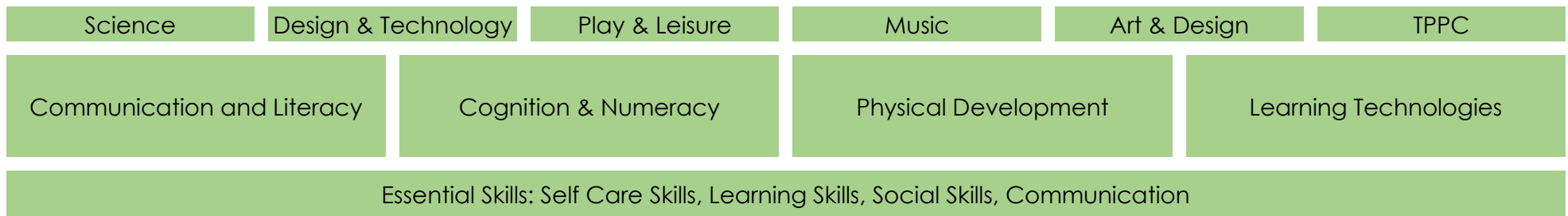


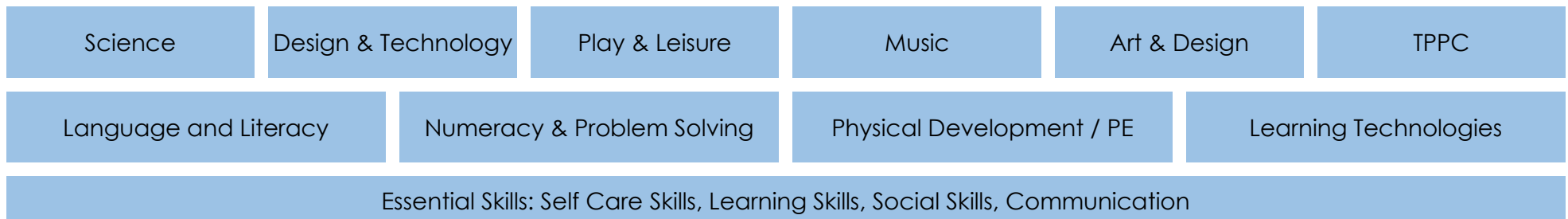
Children working at Early Development and Emergent Concept levels

Core learning is derived from the Footsteps and Stepping Out progression frameworks and assessments. Curriculum coverage outlined below provides the key strands of each subject and contexts and opportunities for learners working at these levels to practice their core learning through rich and broad experiences related to a subject. Key strands within each subject are mapped out over an annual cycle, providing opportunities to revisit the fundamental elements of these.



Children working at Basic Concept and Applying Knowledge levels

Curriculum coverage outlined above provides the focus areas of each subject, mapped across the school year. Each subject and focus area is broken down into units taught on a 3-year cycle in the primary phase and a 2-year cycle in the secondary phase. Subject specific learning is derived from the programme of study for each subject, which provides a progression framework, unit maps for each, both of which ensure well-sequenced learning.



Curriculum Overview: Early Development and Emergent Concept

| | AUTUMN | | SPRING | | SUMMER | |
|--------------------------------|---|----------------------------|---------------------|--------------------------------------|--|-----------------------------|
| Art & Design | Media | Art appreciation | Expressing myself | Artist appreciation | What happens if I? | Recreating styles |
| Design & Technology | Experience, Investigate, Make | | | | | |
| Learning Technologies | Controlling machines | How do I control it? | Creative technology | What can I find out? | Technology to help me live | Technology to help me learn |
| Music | Listening to sounds | Responding to sounds | Making sounds | Experimenting with sounds | Music appreciation | Sequencing sounds |
| Play and Leisure | Motor and physical play | Exploring and sensory play | Social play | Exploring and sensory play | Motor and physical play | Social play |
| Physical Education | Body awareness | Flexibility | Balance and control | Supported movement experiences | Body part focus | Strength and refinement |
| Science | Materials and their properties | | Physical processes | | Life processes, living things and their environments | |
| RHE and RSHE | Learning takes place through a range of self-care and personalised discreet learning opportunities across the curriculum with a focus on body awareness | | | | | |
| Time, People, Places & Culture | Artefacts, objects, and experiences | My community | Culture | Me, where I am and what is around me | Sequencing and the passing of time | Natural and human world |

