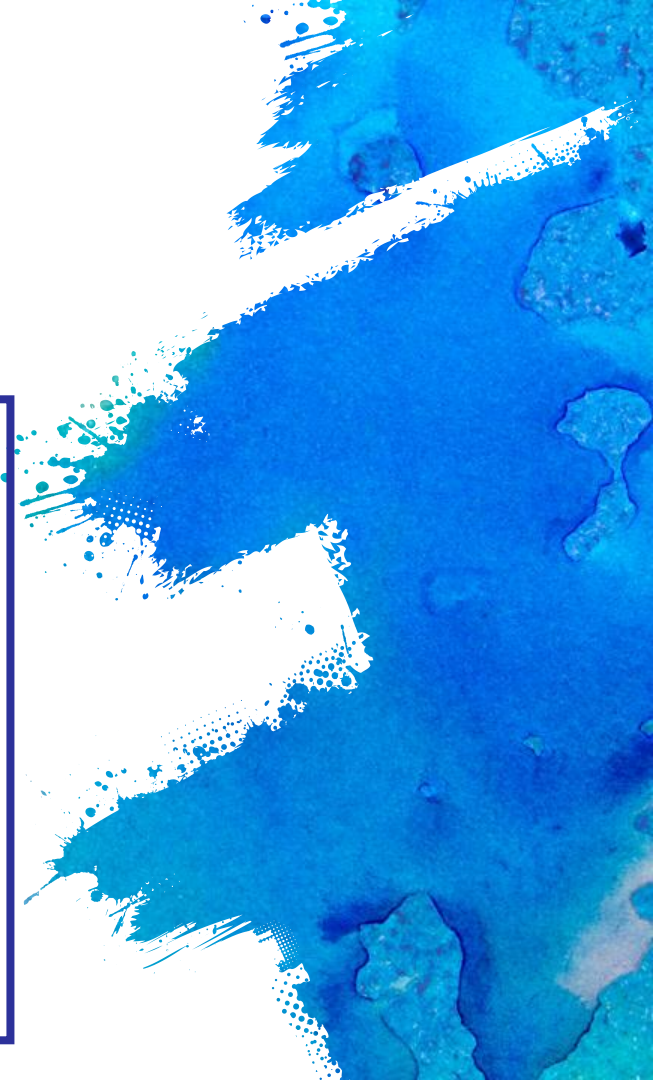




CUSP Curriculum Pedagogy

19.10.23



Contents

- **Statutory curriculum**
- **Selection process and preparation**
- **CUSP**
- **Principles and foundation of CUSP**
- **Vocabulary**
- **Lesson structure**
- **EYFS**
- **Subjects**
- **Questions**



Statutory Curriculum

- **National curriculum was last updated in 2014**
- **It details end of Key Stage expectations (e.g. Phase 1,2 and 3)**
- **However does not provide detailed objectives, which then requires a lot from teachers to plan, resources and create clear progression of knowledge and skills**

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

**For example
from the
Geography
and DT
curriculum**



Selection process and preparation

- Partnership project began in January 2023 with Clapham Manor
- Reviewed and met with the current largest curriculum providers.
We reviewed their offer against a set criteria of what our pupils need and would want
- Consulted staff
- Delivered staff training on the chosen provider
- Trialed units in Summer term of 2023
- Resources ordered ready for September 2023 launch



Clapham Manor
Primary School &
Nursery

Growing Brighter Futures



CUSPA
CURRICULUM WITH UNITY SCHOOLS PARTNERSHIP

CUSP

- We entered a partnership and did not a just by a product
- Serves over 110,000 pupils across 400 schools in the UK and a number abroad as well - becoming one of the fastest growing curriculum providers in the UK
- Research and evidence-led practice guides our principles

‘CUSP is guided by evidence-led curriculum structures, such as retrieval, spaced retrieval practice and interleaving. It is underpinned by explicit vocabulary instruction and research-focused pedagogy. Combining these has led to exceptional outcomes for pupils, as a result of coherent curriculum design and instructional teaching. It provided consistency and expectations. CUSP is **unapologetically ambitious** – it will not only improve outcomes for pupils, but also teacher subject knowledge.’ Alex Bedford



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Principles of CUSP



1. Cumulative progression - building blocks to know more about each subject from EYFS to the end of phase 3.



2. Coherence of substantive concepts - golden threads that weave through learning, to connect prior learning with present learning and to support future learning



3. Conscious connections - relevant, deliberate and precise curriculum connections to build long term memory.



4. Context - agile in our approach to reflect the needs of our pupils, local community and beyond. Allowing us to consider the opportunities, provision and experiences our pupils need.



Principles of CUSP

- **Cognitive load theory** - the amount of information our working memory can process at any given time
- **Generative learning practice** - involves the active integration of new ideas with the learner's existing schemata.
- **Explicit teaching of common misconceptions**
- **Tasks that require children to 'think hard'**
- **Retrieval practice and quizzing**
- **High quality resources and images**



What we know about LEARNING



Memory is the residue of thought (Willingham)



Everything we learn is based on our prior memories: what is stored in long-term memory



Learning is connecting new experiences to existing ones



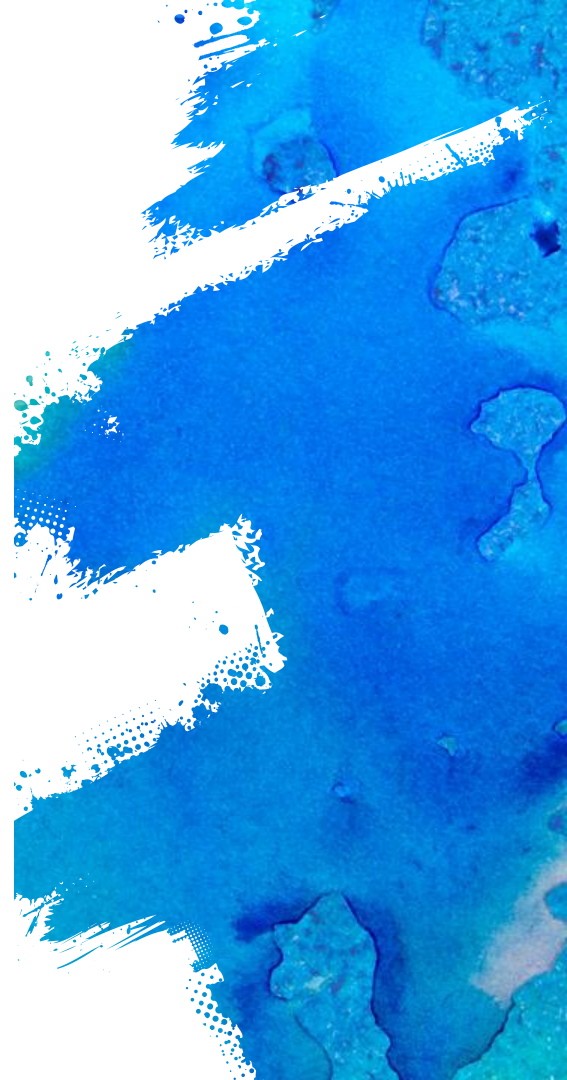
Schemata form the architecture of memory - connecting and construct meaning



Learning is a persistent and cumulative change in what we know and can do



Explicit vocabulary instruction unlocks complex ideas and positively changes lives





Make the most of prior learning

Give new learning a place to connect and settle with existing knowledge

Use worked examples to teach new content and skill

My turn, our turn, your turn...



Gradually increase independence, so pupils move from

Teacher led

Guided

Independent

Remove unnecessary information

Consider the redundancy effect to improve clarity

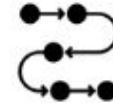


Present and keep essential information together

Consider the split-attention effect

Simplify complex information

Sequence learning into cumulative steps



Retrieve learnt concepts

Strengthen cognitive connections

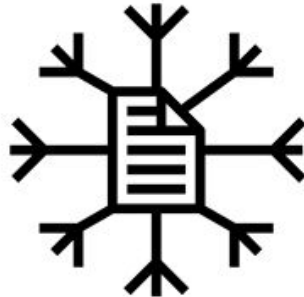
How CUSP supports what we know about learning.

Schemata

A network of information built around connected ideas.*

Schemata are not static and regularly add new information, built on the foundations of prior learning, that is reorganised to assimilate new knowledge.*

Schemata are not one-off stores of information that fill up. They are constantly involved in interactions between prior knowledge and new information into the long-term memory*



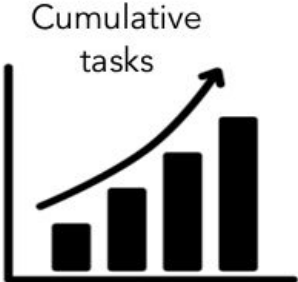
This is why a curriculum that builds on prior learning continually is crucial.

