



HOLBROOK ROUTINES

2025— 2026

INTRODUCTION

Our **Intent** is for all children at Holbrook to:

At Holbrook we seek to provide exciting learning opportunities for children to foster enthusiasm for learning. We believe that the curriculum should help children to experience 'life in all its fullness' (John 10:10) so our thematic curriculum includes regular opportunities for enrichment including visits, theatre trips, visitors into school and outdoor learning in our wonderful setting. We aim for a curriculum which is broad and rich to help children find their talents and passions. We have designed and personalised our curriculum to ensure that all children leave us with a wide foundation of knowledge, the necessary skills to be successful, lifelong learners and a passionate curiosity about the world around them. A focus on 'cultural capital' in every subject area helps us to ensure that children experience the best of what has been thought, said, achieved or created.

In order to support children to 'live life in all its fullness', our curriculum is underpinned by some key drivers:

Success for all: we are committed to academic excellence, using the endpoints of the national curriculum to aim high. We support all pupils, particularly those with special educational needs, or who are from disadvantaged backgrounds to make rapid progress and to be successful in their learning

Ready for the future: as well as academic achievement, we look at opportunities in the curriculum to prepare children for their future. Careers education, an emphasis on oracy, a focus on exploration of the world's issues and challenges, and threads of diversity and inclusion all run through our carefully planned curriculum, so that children go into the world aspirational and ready to make contributions to their communities.

Life-long, curious living and learning: through our curriculum we help children to become self-motivated, independent learners. We provide learning experiences which are exciting, enriching and challenging, and which expose children to the best of the cultures of the world.

Our **Implementation** through routines:

Our routines have been carefully designed, developed and adapted in order to distil them in to their key components and provide a clearly recognisable, research-based and context-specific structure to our lessons and learning sequences.

Each routine provides a basic outline for building and enhancing learning in their specific subject areas whilst also enabling flexibility to allow teachers to continue to adapt lessons to their own strengths as well as their children's unique needs each year.

By using simple, clear symbols, children are consistently reminded of their progress through a lesson and a subject whilst also having the expectations for independence and effort subtly and regularly reinforced during their learning.

Furthermore, these routines provide consistency across all classes which enables smooth transitions between year groups (including those split across classes) and a clear framework for analysing and improving the effectiveness of the different stages within our lessons.

Our aim is for every class to use consistent routines for their learning with recognisable, visual symbols which enable children to be aware of and understand the entire process of engaging with new content. In most lessons, the symbol for the stage of the process that the children have reached is displayed or referenced in order to support this.

Through using our routines, we aim to maximise pupil learning in lessons and sequences of lessons; support children in developing their independence and passion for learning; provide a framework for analysing lessons to support the continual professional development of all staff; and create a viable, research-based and context-specific approach of learning to meet the needs of all our pupils.

Thank you for reading this. To see examples of our amazing work, please get in touch to visit our school or take a look at our amazing website.

Mrs Wright



HOLBROOK KSI WRITING ROUTINE

How to become an author

IMMERSE



Read and explore a high quality example of the genre to identify effective features and language. This could involve mapping the modelled text. Create a toolkit for success.

SHARE



Shared writing: improve your vocabulary, grammar, punctuation and spelling with whole class or group shared writing, improving techniques together.

PLAN



Identify the key points or events that you want to include in your writing. Box up your plan so that your events or points are in a sensible order.

DRAFT



Write your first draft focusing on your ideas, content and the joy of writing. Underline words you would like to check the spelling of with dots.

EDIT



Read your writing out loud. Check your Capital Letters, Full Stops and Spellings. Correct any mistakes with a purple pen.

PUBLISH



Create a high quality, neatly presented piece of writing that is for an audience.



HOLBROOK KS2 WRITING ROUTINE

How to become an author

IMMERSE



Read and explore model texts and high quality examples of the genre to identify effective features and language. Create a toolkit for success.

SHARE



Shared writing improve your vocabulary, grammar, punctuation and spelling with whole class or group shared writing, improving techniques together.

