



**Inspiring Primaries
Academy Trust**

Inspiring all to flourish and succeed



CURRICULUM WITH UNITY SCHOOLS PARTNERSHIP

Our Curriculum Partnership



**CLAYBROOKE
PRIMARY SCHOOL**

Together we flourish | Est 1814

Our curriculum and pedagogical approach are deeply influenced by Fiorella and Mayer's (2014) definition of learning, which they describe as a cognitive process focused on making sense of information. In this process, individuals actively engage by selecting pertinent pieces of information, organising them coherently, and then integrating this newfound knowledge with their existing understanding.

At IPAT, we are committed to providing each pupil with an entitlement to an enriching and aspirational curriculum that not only inspires but also acts as a catalyst for social mobility. Our dedication to this principle transcends all socio-economic backgrounds. To achieve this mission, **we have joined forces with Unity Schools Partnership (USP), collaborating to deliver the Curriculum of Unity Schools Partnership (CUSP).** This partnership ensures that every student, regardless of their background, benefits from the transformative power of education.

Our partnership with CUSP provides the resources of a wide range of curriculum experts to ensure that our curriculum design is robust, coherent, well sequenced. Each decision regarding our curriculum is grounded in evidence-informed practices, enhancing the retention of knowledge for pupils and improving the effectiveness of teaching. This approach to curriculum development empowers teachers to focus on the craft of teaching, utilising their expertise and creative talents to effectively deliver learning to their unique cohorts.

Schools within the Trust adhere to a common pedagogical approach grounded in three key facets of cognitive science:

Long-Term Memory: This encompasses comprehension of schemata and Cognitive Load Theory (CLT), encompassing strategies aimed at aiding students in embedding knowledge into their long-term memory effectively.

Principles of Instruction: These entail methods designed to enhance the efficiency of teaching. This includes techniques such as revisiting previously learned material, employing direct instruction, and employing adept modeling and practice exercises.

Generative Practice: This emphasises the development of impactful instructional techniques and task designs, ensuring that students engage in rigorous thinking and can actively assimilate new information into their existing knowledge framework.

The sequence of learning in each curriculum area is meticulously planned to establish a strong foundational base of knowledge upon which subsequent learning can progressively develop in complexity. Depending on class structure, schools will follow either the single age sequence ([link to single age curriculum outline](#)) or the mixed age sequence ([link to mixed age curriculum outline](#)).

An integral element within the IPAT curriculum involves the intentional and explicit instruction of vocabulary. We regard this as a moral imperative and a means to enhance social mobility. Within the learning modules, Tier 2 and Tier 3 vocabulary is pinpointed to guarantee that students cultivate refined language skills and can employ it with growing precision and accuracy.

The Trust literature curriculum (adopted from CUSP) is expansive, diverse, and agile. Its central aim is to introduce students to a wide array of top-tier literary works, providing each child with a reflection of themselves and a glimpse into a world outside their own. This commitment is also evident in the supplementary texts, and the thematic mapping serves to highlight instances where particular moral, social, and ethical issues are either referenced or explored.

Schools within the Trust adopt this shared curriculum approach, fostering enhanced collaboration and valuable inter-school support. With extensive experience in implementing a high-quality Trust-wide curriculum, seasoned curriculum leaders can assist schools in adopting the CUSP curriculum to accelerate student progress and further raise aspirations.





READING & WRITING

Learning to blend literacy skills to produce fact and fiction texts fit to showcase to an audience.

CUSP Reading & Writing is an evidence informed, carefully sequenced English curriculum, which maps core content in Reading and Writing across the primary journey, ensuring that learning is taught and revisited over time so that pupils commit their understanding to the long-term memory.

Writing

CUSP Writing draws on taught content from CUSP History, Geography and Science and from the in-depth study of core texts from the literature spine. Expert subject knowledge is carefully woven into each writing module which gives teachers the opportunity to teach and rehearse key knowledge and skills before applying this learning to meaningful extended outcomes.

The careful architecture of this curriculum ensures that pupils build on prior learning and maximise purposeful curriculum connections to become writers for life.

Punctuation and grammar is taught directly within the CUSP curriculum and pupils receive separate spelling CUSP lessons.

Reading

CUSP Reading is deliberately designed to be ambitious and aspirational, ensuring that every child leaves our school as a competent, confident reader. Drawing on the latest research around explicit vocabulary instruction, reading fluency and key comprehension strategies, this curriculum is a synthesis of what we know works in helping children make outstanding progress in reading and a distillation into consistent, well-structured practice.

Pupils will receive a daily diet of excellent reading teaching and this will be supplemented by regular opportunities to engage with shared reading experiences, promoting the joy of reading with the whole school community. The clear structure and principles ensure that teaching is progressive, challenging and engaging and the rich, diverse literature spine acts as both a mirror so that every child can see themselves in the core texts and as a mirror to engage pupils with experiences beyond their own field of reference.

CUSP Literature Spine

Each cohort will have a suite of core texts that will form the depth study for the academic year. These texts represent a promise from the school to every pupil that it serves of the literature that it is committed to studying throughout a pupil's school journey. These texts have been mapped carefully to ensure a breadth of experiences, authors, texts and themes is addressed across the Primary years. In addition to these texts, there are core poems that each year group will study in detail. Other texts that will be studied in part will be outlined within the curriculum. This spine represents the core texts for depth study only. The literature spine has been harmonised with the wider curriculum, where appropriate.

