



Matford Brook Academy

Curriculum Overview 2025-26



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1. Our curriculum vision at Matford Brook Academy

At Matford Brook Academy, we have the highest of aspirations for our pupils. We want every child to have the opportunity to proceed to University or another aspirational equivalent. Our curriculum is the foundation for this, one which is unashamedly academic, broad and balanced and introduces them to the very best that has been thought, said, crafted, played and debated.

Our curriculum by phase

Early Years:

The EYFS are crucially important, forming as they do the foundation for children's future in all areas of their development. This is the heart of our vision as a school: their experience as two, three and four-year old's in our Nursery, Preschool and Reception shapes their ongoing educational experience.

We describe Early Years at Matford Brook Academy as **Chapter One** of our all-through school, the beginning of 'writing our story'.

We are committed to an exceptional, high quality experience with the most highly qualified people working with our youngest children. We will invest in ongoing professional development that ensures that our provision at Matford Brook Academy supports every child to have the strongest foundation for progressing within school.

We are committed to the following in Chapter One:

- A broad and balanced curriculum to give children a range of knowledge and skills needed for great progress through school and life;
- Quality and consistency in teaching and learning so that no child gets left behind;
- Close, proactive relationships between staff and with parents/carers, including home visits before they start in Nursery/Preschool or Reception;
- Every child supported and included.

Our children in EYFS have a purpose-built, state of the art space with bespoke classrooms for Nursery, Preschool and Reception.

Children in these classes follow our EYFS curriculum, which gives children a broad range of knowledge and skills that provide the right foundations for good future progress through school and life. Our curriculum is language rich and each of our topics uses inspiring stories and nursery rhymes to underpin the learning that will take place. Children learn and hone new skills and knowledge and demonstrate their understanding through seven areas of learning and development.

We place particular emphasis on reading and oracy: we want every child to be enthusiastic, confident and expressive readers and speakers to continue through their school career.

Our phonics is taught using the *Little Wandle Letters & Sounds* programme.

Primary phase

In Primary, we invest in:

- A broad, balanced and enriched curriculum offer throughout with subjects taught both discretely (i.e. History, Geography) and with carefully interwoven sequencing so that our subjects connect wherever possible
- Significant time in reading, writing and mathematics to ensure every child attains the level required to progress with strength across the curriculum
- Significant allocation for learning Spanish so that every child has the opportunity to learn another language
- Significant, sustained allocation for RE and PSHE – our ‘MBAcc’ or Matford Brook Baccalaureate – reflecting our dedication to SMSC, British Values and children’s personal development

As children progress through the primary phase, they will receive teaching from subject specialists and in specialist classroom settings. This is one of the unique and exciting elements of joining an all-through school! For example, Science from Year 5 upwards will take place in fully equipped Science laboratories, Spanish will be taught by a subject expert and annual performances will be held in our state-of-the-art theatre space.

Secondary phase:

At Secondary, we invest in:

- A broad, balanced and enriched curriculum offer throughout KS3
- Significant English, Maths & Science allocations to secure core knowledge at the entry point
- Significant allocation for Spanish as every child’s right to learn a language
- Our Discovery programme (a selection of different enrichment opportunities built into the main curriculum)
- Significant, sustained allocation for RE and PSHE – our ‘MBAcc’ or Matford Brook Baccalaureate– reflecting our dedication to SMSC, British Values and children’s personal development

When our inaugural cohort reaches Year 9 they will start to study KS4 courses in their subjects and continue to study a broad curriculum before selecting their GCSE Option subjects in January for a Year 10 start. We will work with our pupils to ensure that their Option choices are reflective of the ambitious and academic curriculum we aspire to for every child.

Our school day is designed to include specific sessions for reading for pleasure and reflection. Our *Prologue* session to begin the day is dedicated to ensuring that pupils are

prepared for the day ahead. We have our Canon reading session on Friday afternoons where pupils rejoin their tutor teams to share the joys of reading a selected, thought-provoking age-appropriate text. This session is aimed at improving fluency and as well as promoting a life-long love for reading.

Within our curriculum we also offer sustained allocation for RE, PSHE and Personal Development- our MBAcc- reflecting on our dedication to SMSC, British Values and personal development.

2. Curriculum structure- Cycles overview

An academic year at Matford Brook is split into three 12-week cycles of learning. Each 12-week cycle is split into one context setting lesson, 10 weeks of teaching, one week of assessment and a week of reflection, feedback and embedding of learning.

Lesson 1: Context lesson

During this lesson pupils will look at 'Why this? Why now?' Students will gain an understanding of the key threshold concepts that will be covered within the cycle and be

able to articulate how these link to prior learning. Teachers and pupils will examine the cross-curricular links in the cycle of learning and which skills will need to be drawn upon. The context lesson will also make links to British Values and the links to learning within this subject and cycle of learning. Students will also receive pre-teaching of tier 2 and 3 vocabulary to support their learning this cycle.

