

## Curriculum Overview

At Kingston Park Academy we teach the wider curriculum through an educational learning resource called “Cornerstones”. Cornerstones Education make it their mission to help schools create a vibrant and creative curriculum that puts children at its heart.

We believe Cornerstones excites children's imaginations, inspires them to learn, extends their horizons, deepens their understanding and meets their intellectual and personal needs.

The Cornerstones Curriculum is a creative and thematic approach to learning that is mapped to the new 2014 Primary National Curriculum to ensure comprehensive coverage of national expectations. Our curriculum is delivered through Imaginative Learning Projects (ILPs) which provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children’s learning.

We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum provides lots of learning challenges throughout the academic year that require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.

Cornerstones also provide a rigorous essential skills framework that outlines the end of year expectations in all subjects. These essential skills are tied to activities and are age related so that staff can track children’s progress and identify their individual learning needs.

### *The Four Cornerstones*

The most important underlying principle of a curriculum is to help children learn. At Kingston Park Academy we believe that a successful curriculum is brought to life by high quality teaching, inspirational learning activities and opportunities to listen and plan for the developing interests and motivations of children.

That is why the Cornerstones Primary Curriculum is built upon a four stage teaching and learning philosophy...

The Four Cornerstones: ENGAGE - DEVELOP - INNOVATE – EXPRESS

*What does each Cornerstones Stage look like?*

#### **At the ‘Engage’ stage, children:**

- gain memorable first-hand experiences, such as going on a visit or inviting a special visitor into school
- enjoy ‘WOW’ experiences
- get an exciting introduction to a topic or theme
- begin researching and setting enquiry questions
- get lots of opportunities to make observations
- develop spoken language skills
- take part in sensory activities
- have lots of fun to fully ‘engage’ with their new topic.

#### **At the ‘Develop’ stage, children:**

- improve their knowledge and understanding of the topic
- develop and practice their new skills
- compose, make, do, build, investigate, explore, write for different purposes and read across the curriculum
- research their own questions and those set by others
- follow new pathways of enquiry based on their interests
- complete homework projects that support their learning.

**At the 'Innovate' stage, children:**

- apply skills, knowledge and understanding in real-life contexts
- solve real or imagined problems using everything they've learnt
- get inspired by imaginative and creative opportunities
- re-visit anything not fully grasped at the 'Develop' stage.

**At the 'Express' stage, children:**

- become the performers, experts and informers
- share their achievements with parents, classmates and the community
- evaluate finished products and processes
- link what they have learnt to where they started
- celebrate their achievements through class assemblies, parent workshops and sharing completed projects through school displays.

## Maths at Kingston Park Academy

At Kingston Park Academy we strive for all students to become fluent and confident mathematicians who can explain, reason, predict, estimate and apply their understanding to maths problems and real life situations. We know children learn through practical experiences and being given the chance to apply their skills in a range of contexts so where possible we link maths learning to exciting topics.

We believe it necessary for children to become fluent with numbers and the number system so our maths teaching and learning promotes children's ability to quickly recall facts about numbers and make quick mental calculations, this works alongside a curriculum that is rich in promoting problem solving and reasoning.

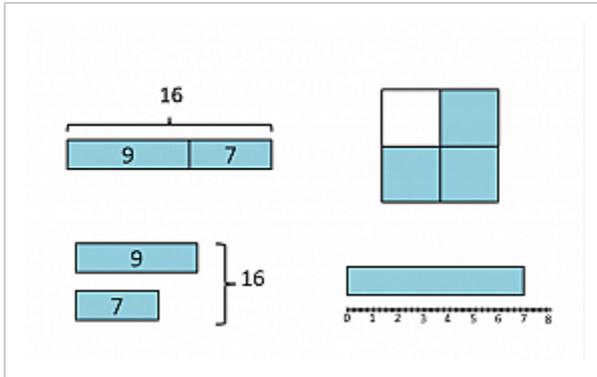
With reference to the White Rose Hub, our children use fluency, problem solving and reasoning to master a topic. Topics are taught in a way which is progressive, enabling children to enhance their understanding and reach a deeper level of understanding.

