



Cambridge Park Academy

Character - Preparation - Achievement

Foundations Curriculum Stages 1 - 4

Rationale:- We have a clear vision that the most effective vehicle for this curriculum delivery is based on a model, where important foundation blocks of learning are established in preparation for the development of future subject specific knowledge. However, we have carefully considered the age range of our stage 1-4 pupils, where both the chronological and emotional age needs will differ greatly from their developmental milestones. Communication, attention and listening remain priority areas enabling all pupils to develop as active learners.

Pupils developing in stages one to four are still developing their executive function, particularly their ability to: – hold information in their mind, focus their attention, think flexibly and inhibit impulsive behaviours. The curriculum is delivered through seven areas of development. All skills are connected and interwoven reflecting the broad range of skills, knowledge, and attitudes children need as foundations for life now and in the future. It will be underpinned by the characteristics of effective teaching and learning. Most pupils accessing stages 1-4 are assessed against the SCERTS framework as Language Partners.

Three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas.

These are the prime areas:

Communication and language	Physical development	Personal, social and emotional development
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The four specific areas help strengthen and develop the three prime areas and ignite children's curiosity and enthusiasm.

The specific areas are:

Literacy	Maths	Understanding the world	Expressive art and design
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National Curriculum Equivalent	Birth – 18 Months	2-3 years	FS1 3-4 years	FS2 4-5 years	Year 1 5-6 years	Year 2 6-7 years	Years 3-4 7-9 years	Years 5-6 9-11 years
CPA Curriculum Stage	Engagement Model	Stage 1	Stage 2	Stage 3	Stage 4 & 5	Stage 6	Stage 7 & 8	Stage 9 & 10
Assessment Point	Fundamentals of Learning Social/Language Partner	PKSS 1	PKSS 2	PKSS 3 & 4	PKSS 5	PKSS 6	KS2	
	By Age 7							



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The characteristics of effective teaching and learning

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- **playing and exploring** – children investigate and experience things, and ‘have a go’
- **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Statutory framework for the EYFS





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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<i>Me, Family & Friends</i>	<i>Going on a Journey</i>	<i>Transportation</i>	<i>Dinosaurs</i>	<i>Growing and changing</i>	<i>Castles and Knights</i>
Texts for Stimulus KS2		<p>(Also film for both lost and found and where the wild things</p>				



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Film/Video Stimulus	Bridge (Lit Shed) 	Stickman 	Twinkl original 		 https://youtu.be/sVPYIRF9RCQ	
Rhyme/Song	Bear hunt. I Love you Finger family	Spooky Scary Skeletons Halloween night Christmas songs	Wheels on the bus	Dinosaur Nursery Rhyme Pack EYFS Twinkl (teacher made)		
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<i>Me, Family & Friends</i>	<i>Going on a Journey</i>	<i>Transportation</i>	<i>Dinosaurs</i>	<i>Growing and changing</i>	<i>Castles and Knights</i>
KS3	 Pip & Egg – David Ehrenfeld Illustration					



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Film/Video Stimulus	<p>Literacy Shed+</p> <p>Literacy Shed+</p>
Rhyme/Song	<ul style="list-style-type: none"> You got a friend in me. Three little kittens <p>Y canny shove ya granny</p> <p>Dinosaur Nursery Rhyme Pack EYFS Twinkl (teacher made)</p> <p>Shrek</p>
Term	<p>Autumn 1</p> <p>Autumn 2</p> <p>Spring 1</p> <p>Spring 2</p> <p>Summer 1</p> <p>Summer 2</p>



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Theme	<i>Me, Family & Friends</i>	<i>Going on a Journey</i>	<i>Transportation</i>	<i>Dinosaurs</i>	<i>Growth and Change</i>	<i>Castles and Knights</i>
KS4						
Film/Video Stimulus	<p>Friendship Animation Movie Animated Short Film HD - YouTube</p>	<p>Literacy shed+</p>		<p>Dinosaur/Jurassic Park</p>	<p>Literacy Shed+</p>	
Rhyme/Song	Count on me-Bruno mars			<p>Dinosaur Nursery Rhyme Pack EYFS Twinkl (teacher made)</p>		