Weeks 1-10

During the first 10 weeks of the cycle, pupils will learn key threshold concepts which will build upon prior learning. All Lessons will provide opportunity for:

- independent practice
- retrieval practical
- oracy opportunities
- exposure and explicit teaching of tier 2 and 3 vocabulary
- literacy and reading tasks

Mid-cycle assessments within the 10 weeks will provide opportunity formative feedback for pupils and allow for correction of misconceptions. Enrich and embed lessons in addition to mid-cycle assessments will also provide an opportunity for pupils to deepen and consolidate their learning.

Week 11: Assessment week

At Matford Brook academy we are passionate about developing pupils with the skills to become independent and resilient learners. During assessment week, pupils will sit formative assessments in all their subjects, in the lessons prior to testing, pupils will be explicitly taught revision techniques such as Cornell notes, concept mapping and 'look, cover, write, check' to prepare them. Assessments are designed for pupils to:

- recall and apply key threshold concepts
- develop resilience and stamina and pride in their learning

Our SEND students receive targeted support throughout the week ensuring that they achieve as they are capable of and in line with their peers.

Week 12: Purple pen week

'Purple pen week' is the opportunity for staff to address any misconceptions in pupils' knowledge. Students will have the chance to improve on answers using explicit and personalized feedback. Within this week, pupils will learn about the importance of feedback. During 'purple pen week' pupils will also be guided on improving on specific literacy targets.

3. Secondary Phase Curriculum allocation

In Chapters 3 & 4 we invest in the following curriculum hours over a 2-week period:

English	8
Mathematics	8
Science	8
History	3

Geography	3
Spanish	5
Sports, Health & Nutrition	6
Computing	3
Art	2
Music	2
Drama	2
MBAcc (RE & PSHE)	3

4. Curriculum implementation

Booklets

At Matford Brook Academy we implement a booklet-led curriculum. We know that booklets are a brilliant tool for developing an ambitious, knowledge-rich curriculum. We believe that booklets provide seamless transitions in lessons to ensure that every minute of learning counts. Booklets allow for clear sequencing of learning that is visible to both students and staff as well as ensuring subject expertise is consistent and of a high standard in all subjects.

Booklets reduce pupils' cognitive load by minimising the extraneous load placed on the working memory caused by attention-splitting so that pupils are able to commit new concepts to their long-term memory.

Booklets allow for our teachers to carefully consider their 'planning for all' in which teachers are able to focus on the pedagogy and actions that take place in the lesson to

ensure the content is successfully absorbed by our learners. Booklets have the added benefit that our teachers can focus on carefully planning adaptive teaching for our pupils with SEND or who are disadvantaged to ensure they can access the learning.

To ensure that booklets are accessible to all of our pupils, every booklet includes the following consistencies:

- **Topic overview** so that pupils understand how their learning fits into a sequence of lessons over time, as well as how it links to prior and previous learning.
- **Cultural context** so that pupils are able to identify how British Values, protected characteristics and school values will be explored in each cycle of learning.
- Learning intentions for each lesson so that pupils understand the purpose of the lesson.
- **Learning objectives** for each lesson, so that pupils and teachers know, understand and be able to do by the end of the lesson.
- **'Do Now's'** so that pupils start the lesson with independent practice in silence working through retrieval questions based on prior learning and key content.
- **Tier 3 vocabulary** so that pupils are able to apply vocabulary effectively to enrich both their written and verbal responses.
- **Literacy codes** so that teachers are able to provide consistent and regular feedback to literacy across all subjects and pupils can respond to these.
- **SHAPE and oracy sentence starters** so that pupils have scaffolding to support their development and confidence in using full, coherent sentences when speaking.
- **Independent practice opportunities** so that pupils are able to practice applying and embedding the skills or concepts from the lesson.
- **Reading opportunities** so that pupils are given the exposure to literacy within a subject specific domain.

5. Wider opportunities

At Matford Brook Academy we passionately believe that every child should have the opportunity to participate in sessions that take them beyond their known experiences. These sessions intend to develop pupils who are kind, respectful and socially aware.

In order to implement this vision, we dedicate 1 hour of our curriculum to Discovery sessions. These high quality, enriching sessions are led by staff and are in addition to extra-curricular opportunities also available for all pupils regardless of background.

Examples of Discovery sessions offered over previous years have included:

- Chess club
- Arabic
- Outdoor Education
- Olympic Weightlifting
- Introduction to GCSE Art
- Strength and Conditioning
- Slam Poetry
- Australian Rules

- Comedy club

At Matford Brook Academy we provide 'Super-curricular' every half-term. Super-curricular sessions are an elevation and extension of the core curriculum. Super-curricular may take place in various forms with a different foci per session, pupils may encounter professionals within that subject field, experience external visits or develop their knowledge of careers within that discipline. This is part of our wider personal development offer built into the curriculum at Matford Brook Academy.