Schemata can contain inaccurate information and misconceptions that are practised and reinforced. This is reversible through:



Give **structure** to help children **attend** to their learning

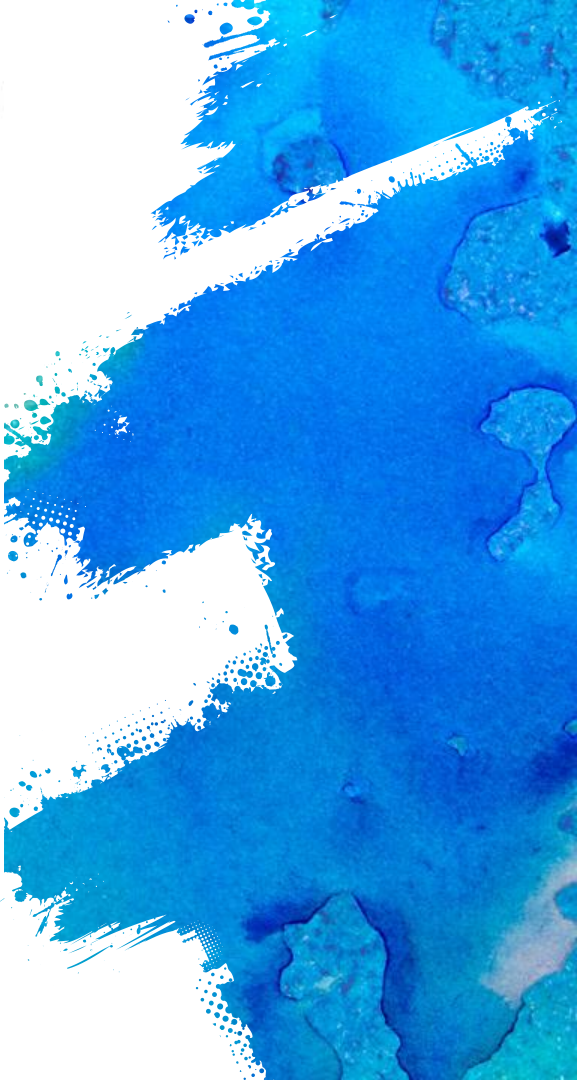
Dollop of teaching



Systematic and structured teaching



This is what CUSP offers



Generative Learning

Fiorella and Mayer suggest we could use these three tools:



SELECT

The mind has to pay attention to the information that is to be learnt.



ORGANISE

The mind has to organise and place this information to make sense of it.

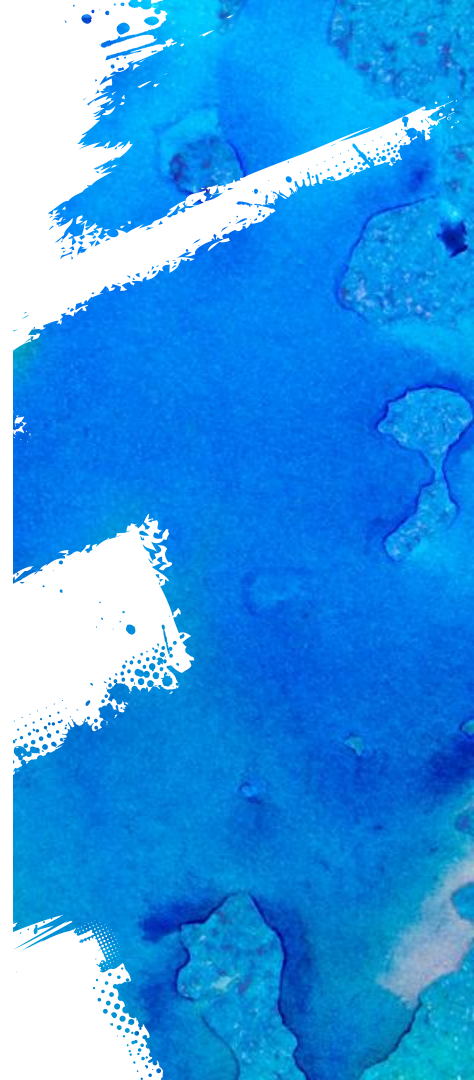


INTEGRATE

Information is made sense of and linked to prior knowledge
This combines with the existing schema.

“a process of making sense in which you try to understand what is presented by actively selecting relevant pieces of information, organising them, and integrating them with other knowledge you already have.”

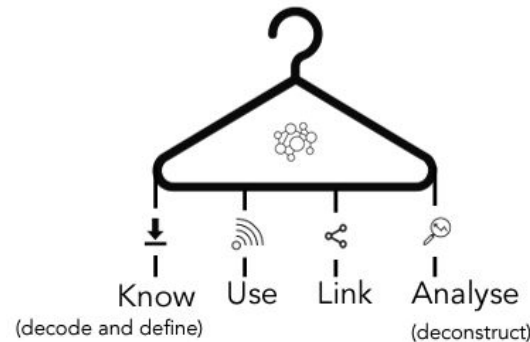
Fiorella and Mayer, 2014



Vocabulary

- The golden thread of vocabulary is explicitly and systematically instructed across the CUSP curriculum offer
- 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 to erode social disadvantage and embed learning.





Y1 Location study of the continents and oceans

Vocabulary Essentials: Teacher Guide

Prior vocabulary knowledge



Words I should know	Roots, prefixes, suffixes and spelling rules
world, different, map, colour, blue	

Vocabulary for explicit instruction



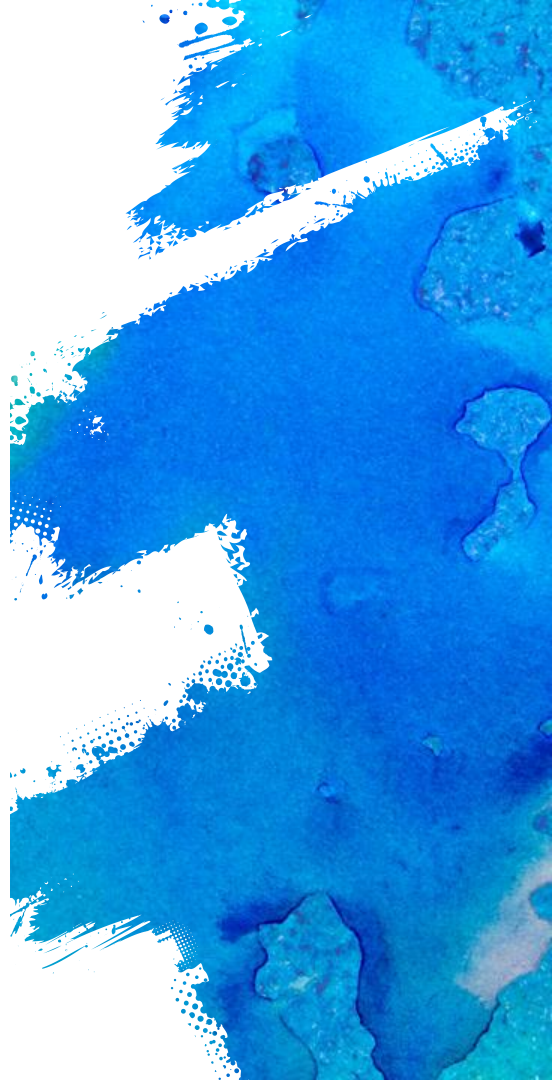
Tier 2 multiple meaning or high frequency

vast	unimaginably big
azure	a bright blue colour
rotated	to move in a circle around a point
expanse	a vast area of something

Tier 3 subject specific

ocean	a vast expanse of salt water
continent	a continuous expanse of land
polar	relating to the North or South Poles
atlas	a book of maps

An example of a vocabulary unit



Etymology and morphology for explicit instruction



Prefix / Suffix / Root	Meaning	Examples
<i>ed</i>	past	walked, played, painted
<i>con</i>	together/with	connect, conversation, concern
<i>rot</i>	wheel	rotary, rotation

Relevant idioms and colloquialisms




a drop in the ocean	a small amount compared to what is expected
to make waves	to create an impression

An example of a
vocabulary unit
continued

T2 write and define

vast 

azure 

rotated 

expense 

An example of a vocabulary unit tasks

Studying words

Prefix / Suffix / Root Examples


-ed | past
 walked, played, painted


con- | together or with
 connect, conversation, concern


rot- | wheel
 rotate


Other language of interest

a drop in the ocean
 to make waves

 natural

 record


 shelter

 surrounding

How do these words connect?

 settlement

 worship

OWN-it Analyse 


Tick the part of the word *continent* that means *together / with*.

ent
 con

Underline the part of the word below that means *wheel*.

rotated

What does the suffix *-ed* mean?

LINK-it Connect 


Circle the word that means the same as *bright blue*.

azure brown

Write a word meaning the opposite of *vast*.

List two words linked to the word *atlas*.

1.
 2.

KNOW-it Definition 

Tick one. The word *expense* means:


a large sea
 a vast area of something

True or false?

The word *ocean* means a vast expanse of salt water.

True False

What does the word *polar* mean?

USE-it Use in context 

Tick the sentence that uses the word *continents* correctly.

Thanks for the *continents* about my work.
 There are seven *continents* on earth.

Write a word in the gap that will complete this sentence correctly.

The clockwork dancer _____ whenever the box was opened.

Use the word *ocean* correctly in a sentence.

Lesson structure

- CUSPs teaching philosophy is based on Rosenshine's principles of instruction - (research into how pupils efficiently acquire, rehearse, and connect background knowledge by providing a good deal of instructional support)
- An essential component to all of our lessons, is the systematic and coherent approach that we embed focusing on the six phases of every lesson.
- This ensures a consistent, familiar learning routine for the children, in all subjects
- Having a whole school embedded routine allows for the learning content to dominate the task and not the process required of the children. This ensures that learning is embedded in both the long term and working memory.
- **'Practice does not bring about perfection, practice is about permanence.'**



Our lesson structure



Connect



Explain



Example



Attempt



Apply



Challenge

- **Connect** - prior knowledge to prime the memory and build secure schemas (links / patterns)
- **Explain** - the new knowledge, encouraging rehearsal
- **Example** - model the new knowledge using the worked examples
- **Attempt** - practise taught content
- **Apply** - thinking hard tasks to apply disciplinary knowledge
- **Challenge** - promote deeper thinking, elaboration and integration



EYFS - Early Years Foundation Stage

- To cover the EYFS Curriculum, we use both non statutory guidance and CUSP.
- CUSP allows for foundational building blocks in core concepts to be taught in preparation for the development of these skills, as they progress through Sudbourne.