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Special Dates/Celeb	<ul style="list-style-type: none"> ◆ -Start/Back to School ◆ -Cerebral Palsy Awareness Day ◆ Harvest Festival Hello yellow 	<ul style="list-style-type: none"> ◆ Halloween ◆ Bonfire Night ◆ Remembrance Day ◆ Diwali ◆ Children in Need ◆ Anti-bullying Week ◆ Christmas 	<ul style="list-style-type: none"> ◆ Chinese New Year ◆ Valentine's Day ◆ Well-being Week 	<ul style="list-style-type: none"> ◆ Pancake Day ◆ Comic Relief ◆ Mother's Day ◆ Easter ◆ World Book Day ◆ Autism Day ◆ Science Week ◆ Holi Festival 	<ul style="list-style-type: none"> ◆ St George's Day ◆ Eid-al-Fitr ◆ World Earth Day 	<ul style="list-style-type: none"> ◆ Father's Day ◆ Keeping Safe Week ◆ World Music day ◆ Transitions/end of year Prom/Y6 Leavers
Play Space Enhancement	<ul style="list-style-type: none"> • Characters/Story sacks linking to texts e.g three little pigs. • Babies/dolls roll play 	<ul style="list-style-type: none"> • Celebrations • Halloween • Bonfire night • Christmas 	<ul style="list-style-type: none"> • Small world transport • Road map rug • Role play enhancements 	<ul style="list-style-type: none"> • Dinosaur small world play • Dinosaur dress up • Dinosaur hand puppets 	<ul style="list-style-type: none"> • Life cycles • A range of plants and garden bugs • Animals and their offspring 	<ul style="list-style-type: none"> • Knight, king and queen dress up • Swords and other props • Dragons • A large play castle
Extra-Curricular Experiences	<p>Visit places to socialise</p> <ul style="list-style-type: none"> ➤ Park ➤ Woods/walks ➤ <p>Stay and Play session (ICEclich) for early Literacy project</p>	<ul style="list-style-type: none"> ➤ Pumpkin Patch – Calve your own 	<p>Ride a range of different transport (mini train clec)</p>	<p>Make pancakes</p> <p>Visit dino golf</p>		<ul style="list-style-type: none"> ➤ Tattershall Castle ➤ Have a Royal T-Party ➤ Pantomime in school for a story link?



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Stage 1 Transcription (Spelling and Handwriting)

Handwriting	<ul style="list-style-type: none"> • Holds a mark making tool in palmer grasp • Visually tracks objects as they move • Crosses the midline when playing • Makes individual marks needed before letter formation (Wiggle & Squiggle) • Manipulates a range of mark making tools on a range of surfaces. 	
Guidance for Transcription	<p style="text-align: center;">Direct Teaching</p> <ul style="list-style-type: none"> • Sensory circuit - include activities that require crossing the midline, visual tracking and grasp / cuff rotation / wrist dexterity • 1-1 exploring treasure baskets (containing objects that encourage development of fine motor grasp, crossing the midline and visual tracking) • Small group - action songs • Small group – wiggle into squiggle (guided mark making using coordinated movements) • Small group - attention autism / communication session (such as spotty bag) • Dough disco (use sensory toys / squish toys for very early stages) • Name – letter matching • Guided mark making - focusing on the marks needed before letter formation 	<p style="text-align: center;">Provision</p> <ul style="list-style-type: none"> • Opportunities to develop core strength and stability - climbing and balancing apparatus • Short handled scoops / small cups and jugs in sand and water trays • Chubby egg crayons / large chalks for exploring mark making on a large scale • Large construction blocks (mega blocks, foam bricks) · Prams / wheelbarrows / car tyres to lift and push along • Posting activities to develop grasp and hand eye coordination • Threading large beads onto sturdy rods (e.g. Cheerios onto dried spaghetti, tube pasta onto pipe cleaners) · Malleable area - playdough
Spelling	<ul style="list-style-type: none"> • Begins to recognise photographs of familiar people • Matches like for like photos and symbols • Matches the letters in their name 	



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Stage 1 Composition

Stage 1 Composition			
<p>Sentence Construction</p> <ul style="list-style-type: none"> Adults model simple sentences as the child plays - narration to develop vocabulary and context. Pupils can use photographs or symbols to construct simple subject- verb sentences that are relevant to them. Pupils can offer a word / sign / photograph / symbol to complete a simple sentence that is relevant to them. 	<p>Accurate use of Grammar</p> <ul style="list-style-type: none"> Adults model simple sentences. 	<p>Punctuation</p> <ul style="list-style-type: none"> Exposure to capital letter for their name. 	<p>Vocabulary</p> <p>Explore new vocabulary with pictures, videos and real-life objects where possible.</p>
Executive Function			
<p>Planning for Writing</p> <p>(Not yet applicable)</p>	<p>Drafting Writing</p> <p>(Not yet applicable)</p>	<p>Reviewing Writing</p> <p>(Not yet applicable)</p>	



