chocolate week.

Teachers encourage good handwriting and presentation and teach progression of skills in developing handwriting. As a school, we follow the Twinkl handwriting scheme of learning, which focuses on the development of fine and gross motor skills, before the application to letter formation and developing fluency. Handwriting is taught daily in EYFS and KS1, three times a week in LKS2 and weekly in UKS2.

New staff: Please see the **English and Phonics Policies** for further details of all areas of teaching and learning in English.

Science

Science at Cranbrook is planned using practical skills based objectives from Target Tracker to make learning practical, engaging and fun for children. Science is taught weekly: In key stage 1 the expected time allocation is 90 minutes per week. In key stage 2 the expected time allocation is 2 hours per week. These allocated times, may be broken down into 2 smaller sessions or blocked together for a particular project.

Resources are stored according to each topic on the ground floor in the active learning zone. Please return the resources as you found them, there is also a signing in and out sheet for all resources.

Each year Cranbrook holds a science week which is based around a different science and engineering theme which is chosen nationally. Cranbrook is currently raising the profile of science and is working towards gaining the Primary Science Quality Mark Gold award.

Science is currently assessed termly using the online system Target Tracker. Science is recorded in two books, one class book that children record written science work in and a class floor book which practical experiments are recorded in. There is currently an after school provision for science with a Mad Science club which takes place weekly and allows the children an opportunity to experience a range of different experiments.

History

History lessons are taught on a weekly basis over half a term. Wherever possible they have cross-curricular links to a range of other subjects taught in the school. Engaging activities are carefully planned in line with National Curriculum expectations for KS1/2 guided by the Essentials Curriculum, and Understanding the World within the Early Learning Goals for EYFS. Each unit starts with an exciting Stunning Start to capture the children's imagination. This is then followed with a Marvellous Middle where opportunities for outdoor learning and visitors are incorporated. Finally the topic is brought to a close with a Fabulous Finish to celebrate the children's fantastic learning. Learning opportunities are provided for children through an inclusive approach, matching the challenge of the task to the ability of the child.

A range of artefacts and resources are organised according to themes and are kept within the year groups. Where artefacts are introduced, children and teachers alike are aware of the need for careful handling and due respect is given to the artefacts. When educational visits are arranged, all necessary Risk Assessments are completed by teachers involved and approved by the school's Safety Officers. Visitors to the school are supervised at all times. The use of computer technology in History lessons strictly adheres to the school's E-Safety policy, ensuring that the children are protected when using the internet.

Assessment is completed at the end of each half term in the form of a child-friendly quiz based on the knowledge and skills they have been taught. Alongside the quiz, teachers use their judgement in determining whether children are below, at or exceeding expectations in their learning.

The History lead undertakes monitoring activities throughout the year in an ongoing way. Feedback is provided in both a written and verbal manner and shared in a transparent way through team meetings and conversations with individuals. Support and development is provided to staff in order to raise standards.

Geography

Geography lessons are taught on a weekly basis over half a term on opposite half terms to History. As with History, each Geography theme starts with an exciting Stunning Start to engage the children in their new topic, followed by a Marvellous Middle to keep up the momentum with field trips, workshops and drama. A Fabulous Finish completes the Geography theme and allows the children the opportunity to share everything they have learnt.

The National Curriculum informs the Geography teaching at Cranbrook, supported by The Essentials Curriculum which provides themes and guidance on the skills and knowledge children need to develop through their primary years. In EYFS children are taught Geography through Understanding the World within the Early Learning Goals.

Wherever possible cross-curricular links are made in Geography lessons to deepen the children's understanding of the topic and lessons are planned in an inclusive way, allowing children of all abilities to make progress.

A range of atlases, non-fiction texts and geographical equipment are kept within the year groups. When educational visits are arranged all necessary Risk Assessments are completed by the teachers involved and approved by the school's Safety Officers. Visitors to the school are supervised at all times. The use of computer technology in Geography lessons strictly adheres to the school's E-Safety policy, ensuring that the children are protected when using the internet.

Geography assessments are completed at the end of each half term unit in the form of a child-friendly quiz based on the knowledge and skills they have been taught. In conjunction with the quiz assessments, teachers use their judgement in determining whether children are below, at or exceeding expectations in their learning.

Monitoring through observations, learning walks, book and planning monitoring occur throughout the year in an ongoing way. Feedback is provided in both a written and verbal manner and shared in a transparent way through team meetings and conversations with individuals. Support and CPD opportunities are provided to staff in order to raise standards in the subject.

Computing

The core of computing is **computer science**, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.

Computing also ensures that pupils become **digitally literate** – able to use, and express themselves and develop their ideas through, **information and communication technology** – at a level suitable for the future workplace and as active participants in a digital world. Our offers a broad and balanced curriculum that prepares pupils to ‘use computational thinking and creativity to understand and change the world’.

Each year group has a specific range of topics such as ‘We are treasure hunters’, ‘we are software developers’ and ‘We are bloggers’. By engaging in all the topics, our children go through a progression of skills, whilst also keeping safe through regular activities around online safety.

The learning for each year group is very closely linked to the Topic work or Science being taught within that year group. This ensures that learning is connected and more meaningful.

Having a Computing Suite, a class set of laptops and iPads, ensures that our children are able to access the curriculum.