

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.

Science	Design & Technology	Play & Leisure	Creative Arts	TPPC
Communication and Literacy	Cognition & Maths	Physical Development	Learning Technologies	
Essential Skills: Self Care Skills, Learning Skills, Social Skills, Communication				

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.

Science	Design & Technology	Play & Leisure	Creative Arts	TPPC
Language and Literacy	Maths	Physical Development / PE	Learning Technologies	
Essential Skills: Self Care Skills, Learning Skills, Social Skills, Communication				

Curriculum Coverage: Early Development and Emergent Concept

	AUTUMN		SPRING		SUMMER	
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
Creative Arts-Areas	My Senses	My body	Me and my world	Me, you and other people	Me: My thoughts & feelings	
Creative Arts- Art	What do I 'see'?	Using my Body to make art	Materials, Marks, and Meaning	Three Dimensions	Feelings through Colour	Imagination & Self Expression
Creative Arts-Drama	Sensory Drama	Drama Games	Making Worlds	Meaning through Drama	Sequencing through Drama	Storytelling through drama
Creative Arts- Music	Listening and responding to sounds	Making Sounds	Experimenting through sounds	Music Appreciation	Sequencing Through Sounds	Sharing Expressive Music
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	
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 Coverage: Basic Concept and Applying Knowledge

	AUTUMN		SPRING		SUMMER	
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
Creative Arts- Art	Drawing & Sketchbooks	Print, Colour, Collage	Working in 3D	Paint, Surface, Texture	Working in 3D	Collaboration & Community
Creative Arts-Drama	Drama Games Sensory	Drama Games Communication	Reading through Drama Drama as Communication		Composition through Drama	Drama as Communication
Creative Arts- Music	Pulse and Tempo	Rhythm and Duration	Pitch and Melody	Timbre and texture	Dynamics, Structure and Expression	Composition and performance
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	
RSHE (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
RSHE (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	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.
Essential skills	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.
Approaches to reading	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.
Approaches to numeracy	The teaching of Maths 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.
Accredited learning at KS4	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.

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	
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
Creative Arts	The Visible Sounds	Festive fun!	Colours of the Earth	Changing Tides	Through the Forest	One Love
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
RSHE	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	
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?
Creative arts	Blow Wind Blow	Festive fun!	Look Up!	Helping Hands	Life Doesn't Frighten Me	Wild Rights
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
RSHE	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	
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
Creative Arts	Light & Dark	Festive fun!	Journeys	Come Together	Dreams & Nightmares	Speak Up!
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
RSHE	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	
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
Creative Arts	Shake, Rattle, and Roll!	Celebrations	What We'll Build	You Matter	Between Worlds	Dare to be Daring
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
RSHE	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	
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
Creative Arts	From the Shadows	Celebrations	Top of the World	Finding Our Roots	Future Visions	Power to the People!
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
RSHE	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