

# Primary Curriculum Newsletter 2



## Summer update!

This is our second Cam Academy Trust Primary Curriculum newsletter!

Firstly, a huge congratulations for making it to the end of term! I know it has not been an easy term and despite the challenges, you've all carried on thinking about the curriculum for your schools and engaging with the networks, thank you. I thought it would be useful to update you on the work we've done this term.

The Trust subject leads have all attended really useful training with Martin Robinson. We looked at the importance of curriculum cohesion and what it might look like when designing your curriculum. Anyone who wants to watch this session can do so by following this link: <https://youtu.be/RRLH3MntIRU>  
I'm sure there will be some interesting discussions around this as part of your network meetings next term.

We were also very lucky to have a session led by Paul Lawrence about the OFSTED framework and what we need to know as subject leaders. Again, the session is available for you to watch: on Sharepoint.

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 [https://catrustorg-my.sharepoint.com/:v:/g/personal/jfoster\\_catrust\\_co\\_uk/EQR6aHPhdMIEuLxKhZEYec8Bn29T98Ll82gER9vUKoN7nA?e=LxrdQr](https://catrustorg-my.sharepoint.com/:v:/g/personal/jfoster_catrust_co_uk/EQR6aHPhdMIEuLxKhZEYec8Bn29T98Ll82gER9vUKoN7nA?e=LxrdQr)

I am pleased to say we now have Maths, Science and English Trust subject leaders in place, who will work in the same way as the other subject leaders. Arranging network meetings, moderation of work, curriculum support, 1:1 school support where needed. We have decided to split English up into reading, writing, oracy and phonics.

In a bid to make the network meetings more accessible to all, we now have a shared calendar (you should have had an email about this). In September, we will aim to book in the different subject meetings across the year to avoid too much overlap. I know how hard it is to attend lots of meetings, especially if you wear lots of hats!

Lastly, we need to say thank you and goodbye to Nick O'Leary and Leeroy Painter who are moving on in their careers. We will be appointing new Geography and PE leads as soon as possible.



Enjoy a well earned rest over the summer, see you in September!

## EYFS Lead

The Early Years curriculum is set for an update, taking effect from the new academic year. Our Early Years staff have benefitted from some intense training around this new curriculum over the last term. This training has been tailored specifically for Trust staff and has given all staff a sound understanding of the requirements of the new curriculum. It has been so rewarding to see so many of our Teaching Assistants and Nursery/Pre-School staff joining us for these training sessions.

The new curriculum is, very much focused on practitioners spending quality time working and playing alongside the children and extending their learning on the spot. We are all so used to seeing Early Years staff either with a clipboard or I-pad recording and evidencing the children's learning, but the new thinking is that practitioners will be recording much less. Early Years judgements will be made, moving forward, much more on teacher knowledge of the children. It will become even more important for learning environments to excite and challenge children's learning and this will be an area to be carefully planned and resourced moving forward. There is also much more emphasis on children's self-regulation, children developing as independent learners who can challenge and extend their own learning.

It is a time of change and with change generally comes a sense of apprehension but talking with our Early Years staff I get a great sense of excitement around these new changes. Early Years staff are resourceful and creative facilitators and will face these changes with their usual enthusiasm.



The challenge for subject leads throughout our schools will be to ensure that they have a clear understanding of how their specific subject area is being covered in a Foundation classroom. Thought should be given by Leads around how they will gain this understanding in order to explain and talk about their curriculum area from Foundation Stage in their schools. The approach taken to the monitoring of subject areas should also be considered in line with the new curriculum stipulations and requirements. Enjoy the new curriculum and embrace the changes!

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## ICT Lead



The computing leads had a good discussion in the last meeting about different apps and websites that are used in the classroom on ipads. Spelling Shed and Maths Shed proved popular along with TT Rockstars (these are all subscription websites). A website that has lots of different maths games that was used, both on ipads and laptops was MathsFrame - all games are linked to the curriculum. Another free maths site that is on the ipads - and available on a website - is Sumdog. Again, it is linked to the curriculum and adapts its questions to the level of the children. The children in Willow Class at Hartford

Juniors have joined in a couple of contests which has boosted engagement. We discussed how IT could be used in retrieval activities and found that Kahoot (again, another free website) can be used to create multiple choice questions. Quizzes can also be created on Quiz Shed.