PLAN



Identify the key points or events that you want to include in your writing. Develop a structure for your writing so that events or information are organised in a clear, logical order.

DRAFT



Write your first draft focusing on your ideas, content and the joy of writing. Underline words you would like to improve later with a straight line and underline words you would like to check the spelling of with dots.

EDIT



Read your writing out loud with a partner. Check your draft carefully for spelling and grammar errors and use a range of resources to correct any mistakes using a purple pen. Ensure your writing 'flows' and fits together appropriately. Use grammatical features to improve cohesion, if necessary.

PUBLISH



Create a high quality, attractively presented piece of writing that is at an appropriate standard for an audience. At the publishing stage, handwriting takes a higher priority as this is the version that will be shared with an audience.



HOLBROOK READING ROUTINE

PREPARE



Before we start, we prepare for reading. This might be just a few moments, or it might be an extended piece of teaching. We prepare by exploring the necessary vocabulary and knowledge that is required in order to successfully understand and engage with the text.

READ



First, we have an engaging encounter with the text itself, either listening to it or reading it for ourselves. With each text, we try to identify a small extract to read repeatedly to enhance our fluency skills. We use a range of reading strategies including choral reading, echo reading, paired reading, silent reading and more. We use Super Seven strategies to be active readers and develop our oracy skills.

REACT



We react to our reading. This might be just a few moments, or it might be a more extended activity. What links can we make with the world, other texts and ourselves? Do we like it? Can we say why or why not?

GUIDED PRACTICE



Next, we begin to develop our comprehension skills together. We focus on one or more VIPERS and our teacher guides us through answering the questions. We work together until we feel confident.

INDEPENDENT PRACTICE



Now that we feel confident, we independently study and explore the text using the VIPERS skills we rehearsed together during the guided practice. We dig deep into the text and explore it for meaning.



HOLBROOK MATHS ROUTINE

FLASHBACK



Before we start, we recap prior learning to recall key facts and skills. This may be recorded in books, on whiteboards or done verbally or practically.

FLUENCY



Next, we practice our arithmetic fluency skills using quick recall. This is recorded in books from year 2 upwards, and Year 1 from the Summer term. Year 1 practice fluency through quick recall of arithmetic skills verbally and practically.

EXPLORE



We explore new concepts or mathematical skills using real world examples. This section uses the White Rose Maths characters the children are familiar with, and allows for misconceptions to be addressed.

GUIDED PRACTICE



Next, we practice the skills we have explored in a guided method using manipulatives and modelling

INDEPENDENT PRACTICE



Now that we feel confident, we independently solve problems and calculations using our skills. This may be recorded straight into books, workbooks or completed practically and recorded through the use of photographs.

NOTE: The Explore>guided practice>independent practice may be repeated multiple times in one lesson, or only be used once depending on the small step/needs of the cohort.



HOLBROOK ART ROUTINE

How to become an incredible artist!

IMMERSE



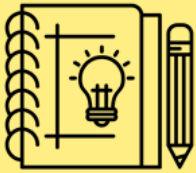
At the start of each unit, we 'immerse' ourselves in a key artist. We explore their history, the time period, the techniques they used and key pieces that they created. We make links between our current artist and any artists we have made before or experiences we have had.

DEVELOP



During the 'develop' stage, we focus on the key skills that we are going to use to create our own artwork. We explore the skills separately and explore different techniques to develop our expertise. We look back at times we have used these skills before to make links in our learning and to allow us to improve in the future. We use our sketchbooks to develop our ideas.

PLAN



During the 'planning' stage, we combined the skills that we have been developing to explore different compositions and to examine how our skills combine to create artwork. We use our sketchbooks again to develop our ideas even further.

CREATE



Next, we 'create' our artwork. We use all the skills and knowledge we have built so far to follow our plan and to create our final piece.

CRITIQUE



Finally, we 'critique' our art. We '*speak like an artist*' to review our work and consider what techniques we used, what went well, what we would improve and what impact our artwork has.