Curriculum Overview: Basic Concept and Applying Knowledge

| | AUTUMN | | SPRING | | SUMMER | |
|--|---|--|---|-----------------------------------|--|--|
| Art & Design | Experimentation | Society | Culture | Artists | Creativity | Style |
| Design & Technology | Investigating, designing, making, evaluating, using tools and equipment | | | | | |
| Learning Technologies | Access to learning | Access skills | Online safety | Digital literacy | Computer science | Creative technology |
| Music | Dynamics | Tempo | Use of instruments | Timbre and texture | Duration | Pitch |
| Play and Leisure | Building and construction | Exploring and sensory play | Imagining | Social Play | Moving and physical play | Team games |
| Physical Education | Gymnastics | Dance | Strengthening & conditioning | Movement and ball skills | Athletics | Moving with others |
| Science | Materials and their properties | | Physical processes | | Life processes, living things and their environments | |
| Relationships and Health Education (Primary) | Caring, Respectful friendships and relationships | Families and people who care for me | Being safe | Looking after our changing bodies | Health and prevention, Physical health, and Fitness, Basic first aid | Mental health and wellbeing Drugs and alcohol |
| Relationships, sex, and Health Education (Secondary) | Safe and consensual relationships | people I care for and my sexual health | Being safe in the world and through digital media | Looking after our changing bodies | Health and prevention, Physical health, and Fitness, Basic first aid | Mental health and wellbeing Drugs and alcohol |
| Time, People, Places & Culture | Representation of the past | My community | Culture | Place knowledge | Significant people | Natural and human world |

Further information about learning

| | |
|--|--|
| Units of study and progression frameworks | <p>Units of study provide the detail about key concepts, vocabulary and learning that should be taught, written by subject specialists. The progression frameworks for each subject define key learning goals at Basic Concept and Applying Knowledge levels. Progression is planned for and secured by using this to identify prior achievement and plan for next steps, so that each time a child revisits a strand of the curriculum, they have opportunities to refine or learn new skills, acquire new knowledge and deepen their understanding.</p> |
| Essential skills | <p>Essential skills promote independence and learning. They are divided into four key areas: Communication, Learning Skills, Social Skills and Self-Help Skills. These areas are planned for and taught discretely as well as integrated into daily routines.</p> |
| Approaches to reading | <p>Reading and comprehension is taught through a top down approach to help children develop comprehension and the overall meaning of texts. Structured comprehension methods and visual supports are used to encourage whole word recognition as well as an understanding of language and text. A love of reading is promoted throughout the school by high quality text and genres to develop children's curiosity and interest and promote symbolic and imaginative thinking. Phonics is taught alongside word recognition if a child's working memory capacity and understanding supports it.</p> |
| Approaches to numeracy | <p>The teaching of Numeracy is influenced by the work of Haylock and Cockburn. This approach draws together symbols, language, imagery and concrete experiences in maths in order to create a solid foundation of mathematical knowledge.</p> |
| Accredited learning at KS4 | <p>AQA unit awards are used to accredit children's achievements in areas they show strengths and interests. Units are written and record the achievement of children chosen from the areas of creative, life skills, physical and citizenship and PHSE. The units offer learners the opportunity to have their achievements formally recognised with a certificate.</p> |

| 2020-21 | | 2021-22 | | 2022-23 | | 2023-24 | | 2025-26 | | 2026-27 | |
|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|
| Year A | Year D | Year B | Year E | Year C | Year D | Year A | Year E | Year B | Year D | Year C | Year E |

Year A Primary: Units by subject and term

| | AUTUMN | | SPRING | | SUMMER | |
|--------------------------------|--------------------------|---------------------------------|-----------------------|--------------------------|----------------------------------|---------------------|
| Art & Design | Mark making | Urban | A family portrait | Judith Scott | Colour | Collage |
| Design & Technology | Will it fall down? | | Make it move | | Can you eat it? | |
| Learning Technologies | World of words | Personalised skills progression | Digital tunes | I can make things happen | Share it? | Finding things out |
| Music | Beat it | Move to the beat | Copy me | Blues explosion | Come hear me play | Sound detectives |
| Play and Leisure | Big, small, long, short | How can I get this in and out | Performing & audience | Share and take a turn | Playground games | Hide and seek |
| Physical Education | Make a shape | Find your groove | Flex for yoga | Move It | Ready, steady, go | Find your position |
| Science | Everyday materials | Changes | A world in motion | Sound | Living things and their habitats | Seasonal change |
| Sex & Relationships Education | Do you want to play? | We are family | Who you gonna call? | My body | Fuel for my body | What makes me happy |
| Time, People, Places & Culture | Stone, bronze & iron age | My community network | Families | In and outside | People around me | Weather |