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## Music Lead

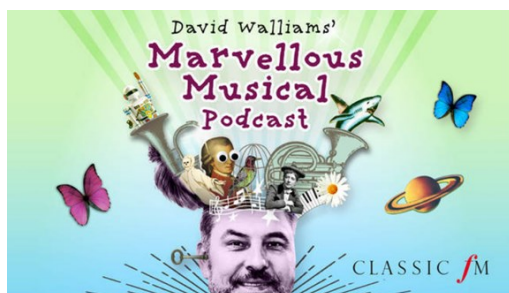
Model Music Curriculum Key Stages 1-3 Non-Statutory Guidance March 2021

[Model Music Curriculum \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

There are some useful ideas and resources in this document, so it is worth a look. It is non-statutory and so is designed to assist rather than to prescribe. Sequences of learning in singing, listening, composing, and performing are included for each year group. Within each of these areas are some suggested repertoire choices to support teachers in delivering the curriculum

Classic FM have also produced a 10-part podcasseries, aimed at introducing children to the wonderful world of classical music. David Walliams presents each episode, bringing to life the stories of the great composers.

[Looking for a way to entertain your kids? Listen to David Walliams' Marvellous... - Classic FM](#)



Please contact me for all things musical! KCrozier@jeavonswood.org

## History Lead



Happy Summer Term all. It has been great to catch up with some of the history leaders across our trust in recent weeks.

In our last trust meeting, we discussed the recently released Ofsted report 'History in Outstanding Primary Schools'. The report highlighted the importance of a coherent curriculum where 'building blocks' of knowledge are re-visited and built upon year on year. It highlighted the need for history in our schools to be sequential, with each unit being viewed as part of a wider story, thus ensuring a 'mental timeline' and strong sense of chronology in our children. This also included the need to explicitly cover substantive concepts in our lessons, which are the themes that pull all of our units together. As subject leaders, this gave us the opportunity to reflect on whether all teachers have a good enough understanding of what came before and what follows the unit they are teaching, in order to secure progression.

Further to this, Ofsted commented on the need for the disciplines of the history profession to be addressed within teaching. We agreed that this justified our decision to encompass historical skills within our knowledge-rich curriculum. We each felt that providing children with the life-long skills to access history, along with well-selected knowledge to invoke curiosity and enjoyment of the subject, would ensure the greatest progress.

As a trust team, an area we all felt needed development was assessment in primary history. We have recently subscribed to the Historical Association, which has given us access to a wealth of research on how best to assess history. The consensus amongst our team was that formative assessment through questioning and feedback was key, though we agreed that a summative write at the end of each unit would give children the chance to show their progress. Overall, we all agreed how much we are all looking forward to a hopefully uninterrupted year where our new curriculums can properly take off.

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## Religious Education Lead

What a busy term it has been, thanks to those of you that attended our Subject Leaders meeting. During the meeting, we looked at the power of questioning, whether that was as a "Big Question," for our units, within our planning, our in lessons for assessment purposes. In addition to that, we looked at types of knowledge that we should be learning within our lessons. This was supported by the Curriculum update we have received from Ofsted.

There has historically been a large focus on substantive knowledge, learning about religion. E.g. The religious building for a Christian is a church, the religious building for a Jewish person is a synagogue. However, the update also discusses the importance of also teaching "The ways of knowing," as well as "Personal Knowledge." This will enable us to use the "Big questions," to develop debate within the units that will allow children to apply their substantive knowledge and consider how this compares and contrasts to their own beliefs.

I'm sure you will agree, that this is a positive change and one that I am very much looking forward to embracing. The research behind this suggests that by encouraging children to make links between the knowledge of the religion that they are studying, their own beliefs and bigger "world questions," it will support better retention of knowledge.



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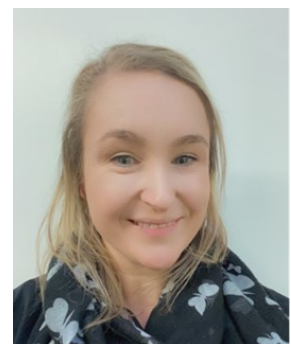
## Art Lead

Hello everyone!

It has been a very busy term back at school and we have been enjoying catching up with our Art teaching. In our last subject leaders meeting we talked about assessment in art and how we could record long term progress in the formal elements. Another focus has been to gather Artists who we believe all children should have an understanding of and an appreciation of their works. This is an ongoing project which we hope to finalise in the coming academic year.

Coming up in our future meetings, our focus will be on:

- What Art looks like as part of the Trivium.
- How the formal elements of art are taught within each of our schools and how we can plan to ensure these are embedded within the Art spiral curriculum.
- How do our knowledge and skill organisers support this?
- How will art look with the new Early Years Framework and how will this affect implication progression across the school?
- What do we, as subject leaders want to see as part of our cohesive curriculum?



Meeting dates for the year will be confirmed in September. Have a wonderful summer break!