HOLBROOK DT ROUTINE

How to become a brilliant designer!

IMMERSE



At the start of each unit, we 'immerse' ourselves in products and design. We explore what is already 'on the market' and techniques that previous designers and makers have used. We look back at our prior learning to make links and improve.

DECIDE



During our 'decide' stage, we create a **design specification**. We decide what product we will make, who the intend user is and what purpose the product is for. We may carry out research to find out what people want and why.

DEVELOP



During the 'develop' stage, we focus on the key skills that we are going to use to create our own products. We explore the skills separately and explore different techniques to develop our expertise. We look back at times we have used these skills before to make links in our learning and to allow us to improve in the future.

DESIGN



Next, we 'design' our product. We create detailed drawings of our products as well as step by step plans on how it will be made. We consider our product specification to make sure our design is fit for purpose.

MAKE



Next, we 'make' our products. We use all the skills and knowledge we have built so far to follow our plan and to create our final products.

EVALUATE



Finally, we 'evaluate' our products against our design specification. We '*speak like designers*' to review our products and consider what techniques we used, what went well and what we could do to improve.



HOLBROOK TOPIC ROUTINE

LEARNING JOURNEY



At the beginning of every topic lesson, we share our learning journey. This allows us to see our **Red Letter Learning** for the topic, in order to understand our overall aims, and to see the small steps we are taking to get there. This We discuss what we have done already, what we will learn next and why.

LOOK BACK MOVE FORWARDS



We begin every lesson with a small recap—through teacher input, quizzes and other methods—to assess and ensure our knowledge is retained. We call it: **Look Back, Move Forwards**

DISCUSS



The main learning is introduced through teacher-led input and discussion. The teacher's expert knowledge is shared and we have the opportunity to ask questions, and to be asked questions, in order to monitor and modify our understanding and ensure they are ready to apply their learning in a carefully selected task.

GUIDED PRACTICE



Our activities are carefully modelled, guided or led by the teacher in order to provide scaffolding for us to apply and explore new learning together. Guided tasks allow the lesson to be changed in action to meet our individual needs and to identify who may not be ready to deepen their learning independently (yet!).

INDEPENDENT PRACTICE



Many lessons will include more open-ended activities where we have the opportunity to explore our learning independently. This ensures there is no limit in our lessons and that there are always opportunities for us to be stretched or to "dig deeper" into a topic.

REFLECT



At the end of the lesson, we have a plenary where we recap and assess our learning. We use our learning ladders for this. We look forwards to the next lesson at what we will be learning next and why.



HOLBROOK SCIENCE ROUTINE

LEARNING JOURNEY



At the beginning of every Science lesson, we share our learning journey using lesson starters. This allows us to see our **Red Letter Learning** for the topic, in order to understand our overall aims, and to see the small steps we are taking to get there. We look at which Scientific area we will be investigating and how this links to the real-world. We use a 5E model.

LOOK BACK MOVE FORWARDS



We begin every lesson with a small recap—through teacher input, quizzes and other methods—to assess and ensure our knowledge is retained. We call it: **Look Back, Move Forwards**. **WE will recap red letter knowledge from a previous lesson.**

ENGAGE



The main learning is introduced through teacher-led input and questions; expert knowledge is shared and children have the opportunity to use **DEVELOPING EXPERTS** information slides to engage and learn new **rocket words**. Children will be asked questions in order to monitor and modify understanding and ensure they are ready to apply their learning in a carefully selected task.

EXPLORE



Our activities are carefully modelled, guided or led by the teacher in order to provide scaffolding for us to apply and explore new learning together. A lab investigation or hands-on activities are usually introduced in this phase as students attempt to investigate a problem. Conflicting ideas, questions, and confusion are common and help students identify what they need to know before new terms or concepts are introduced in the Explain phase.

EXPLAIN



With the teacher's guidance, students explain the concepts they explored in the previous phase and demonstrate their understanding of the new terms that were introduced. Depending on the topic and key stage, teacher-led instruction might be necessary to address any confusion and questions that came up in the Explore phase. Questions can make learning more meaningful, interactive, and participatory.