For example;

Chronology in History

Painting in Art

Locational knowledge in Geography

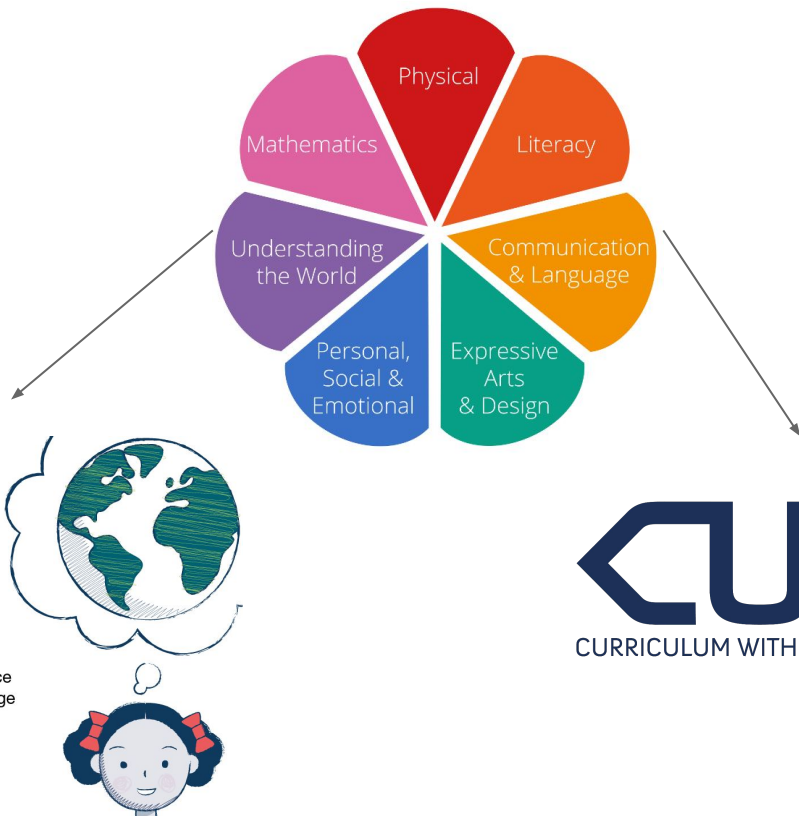
- These areas are reflected in the EYFS learning environment and delivered through focus group tasks and / or carpet sessions



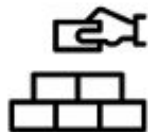
Development Matters

Non-statutory curriculum guidance
for the early years foundation stage

First published September 2020
Revised September 2023



The **CUSP Early Foundations** offer is presented in three parts:



1. Foundational knowledge: what pupils should know and be able to do throughout the EYFS and how this will support their development and prepare them for Key Stage 1



2. Opportunities and experiences: how this foundational knowledge can be learnt through play and through guided activities that will allow pupils to explore, experiment with and think hard about new and important concepts



3. Structured Story Time: core texts that will introduce key language, ideas and themes that pupils will need to access the foundational knowledge, built into a framework that uses all that we know about effective literacy instruction

English

- **High quality model texts**
- **Range of genres (types of writing) covered**
- **Scaffolds, if needed**
- **Ambitious**
- **Variety in audiences and purposes of writing**



Knowledge Organiser
Formal letters to complain (Year 3)

Letter layout



Use the correct layout of addresses and date.
Use a title to address the recipient and sign off correctly.

Letter structure



State the problem.
Explain how the problem is being made worse.
Describe an additional problem it causes.
Propose a solution.
State next steps.

Direct address



Use the second person to directly address the reader,
e.g. *Would you shop somewhere that makes you feel bad about yourself?*

Paragraphs



Use a new paragraph for each main point, with a topic sentence and several supporting sentences.

Formal language



Use standard English and formal phrases,
e.g. ... *I am concerned about the difficulties it presents to wheelchair users.*

Conjunctions



Connect words, phrases or clauses with conjunctions,
e.g. *and, so, if, when, because.*

An example of an English block model text and knowledge organiser for the children

Ms Eloise Stroll
24 Park Avenue
Shinleyton
1st March 2021

The General Manager
Freshbarg Supermarket
Western Avenue
Shinleyton

Dear Sir or Madam,

I am writing to express my great disappointment in the layout of your supermarket. In particular, I am concerned about the difficulties it presents to wheelchair users.

Members of my family have been using your shop for many years. Up until now, we have been attracted by the quality, service and good value you provide. However, I have recently been dismayed by how difficult it is to get around if you suffer from mobility problems. Have you ever tried it? I strongly recommend that you do.

Through no fault of his own, my teenage son was forced to start using a wheelchair. He enjoys cooking so he wanted to come with me to get our weekly groceries. We had noticed that you provide special trolleys which attach to wheelchairs and thought we could continue shopping at your store. How wrong we were!

The main problem is that the ends of the aisles are too close to the shelves against the walls to allow these wheelchair attachments to pass smoothly. This makes it almost impossible to steer around without bumping into things or getting stuck. It is upsetting enough to have mobility issues without feeling that everyone is tutting at you because you are holding them up. Would you shop somewhere that makes you feel bad about yourself?

Please could you adjust the layout of your store to make it more accessible for wheelchair users. If not, we will sadly have to consider using a different store. I would also be grateful if you could write back when you have finished reorganising the layout so that I will know when we can return.

Yours faithfullu.

Part 1, Lesson 5 focus: choose and use formal language



Explain

Formal language has a serious tone and uses standard English in speech and writing.



Example

Have you ever tried it? I strongly recommend that you do.

Ingredients for Success: Y3 Formal letters to complain (Block A)			
Ingredient	Example	My work shows ...	My teacher thinks ...
Use a letter layout and structure.	Dear Sir or Madam, I am writing to express ...		
Use clear paragraphs.	Each paragraph relates to one key point.		
Address the reader directly.	Use the pronouns 'you' and 'your' and address the reader through direct questions.		
Use conjunctions to connect words, phrases and clauses.	and, so, if, when, because		
Use formal language.	However, I have recently been dismayed by how difficult it is to get around if you suffer from mobility problems.		
Demonstrate secure use of the following punctuation: • capital letters and full stops • question marks • exclamation marks • commas in lists.	Have you ever tried it? I strongly recommend that you do. How wrong we were! ... we have been attracted by the quality, service and good value you provide.		
Flexible content			

St. Edmund Primary Academy
Leisure Walk
Kingsley
Suffolk
10th December 2021

Prime Minister
10 Downing Street
London
SW1A 2AA

Dear Sir,

I am writing to inform you about ^{you} ^{reducing} the ^{school} summer holidays from six to four weeks. In particular, I am concerned that students in the country will not have ^{enough} time to rest and recover from an inter year of school.

The summer holidays are one of the most important times of a year, because students can rest and recover from a intense year of school. How can we rest and recover with only four weeks off? ~~Everyone in the country depends on you to make all the decisions~~

~~you~~ ^{will your} ~~teachers~~ Have you ever considered that ~~that~~ ^{we} ~~could~~ make teachers and support staff to not want to work anymore as four weeks is not ~~enough~~ ^{enough} time to prepare ~~and plan~~ ^{and plan} lessons? With only four weeks to do so, ~~and~~ ^{and} without enough time to plan lessons, ~~means that~~ ^{means that} ~~teachers~~ when the summer holidays end children will not have any lessons.

All children and all adults would be extremely grateful if you could ~~consider~~ ^{consider} ~~you~~ ^{you} ~~can~~ ^{can} keep it at six weeks, rather than four weeks of summer holidays. If ~~all~~ ^{all} possible, could you ~~send~~ ^{send} a response to this letter?

Yours faithfully,







Reading

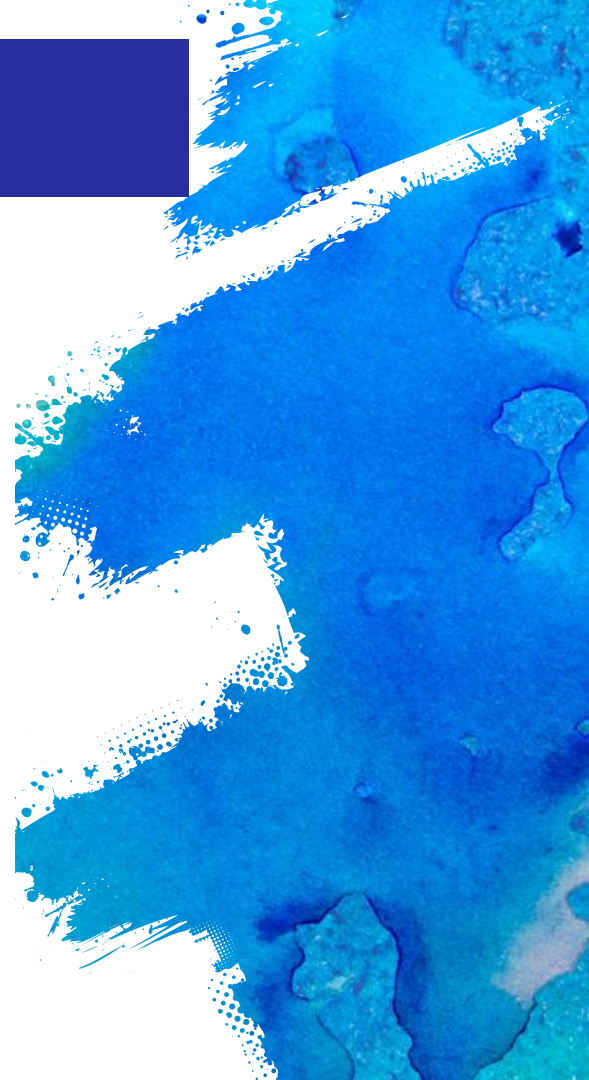
- **The texts have been mapped carefully to ensure a breadth of experiences, authors, texts and themes is addressed across the Primary years.**
- **Its core purpose is to expose pupils to a range of high-quality literature, that gives every child a mirror in which to see themselves and offers a window to children to see a World beyond their own.**
- **In addition to these texts, there are core poems / text that each year group will study in detail.**



