

Glebelands Primary Academy



Curriculum Policy Statement

We aim to:

- Provide a broad, balanced and challenging curriculum, which meets the educational, emotional and social needs of all pupils
- Deliver the curriculum through high quality teaching, which enables all children to meet national standards
- Enable all pupils to develop self-confidence, pride in their achievements at school and to take responsibility for their learning
- Encourage all pupils to develop respect for themselves and others in school and for those in the wider society
- Provide a safe and secure environment in which to learn
- Develop meaningful links with families and the local community

The Glebelands Curriculum

At Glebelands Primary Academy, we provide curriculum coverage of all National Curriculum subjects and programmes of study, follow the Cambridgeshire Agreed Syllabus for Religious Education and ensure pupils receive the statutory learning of Relationships Education. In Reception classes – the Early Years provision – we promote the learning and development of our youngest pupils as set out in the Early Years Foundation Stage statutory framework.

We have worked hard to develop a broad, balanced curriculum that provides all learners with key knowledge and skills to enable them to have a lifelong love of learning.

We aim that as well as imparting knowledge and skills to learners, lessons are also exciting and engaging, igniting their curiosity and given them a passion for learning. We aim to create resilient, curious and tenacious learners that are fully prepared for their futures beyond Glebelands Primary Academy.

In line with the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014, our curriculum is accessible for all children and provision is adapted to meet the needs of individual learners.

English

Phonics

At Glebelands, we follow the FFT's Success for All Phonics programme. FFT Success for All Phonics is a complete systematic synthetic phonics (SSP) programme that has been validated by the Department for Education.

The programme is used daily from the beginning of Reception, enabling children to make a smooth transition to KS1. The daily lesson plans cover all the main Grapheme-Phoneme Correspondences (GPCs) and Common Exception Words (CEWs) to provide children with the phonic knowledge and skills required for success in the Year 1 Phonics Screening Check. Daily lessons are carefully sequenced and introduce new learning in an easy-to-follow progression.

In Year Two, our phonics assessments inform our teaching of phonics. In the autumn term, GPCs that need consolidation are revisited, following the SfA Phonics lesson structure that has been established in FS and Year 1 alongside the SfA daily reading session.

Reading

At Glebelands Primary Academy we aim for all children to leave primary school being able to read fluently with understanding and with a lifelong love of reading. This will set them in good stead for the next journey in their education. We aim to immerse children in a rich reading environment and give them the opportunity to explore a wide range of quality texts.

Our whole school curriculum is underpinned by quality texts so that children have every opportunity to read and broaden their vocabulary, knowledge and experiences through these texts. These texts are mapped out for each year group in our Glebelands Reading Spine.

EYFS

Children are actively encouraged to take a book home from the outset. The children begin by taking wordless picture books home to encourage discussion. Once the children have been taught the first eight graphemes: s,a,t,p,i,n,m,d, the children are provided with a shared reader book matched to the phonics they have been taught. These shared readers are accessed through the SfA Phonics' parent portal.

YEAR 1

Children take part in a daily reading session. All children have a shared reader book matched to the phonics they have been taught. These shared readers are accessed through the SfA Phonics' parent portal so the children can access the shared readers at home too.

Alongside this, we have aligned other phonetically decodable books to match the SfA steps in order to increase the range of books available to children.

YEAR 2

In the Spring and Summer terms, children take part in daily guided reading sessions following the Routes to Reading programme. These are planned to develop fluency, comprehension and vocabulary. Choral reading, echo reading and answering a range of questions are key aspects. These will develop the reading competencies needed for the children to be fluent, confident readers who engage with and understand what they have read.

KS2

Class reading in Key Stage 2 is often delivered through whole class reading with a clear focus on developing the child as a reader.

Whole class reading is split into three main parts: fluency, discussion, further questions.

See Reading Policy 2025.

Writing

At Glebelands Primary Academy, we want all children to leave primary school being able to write confidently, enabling them to communicate clearly their thoughts, emotions, ideas, knowledge and understanding.

The teaching of writing is a key element of our English lessons alongside reading and speaking and listening. We know that all these elements contribute to writing development. We know that good readers often make good writers and that those who can speak clearly and fluently often have good sentence structure and spelling. Therefore, it is important that all these areas are valued and used alongside each other.

Writing is taught progressively so that children are taught the skills and given the opportunity to embed before then being taught how to develop and extend further.

In Years 1-6, we use the Grammarsaurus approach to teach writing. Teachers use the planning and teaching sequence model to support the writing journey.

See Writing Policy 2025

Handwriting is taught following the Glebelands Handwriting Guidance 2025. This is a progressive strategy for teaching Handwriting from EYFS to Y6.

See Handwriting Guidance 2025

Maths

At Glebelands, we are following the mastery approach to learning. This means we focus on understanding the concepts through a whole class approach where everyone can access a part of the objective. We mainly look at CPA (concrete, pictorial, abstract), this means (as often as we can) we start new learning with concrete materials (manipulatives) to explore concepts; we then advance this onto pictorial diagrams, drawings and bar modelling; finally, we can then show formal written methods.

