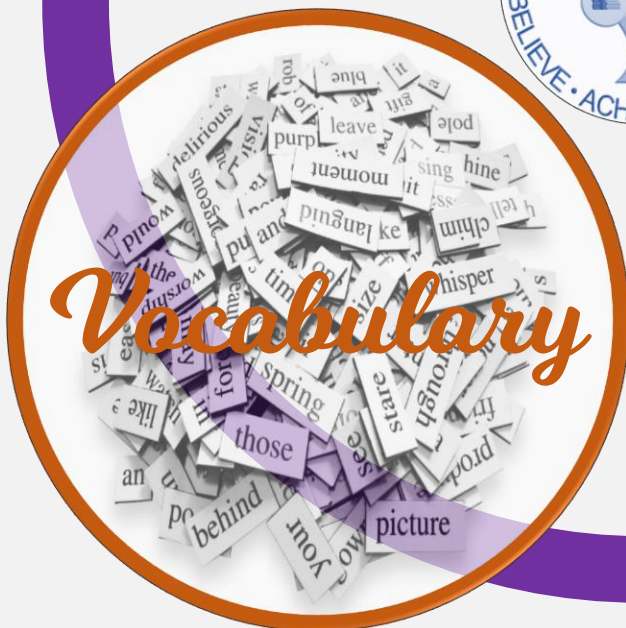


# The Curriculum



**#Discover YOUR Incredible**

The curriculum at Cottons Farm has been designed to address typical gaps in the local population from which the pupils at the school are taken. Cottons Farm sits in a high area of deprivation and pupils enter the academy developmentally well below their chronological age. The school has created "golden threads" to address the typical gaps.

### Vocabulary



We use the British Picture Vocabulary Guide to assess pupils in EYFS and throughout their time with us. This shows us that lots of our pupils enter with a vocabulary deficit. Therefore, vocabulary is prioritised throughout our curriculum. In all subjects, key vocabulary is identified and explicitly taught. Research from Isabel Beck and Alex Quigley has been used to inform approaches.

### Oracy



Pupils on average enter the school assessed at 30-50 months beginning in Communication & Language - with all pupils entering below their chronological age. The importance of high-quality talk begins in EYFS and continues throughout the school's curriculum.

### Cultural Capital



A majority of our pupils join with a limited experience of the world. We have used The National Curriculum, Cornerstones Education & Chris Quigley resources to sequence the knowledge & skills we want our pupils to have across EYFS, KS1, LKS2 and UKS2. Progression documents and toolkits make clear to pupils and staff alike what we want pupils to know and how the current learning builds on what has gone before.

### Reading for Pleasure



Informed by the research by Teresa Cremin, our curriculum encourages and uses high quality literature. Books are selected for their quality and used to teach different reading strategies and skills. High quality books are also used to support our projects and to discuss key themes in PSHE.



# Subjects

We teach the following subjects at Cottons Farm Primary Academy

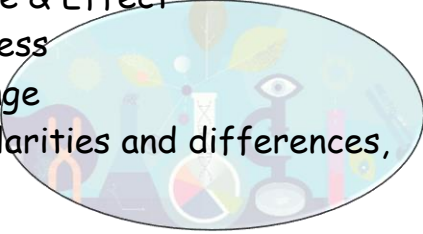



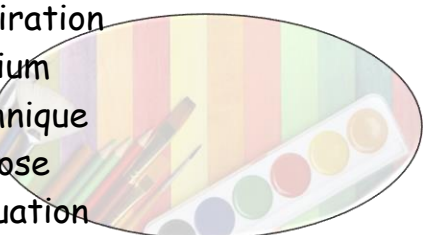
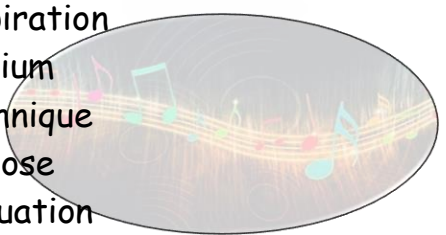
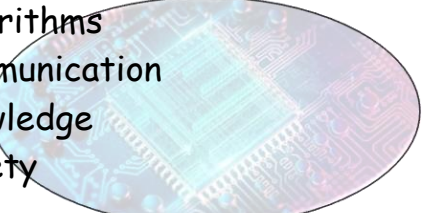



- Phonics
- Reading
- Writing
- Maths
- Science
- History
- Geography
- Art
- Design & Technology
- RE
- PSHE
- Music
- PE
- Computing

For each subject, we have **progression documents** that set out the knowledge & skills we want pupils to learn at different stages and the end point to which the curriculum builds in Year 6. We also use **toolkits** to communicate to pupils the knowledge & skills we expect them to have at different stages.



