Storyybrook Whole School Curriculum Overview

Curriculum Coverage and Progression Assurance Statement

Storyybrook's curriculum has been designed to ensure full coverage of the National Curriculum whilst maintaining meaningful thematic learning. Statutory requirements, including Mathematics (White Rose), PSHE (HeartSmart), Physical Education (Get Set 4 PE), phonics and reading development, are delivered alongside thematic units.

Progression is carefully sequenced to ensure pupils progressively develop:

- substantive knowledge
- disciplinary understanding
- vocabulary and communication
- independence
- critical thinking
- application of learning

Curriculum design ensures that pupils revisit and deepen learning over time through carefully planned progression across KS1, LKS2 and UKS2. Learning expectations increase through greater complexity, disciplinary thinking, retrieval and independent application whilst remaining adaptive and accessible within the SEMH context.

This document should be read alongside the Storyybrook Curriculum Policy, Reading Spine, Assessment Framework and individual phase progression maps.

Curriculum Progression Principles

At Storyybrook, learning progresses through:

- knowledge acquisition → application → interpretation → justification → evaluation → independent critical thinking
- substantive knowledge → disciplinary thinking → independent application
- concrete experiences → guided exploration → independent thinking

- supported communication → confident communication → articulate reasoning
- retrieval → connection → long-term retention
- adult-supported learning → increasing independence → preparation for secondary education

The curriculum is designed to ensure pupils revisit and deepen learning over time whilst maintaining ambitious expectations and removing barriers to success through adaptive, relational and trauma-informed practice.

Mixed-Age Curriculum Design at Storyybrook

At Storyybrook, our mixed-age classes are intentionally designed to support both academic progress and pupils' social, emotional and developmental needs. Curriculum design is driven by progression in knowledge, skills and disciplinary understanding, rather than by pupils simply moving through content according to chronological age.

Learning is carefully sequenced through a cyclical model which ensures pupils:

- revisit important knowledge over time
- deepen understanding through increasingly ambitious expectations
- encounter new content rather than repeat previous learning
- apply learning with increasing independence and sophistication
- develop confidence through relational and collaborative learning experiences

Progression is mapped across each cycle to ensure increasing complexity in:

- substantive knowledge
- disciplinary thinking
- vocabulary
- communication
- independence
- application of learning

Pupils demonstrating secure understanding are provided with opportunities for greater depth through increasingly sophisticated vocabulary, independent application, evidence-based reasoning, interpretation and evaluative thinking.

How Reading Progresses at Storyybrook

At Storyybrook, reading progression is carefully planned to ensure pupils develop fluency, comprehension, vocabulary, disciplinary literacy and confidence through increasingly ambitious and meaningful reading experiences. Progression is designed to support pupils with SEMH needs through predictable structures, carefully selected texts, oral rehearsal and explicit teaching whilst maintaining high academic ambition

Phase	Fluency & Oracy	Vocabulary & Comprehension	Disciplinary Reading	Wider Development
KS1 Cycle 1	Develop decoding, oral storytelling, repeated reading and confidence in speaking aloud	Build early vocabulary, sequencing and simple retrieval	Begin reading as historians, scientists and explorers through supported texts	Develop belonging, emotional literacy and enjoyment of reading
KS1 Cycle 2	Increase automaticity, expression and prosody	Develop inference, comparison and discussion	Begin using evidence from texts and information sources	Broaden cultural understanding and independence
LKS2 Cycle 1	Read increasingly complex texts with confidence and expression	Develop explanation, interpretation and retrieval using evidence	Read as historians, scientists and geographers using disciplinary vocabulary	Develop curiosity and wider-world understanding
LKS2 Cycle 2	Adapt pace, tone and expression appropriately for audience and purpose	Strengthen comparison, interpretation, inference and evidence-based discussion	Develop critical disciplinary reading across subjects and use multiple sources	Develop analytical thinking, collaborative discussion and wider-world understanding

UKS2 Cycle 1	Read fluently and thoughtfully with sustained expression	Develop synthesis, evaluation and philosophical discussion	Interpret increasingly complex information, themes and viewpoints	Develop empathy, reflection and critical thinking
UKS2 Cycle 2	Communicate meaning with fluency, confidence and control	Evaluate bias, viewpoint and evidence across increasingly sophisticated texts	Apply disciplinary literacy independently across subjects using evidence and interpretation	Prepare for secondary education, lifelong reading and informed citizenship

By the end of Year 6, pupils at Storyybrook will read fluently, think critically, discuss confidently and use reading as a tool for learning, self-understanding and engagement with the wider world.