## MFL Lead



It has been fantastic to catch up with our primary colleagues this half term and hear about how schools have been settling back after lockdown. In our latest MFL meeting, we discussed the 'Languages in Outstanding Primary Schools' document (released by Ofsted in May 2021). One of the key pieces of feedback from Ofsted was "doing more with less" in the language-learning curriculum. In outstanding schools, "over time, pupils developed their ability to manipulate simple language step by step, doing work that steadily increased in complexity of simple grammatical concepts". As such, rather than being overloaded with nouns and vocabulary from discrete topics (such as 'the seaside' or 'food and drink'), pupils interleave and revisit knowledge as they learn to secure understanding.

As a Trust, we will all be using the Rachel Hawkes Language programme in either French or Spanish from September 2021. The new Scheme of Work, which will be released for Autumn Term, meets many of the 'outstanding' features identified by Ofsted. The curriculum change will encapsulate the key strands of phonics, vocabulary and grammar to provide pupils with the best possible foundation for lifelong language learning. The changes to phonics teaching spreads out the teaching of new sounds and allows for revisiting.

The Common European Framework of References for Language Learning and Teaching (CEFR) suggests a vocabulary of 500 words for its first level, A1 ('Breakthrough'). Therefore, rather than overloading the children with vocabulary (e.g. the trap causing strain to working memory with too many topic-specific nouns) the vocabulary across the new curriculum has been refined to be informed by frequency of occurrence in the language. The new curriculum will meet this expectation of outstanding language learning, empowering children in their language skills to "do more with less".

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## Mental Health and Well-being Lead

### MHWP news

Nearly 18 months after myself and secondary colleague Zach Beamish were appointed as Trust MHWP secondees our secondment project work is drawing to a close this term and we have the privilege of seeing some of our theoretical research and policy making being put into practise, whilst also working alongside some amazing Mental health leads.

Early in May a draft of a Mental Health and Well-being Framework was presented to a steering group and then on 22<sup>nd</sup> June we officially publicised the Framework to mental health leads and headteachers across the Trust. At the heart of the framework is the vision that mental health and well-being is embedded into the culture of our schools and a priority for all staff, pupils and members of the school community, something we have seen as even more of value in light of the pandemic.

So many of our schools in the Trust already have so much provision in place to support positive MHWP and it has been great for us to share this practise and see how it makes a difference to pupils and staff alike. We are pleased to have engaged YMCA Trinity Group as a training provider to upskill all staff when it comes to promoting positive MHWP, we are excited for the roll out of training next academic year (please speak to your MH lead for more info). Since the launch a couple of weeks ago I have also been able to visit all primary schools in the Trust to create a development plan to help them meet the framework and develop their MHWP provision.

Although the introduction of the framework and roll out of training is the end to our secondment work, we are looking forward to seeing how the building blocks now in place help us to improve mental health and well-being across all our schools going forwards.

Annabelle Harder

## Phonics Lead

Hello Everyone

I am Millie Chapman and currently hold the position of Assistant Head and Early Years and KS1 Lead at Jeavons Wood. I am really looking forward to leading Phonics across the Trust and supporting everyone to build on and refine their current Phonics practice. We all know and understand how fundamental a good, solid grounding in Phonics is to most children. It enables them to develop good reading and writing skills and access all areas of the curriculum successfully.



I look forward to finding out how each school approaches the teaching of phonics and sharing these with others. Please feel free to contact me for any support or advice in the coming year.

Enjoy the Summer holidays. We've all earned a good rest.  
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## Oracy Lead

Hi, I'm Rae Lee the Headteacher of Hartford infant School, our school have worked closely with Oracy 21 on their National Oracy Pioneers Programme over the past 2 years. We are happy to share the good practises that we have introduced to our children and the impact we have seen already on our writing results. One of our initiatives is the use of key sentence stems which are progressive across the school. All of our IWBs and lessons use these sentence stems to support children to articulate their knowledge. I look forward to meeting with you to share other schools practices in this area. How exciting!

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## Reading Lead

My name is Emma Slade and I am one of the Assistant Headteachers at Hartford Junior School. I am also co-curriculum leader and English subject leader. I am delighted to have the opportunity to become the Cam Academy Trust Reading Leader and to work with colleagues across the Trust to develop rigorous and ambitious reading instruction for all. I have been fortunate enough to have had training in Doug Lemov's 'Reading Reconsidered' approaches and had the opportunity to embed a bespoke 'Canon of Literature' for Hartford Junior School.

I am passionate about research informed practice and how it can improve the outcomes and life-chances for all pupils. Over the last two years I have been designing a curriculum that maximises opportunities for practising reading across all subjects as well as developing children's reading for pleasure, and in the words of David Didau 'reading for betterment'.

I look forward to sharing ideas with colleagues and Trust English Leaders, to share best practice for whole class reading lessons that improve reading fluency and comprehension and to offer support with how to build a challenging reading curriculum.

