

Primary Curriculum Newsletter 6



Christmas Update! December 2022

Happy Christmas everyone and thanks once again to our wonderful team of Trust Leaders & Directors for continuing to support the development of the curriculum in all our schools. PLEASE make sure you all have access to the 'Trust Subject Leaders' calendar on outlook, as subject leaders put their meetings on this. If you can't access it, please let the IT service know & they will be able to help.



Trust Directors

Our Trust Directors for EYFS, English, Maths and IT have been busy this term, getting to meet head teachers & subject leaders and finding out the needs of each school. Thank you all for engagement with this and we look forward to further developments as the year progresses.

CAST

We have formed a group called the 'Curriculum and Assessment Strategy Team,' which includes Trust Directors, a couple of Headteachers and Chris Jukes. This group looks at developing curriculum strategy across the Trust.

Learning reviews

I look forward to visiting your schools next term as part of our learning review cycle. This time, the focus is on the personal development and behaviour of children. This also includes diversity. Michael Gray (Trust diversity lead) and Chris Jukes will also be part of this. See you in January!

Vacancy

If you are interested in becoming a Trust Subject Lead, then we are currently recruiting for **Music, Art and Geography**. If you are interested in taking on one of these roles, please do get in touch with me and I can tell you more. You don't need to have a degree in this subject, just passion and drive to become expert and the ability to support other subject leaders.



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I hope you all have a lovely Christmas break, see you in the new year!

Em McMurray emcmurray@jeavonswood.org

A few subject updates...

IT

Hello!

It was great to meet with the Computing Leads this term. We shared our experiences of the new Teach Computing curriculum and discussed introducing a 'digital literacy' unit at the beginning of each year. Introducing this will provide children with the skills they need to use the iPads as a cross-curricular learning tool within their year group. We also discussed how to make the Teach Computing unit resources more accessible and creative on Seesaw, and we agreed that we'd add any created resources to our district Seesaw library for us all to access. I look forward to meeting again at **Jeavons Wood on the 23rd January 3:45-4:45pm** to talk E-Safety.

Super excited to share that The Cam Academy Trust have been accepted as an Apple Regional Training Centre for 2022-2023. We are now part of a community that shares best practice and inspires excellence through teaching and learning with Apple technology. As part of this, we are running FREE workshops to all staff in the trust. Check out what's on offer below, and follow the link to sign up through Eventbrite here: <https://www.catrust.co.uk/cat-community/apple-rtc>. Limited spaces!



Thank you for your time and I hope you have a very happy Christmas!

Robyn

Robyn Wilson
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A few subject updates...

EYFS

It has, as ever been a hectic start of the year for our youngest children in school. We can all console ourselves with the fact that the year will now continue in a much calmer fashion. Establishing rules and expectations is a key skill for our children to learn as they begin their school life and can take some children longer to master than others.

It is refreshing that self-regulation is now an area of the new Early Years Curriculum and as such is an area for assessment. As we all know, children who find self-regulation challenging, in turn find establishing effective learning behaviours a challenge. It is always worth spending the time initially establishing these expectations, in order to support effective learning behaviours to be built. It is interesting to consider the reason behind our children now struggling with self-regulation. It is always worthwhile remembering that this cohort of children were at a vital stage of their social development during the Covid pandemic. Some may require more support, through the direct teaching of social behaviours within a large group situation. The use of an attention bucket, social stories and small group discussion times can always support the development of this skill.

Our Pre-Schools and Nurseries across the Trust play a vital role in the 'school ready' process. Children experience a detailed Phonics curriculum in school, but it was clear that due, in part, to less developed Listening and Attention skills some of the children were finding this learning challenging. In response to this, we have developed a number of phonic activities with the focus on tuning in to sounds within words. A series of fun, active learning opportunities are now planned into our daily Pre-School practice. Feedback from the first term has been very positive, with children fully embracing the role of 'Sound Detectives'.

