



Our new Curriculum

As we start a new year, we have a new approach with a new curriculum.







We have always delivered a curriculum based on the National Curriculum subject expectations. We have used schemes of learning from White Rose Maths, Jigsaw, GetSet4PE, Questful RE and Essential Letters and Sounds for Phonics. We pride ourselves on delivering lessons based on evidence based research to give our children the very best learning. We have invested in a new curriculum, CUSP, for our foundation subjects to give children an even more ambitious curriculum and enrich the children's education. We have responded to the government recommendations for reading and our children have an additional 15 minutes per day at the end of lunchtime to read for pleasure.



An introduction to CUSP

CUSP is an evidence-led curriculum that is built on the principles underpinned by the best cognitive and neuroscientific research available. Three core elements constitute the overarching curriculum offer: Cognitive load theory, Principles of Instruction and Generative Learning Practice.

How are lessons structured?

 Connect	 Explain	 Example	 Attempt	 Apply	 Challenge
<p>Make Connections with previous learning through questions, quizzes, two things, give one and get one routines.</p> <p>Position and frame substantive concepts in context of this learning using Big Ideas map.</p> <p>For example, the concept of LIGHT connects to the SCIENCE domain of PHYSICS and the importance of understanding that LIGHT is made of waves that help us communicate.</p>	<p>Focus the learning question to help pupils attend.</p> <p>Introduce essential vocabulary in the context of the lesson.</p> <p>Use vocabulary modules and scripts to introduce new words.</p> <p>Be efficient with words and clear with explanations.</p> <p>RECEPTIVE LANGUAGE DEVELOPMENT</p>	<p>Make worked examples really explicit.</p> <p>Use diagrams, images, videos, artefacts to help articulate the content.</p> <p>Reduce number of slides on interactive boards.</p> <p>Use My Turn boards to capture the core content by writing on flip chart paper and hanging it up.</p>	<p>USE WHAT YOU KNOW</p> <p>Pupils practically have a go at selecting and organising the content you have taught them.</p> <p>DELIBERATE PRACTICE</p> <p>Develop receptive and expressive language. This enables pupils to rehearse and make sense of the learning.</p> <p>FEEDBACK – a great opportunity to Diagnose, Intervene and Evaluate (Hattie) the learning taking place.</p>	<p>SHOW WHAT YOU KNOW</p> <p>Use teacher books to model page layout using double page spreads.</p> <p>Use CUSP Thinking Hard routines to help pupils explain and connect their learning.</p> <p>Use and apply vocabulary all the time. Make it unmissable and irresistible.</p> <p>Increase productivity through CUSP Hexagon pathways to explain content.</p>	<p>DEEPEN WHAT YOU KNOW</p> <p>Quizzes to increase the retrieval practice effect.</p> <p>Self-questions to develop richer knowledge of the content.</p> <p>Two things</p> <p>Blank hexagon pathways</p> <p>Open word paths</p> <p>Partial word paths</p> <p>Closed word paths</p>

A lesson may multiple parts to it. It may not be linear. You can introduce the dynamic phases of attempt into multiple phases.

The long term plan for each class is on our school website.

Find out what your child is learning in the 'Take a Look' Curriculum tab on their class page.