We use a Same Day Intervention (SDI) approach to our daily maths lessons. This SDI approach means that children needing extra guidance to meet the lesson aims can be supported in the lesson or within the same day. This focuses on narrowing the gap and ensuring children can move on to the next step of learning having thoroughly understood the objective of that lesson. SDI means that the maths curriculum is tailored to individual needs and encourages a mastery of maths. When children achieve their age related expectation, they can then gain a learning at a greater depth through tasks which demand a higher level of mathematical thinking.

### **Bar Modelling**

Bar modelling is a vital pictorial tool, to help children understand a mathematical problem. It is a way of breaking down and finding what the part of the question is missing in order to become complete.

This is now being used at KPA and is giving children a helpful way to access their age related mastery problems and being able to see why separate operations are needed in order to solve them.



## Reading Information

At Kingston Park, we understand that being able to read well is a key skill for all children. As well as teaching word-reading and comprehension, we support and encourage children to develop a life-long love of reading and books. Children are taught to apply their skills to read for meaning in a wide range of genres and across the curriculum.

## Teaching Phonics

Through Early Years and Key Stage 1 we follow 'Letters and Sounds' supplemented by Read, Write Inc picture cards to teach Phonics. We have a 20 minute daily phonic session where the children from Foundation 1 to Year 2 access phase appropriate activities, learning to apply listening and attention skills, learn letter names and sounds and how to read and write using phonic knowledge. The children play many different phonic games to develop their understanding of how sounds make words, alternative sounds and how words are used to make sentences. All Year 1 children participate in the National Phonic Screening in June. They read twenty real and twenty 'psuedo' words to test their phonic knowledge. We also run phonic interventions to support those children who require additional help.

## Guided Reading

At Kingston Park Academy, Foundation 2 guided reading sessions are introduced through focused weekly sessions. Throughout KS1 and KS2, Guided Reading takes place daily. In Year 1, children learn more about the variety of ways in which each phoneme can be spelled and they also learn about the different pronunciations made by different letters or groups of letters, such as 'a' in 'ant' and 'was'. They then apply these reading skills throughout carefully planned reading activities.

From Y2 – Y6 the children develop their word recognition and comprehension skills through the whole class approach to Guided Reading. The aim of this method is to expand pupils' vocabulary and deepen their understanding of the texts they are reading. We do this through explicit teaching of vocabulary before reading the text and re-reading sections looking closely at the elements which require further understanding. The teachers in Key Stage 1 ask comprehension questions daily, in less formal situations, progressing to simple comprehension activities as the children develop their reading stamina. Additionally, at Key Stage 2 the children complete at least one written comprehension weekly which includes feedback from the teacher.

### Questions posed are to equip the children with the following skills:

- \*Showing an understanding of what they have read.
- \*Finding information within the text read.
- \*To deduce, infer or interpret information within the text.
- \*Show an understanding of how texts are organised and structured
- \*Explain the writer's choice of language and sentences.
- \* Identify the writer's viewpoint and explain the effect it has on the reader.
- \* Explore the social, cultural and historical aspects of a text.

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### **Reading for Pleasure**

Each classroom has a dedicated, welcoming book area which includes an author of the month. At the end of each day, the teacher reads to the children from the class author or the chosen class novel. The children enjoy special reading occasions such as our weekly Reading assembly, National Nursery Rhyme week, World Book Day and sharing books with children in different classes.

### **Parents in Partnership**

Parents are encouraged to read with their child at least 5 times a week and record it in a reading record. Children are rewarded with pupil reward points as well as being recognised on our whole school reading display. Individual reading books are from a selection of Oxford Reading Tree, The X Project, and Collins which offer a variety of fiction and non-fiction texts for the children to enjoy. The children are able to use the online 'Bug Club' at home to access a wide variety of e books at their reading level, allocated by their teachers. Other useful websites for parents are [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk) , [www.lovereadings4kids.co.uk](http://www.lovereadings4kids.co.uk) , [www.ictgames.co.uk](http://www.ictgames.co.uk) or [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

### **Library**

We are currently developing our school library in partnership with the school council and pupils of the school. Foundation 1 and 2 visit our local library every week, borrowing books to enjoy and participating in story time.