Reading - EYFS



































Key themes

-  **Revisiting authors**
such as *Oliver Jeffers – Lost and Found* (2 – 3) and *The Way Back Home* (3 – 4)
-  **Heritage texts / traditional tales / classics**
such as *Ladybird Favourite Nursery Rhymes* (2 – 3 and 3 – 4) and *Winnie-the-Pooh Helps the Bees* (4 – 5)
-  **Diversity of representation – author or protagonist**
such as *My Hair* (3 – 4) and *Shu Lin's Grandpa* (4 – 5)
-  **Strong female role model**
such as *Meg and Mog* (2 – 3) and *Astro Girl* (3 – 4)
-  **Specific social, ethical, moral issues / PSED**
such as *Home* (3 – 4) and *Luna Loves Art* (4 – 5)
-  **Curriculum links**
such as *The Extraordinary Gardener* (3 – 4) and *Martha Maps It Out* (4 – 5)



Reading - EYFS

Age 4 – 5

Bear Shaped Dawn Coulter-Cruttenden 	The Invisible Tom Percival 	The Squirrels Who Squabbled Rachel Bright  	Each Peach Pear Plum Allan and Janet Ahlberg 	What Makes me a Me? Matt Goodfellow 
Shu Lin's Grandpa Ben Faulks  	Pumpkin Soup Helen Cooper 	Mrs Noah's Garden Jackie Morris 	Winnie-the-Pooh Helps the Bees! Catherine Shoolbred  	The Dark Lemony Snicket 
Luna Loves Art Joseph Coelho  	It's a No-Money Day Kate Milner 	I'm (almost) Always Kind Anna Milbourne 	The Story Orchestra Katy Flint 	Standing Up to Racism Dr Pragya Agarwal  
The Gingerbread Man Mara Alperin 	Anansi and the Golden Pot Taiye Selasi  	Celebrations Around The World Katy Halford 	William Bee's Things That Go! William Bee 	Tad Benji Davies  
Clean Up! Nathan Bryon   	Mr Wolf's Pancakes Jan Fearnley 	Martha Maps It Out Leigh Hodgkinson  	The Wonder Faye Hanson 	Chicken Clicking Jeanne Willis and Tony Ross 
Favourite Nursery Rhymes (Ladybird) - woven in throughout the core spine units <i>Ten Green Bottles; Hot Cross Buns; 1 Potato ...; Old Mother Hubbard; Jack and Jill</i>				

Key themes

-  Revisiting authors
-  Heritage texts / traditional tales / classics
-  Diversity of representation – author or protagonist
-  Strong female role model
-  Specific social, ethical, moral issues / PSED
-  Curriculum links

Reading - Phase 1 - 3

Key

Continuity of author

Heritage text

BAME author or protagonist

Strong female role model

Specific social, ethical, moral issue

Reading - Phase 1







Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Beegu: Contemporary narrative picture book Themes of loneliness, transition, isolation and friendships</p>	<p>The Storm Whale: Contemporary narrative picture book Themes of loneliness, caring for animals, kindness and working parents</p>	<p>The Tale of Peter Rabbit Heritage text and seminal female author Archaic language and anthropomorphism Themes of theft, animal cruelty and trespassing</p>	<p>Here We Are Contemporary narrative picture book Themes of kindness, tolerance and environmental responsibility Guide to understanding our place in the world</p>	<p>There's a Rangtan in my Bedroom Contemporary narrative picture book and information text Female protagonist Highlighting issues around deforestation and endangered species</p>	<p>The Lion Inside Contemporary rhyming narrative poem Themes of courage, self-confidence and friendship Highlights differences in how we make our voices heard</p>
<p>Where the Wild Things Are: Classic picture book Themes of anger and frustration, time out and forgiveness</p>	<p>The Owl and the Pussycat Edward Lear: Heritage poem and seminal poet Archaic language and nonsense words</p> <p>Aesop's Fables – The Boy Who Cried Wolf: Heritage text Story with a moral Essential cultural reference Themes of lying, trust and community</p>	<p>Look Up! Contemporary narrative picture book Female black protagonist who aspires to be an astronaut Reference to Mae Jemison Themes of family, siblings, self-doubt and enthusiasm</p>	<p>Chocolate Cake Michael Rosen Humorous contemporary poem Themes of temptation, over-indulgence and forgiveness</p>	<p>And Tango Makes Three Contemporary narrative picture book and information text Themes around same sex parents, adoption, blended families, kindness and tolerance</p>	<p>Aesop's Fables – The Hare and the Tortoise Heritage text Story with a moral Essential cultural reference Themes of pride, vanity, complacency, patience and perseverance</p> <p>The Proudest Blue Contemporary narrative picture book Female Muslim protagonist and author Narrates a child's first day wearing a hijab Themes of difference, inclusion, courage, faith, family and resilience</p>






Reading - Phase 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Rooftoppers Contemporary narrative set in Victorian times written by acclaimed author Katherine Rundell A beautiful adventure story narrating the quest to find the birth mother of feisty orphan Sophie Themes of friendship, determination, love, ingenuity and those living on the fringes of society</p>	<p>Pig Heart Boy A second contemporary narrative by Malorie Blackman The story of a boy whose only hope of survival is to have a transplant using a pig's heart Ethical issues include animal rights and the quest to extend life through science Themes of illness, friendship, loyalty, family and determination</p>	<p>All Aboard the Empire Windrush Contemporary non-narrative to complement the CUSP Windrush unit Told from the perspective of a young traveller Narrates the history of the Windrush generation and their contribution to British life Themes of change, prejudice, national identity and social history</p>	<p>Skellig Contemporary narrative by acclaimed author David Almond Narrates the story of two friends who find a strange creature who needs their help to survive Representation of an ill sibling. Themes of change, friendship, family, death, fear and adventure Some mild swearing used to convey character</p>	<p>An Introduction to Dickens (including Oliver Twist) This unit is designed to give pupils an understanding of Dickens and the context of his work, including a grounding in understanding archaic language. Some extracts are used from Oliver Twist to exemplify this but the unit also addresses significant themes such as life in Victorian times, social and historical contexts and the impact of seminal authors on modern British culture.</p>	<p>Dare to be You A non-narrative book of empowerment for young people preparing for transition to high school Exemplified through a vast range of role models, this book will help pupils celebrate difference, develop inner confidence and independence. Themes of difference, inspiration and kindness.</p>
<p>The Listeners Walter de la Mare A heritage poem full of rich and archaic language This poem tells the story of an unnamed traveller exploring an abandoned house inhabited by ghosts. Themes of the supernatural, fantasy and mortality</p>	<p>How to Live Forever Contemporary narrative picture book, beautifully illustrated Building on the study of Pig Heart Boy, the story explores the ethics and implications of immortality</p>	<p>The Island Contemporary narrative picture book A powerful story of a man who washes up on the beach of an island. Narrative parallels to the themes addressed in the Windrush CUSP unit Themes of refugees, xenophobia, social politics and human rights Haunting but beautiful illustrations</p>			

Week 1	Week 2	At the end of this unit, pupils will ...	
<p>Focus on the core text for comparing and understanding themes</p> <p>Focus on the discussion text, letter and narrative for retrieval</p>	<p>Focus on the core text for prediction and personal response</p> <p>Focus on the description and poems for inference</p>	Know:	Be able to:
		<p>A theme is a subject or idea that recurs throughout a text</p> <p>The difference between stated and suggested information</p>	<p>Identify an appropriate theme for a text</p> <p>Use clues to interpret the intended meaning</p>

An example of a Reading block

Week 1, Lesson 1: Compare	
	Explain: Facial expressions convey ...
	<p>Example: p21 – 22</p> <ol style="list-style-type: none"> 1. Compare the facial expressions of Leon and Abdul Kazam. Who is feeling more confident? Explain your reasons.
	<p>Attempt: p21 – 22</p> <ol style="list-style-type: none"> 2. Compare the facial expressions of Leon's siblings. Who is feeling the most concerned? Explain your reasons.
	<p>Apply: (say) p21 – 26</p> <ol style="list-style-type: none"> 3. Compare Leon's facial expressions on p22, 23 and 24. Decide which of the three emotions was the strongest and explain your reason why.
	
	<p>Challenge: (say)</p> <p>Agree or disagree? Picture books are for younger children only.</p>

Week 1, Lesson 4: Retrieve	
	Explain: The context is ...
	<p>Example: (say) Extract 3</p> <p><i>The bright little bird twitched his head this way and that ...</i></p> <ol style="list-style-type: none"> 1. Give the meaning of the word <i>twitched</i> in this sentence. Explain your reasoning.
	<p>Attempt: (say) Extract 3</p> <p><i>Elsie sat as still as she could, scarcely daring to breathe.</i></p> <ol style="list-style-type: none"> 2. Give the meaning of the word <i>scarcely</i> in this sentence. Explain your reasoning.
	<p>Apply: Extract 1 and Extract 3</p> <p>Re-read the final paragraphs of Extract 1 and Extract 3. Use the context in each paragraph to find the word that means it is good or important enough to justify an action.</p>
	<p>Challenge: Extract 1</p> <p><i>After all, anyone who betrays your trust will have to work very hard to earn it back again.</i></p> <p>Give the meaning of the word <i>betrays</i>. Then, use a dictionary to check the meaning.</p>

An example of a Reading knowledge note for the children.