It is always an exciting time to be looking ahead to the new learning to come and building on the wealth of knowledge and experiences our children have already acquired. The New Early Years curriculum presents a great opportunity for all practitioners to structure and challenge the children's learning whilst working alongside them. We will be exploring effective ways to engage and challenge our children together in the coming year.

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A few subject updates...

Maths

The Trust Primary Maths Leads have met twice so far this year. We have been thinking about using time outside of the main maths lesson to work on arithmetic proficiency and whole class targeted teaching. In our first session, we considered concept areas in maths which require recapping and refreshing, such as ordinal number, time, geometry and fractions. We also thought about the design of targeted teaching tasks to support children to overcome difficult points and retain learning. For example, when thinking about teaching time, strip the clock back to show one hand at a time and focus on difficult points. Stem sentences are very useful to help children develop deep conceptual understanding.

All schools in the Trust are now signed up to Mastering Number for R, Y1 and Y2. This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.

We have our third meeting this year scheduled for Thursday 19th January 3:30pm - 5pm at Gamlingay

Katie Crozier

Targeted teaching Thursday

Time

Let's focus on the short hour hand

I know it is half past because the short hour hand is pointing half way between the numbers and



RE

Religious Education this term.

Autumn term is always a big one in Religious Education world, with many people from the faiths that we study within our schools embracing the festivals and traditions that occur during these months. I have been fortunate enough to take part in some webinars designed to help develop subject knowledge of the key faiths and non-secular beliefs that many of us teach. Key information is then disseminated to school Subject Leads. In our meeting, key information from some Ofsted Deep Dive training was shared with a list of actions to help support leads. Please be aware that the Cambridgeshire Agreed Syllabus 2023 is to be shared in June - places on this conference are bookable using the following link: <https://cambridge.council.bookingbug.com/home/37056-Religious-Education-Service>

As always, please do get in touch if you have any questions and I will try my best to help.

Sophie Butcher
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A few subject updates...

English

It has been a busy term for English!

It has been a privilege to meet with you and see the fantastic practice in our schools. There is so much we can share as a network! Our term saw an exciting start as we were all inspired by the Reading for Pleasure environment at Thongsley Fields and set our action plans as a network.

A huge discussion we've had across all our schools, and nationally, is around writing. As a result, we now have a set of writing moderation materials on the Primary English Curriculum page on Sharepoint. These include examples of writing for all non-statutory year groups, as well as greater depth examples for Years 1,3,4 and 5 - it's also handy to see 'not quite' examples and explanations of next steps (see below). Some of our schools have engaged with these materials already, such as Gamlingay, or have plans to do so in the New Year.

Working at the expected standard for Y3	Next steps
<ul style="list-style-type: none"> • A varied and rich vocabulary <i>Necessary, female, discovered, medicinal, generations, determined, concerned, hammock</i> • Consistent use of 1st and 3rd person • Proof-read for spelling and punctuation errors • Group related ideas in paragraphs • Sequence ideas or events and use adverbs and prepositions <i>However, rarely, it will..., Luckily, Today, Then, Tomorrow</i> <i>This morning, By the river</i> • Variety of sentence types and conjunctions and, but, if, when, while, so, as • Statements, questions, exclamations and commands to create an appropriate effect <i>Where does it live?</i> <i>Go back and ask this Jane if she can come to the yano.</i> • Adverbs used to express time, place and cause <i>Surely, then, rarely, commonly, surprisingly, luckily, originally,</i> 	<ul style="list-style-type: none"> • Some use of inverted commas to punctuate direct speech • Some dialogue to show relationship between two characters • Statements, questions, commands and exclamations used to create an appropriate effect

Our next meeting will be held at Hartford Juniors on Tuesday 17th January from 3.45pm. We will be hearing from Michael Gray about embedding diversity in our schools and we will also be exploring the writing moderation materials together before looking at recent research and guidance from the Ambition Institute.

As always, please get in touch if there is anything you would like to collaborate on or discuss!

Have a restful Christmas break!