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Subject	KS1 Cycle 1	KS1 Cycle 2	LKS2 Cycle 1	LKS2 Cycle 2	UKS2 Cycle 1	UKS2 Cycle 2
English	Early reading, oral storytelling, sentence construction and vocabulary development	Retrieval, inference, wider genre exposure and increasing independence	Explanation, comparison, evidence gathering and disciplinary reading	Critical thinking, discussion and increasingly sophisticated written responses	Interpretation, analysis, viewpoint and philosophical discussion	Bias, evaluation, synthesis and preparation for secondary literacy
Read Write Inc Phonics / Reading Support	Systematic phonics, blending, decoding and early fluency	Continued phonics, fluency and comprehension development	Intervention/continued support where needed	Intervention/continued support where needed	Intervention where appropriate; fluency, comprehension and vocabulary support	Intervention where appropriate; fluency, comprehension and vocabulary support
Mathematics (White Rose)	Number sense, practical mathematics and early problem solving	Developing fluency and mathematical reasoning	Multiplication, fractions, problem solving and mathematical explanation	Increasing reasoning and application across concepts	Mathematical reasoning, problem solving and multi-step application	Independent application, justification and complex reasoning
Science	Seasonal change, plants, animals, materials and observation	Living things, plants, materials and simple investigations	Rocks, states of matter, sound, light, electricity and scientific enquiry	Sound, electricity, environmental relationships, scientific enquiry and evidence-based investigation	Earth and Space, Forces, Materials, Human Biology and scientific reasoning	Evolution & Inheritance, Light & Perception, Electricity & Circuits, scientific reasoning, analysis and evaluation
History	Living memory, significant events and local history	Significant people and historical understanding	Stone Age, Ancient Egypt and chronology	Romans, Anglo-Saxons and Vikings; interpretation and comparison	Ancient Greece, significance and influence on modern society	World War Two, Mayans, interpretation and historical evaluation

Subject	KS1 Cycle 1	KS1 Cycle 2	LKS2 Cycle 1	LKS2 Cycle 2	UKS2 Cycle 1	UKS2 Cycle 2
Geography	Local area, maps and environments	Human and physical features and place comparison	Europe, volcanoes, fieldwork and mapping skills	Rivers, South America and geographical interpretation	UK regions, environmental change and fieldwork	Global change, sustainability, citizenship and human impact
Computing	Digital recording, online safety and algorithms	Programming, digital content and information handling	Computational thinking, programming and digital literacy	Programming, problem solving, digital media and information processing	Digital systems, programming and information handling	Variables, selection, computational thinking, evaluation of digital systems and digital citizenship
Art & Design	Drawing, painting and collage	Sculpture, printing and artistic exploration	Historical and cultural art	Mixed media and artist study	Symbolism, artistic interpretation and technique refinement	Independent style development and creative decision-making
Design & Technology	Structures and simple mechanisms	Food, textiles and mechanical systems	Structures, systems and electrical understanding	Design process, textiles, structures, cooking/nutrition and evaluation	Prototypes, design refinement and innovation	Independent design, problem solving and electrical systems
Music	Listening, singing, rhythm and performance	Composition and musical expression	Listening, performing and composition	Musical interpretation, composition, notation and evaluation	Performance, interpretation and composition	Independent composition, notation and critical reflection
Languages (French)	Exposure through songs, stories and greetings	Exposure through vocabulary and routines	Greetings, phonics and speaking	Sentence construction and grammatical development	Increasing fluency and conversational language	Independent manipulation and application of language
RE	Christianity and world views	Christianity and Judaism	Christianity, reflection and beliefs	Comparative beliefs and traditions	Symbolism, ethics and interpretation	Philosophical discussion and worldview exploration

Subject	KS1 Cycle 1	KS1 Cycle 2	LKS2 Cycle 1	LKS2 Cycle 2	UKS2 Cycle 1	UKS2 Cycle 2
PSHE (HeartSmart)	Relationships, belonging and emotional literacy	Identity, resilience and wider-world understanding	Emotional regulation, wellbeing and responsibility	Healthy choices and social awareness	Identity, emotional literacy and relationships	Decision-making, resilience and preparation for adulthood
PE (Get Set 4 PE)	Movement, coordination and confidence	Teamwork and physical development	Skill development and game understanding	Collaboration and performance	Leadership, tactical understanding and resilience	Independent performance, leadership and healthy lifestyles

Curriculum Progression Across Cycle 2

Curriculum expectations increase through increasingly sophisticated vocabulary, disciplinary thinking, interpretation of evidence, independent application and evaluative thinking. Pupils revisit prior learning whilst developing deeper understanding and preparing for transition into later phases of education.