KS1 Cycle A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Block 1: Beegu	Block 4: The Storm Whale	Block 7: The Tale of Peter Rabbit	Block 10: Here We Are	Block 13: There's a Rang-Tan in My Bedroom	Block 16: The Lion Inside
Block 2: Where the Wild Things Are	Block 5: The Owl and the Pussycat Edward Lear	Block 8: The Tale of Peter Rabbit	Block 11: Here We Are	Block 14: There's a Rang-Tan in My Bedroom	Block 17: Aesop's Fables – The Hare and the Tortoise
Block 3: Where the Wild Things Are	Block 6: Aesop's Fables – The Boy who Cried Wolf	Block 9: Look Up!	Block 12: Chocolate Cake Michael Rosen	Block 15: and tango makes three	Block 18: The Proudest Blue
Agile module: Rapunzel – Bethan Woolvin and Too Much Stuff – Emily Gravett					

KS1 Cycle B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Block 1: Grandad's Island	Block 4: Paddington	Block 7: The Quangle Wangle's Hat Edward Lear	Block 10: The Rhythm of the Rain	Block 13: Fantastically Great Women who changed the World	Block 16: Fantastic Mr Fox
Block 2: Aesop's Fables – The Goose that Laid the Golden Eggs	Block 5: Paddington	Block 8: Coming to England	Block 11: The Rhythm of the Rain	Block 14: Fantastically Great Women who changed the World	Block 17: Fantastic Mr Fox
Block 3: Mrs Noah's Pockets	Block 6: The Christmas Pine Julia Donaldson	Block 9: The Street Beneath My Feet	Block 12: Little People, Big Dreams David Attenborough	Block 15: Aesop's Fables – The Sun and the Wind	Block 18: Fantastic Mr Fox
Agile module: Somebody Crunched Colin – Sarah Roberts and one released Autumn term 2023					



LKS2 Cycle A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Block 1: Greta and the Giants	Block 4: Leon and the Place Between	Block 7: Sam Wu is Not Afraid of the Dark	Block 10: Operation Gadgetman	Block 13: The Dancing Bear	Block 16: The Magician's Nephew
Block 2: The Pebble in My Pocket	Block 5: Leon and the Place Between	Block 8: Sam Wu is Not Afraid of the Dark	Block 11: Operation Gadgetman	Block 14: The Dancing Bear	Block 17: The Magician's Nephew
Block 3: The Pebble in My Pocket	Block 6: 'Twas the Night before Christmas Anon.	Block 9: Sam Wu is Not Afraid of the Dark & My Shadow Robert Louis Stephenson	Block 12: Operation Gadgetman	Block 15: The Dancing Bear	Block 18: The Magician's Nephew
Agile modules: The Little Prince – Antoine De Saint-Exupéry and The Great Food Bank Heist – Onjali Q. Raúf					

LKS2 Cycle B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Block 1: The Queen's Nose	Block 4: Young, Gifted and Black	Block 7: The Girl Who Stole an Elephant	Block 10: The Boy at the Back of the class	Block 13: Varjak Paw	Block 16: The Wind in the Willows
Block 2: The Queen's Nose	Block 5: Young, Gifted and Black & Caged Bird Maya Angelou	Block 8: The Girl Who Stole an Elephant	Block 11: The Boy at the Back of the class	Block 14: Varjak Paw	Block 17: The Wind in the Willows & The Walrus and the Carpenter Lewis Carroll
Block 3: Young, Gifted and Black	Block 6: The Girl Who Stole an Elephant	Block 9: The Boy at the Back of the class	Block 12: Varjak Paw	Block 15: The Wind in the Willows	Block 18: The Raven Edgar Allen Poe
Agile modules: The Borrowers – Mary Norton and What a Waste Rubbish, recycling and protecting our planet – Jess French					

UKS2 Cycle A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Block 1: Shackleton's Journey	Block 4: Secrets of a Sun King	Block 7: A Midsummer Night's Dream	Block 10: Boy in the Tower	Block 13: The Explorer	Block 16: Five Children and IT
Block 2: Shackleton's Journey	Block 5: Secrets of a Sun King	Block 8: I Am Not A Label	Block 11: Boy in the Tower	Block 14: The Explorer	Block 17: Five Children and IT
Block 3: Shackleton's Journey	Block 6: Secrets of a Sun King & If Rudyard Kipling	Block 9: I Am Not A Label	Block 12: Boy in the Tower & Daffodils William Wordsworth	Block 15: The Explorer	Block 18: Five Children and IT
Agile modules: A Wrinkle in Time – Madeleine l'Engle and The Rabbits – John Marsden & Shaun Tan					

UKS2 Cycle B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Block 1: Rooftoppers	Block 4: Pig Heart Boy	Block 7: All Aboard the Empire Windrush	Block 10: Skellig	Block 13: Introduction to Dickens – Oliver Twist	Block 16: Dare to be You
Block 2: Rooftoppers	Block 5: Pig Heart Boy	Block 8: All Aboard the Empire Windrush	Block 11: Skellig	Block 14: Introduction to Dickens – Oliver Twist	Block 17: Dare to be You
Block 3: Rooftoppers & The Listeners Walter de la Mare	Block 6: How to Live Forever	Block 9: The Island	Block 12: Skellig & A Carol From Flanders Frederick Niven	Block 15: Introduction to Dickens – Oliver Twist	Block 18: Dare to be You
Agile modules: Treasure Island – Robert Louis Stephenson and The Future is in our Hands Climate Action – Georgina Stevens & Katie Rewse					