Year B Primary: Units by subject and term

| | AUTUMN | | SPRING | | SUMMER | |
|--------------------------------|--------------------------------|---------------------------------|-------------------------------------|------------------------|--------------------------|------------------------|
| Art & Design | Mosaics | Cityscapes | Our community | Greta McMillan | Patterns | Installation art |
| Design & Technology | How can I make It work? | | Ready, steady, cook | | Don't crack the egg! | |
| Learning Technologies | Numberologists | Personalised skills progression | Draw, paint, print | Move it | What can you see? | How do I make it work? |
| Music | Blow, bang, pluck | Percussive power | It's oh so quiet | Play me a symphony | Can you play what I play | Five notes |
| Play and Leisure | Build it up knock it down | Cause and effect | Let's dress up | Build a story together | Chase | Be a team |
| Physical Education | I am fluid, I am agile | Moving together | Body, balance, Pilates | Shoot to score | Run, jump or throw | Duck and dive |
| Science | Metals and non -metals / rocks | States of matter | Light and colour | Forces | Animals | Plants |
| Sex & Relationships Education | What do you like to do? | Circle of trust | The green cross code | Let's talk PANTS | What do you like to do? | Circle of trust |
| Time, People, Places & Culture | Ancient civilisations | Living in London | Communities: their beliefs & values | Places people live | Important people | Water & land |

Year C Primary: Units by subject and term

| | AUTUMN | | SPRING | | SUMMER | |
|--------------------------------|-----------------------------|---------------------------------|------------------------------|-----------------|-----------------------------|-------------------------------|
| Art & Design | Sculpture | Street art | Across the world | Frank Bowling | Mixing and blending | Pop art |
| Design & Technology | Sew stitch, glue and fasten | | Design, make, play | | Breakfast, lunch or dinner? | |
| Learning Technologies | Media masters | Personalised skills progression | Capture, edit, publish | Programme it | Public or private? | Save it |
| Music | Ensemble | Follow me! | Raise the roof | All our voices | Long, short | High low |
| Play and Leisure | Fix it & fasten it | Trial and error | Play out a story | Group games | Physical challenge | Tournaments |
| Physical Education | Move and freeze | Follow me, follow you | Zumba | Pass to me | Over, under, accelerate | Duck and dive |
| Science | Materials | Mass and density | Electricity | Magnetism | Humans | In the garden |
| Sex & Relationships Education | A good friend is... | Modern families | Are you who you say you are? | Growing up | Stop, this is an emergency! | Taking care of myself (drugs) |
| Time, People, Places & Culture | Kings & queens | Communities in the UK | Cultures and diversity | Comparing lives | People change the world | Environmental |

Year D Secondary: Units by subject and term

| | AUTUMN | | SPRING | | SUMMER | |
|--------------------------------|----------------------------------|---------------------------------|-----------------------------|-----------------------|----------------------------|-------------------------|
| Art & Design | Merge and build | Sketch book | This is me | Pete Eckert | Monochrome | Ancient art |
| Design & Technology | Build a raft | | Yeast, flour, water and...? | | How high can it go? | |
| Learning Technologies | Technology to help me live | Personalised skills progression | Mix DJ | Coding | Keep me safe | The world of technology |
| Music | Jam band | BPM | Pianissimo fortissimo | A piece of many parts | Start and stop | The pentatonics |
| Play and Leisure | The right tool for the right job | How does it work | Try something new | Out with my friends | Keeping fit & feeling good | Games with rules |
| Physical Education | Gymnastic routines | Aiming high, reaching low | HIIT | Find your position | Height, speed, direction | Playing by the rules |
| Science | Amazing materials | Can you build with this? | Feeling pressure | Energy | Classification | Plants and growing |
| Sex & Relationships Education | Consent | Sexual health | The world and I | Behind closed doors | Eat a balanced diet | Taking the time |
| Time, People, Places & Culture | Maritime travel and Trade | Local Lives | Understanding my culture | Rural and urban | People change the world | Climate change |

Year E Secondary: Units by subject and term

| | AUTUMN | | SPRING | | SUMMER | |
|--------------------------------|-----------------------------|---------------------------------|---------------------------|---------------------------|---------------------------|------------------------|
| Art & Design | Photography | collaboration | Expression | Tommy Hollenstein | Light | Earth art |
| Design & Technology | Hammer, nail, screw and saw | | Fix a problem | | Tingle your taste buds | |
| Learning Technologies | Technology to help me learn | Personalised skills progression | Lights, camera action | Make it work (de-bugging) | Publish? | Technology at home |
| Music | Solo | Reggae, jazz, African drums | Crescendo | Community choir | conduct | Body poppin' |
| Play and Leisure | Make and sell | Bake off | I'm in a play | What do you want to do? | Take a risk | Join a club |
| Physical Education | Analyse and improve | Dance to the music | Martial arts | Practice to play | Facing the competition | Competitive games |
| Science | In the kitchen | Float and sink | Newton's laws | Power | The natural world | Earth and space |
| Sex & Relationships Education | Are you the one? | Building relationships | Safety in a Digital world | Public and private | Keeping fit, keeping safe | When to say yes and no |
| Time, People, Places & Culture | War and conflict | School and beyond | Our multicultural society | Map my London | Changing my world | Agents of change |