Languages in KS1

Languages become statutory in KS2. Within KS1, Storyybrook prioritises communication, vocabulary development, phonological awareness and early literacy whilst providing language exposure through songs, stories, greetings and wider cultural experiences.

Storyybrook Working Scientifically Progression Map

Pupils progressively develop the knowledge, skills and behaviours required to think and work as scientists. Scientific enquiry is explicitly taught and revisited across all phases so that pupils increasingly learn how scientific knowledge is developed, tested and applied.

KS1	LKS2	UKS2
Observe closely and ask simple questions	Ask relevant questions and begin planning enquiries	Ask increasingly complex scientific questions
Use simple equipment	Plan fair tests and investigations	Identify variables, select methods and justify approaches
Make observations	Record observations systematically	Record results accurately and systematically
Identify and group	Gather and interpret evidence	Analyse patterns and relationships
Carry out simple tests	Draw simple conclusions	Draw conclusions using evidence
Communicate findings	Explain findings	Evaluate reliability and justify conclusions

Progression journey:

question → predict → investigate → observe → analyse → conclude → justify → evaluate

Storyybrook Disciplinary Knowledge Progression

Subject	KS1	LKS2	UKS2
History	Historians sequence events, identify similarities and differences and begin to talk about the past.	Historians use sources and evidence, compare periods and explain causes and changes over time.	Historians interpret evidence critically, evaluate significance and justify conclusions about the past.
Geography	Geographers observe places and features, identify similarities and differences and describe environments.	Geographers compare environments, use maps and fieldwork and explain relationships between people and places.	Geographers analyse patterns, interpret data and evaluate human and environmental impact.
Science	Scientists observe, identify, describe and ask simple questions about the world around them.	Scientists investigate, predict, identify patterns and explain findings using evidence.	Scientists analyse evidence, justify conclusions and evaluate reliability and effectiveness.
Art	Artists explore materials, techniques and ideas and describe choices.	Artists experiment, refine techniques and explain creative decisions.	Artists evaluate, adapt and justify artistic choices and influences.
Design Technology	Designers explore materials and create simple products for a purpose.	Designers plan, create and improve products using feedback and testing.	Designers evaluate effectiveness, refine solutions and justify design decisions.
RE	Pupils recognise beliefs, celebrations and important stories and ask simple questions.	Pupils compare beliefs and traditions and explain meaning respectfully.	Pupils interpret viewpoints, reflect on beliefs and justify responses using evidence and discussion.

Subject	KS1	LKS2	UKS2
English (Reading)	Readers predict, discuss, retrieve information and respond to texts.	Readers infer, explain ideas and justify opinions using evidence from texts.	Readers evaluate author choices, compare perspectives and justify interpretations.
English (Writing)	Writers compose simple ideas and communicate meaning through words and sentences.	Writers organise, develop and explain ideas using increasingly sophisticated language choices.	Writers adapt style, justify choices and communicate ideas effectively for different audiences and purposes.
Mathematics	Mathematicians identify patterns, represent ideas and explain simple reasoning.	Mathematicians solve problems, identify relationships and justify methods.	Mathematicians reason systematically, evaluate strategies and justify conclusions.
Computing	Digital learners use technology purposefully and safely.	Digital learners select tools, organise information and solve simple problems.	Digital learners evaluate systems, create solutions and explain choices safely and responsibly.
Personal Development & Learning	Pupils recognise feelings, communicate needs and participate positively.	Pupils reflect on choices, relationships and behaviour and develop self-awareness.	Pupils evaluate decisions, apply strategies and demonstrate increasing independence and resilience.

Pupils move from acquiring knowledge and recognising key concepts in KS1, towards investigating, comparing and explaining in LKS2, before interpreting, evaluating and independently applying knowledge in increasingly sophisticated ways within UKS2.