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Stage 2 Transcription (Spelling and Handwriting)

Handwriting	<ul style="list-style-type: none"> • Write some or all of their name accurately • Add some marks to drawings that they give meaning to • Engage in activities that develop fine and gross motor skills in preparation for handwriting • Know the language of direction (up, down, round, back, etc). 	
Guidance for Transcription	<p style="text-align: center;">Direct Teaching</p> <ul style="list-style-type: none"> • Dough disco - following movements • Squiggle while you wiggle • Action songs incorporating large and small muscle movements • Overwriting their name - some attempts to write familiar letters from their name independently • Guided mark making 	<p style="text-align: center;">Provision</p> <ul style="list-style-type: none"> • Gross motor activities, balance beams / tracks, obstacle courses involving climbing, throwing objects • Add longer handled spades / scoops and sieves / waterwheels to sand and water trays • Chubby markers, crayons, pencils and whiteboard pens to explore mark making • Fine motor activities – inset puzzles, cutting (easy grip scissors- range of materials to cut and make snips) • Medium construction blocks (Caroline Pratt unit blocks, Duplo) · Threading using thread and a card • Malleable area – playdough / plasticine
Spelling	<ul style="list-style-type: none"> • Make marks on their picture to stand for their name • Write some or all of their name. • Write some letters accurately 	



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Stage 2 Composition

Sentence Construction	Accurate use of Grammar	Punctuation	Vocabulary
<ul style="list-style-type: none"> Say simple phrases Say words that have personal meaning Adult rephrases language used into a correct simple sentence. 	<ul style="list-style-type: none"> Know that words and phrases are oral and in print. Know (through adult rephrasing) that there is a correct way to say simple sentences 	<ul style="list-style-type: none"> Recognise name Recognise some letters (including some capitals) 	<p>Word (NAPA Related – e.g. syllables, sound)</p>

Executive Function

Planning for Writing	Drafting Writing	Reviewing Writing
<p>Tell an adult what you are “writing” about (mark making) during play e.g. shopping list</p>	<p>Communicate verbally through gestures</p>	<p>Respond to a question(s) from adults about my “Writing” to associate their mark making with meaning.</p>



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Stage 3 Transcription (Spelling and Handwriting)

Handwriting	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing using the tripod grip • Form lower-case and capital letters correctly, knowing where to start and where to finish these in line with when these are taught as sounds • Form the digits 0 – 9 correctly, starting and finishing these in the right place • Sit correctly at a table, holding a pencil comfortably and correctly 		
Guidance for Transcription	<p style="text-align: center;">Direct Teaching</p> <ul style="list-style-type: none"> • Name writing • Daily Phonics • Letter formation • Dictated words / sentence 	<p style="text-align: center;">Provision</p> <ul style="list-style-type: none"> • Opportunities to further develop visual tracking/ hand eye coordination (i.e. magnetic / safe dart board, beanbag target) • Add items to sand and water trays to further develop fine motor operation (i.e. trowels, moulds, pipettes, test tubes and funnels) • Standard felt pens, crayons, pencils and pens with a range of surfaces to explore and consolidate mark making and letter formation skills • Introduce more intricate construction – Lego, Mobilo • Cutting skills – attempting to cut more complex patterns • Threading using standards beads and string • Using intricate items that require a pincer grip (eg. Tweezers, pipettes) • Malleable area – playdough / theraputty / plasticine / clay) 	
Spelling	<p>Block 1</p> <p>• s a t p i n m d g o c k c k e u r h b f l</p>	<p>Block 2 ff ll ss j v w x y z zz qu ch sh th ng nk words with –s /s/ added at the end (hats sits) words ending in s /z/ (his) and with –s /z/ added at the end (bags sing</p>	<p>RWI will give more specific guidance, as pupils may require more time for the sounds provided.</p>