Spelling

- The sequence of a block follows a routine pattern to ensure pupils can become familiar with the rhythm of a unit.
- Each block includes the study of key spelling concepts. We call them concepts and not rules because there are simply too many exceptions to any pattern for it to be a rule. The curriculum is not built around the rote memorisation of spelling 'rules'; instead, the focus is building on what pupils have learnt about the alphabetic code through Phonics lessons and teaching them to seek patterns and reason about how to spell new or unfamiliar words.
- This includes direct instruction of key concepts, revisiting of prior knowledge, explicit teaching of reasoning and spelling transfer (the application of spelling knowledge into writing) and a deliberate focus on etymology and morphology. This ensures that pupils become competent spellers and that they develop the independence to identify and correct errors in their independent writing.



Sequence	Session 1	Session 2	Session 3 (within writing)	Home learning
Week 1	Teach new concept	Apply new concept	Reasoning and Spelling transfer	Essential word category study
Week 2	Etymology focus	Revisit previous concept	Correction Spelling transfer	Reasoning and correction exercise

**An example of a Spelling
block**

- The spelling concepts included in CUSP Spelling are much further reaching than the National Curriculum programme of study for Spelling.







<p>Block 1</p> <p>Concept: Common exception words Y1 revisited and Y2 introduced</p> <p>Etymology: bi</p>	<p>Block 2</p> <p>Concept: The /dʒ/ sound spelt -ge and -dge at the end of words</p> <p>Etymology: oct</p>	<p>Block 3</p> <p>Concept: The /dʒ/ sound spelt g elsewhere in words before e, i and y and j before a, u and o</p> <p>Etymology: pent</p>	<p>Block 4</p> <p>Concept: The /s/ sound spelt c before e, i and y</p> <p>Etymology: hex</p>
<p>Block 5</p> <p>Concept: The /ʒ/ sound spelt s</p> <p>Etymology: quad</p>	<p>Block 6</p> <p>Concept: Homophones and nearhomophones</p> <p>Etymology: wise</p>	<p>Block 7</p> <p>Concept: Common exception words</p> <p>Etymology: quart</p>	<p>Block 8</p> <p>Concept: The /l/ or /al/ sound spelt -le at the end of words The /l/ or /al/ sound spelt -el at the end of words</p> <p>Etymology: ward</p>
<p>Block 9</p> <p>Concept: The /l/ or /al/ sound spelt -al at the end of words Words ending -il</p> <p>Etymology: meter / metre</p>	<p>Block 10</p> <p>Concept: The /aɪ/ sound spelt -y at the end of words</p> <p>Etymology: fold</p>	<p>Block 11</p> <p>Concept: Adding -es to nouns and verbs ending in y Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it</p> <p>Etymology: vore</p>	<p>Block 12</p> <p>Concept: Adding the endings -ing, -ed, -er, -est and -y to words ending in e with a consonant before it Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>Etymology: semi / hemi</p>
<p>Block 13</p> <p>Concept: The /z/ sound spelt or after w The /ʒ/ sound spelt ar after w The /o/ sound spelt a after w and qu</p> <p>Etymology: trans</p>	<p>Block 14</p> <p>Concept: The suffixes -ment, -ness, -ful, -less and -ly</p> <p>Etymology: loc</p>	<p>Block 15</p> <p>Concept: Contractions</p> <p>Etymology: dent</p>	<p>Block 16</p> <p>Concept: Words ending in -tion</p> <p>Etymology: equi</p>

Science

Biology	Physics	Chemistry
Animals, including humans	Seasonal changes	Everyday materials
Plants	Light	Uses of everyday materials
Living things and their habitats	Forces and magnets	Rocks
Evolution and inheritance	Sound	States of matter
	Forces	Properties and changes of materials
	Earth in Space	
	Light	

Science substantive knowledge concepts that progress through each phase.



Working Scientifically					
					
Asking simple question and recognising that they can be answered in different ways	Observing closely, using simple equipment	Performing simple tests	Identifying and classifying	Using their observations and ideas to suggest answers to questions	Gathering and recording data to help in answering questions

In addition to this, scientific analysis is developed through IPROF criteria. We call it 'Thinking Scientifically.' These unique CUSP resources give pupils the opportunity to consolidate or elaborate pupil thinking through disciplinary knowledge tasks.

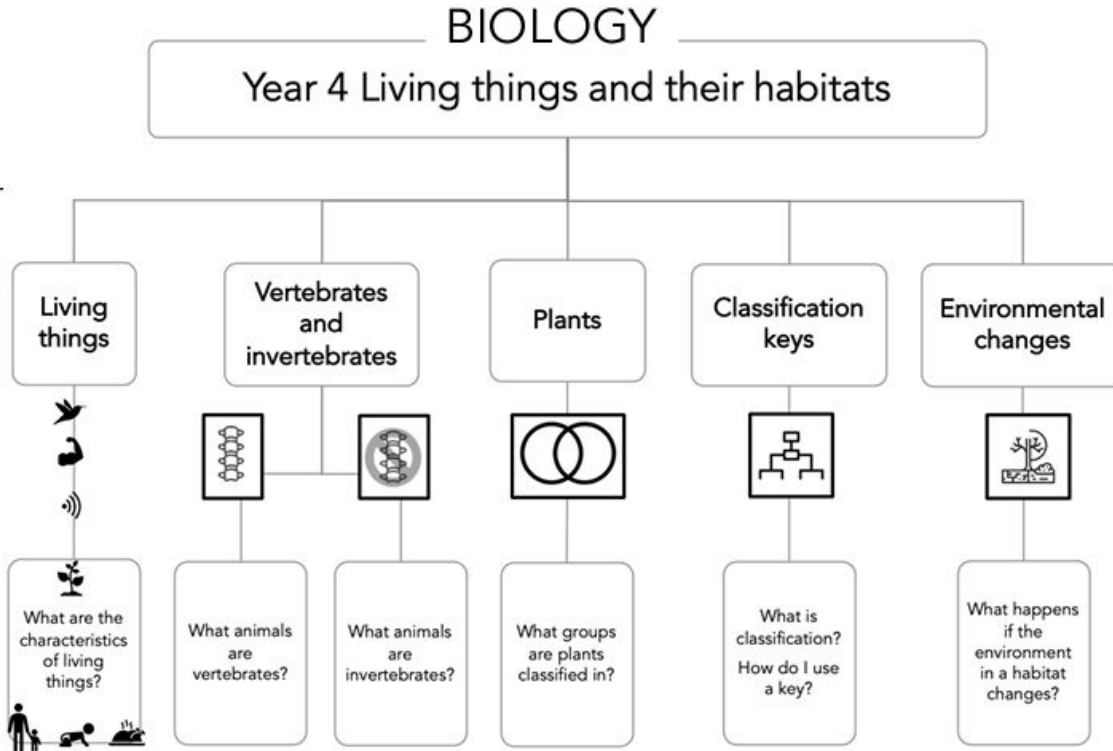
Thinking Scientifically				
Identifying and classifying	Pattern seeking	Research using secondary sources	Observing	Fair and comparative testing

Science disciplinary knowledge concepts that progress through each phase.

ZOOM



An example of a Science block.

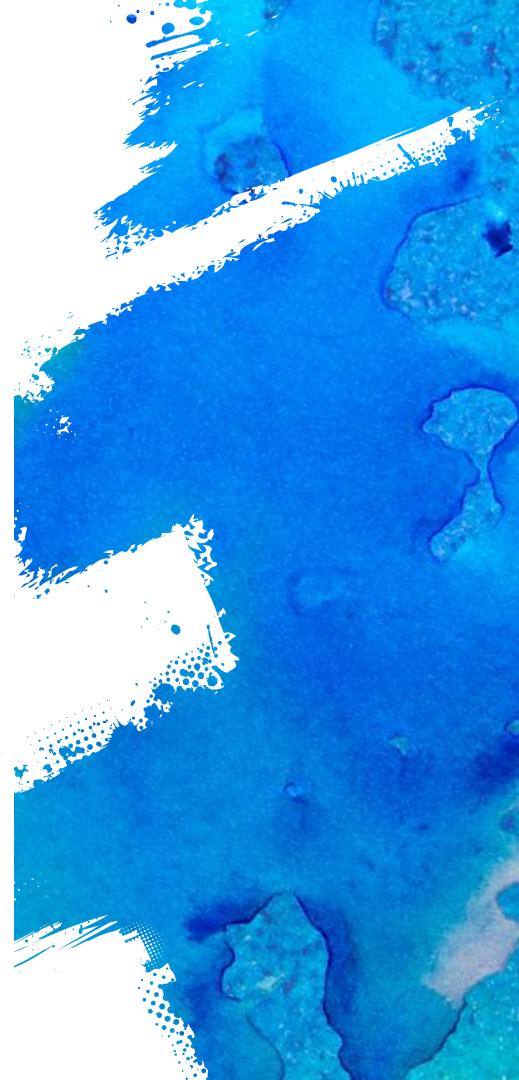


ZOOM



Show how the specific content relates to the big ideas.

Show the stages of the study, one sequence at a time.



3. What animals are invertebrates?

Insects



- hard shell-like body
- 6 legs
- hatch from eggs
- 3 body sections
- 2 antennae
- usually have wings

ant, bee, ladybird, butterfly

Annelids (worms)



- segmented body
- bilaterally symmetrical (both sides of body the same)
- no scales or limbs

Arachnids (spiders)



- 8 jointed legs
- 2 body parts
- NO antennae

Molluscs (slugs and snails)



- NO segmented body
- bilaterally symmetrical (both sides of body the same)
- muscular foot or tentacles
- some have a shell or reduced shell

slug, snail, octopus, squid

CATEGORISE AND COMPARE INVERTEBRATES

Year 4: Living things and their habitats

Q3 What animals are invertebrates?

Proving **I PROF**

Pupils complete a table containing prepared statements about invertebrates. Conduct research then provide evidence and examples to justify their decisions.