Alice Evans

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MFL

Many of the Trust's schools have been using the new Scheme of Work (in Spanish and French) from Rachel Hawkes which was introduced in September 2021. Some schools have now been using the SoW for a year now and are reaping the benefits of phonics, vocabulary and grammar being carefully planned and taught. The scheme has now been developed so that there is a 2 year rolling programme complete with Knowledge organisers and assessment materials to use alongside.

Rachel Hawkes has written a really great article which explains how her SoW has been designed to align with findings from recent reports. It can be found here [What next for primary languages? - NCELP](#)



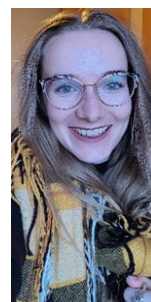
Anna Haupt

PSHE

A huge thank you to Liz Du-Toit who has been our PSHE lead so far. She is now handing the role over to Kirsty Hensleigh at Bourn Primary School.

I am excited to be the new PSHE lead for the Cam Academy Trust. I have been a class teacher at Bourn Primary Academy since September 2020. I currently teach Year Two alongside responsibilities as Assistant SENDco, Computing and PSHE lead.

I am passionate about instilling the values of courage and hope in our pupils. I have been researching Growth Mindset since my PGCE and have work published in this field. I continued this research through a Masters Degree at Cambridge University last year, where I created a Growth Mindset Framework for Bourn Primary. As the new PSHE Lead I would love to support schools in creating a Growth Mindset culture and share my passion. I am looking forward to supporting staff with the PSHE curriculum and can't wait to get started.



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PE

In the recent PE Trust Meeting, updates were shared from recent county meetings as well as the termly South Cambs PE meeting. However, the main focus was on the curriculum. At Jeavons Wood we have recently changed our scheme to GetSet4PE. Like most schools in Cambridgeshire, we had used the Cambs SoW, but after talking to other schools and looking at other alternatives we decided to trial GetSet. It offers so much more than just a SoW, including: Awesome Stuff (Active Blasts, Active Lunchtimes, Classroom PE, Knowledge Organisers and so much more), Curriculum Design (allowing you to match the needs of your school), Assessment and Reporting! We felt it also provides excellent progression and is a lot more accessible for Teachers to use.

Hannah Curtis (Cross-Phase PE Trust Director) joined us and spoke about her role and how she can support the Trust Primaries. We all look forward to working with her more closely, in turn having a more consistent approach to PE across our Trust.

Will Emery

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History

This term has been a busy one for our wider history curriculums. Within our schools, we have marked Black History Month and Remembrance Day, and are preparing for LGBTQ history month in February and Women's History month in March. When our history subject leaders met in October, we reflected on how these events are becoming far more pertinent in our ever-changing societies and discussed the need for a broadening and further diversification of our history curriculums to better reflect the demographic of our school communities. As we are welcoming children from much further afield, the new additions whom we are welcoming into our schools bring with them a wealth of experiences which must be acknowledged within our history teaching and learning. We have a vital role as history coordinators to ensure children receive accurate teaching of the past, even when, in some cases, this may bring with it difficult or challenging conversations. Children have a right to know where they come from and how our society has been formed. But most of all, they have a right to see powerful representations of people who look like themselves, who have made great historical advances. As a team of history coordinators, we aim to spend time this year considering how our individual curriculums can be altered so that they provide a wider and more diverse representation of history, whilst adhering to the objectives of the national curriculum.

Another area of focus for all of our schools, is the inclusion of 'disciplinary knowledge' into our history teaching. History pedagogy within all of our schools must include knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts. Children must be taught to interrogate and interpret historical information in order to better make sense of what is being presented to them. In order for children to do this, sound and in-depth historical knowledge is essential in allowing them to make these judgements. Again, we discussed the vital importance of this as a lifelong skill, given the shift towards social media and rise of disinformation. We agreed that children who leave our primary schools with the skill and confidence to question and conceptualise the information they receive, stand a far better chance at seeking out the most accurate information later on in life. The enormity of this responsibility felt a little overwhelming, but we are so lucky here at the CAM Academy trust to have the support of fantastic practitioners around us. We are looking forward to meeting again in the Spring Term of 2022, where we hope to start making some headway in these areas.

Angela

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