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Stage 3 Composition				
<p>Sentence Construction</p> <ul style="list-style-type: none"> • Write words/phrases that have personal meaning • Write simple phrases • Orally rehearse extended sentences • Begin to recognise how words can combine to make simple sentences • Practise writing dictated words. • 	<p>Accurate use of Grammar</p> <ul style="list-style-type: none"> • Know that words/phrases and sentences carry meaning both orally and in writing • Know that words and phrases are put together to form a sentence • 	<p>Punctuation</p> <ul style="list-style-type: none"> • Recognise CL at start of sentence and FS at end (see in. reading and models) • Use finger spaces between words • Write name (mainly with CL at start) • Separation of words • Write lower case letters • Form some upper case letters • 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Letter • Capital letter • Word • Sentence • Full stop • Terminology in SSP (e.g. phoneme, grapheme) 	<p>Writer Techniques/Authorial Style</p> <ul style="list-style-type: none"> • Simple story language: e.g. Once upon a time; They lived happily ever after. • Repetition for rhythm, e.g. He walked and he walked. • Repetition in description: e.g. A fat cat. A thin cat.
Executive Function				
<p>Planning for Writing</p> <p>Orally plan and sequence ideas in narrative with adult support and through the use of props, inc. puppets</p>	<p>Drafting Writing</p> <p>Orally rehearse phrases and sentences before mark-marking or writing</p>	<p>Reviewing Writing</p> <p>Discuss their writing with adults and peers, giving an opinion, e.g. "I like my story because ..."</p>		



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Stage 4 Transcription (Spelling and Handwriting)

Handwriting	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing using the tripod grip • Form lower-case and capital letters correctly, knowing where to start and where to finish these in line with when these are taught as sounds • Form the digits 0 – 9 correctly, starting and finishing these in the right place • Sit correctly at a table, holding a pencil comfortably and correctly. 		
Guidance for Transcription	<p style="text-align: center;">Direct Teaching</p> <ul style="list-style-type: none"> • Name writing • Daily Phonics • Letter formation • Dictated words / sentences 	<p style="text-align: center;">Provision</p> <ul style="list-style-type: none"> • Cutting skills – attempting to cut more complex patterns • Threading using standards beads and string • Using intricate items that require a pincer grip (eg. Tweezers, pipettes) • Malleable area – playdough / theraputty / plasticine / clay) 	
Spelling	<p>Block 1</p> <ul style="list-style-type: none"> • s a t p i n m d g o c k c k e u r h b f l 	<p>Block 3</p> <ul style="list-style-type: none"> • ai ee igh oa oo oo ar or ur ow oi ear air e • words with double letters • longer words 	<p>Block 5</p> <ul style="list-style-type: none"> • Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est
	<p>Block 2</p> <ul style="list-style-type: none"> • ff ll ss j v w x y z zz qu ch sh th ng nk • • words with –s /s/ added at the end (hats sits) • ending in z 	<p>Block 4</p> <ul style="list-style-type: none"> • Review Phase 3 • words with double letters, longer words, words with two or more di-graphs, words ending in –ing, • compound words. 	<p>Block 6</p> <ul style="list-style-type: none"> • Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est



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Stage 4 Composition

Sentence Construction	Accurate use of Grammar	Punctuation	Vocabulary	Authorial Style/Writer Intent
<ul style="list-style-type: none"> Begin to recognise how words can combine to make simple sentences Write words/phrases that have personal meaning Write simple phrases Write short sentences independently with known GPCS Orally rehearse extended sentences using 'and' <p>Practise writing dictated sentences that contain known GPCs and taught CEWs</p>	<ul style="list-style-type: none"> Know that words/phrases and sentences carry meaning both orally and in writing Know that words and phrases are put together to form a sentence Begin to know that a simple sentence contains one independent clause — a group of words that forms a complete thought <p>Know how to extend a sentence using the coordinating conjunction 'and' (oral)</p>	<ul style="list-style-type: none"> Recognise CL at start of sentence and FS at end (see in. reading and models) Use finger spaces between words Write name (mainly with CL at start) Separation of words Write lower case letters Form some upper case letters Dictate with teacher composed phrase 	<ul style="list-style-type: none"> Letter Capital letter Word Sentence Full stop <p>Terminology in SSP (e.g. phoneme, grapheme)</p>	<ul style="list-style-type: none"> Simple story language: e.g. Once upon a time; They lived happily ever after. Repetition for rhythm, e.g. He walked and he walked. Repetition in description: e.g. A fat cat. A thin cat. Prepositions:: e.g. up, down, in, into, out, to, onto Adjectives: e.g. old, little, big, small, quiet

Executive Function

Planning for Writing	Drafting Writing	Reviewing Writing
Orally plan and sequence ideas in narrative with adult support and through the use of props, inc. puppets	Orally rehearse phrases and sentences before mark-marking or writing	Discuss their writing with adults and peers, giving an opinion, e.g. "I like my story because ..."