Statement	Always true	Sometimes true	Never true	Proof (evidence)
Molluscs crawl along the ground.				

Explaining

Give pupils a range of factually incorrect statements, such as:

- A spider is an arachnid, so it can't be an animal.
- A spider is an insect.
- A snail without a shell is a slug.

Ask pupils to explain the error in each. Challenge: make up their own incorrect statements about invertebrates for a partner.

Predicting **I PROF**

Set up two simple pit fall traps in contrasting locations. Using what they know about common invertebrates, ask pupils to predict which invertebrates they would be likely to catch in each trap. Justify their reasoning by referring to anatomical features and using precise terminology from the Knowledge Note. Check the traps and compare outcomes to their predictions.

Categorising **I PROF**

Ask pupils to list or find out a range of idioms linked to invertebrates. Sort them into the classes: insects; annelids, arachnids and molluscs. Examples: busy as a bee; he's / she's got no backbone; butterflies in your stomach; worm your way in etc.

Matching

Provide pupils with a set of domino cards with the name of an invertebrate class on the left and a characteristic of a **different** class on the right. Pupils work in pairs to match the class to a relevant characteristic. Compete to see who can get rid of their dominoes first. Challenge: pupils create their own set of cards.

annelid	8 jointed legs
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An example of a Science knowledge note for the children and tasks they could do.



History








Community	Knowledge	Invasion	Civilisation	Power	Democracy
This gives us as focus on a large group of people living in a place	This gives a focus on the difference knowledge makes to people	Taking over another country or religion with an armed force	A large group of people who follow similar laws, religion and rules	The power to advance technology, architecture and the arts or the power over people and places	A form of government voted for by the people

History substantive knowledge concepts that progress through each phase.





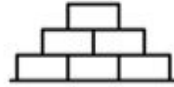
Historical enquiry

 Historical enquiry					
 Chronology	 Cause & consequence	 Change & continuity	 Similarity & difference	 Evidence	 Significance
The science of time	The reason and result of the things that happened in history	How key people, places and events changed or stayed the same over time	Comparing what has stayed the same or is now different over time	How we know about the past	Why people, events and ideas are important in our studies

History disciplinary knowledge concepts that progress through each phase.

- Changes in Britain from the Stone Age to the Iron Age

Previous learning: Curriculum Narrative



Year 1
Within living memory
Significant individuals

Year 2
Beyond living memory
Significant events, local and national

Year 2
Significant events, local and national



Misconceptions – learning traps pupils can fall into

✗ Not true	Teach this ✓
Prehistoric people were not intelligent.	The evidence of innovation and survival skills that people living in prehistoric times had tells us they were skilful, knowledgeable and creative.
The Stone Age was one long period of time.	The Stone Age is subdivided into three distinct periods of time: Palaeolithic, Mesolithic and Neolithic.
All people in the Stone Age lived in caves.	Some prehistoric people may have dwelled in caves. Many, however, were nomadic and followed their food. They had temporary homes, such as shelters or tipis.
Prehistoric people just stayed in Britain.	Many prehistoric people migrated from Europe to Britain. Trade, places and natural resources gave people the impetus to travel and settle. The Beaker people migrated from Europe and settled in Britain.
Woolly Mammoths only lived in the Arctic.	For most of the Stone Age, Britain was consumed by an Ice Age. Woolly Mammoths and Woolly Rhinoceros were just a few of the animals that roamed Britain during these freezing times.
The Stone, Bronze and Iron Age describe the types of people who lived then.	The Stone Age, Bronze Age and Iron Age describe the types of technology people used.
Stone and Bronze tools were instantly given up once the Iron Age began.	It took a lot of effort and resources to make metal tools. Stone tools were used in the Bronze Age and bronze tools were also used in the Iron Age.

An example of a History block.

Stone Age

1. What is the name of the earliest Stone Age?

- (A) Neolithic.
- (B) Mesolithic.
- (C) Palaeolithic.

2. What does BC or BCE mean?

- (A) Before Christ / Before Common Era.
- (B) Before Church / Before Church Era.

3. What does AD or CE mean?

- (A) anno domini / Common Era.
- (B) after death / Common Era.

An example of our low stake quizzes that happen with History, Geography and Science.



Geography

Location knowledge	Place knowledge	Human and physical geography	Geographical skills and field work
Where a place is actually found.	What a location is like.	<p>Human The interactions between people, places and the environment</p> <p>Physical The natural shaping of the surface of the Earth, as well as the physical process that create the environment</p>	Using maps, globes and compasses, along with what you know to explain location, place and human and physical features associated with it.

Geography substantive knowledge concepts that progress through each phase.





Place and Space

Scale and Connection
(Relationship and interdependence)Physical and human
geographyEnvironment and
sustainabilityCulture and diversity
(Uniqueness)

Place

Key idea is that place is its location what it means to people

Space

Location on the Earth's surface defined by latitude and longitude

Scale

To get a better understand of locality compared to globally - zooming in and out

Connections

How local places are connect when you zoom in, and how they are connected to the wider locality when you zoom out

Rational perspective

Understanding that there is more than one way of living

Physical and human
geography

An appreciation of places evolve and are shaped by physical and human geography

Environment

Considering ethical consumer habit and choices about environmental impact

Sustainability

What it means to be a responsible citizen, embracing global dimensions within a local setting

Culture

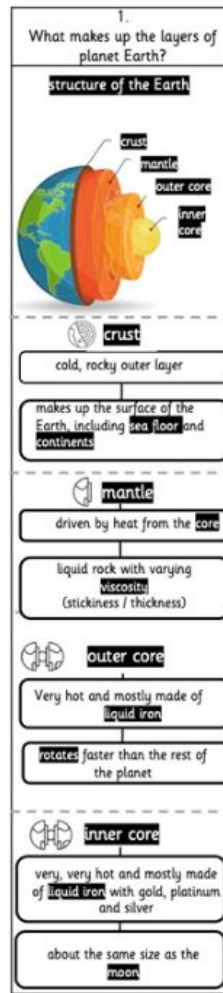
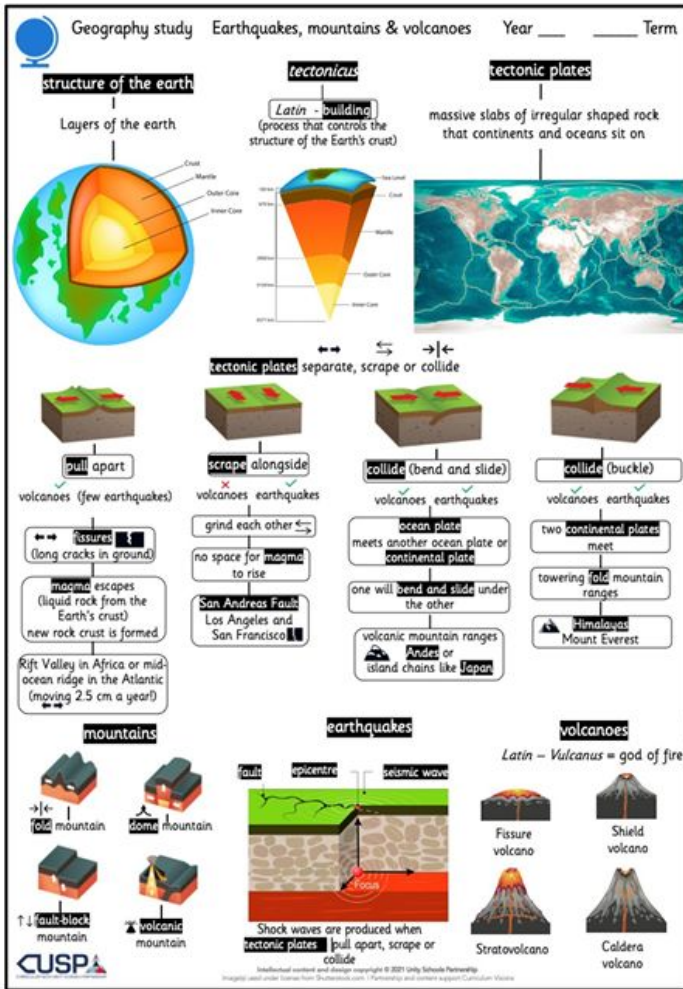
The way people have done or do things

Diversity

The difference between | places from a human perspective

Regional inequality
Zooming in to identify hidden inequalities

Geography disciplinary knowledge concepts that progress through each phase.



An example of a Geography block knowledge organiser and knowledge note.

What's the weather like in Autumn, Winter, Spring and Summer?

Autumn

It is warm and mild
It is wet and windy

Winter

It is cold
It gets dark sooner

Spring

It gets warmer
It gets lighter

Summer

It is hotter
Days are longer

sun ☀️

winter ❄️

winter ❄️

flowers 🌸

clouds ☁️

Wednesday 27th September

What are the stages in my life?

Timeline

shows what happened in the past.

0 years old

1-2 years old

3-4 years old

4-5 years old

Were your mum or dad ever babies?

balba - I am a toddler child because I can walk.

What were you in the past?

I Was a babbly becks
I drank milk

London Area!

Monday 2nd November 2020

What is a Londoner like?