If I could recommend one book for teachers to read, it would be *Reading Reconsidered* by Doug Lemov - it comes with access to online videos that show the pedagogical approaches in action!

I am more than happy to discuss reading in school, so please email me at [eslade@hartfordjuniorschool.org](mailto:eslade@hartfordjuniorschool.org) if you would like to discuss your reading curriculum. Thank you.



## Writing Lead

Hi, I am Sally Day and I am a year 6 Class Teacher and English Lead at Jeavons Wood School. In September I will be moving to teach in Foundation Stage as the Assistant Head for FS & KS1. I am excited to have taken on the role as Writing Lead to support writing across our network. I believe having experience of working across the whole school has made me a better teacher and I hope to share some of these experiences with you.

If you have any questions, please email me:  
[sday@jeavonswood.org](mailto:sday@jeavonswood.org)



## Maths Lead

Katie Crozier and Jennie Conway are coordinating the maths leaders group for the Trust. Katie is a maths Teaching for Mastery Specialist and has three roles in her present job. She is Y3 part-time teacher at Jeavons Wood Primary School, Cambridge Maths Hub Primary Lead and Maths Outreach Director for The Cam Academy Trust. Jennie is the Maths Lead at Jeavons Wood Primary school and works both as a Y6 class teacher and as Pupil Premium and Intervention Lead at the school.

We are really looking forward to working with the Trust schools next year to develop maths teaching and learning. We have a brief end of term catch up on Tuesday 13<sup>th</sup> June 3:30pm - 4:30pm.



### Maths News

Ofsted has published the third in a series of reviews into different subjects across the curriculum. The latest review looks at [mathematics education](#). We will speak briefly about this in our next leaders meeting. Laura Tyler from Ark Mathematics Mastery has written a four part [blog](#) which gives an excellent reflection on the review and issues raised.

The NCETM Work Group opportunities for next year are advertised on the Cambridge Maths Hub website. Please follow this link to see what is available and to book a place [2021-22 Programmes and Work Groups - Cambridge Maths Hub](#)

Research shows that one of the most significant factors in good maths teaching is good subject knowledge. Next year, the maths hub is running four different Specialist Knowledge for the Teaching of Mathematics (SKTM) Work Groups:

SKTM Early Years Teachers; SKTM Teaching Assistants; SKTM Early Career Teachers

SKTM Primary Teachers

These are always over-subscribed so please do book early if you wish to secure a place. The training is usually held over 4 afternoons, dates for these will be released in the Autumn Term.

### Favourite free resource recently discovered ...

[SolveMe Mobiles](#)

This is an excellent resource for early algebra. It has three different levels to explore and an option to play or build.

## Forest Lead

Hi, my name is Philie Forster and I am the Forest School Lead for the Trust. I have been teaching at Thongsley for 8 years mainly in our Nursery class, with a couple of years in Reception too. I have been carrying out Forest School style activities with my children for the majority of this time, and recently started my Level 3 Forest School training course. This has taught me so much more about the ethos and theory behind Forest School and why it is so important for our children, as well as reigniting the passion I have for the outdoors!



Next year starts the beginning of an exciting adventure for us at Thongsley, as we develop Forest School across our whole school, allowing all of our children from Nursery up to Year 6 to take part across the year. I can't wait to get in contact with other Forest School leaders, and share some of the fantastic things that we all get up to. Please feel free to contact me on [pforster@thongsleyfields.org](mailto:pforster@thongsleyfields.org)

## Science Lead

Hi, my name is Kirsty Allen and I am the Science Lead at Jeavons Wood Primary and the new Trust lead for Science. I've been teaching for the best part of 25 years in both London and Cambridgeshire and now work 3 days a week, teaching in a Year 5 class. I have 3 children of my own, who are at university, Hills Road college and Cambridge Village college and they still keep me very busy. I have been a Science Lead in more than one school and I'm passionate about fun, interactive and practical lessons that engage children, exciting them about Science and the world around them. As well as working on a scheme of work for Science here at JW, I am also writing a Science day with a morning whole school investigation and fun wow activities inside and out for the afternoon. We hold these bi-annually and the last one in November 2019 was extremely successful. We even managed to put Em (our Deputy) in a bubble! I'd also love to look at how to introduce a Space camp - my next Science ambition. I'm always researching new ideas and follow lots of social media platforms where I can learn and share - it's a great way to find out more about wonderful ideas!

I'd love the Science Network to provide a supportive group where we can share great ideas, resources and practise and even make bids for Science and STEM grants to continue improving the area of Science across all our schools. I believe we all have so much expertise and fabulous practise going on that sharing the load can only make our roles both lighter and even more successful and I'm really excited to be working with such great colleagues.

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