Key pedagogies that should form the basis of every lesson:

- 1) Focus on the critical point (what in the lesson do you want the children to understand)
- 2) Small numbers (this will lead to them applying what they have learnt rather than focusing on the larger numbers)
- 3) Linked equations (choose your numbers carefully so they link)
- 4) Examples and non-examples (give examples that work to explain why and examples that do not work, to explain why it does not work)

Mental Maths

Every day, each teacher spends 15 minutes focussing on mental recall and number links to help improve pupils' number sense. We encourage the children to make links between numbers and use a range of STEM sentences to help remember this.

Other Curriculum Areas

Science, History, Geography, French, Design & Technology and Art & Design

We follow CUSP planning for Science, History, Geography, French, Design & Technology and Art & Design. Details of how these subjects will be covered can be seen in the Year Group Modular Planning document below and on the individual subject pages.

CUSP (Curriculum with Unity Schools Partnership) is a curriculum revolution. Written by Alex Bedford, Unity SP's Primary Adviser, CUSP is:

- 'Connected'
- 'Cumulative'
- 'Coherent'

CUSP is underpinned by evidence, research and cognitive science. Modules are deliberately sequenced for robust progression and allows teachers to focus on the lesson. There is an emphasis on oracy and vocabulary acquisition, retention and use to break down learning barriers and accelerate progress. A rich diet of language and vocabulary is deliberately planned for.

Specific skills are discreetly taught and practised so that they become transferrable. The sequenced modules activate prior learning, build on skills and deepen knowledge AND understanding. Learning, vocabulary and content is cumulative; content is learned, retrieved and built upon.

Computing

Glebelands uses the planning and lesson materials from the Teach Computing scheme. This is a research informed curriculum that is updated regularly and government backed.

The Teach Computing Curriculum has been written to support all children. Each lesson is sequenced so that it builds on the learning from the previous lesson, and where appropriate, activities are scaffolded so that all children can succeed and thrive. Scaffolded activities provide children with extra resources, such as visual prompts, to reach the same learning goals as the rest of the class. Exploratory tasks foster a deeper understanding of a concept, encouraging children to apply their learning in different contexts and make connections with other learning experiences. As well as scaffolded activities, embedded within the lessons are a range of pedagogical strategies, which support making computing topics more accessible.

Music

At Glebelands, we have based our curriculum on the Primary Model Curriculum. Our curriculum is knowledge and curriculum rich. We have a clear progression of skills that build on prior learning.

Within our curriculum children:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

PSHE

Our PSHE curriculum covers all areas of the subject including, but not limited to, the statutory requirements of Relationships and Health Education. One timetabled PSHE lesson per week is taught throughout main school by the class teacher. In the Foundation Stage, PSHE is an integral part of the topic work covered during the year.

Throughout the school we use the Cambridgeshire Primary Personal Development Programme to ensure there is a progression of skills and that prior learning is built upon. Work focuses on 'Myself and My Relationships', 'Citizenship', 'Healthy and Safer Lifestyles' and 'Economic Wellbeing' with a strong emphasis on emotional literacy through questioning, vocabulary and discussion topics.

We believe that PSHE Education plays a vital part in primary education so there are many other opportunities where children are involved in PSHE outside of the discreet lesson, including assemblies where a range of themes are covered. Some of these include cross curriculum teaching (e.g. RE, Science and Computing), a broad range of extra curricula clubs, residential trips for older children and day trips outside of the locality, the school council (there is one representative from each class from Y1 to Y6) and regular performances for parents.

RE

The curriculum taught at Glebelands is based on the Cambridgeshire agreed syllabus. It ensures that prior learning is built upon and developed as the children progress through the school. The teaching

sequence is based on a weekly lesson of an hour. Although in some year groups there is a need to block RE sessions.

Year 1 and 2: Christianity and Sikhism.

Year 3: Christianity, Judaism, Hinduism, Islam and Buddhism.

Year 4: Christianity, Judaism, Islam, Buddhism, Hinduism and Humanism. Year

5: Christianity, Judaism, Islam, Buddhism and Hinduism.

Year 6: Christianity, Judaism, Islam, Buddhism, Hinduism and Humanism

By following this knowledge rich curriculum, the children will be able to gain knowledge of Christianity and other world religions in the UK. In addition, the children will be able to develop an understanding of the beliefs, values and traditions of individuals, communities, societies and cultures. Through this the children will develop respect towards others with differing beliefs.

PE

At Glebelands we follow the Cambridgeshire Scheme for PE which is carefully sequenced and designed with progression from year-to-year in mind. Its sequences of learning are carefully planned to build on children's prior learning and the curriculum also revisits key skills to ensure that they are embedded. We place emphasis on the importance of key vocabulary to discuss with children as teaching points in lessons to support learning. Regular practice ensures that the knowledge 'sticks'. Our lessons provide opportunities for children to show their ability and recall knowledge focused on (including recapping vocabulary taught in previous lessons). Frequently, our lessons provide opportunities to begin with reflections / recaps of this prior knowledge.

From EYFS onwards, all our classes are explicitly taught two hours of PE each week. This means that two PE units are delivered termly i.e. three times a year.