ELABORATE



Many lessons will include more open-ended activities where we have the opportunity to explore our learning independently. This ensures there is no limit in our lessons and that there are always opportunities for us to be stretched or to **"dig deeper"** into a topic. Students apply their knowledge to new experiences, experiments and investigations. They extend their conceptual understanding as they solve a problem in a new context before evaluation in the last phase of the 5E model.

EVALUATE



At the end of the lesson, we have a plenary where we recap and assess our learning. We use our learning ladders for this. Students evaluate their learning and demonstrate their understanding and mastery of key concepts. Evaluation doesn't have to be limited to a quiz or test. It can be a product such as a presentation, a poster or discussion. We look forwards to the next lesson at what we will be learning next and why.



HOLBROOK PE ROUTINE

LEARNING JOURNEY



At the beginning of every PE lesson, we share our learning journey using lesson starters. This allows us to see our **Red Letter Learning** for the topic, in order to understand our overall aims. We look at the steps to achieve our objectives.

LOOK BACK MOVE FORWARDS



We begin the lesson with a small recap—through teacher input, quizzes and other methods—to assess and ensure our knowledge is retained. We call it: **Look Back, Move Forwards**. **WE will recap red letter knowledge from a previous lesson. This is important in PE as we think about the skills needed to progress and also prevent any injury.**

DISCUSS



The main learning is introduced through teacher-led input and questions; expert knowledge is shared sometimes children have the opportunity to show their own skills in a specific sporting area. Children will be asked questions in order to monitor and modify understanding and ensure they are ready to apply their learning in a carefully selected task.

SKILLS



Our activities are carefully modelled, guided or led by the teacher in order to provide scaffolding for us to apply and explore new learning together.

- Locomotor Skills – for example running and jumping
- Stability Skills – for example twisting and balancing
- Manipulation Skills – such as throwing and catching

COMPETE



We are now at the stage of applying the skills we have developed into a more competitive role. We understand the principles of fair play, supporting our peers and recognising how important it is to acknowledge and respect those we compete against.

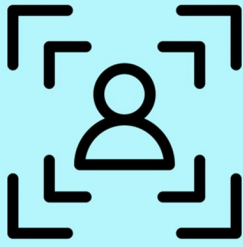
EVALUATE



At the end of the lesson, we have a plenary where we recap and assess our learning. We use our learning ladders for this. Students evaluate their learning and demonstrate their understanding and mastery of key concepts. Here children can demonstrate their understanding of skills as well as acknowledge the abilities of their peers and how this will help their own progress.



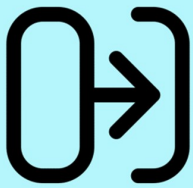
HOLBROOK MINDFUL MOMENTS



Some Mindful Moments are selected to support us in nurturing our focus and concentration. This may be by focussing our concentration internally on how we are feeling mentally or physically, or, they may be short activities and challenges, unrelated to the curriculum, which allow us a risk-free moment to develop our concentration skills.



At certain points in a day, any person can need a moment to re-centre themselves and calm both their mind and body down. These activities have been selected for the times when our cups are a little too full and we need a moment to decompress and settle ourselves.



Transitions between break times, dinner times and lessons can always be a point of potential haste in the day where everyone is rushing to get ready for the next session. These activities have been selected to engage us in a calm, meaningful activity which both allows a brain break from the mental load of learning and a moment of focussed calm to ready our minds for the next lesson.



In the same way that we all need moments of calm during a day, we also need moments of activity and movement to energise our minds and bodies. These activities have been selected as controlled moments for us to shake ourselves up, wake ourselves up and fill up our cups when they are beginning to run low.



A lot can happen in a single day for a child at school. Organising and understanding this information takes patience, skill and a high level of cognitive energy. These activities provide scaffolded ways of reflecting on our day, our week, our term or even our feelings in the current moment as well as developing our spirituality. They are intended to support us in leaving school each