# Concepts (within the wider curriculum)

In addition, to help pupils to remember more, key concepts are used in each subject to support pupils fit new knowledge into existing schema.

|  |   |
|--|---|
| <p style="text-align: center;"><b><u>Science</u></b></p> <p>Cause &amp; Effect<br/>Process<br/>Change<br/>Similarities and differences,</p>   | <p style="text-align: center;"><b><u>History</u></b></p> <p>Continuity<br/>Consequence<br/>Similarities and Differences<br/>Cause and Effect<br/>Significance<br/>Chronology</p>  |
| <p style="text-align: center;"><b><u>Geography</u></b></p> <p>Location<br/>Place (Climate, Physical and Human)<br/>Compare and Contrast</p>  | <p style="text-align: center;"><b><u>D&amp;T</u></b></p> <p>Inspiration<br/>Medium<br/>Technique<br/>Purpose<br/>Evaluation</p>    |
| <p style="text-align: center;"><b><u>Art</u></b></p> <p>Inspiration<br/>Medium<br/>Technique<br/>Purpose<br/>Evaluation</p>                 | <p style="text-align: center;"><b><u>Music</u></b></p> <p>Inspiration<br/>Medium<br/>Technique<br/>Purpose<br/>Evaluation</p>   |
| <p style="text-align: center;"><b><u>Computing</u></b></p> <p>Algorithms<br/>Communication<br/>Knowledge<br/>Safety</p>                     | <p style="text-align: center;"><b><u>PE</u></b></p> <p>Fitness<br/>Skills<br/>Participation</p>   |
| <p style="text-align: center;"><b><u>RE</u></b></p> <p>Faith and Belief<br/>Celebration<br/>Compare and Contrast<br/>Respect</p>            | <p style="text-align: center;"><b><u>PSHE</u></b></p> <p>Safety<br/>Health<br/>Respect<br/>Relationships<br/>Aspirations</p>    |



The concepts are included in the Medium Term Planning and are used by teachers to make links to prior knowledge and to link learning to wider concepts.

## *Teaching & Learning Guides*




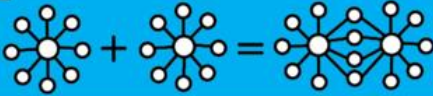






Each subject has a Teaching & Learning Guide (or has a shared one with another subject). The Teaching & Learning Guide sets out how the subject should be taught. The guides set out

- What a good lesson looks like
- How to teach for memory
- How to assess - checking understanding and tackling misconceptions



# Rosenshine's Principles

In everything we teach, we are guided by Rosenshine's work (as explained in Tom Sherrington's book) as a template for good teaching. The principles are summarised by Sherrington into 10 principles.

|  |   |
|--|---|
| <p><b>01 DAILY REVIEW</b></p>  <p>Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.</p>     | <p><b>02 NEW MATERIAL IN SMALL STEPS</b></p>  <p>Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.</p>   |
| <p><b>03 ASK QUESTIONS</b></p>  <p>The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.</p>       | <p><b>04 PROVIDE MODELS</b></p>  <p>Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.</p>                          |
| <p><b>05 GUIDE STUDENT PRACTICE</b></p>  <p>Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.</p> | <p><b>06 CHECK STUDENT UNDERSTANDING</b></p>  <p>Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.</p>         |
| <p><b>07 OBTAIN HIGH SUCCESS RATE</b></p>  <p>A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.</p>     | <p><b>08 SCAFFOLDS FOR DIFFICULT TASKS</b></p>  <p>Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p>   |
| <p><b>09 INDEPENDENT PRACTICE</b></p>  <p>Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.</p>              | <p><b>10 WEEKLY &amp; MONTHLY REVIEW</b></p>  <p>The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.</p> |

In the rest of this curriculum guide, you will find for each subject

- Progression Documents
- Teaching & Learning Guides
- Toolkits



# Character Education

Pupils' personal development is important to us at Cottons Farm. This means that we incorporate British Values and our **#INCREDIBLE** into our curriculum.

**#INCREDIBLE** is an acrostic that represents the personal qualities we want our pupils to develop at Cottons Farm.



In addition, as a Harmony Trust academy, our pupils are exposed to The Harmony Pledge. These are statements about what we want our pupils to be.

BE SAFE, HEALTHY AND HAPPY.

BE A FUNDRAISER.

BE PERFORMER.

BE AN ECO-WARRIOR.

BE RESPECTFUL.

BE A VOLUNTEER.

BE DEMOCRATIC.

BE AN ADVENTURER.

BE WORKWISE.

BE AN EXPERT LEARNER.

Curriculum links to The Pledge, **#INCREDIBLE** and British Values are made explicit in. The document outlining the links can be found later in this guide.