Londoner

Is a Londoner we really have a feel any the lighter
Did you know a Londoner like
Did you know a Londoner like
Did you know a Londoner like
Did you know a Londoner like
Did you know a Londoner like
Did you know a Londoner like
Did you know a Londoner like
Did you know a Londoner like

over 200 years ago

over 100 years ago

The area from about here

Art and Design

Drawing	Painting	Printmaking	Textiles	3D	Collage	Creative response
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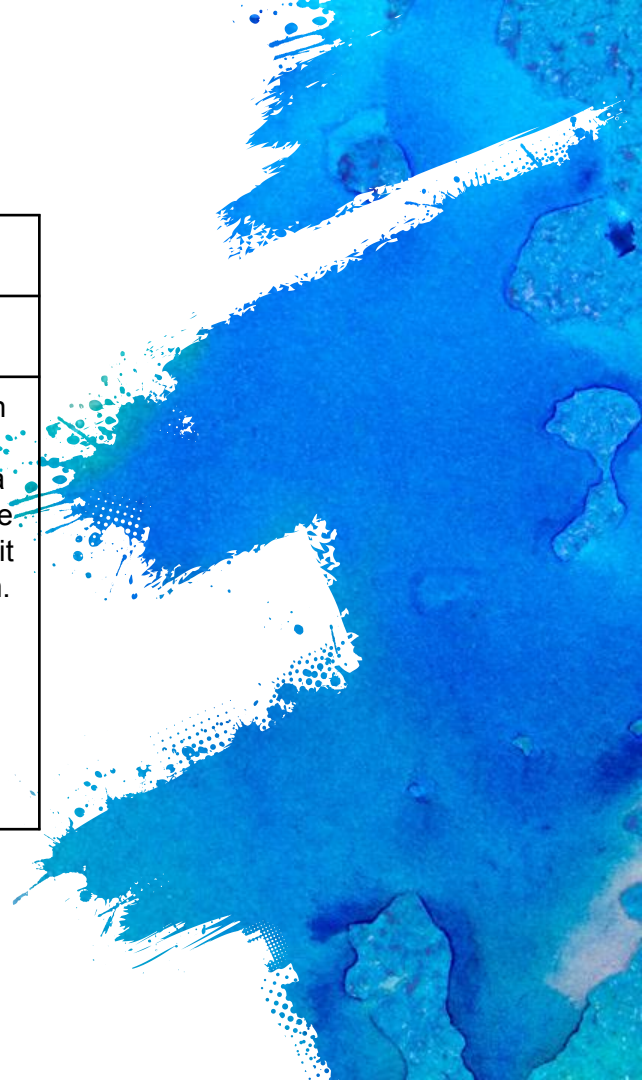
Art and Design
substantive knowledge
concepts that progress
through each phase.

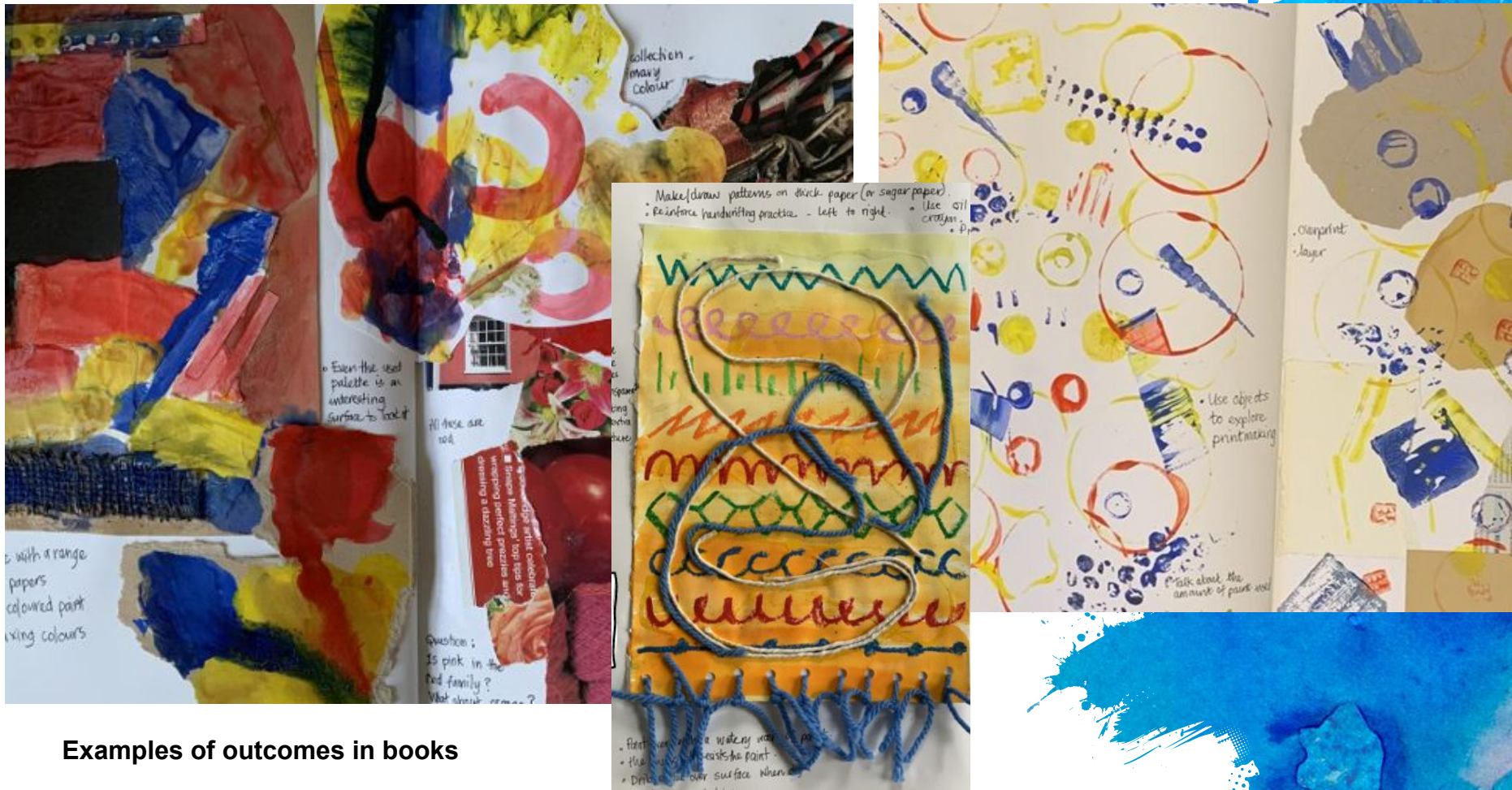


Working Artistically

Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.

**Art and Design
substantive knowledge
concepts that progress
through each phase.**





Examples of outcomes in books

- Look at the colour wheel - complementary colours
- Cut out an action figure or ideally take a photo of each pupil in an action pose
- select two complementary colours to work with

Glue the figure onto paper and cut around the outline or contour of the body.

- Alternate the complementary colours
- Repeat a number of times
- Note the illusion of movement



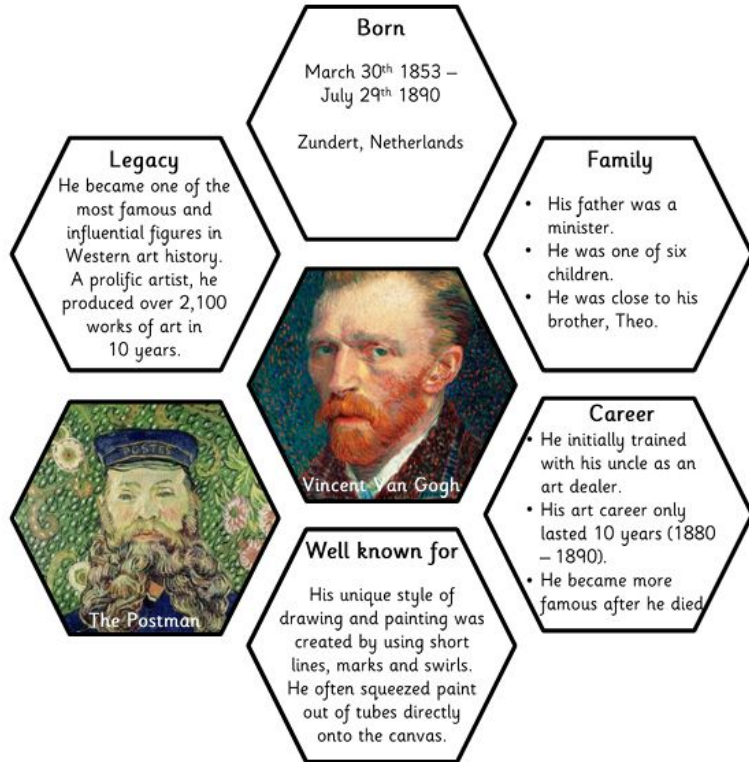
(used to trace in previous projects - add lettering

Paulfield + Picasso work

• Textures • pattern • shape • form

charcoal

• pencils



**Range of artists - modern / historic,
gender and ethnicity**

Live launch assembly:

26/6 9.00am

This will be recorded and made available at the end of the day. Schools must register for this to participate in the Arts Festival.

Live arts workshops:

Year 1: 26/6 9.45am
Something's Fishy!

Year 2: 26/6 11.15am
Road!

Year 3: 26/6 1.15pm
Oops, that's torn it!

Year 4: 27/6 9.30am
What a relief!

Year 5: 27/6 11.00am
Dancing Puppets

Year 6: 27/6 1.15pm
An Explosive Book!



Art Festival

26/6 - 29/6 2023

So powerful is the light of unity that
it can illuminate the whole earth

Celebrating togetherness through art

Guided digital exhibition tours:

EYFS: Horses
Year 1: Surprised!
Year 2: Suffolk Landscapes
Year 3: Pointillism
Year 4: Leonardo Da Vinci
Year 5: Renoir
Year 6: Rembrandt

Closing celebration event:

29/6 1.30pm

This will be a curated exhibition of artwork from across the partnership, shared in the form of a video.

Schools may also wish to run their own internal physical exhibitions.

Pupil exhibitions: 29/6

Each year group will digitally exhibit their work to share with the CUSP partnership. Pupils will be able to view other schools' work, generated from the Block F Creative Response units.

CUSP Partnership annual art festival

Design Technology

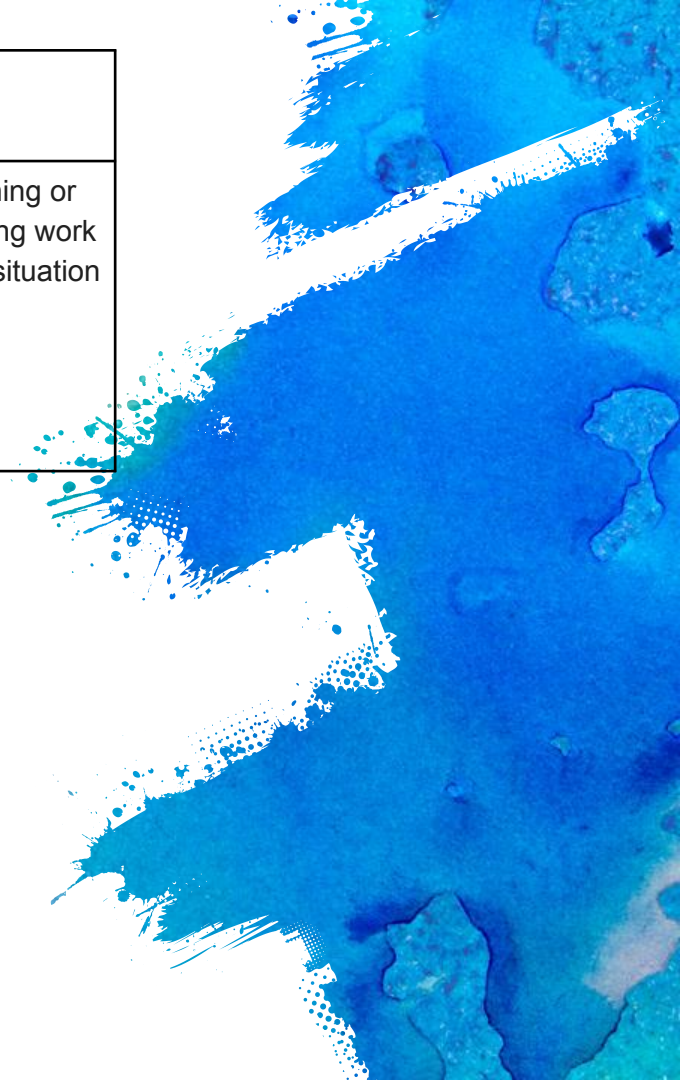
- Mechanisms
- Textiles
- Food and Nutrition
- Structures
- Understanding materials
- Systems
- Electrical systems

**Design Technology
substantive knowledge
concepts that progress
through each phase.**



Design	Make	Evaluate	Apply
The art or process of deciding how something will look or work	Create something by combining materials or putting parts together	Form an opinion of the value or quality of something after careful thought	Uses something or make something work in a particular situation

**Design Technology
substantive knowledge
concepts that progress
through each phase.**



Understanding Materials

Can you build with bread?

- Sort and identify what these materials are.
- Do they have similar properties?
- Can they be sorted in different ways?
- Man made

SOFT	Soft and hard	hard

Brick

Looked/Appearance:

- pink
- flat

Feel/Texture:

- smooth
- even

Weight:

- heavy

How can you reduce, recycle, repurpose?

- Revisit crochet
- Use yarn to create a chain

Look at the book "One Plastic Bag" by Miranda Paul and the work of Isatou Ceesay

- Teach how to build a chain

Make a T-shirt

purpose into?

- How many plastic bags will be needed?
- Are all plastic bags easy to work with? Why?

fashion a crochet hook from a chopstick

- Sharpen the end into a rounded point
- Cut a notch about 1-2cm from tip to form a hook
- Use this to crochet with strips of plastic

sew the sides together to form a pouch

- Consider why their lengths are longer
- Join wires of circuit with nuts, washers
- What are you here? what shape do they add to the structure?
- Build a tower that is as tall as you can make it
- Use flying before you get to the top

Examples of outcomes in books

Food and Nutrition

What can you learn from different cultures' diets?

look at the diets of different cultures to get ideas about how... to eat... more healthily

STR - PLY

I liked the crispy vegetables.

I did not like the salty fish sauce.

The vegetables are sliced and added to the wok or a bit of a time so that everything is cooked evenly.

BOMBAY POTATOES

I liked the taste of the cumin. I did not like the texture of the spinach.

Carrots - vitamin A

Ginger - helps digestion

Honey - antiseptic qualities

Mint - antioxidant, helps digestion

Potatoes - fibre

I used garam masala, turmeric and mustard seeds in my spice mix. I added paprika to give the potatoes a...

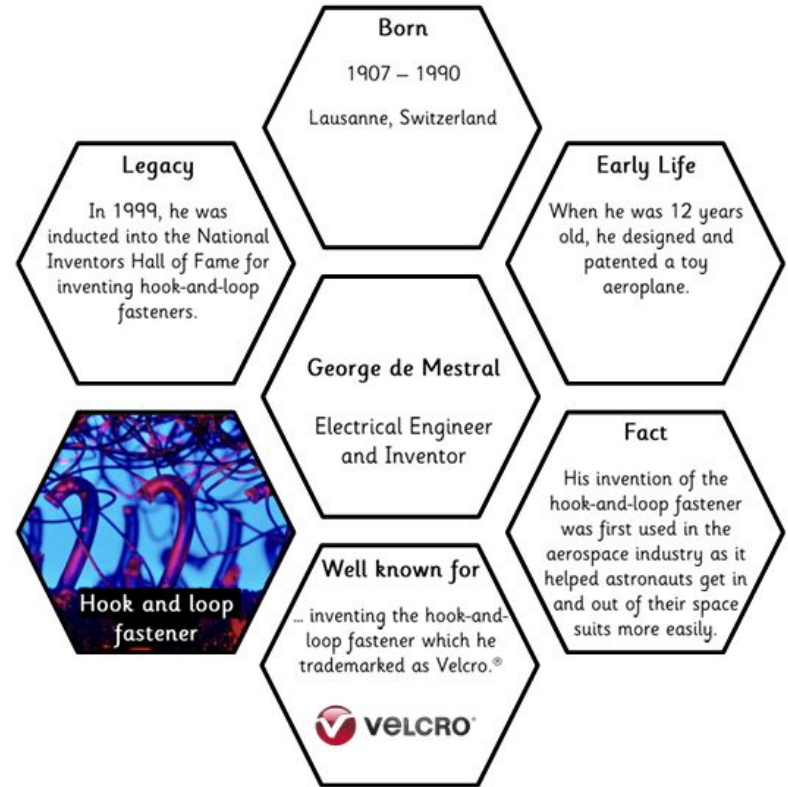
filling is made from salad vegetables such as radishes, Chinese leaves, carrot

I liked the texture of the wrap.

The radish was too peppery.

Extra flavour was added, using mint and coriander. We made a dipping sauce with... fish sauce - salty, lime juice - sour

we used wrappers that are to be soaked in warm water to hydrate them. they are translucent and pliable and you...



**Range of designers - modern / historic,
gender and ethnicity**

Live launch assembly:

**Monday 6th February
9.00am**

This will be recorded and made available at the end of the day.

Live cook-along workshops:

[KS1 - Fattoush](#)
Monday 6/2 1.00 - 1.45

[Y3/4 - Roast peppers and pomegranate](#)
Monday 6/2 10.45 - 11.30

[Y5/6 - Shakshuka](#)
Monday 6/2 9.30 - 10.15

Recorded cook-along workshops:

KS1 - Tabbouleh

Y3/4 - Roasted whole cauliflower

Y5/6 - Squash and whipped feta

Available online from 6/2



Food Festival

6/2/23 - 10/2/23

Food is our common ground, a universal experience

James Beard

Celebrating togetherness through food

Live Question and Answer sessions:

[EYFS/Y1/Y2: Norwich Farm Share \(Farmer Joel\)](#)
Monday 6th February 2pm

[Year 3/4: Food in Education, Andy Griffiths](#)
Tuesday 7th February 2pm

[Year 5: Nadiya Hussein, author and chef](#)
Thursday 9th February 2pm

[Year 6: The future of food - The Quadrum Institute](#)
Friday 10th February 2pm

Closing celebration event:

**Friday 10th February
11.45 am**

This will be a curated celebration of all the amazing work that has been achieved across the partnership, shared in the form of a video.

Schools may also wish to run their own internal celebration or sharing events.

**Pupil sharing event:
Friday 10th February**

Each year group will share a short video or images of their outcomes from the Food Festival, including the dishes they have made and tried.

Available online

Competition

Pupils will have the opportunity to design a community oven for The Great Oven project.

CUSP Partnership annual food festival

French

- **Starts in Phase 2 - Year 3**
- **CUSP French has been designed to serve young linguists in the modern world. Key areas of focus have been deliberately selected to ensure that pupils are equipped with knowledge and language that will serve them in engaging with important and useful topics such as the environment, wellbeing and travel.**
- **The curriculum focuses not just on vocabulary acquisition but also on the building blocks of learning a new language.**
- **CUSP French has a specific emphasis on teaching pupils about French customs, traditions and heritage, including those that are both similar or different to pupils' own experiences of life in modern Britain. For example, significant French figures are introduced throughout the curriculum, as are notable French landmarks. Pupils will learn about the geography of France and its place within the wider world, including key trade exports and significant achievements of the French civilisation through history.**



Structure of each block	Vocabulary and Phonics	Oracy	Reading	Writing
Week 1	✓	✓		
Week 2		✓	✓	
Week 3	✓		✓	
Week 4	✓			✓
Week 5	✓	✓	✓	
Week 6	Flexible content for revisiting and enrichment			

An example of a French block.

QUESTIONS



CUSPA
CURRICULUM WITH UNITY SCHOOLS PARTNERSHIP