

PS20 CURRICULUM POLICY

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1. Curriculum aims

Our curriculum aims to:

- Education at Portfield School provides a high quality, age and developmentally appropriate, student-sensitive curriculum that is therapeutically led and student centred.
- Students are supported to develop their confidence in their ability to make choices and decisions to shape their own learning.
- Portfield School follows an inclusive communication approach which facilitates the development and use of communication in all its forms, providing opportunities for students to participate in every area of school life.
- Portfield School equips students for the future, we foster tolerance and respect and promote self-awareness, confidence and empathy.
- Our curriculum pathways enable our students to build the skills, understanding and information they need for life, to enable them to develop independence and flourish, not just in childhood but

into adulthood and for the rest of their lives. Students look forward to being well-prepared for college, work placements, apprenticeships and independent/supported living.

- We aim to equip our students for life in 21st century Britain, enabling them to embrace diversity, make the most of technology, understand the importance of, and develop skills which lead them to be able to sustain healthy and strong relationships.

These curriculum aims are underpinned by our values:

- Respect
- Challenge
- Resilience
- Teamwork

2. Legislation and guidance

This policy reflects the requirements for non-maintained special schools to provide a broad and balanced curriculum.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The School governing board

The school governing body will:

- Hold the headteacher to account for its implementation
- Review and recommend on this policy
- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements

- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. That each student is taught a curriculum that meets their individual needs.

4. Organisation and planning

- Our curriculum is organised into key subject and learning areas with a half termly themes that mirror the themes set out in the Relationships Sex and Health Education Curriculum (RSHE). This ensures a joined up approach and informs planning across all phase groups. The themes are as follows:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and my body	Relationships	Feelings and attitudes	Keeping safe	People who can help me:	Lifecycles

- The subjects covered include English, Maths, Communication, RSHE, Preparation for Adulthood, Humanities, ICT, Science, P.E., Art, Music and Drama. Secondary students currently work towards completing a range of AQA unit award scheme certificates. Secondary and Sixth Form follow Functional Skills curriculums for English and Maths.
- The Pre-formal classes follow an alternative pathway, and subjects taught include functional literacy, functional numeracy, physical development, RSHE, sensory integration, preparation for adulthood and creative arts.
- We cover key subject areas:

- RSHE – a whole school curriculum that is highly individualised across the age and ability ranges.
- Spiritual, Moral, Social and Cultural Development: We have a comprehensive therapy team comprising Speech and Language Therapists and Occupational Therapists. We also have dance, art and music psychotherapists and a school counsellor. In addition we have a behaviour team including a Positive Behaviour Support Lead and an Assistant Psychologist. The team is led by our Head of Therapy. The Zones of Regulation to support teaching of emotional regulation, is embedded throughout the school.

We have a Student Council for each phase group and a 'Pride Life' group who meet regularly to plan ways to promote diversity and awareness of LGBTQIA+ throughout the school community. Pride Life have set up the Conscious Café to provide a safe space each lunchtime where students can come to talk and receive support from staff. Students and staff gather for weekly assemblies. The students are interviewed and appointed for specific jobs in school. There are termly school productions directed by our actor in residence as well as Duke of Edinburgh, Forest School, work experience, an artist in residence and musician in residence.

- British values are promoted throughout every area of the curriculum, the work we do with our Safer Schools Police Officer, RSHE lessons, democratic processes such as student council representative elections and class based decisions, assemblies, Pride Life group and extra-curricular activities.

- Careers guidance: The Careers Guidance Officer ensures that all students have had an interview and access to a careers library. There have been visits to work places along with visits to the school by the fire department and police. The Work Experience Coordinator ensures that students access a variety of work experience in line with their strengths and interests. Students are taught about a variety of vocations in PSHE lessons.
- Long term plans inform teachers' planning and these follow a three year rolling plan. Short and medium term planning is individualised for each class.
- Resources are available to support curriculum delivery through a bank of shared resources as well as individual class resources.

[See our EYFS policy for information on how our early year's curriculum is delivered].

5. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all students, reflecting their needs, abilities and skills.

Teachers will plan lessons so that students with SEN and/or disabilities can study the full curriculum, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose require communication support and ensure that an inclusive communication approach is used to support all learning throughout the school day.

6. Monitoring arrangements

This policy will be reviewed annually by the headteacher. At every review, the policy will be shared with the School Governing Body and Education board.

7. Links with other policies

This policy links to the following policies and procedures:

- Early Years and Foundation Stage policy
- Assessment policy
- Equality and Diversity policy
- Relationships, Sex and Health Education Policy.

Early Years Year 1 Curriculum Map (September 2022, 2024, 2026)

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/ Theme			Weather and Seasons	Festivals from Different Cultures	Forest and Woodland	Food Glorious Food	People Who Help Us	Under the Sea
Personal, Social, Emotional Development (PSED)	Feelings, Behaviour and Morals		Individualised skills development taught in the moment/ in context. Themes include: Making choices, playing with others, sharing, PEIC-D, understanding boundaries, trying new things, emotions, zones of regulation					
	Relationships with Others		Individualised skills development taught in the moment/ in context. Themes include PEIC-D, Intensive Interaction, Attention Autism, Tac Pac, turn taking, sharing, playing alongside/ cooperatively					
	Self- Help		Individualised skills development taught in the moment/ in context. Themes include Toilet training, dressing skills, hand washing, using cutlery, trying new foods, staying safe, staying healthy					
Physical Development (PE)	Gross Motor Skills (PE)		Climbing, Travelling and Jumping	Dancing and Ring Games	Ball Skills	Athletics	Horse Riding	
	Swimming		Individualised swimming targets lead by swimming instructor					
	Fine Motor Skills		Play based activities, OT programs and Individualised skill development: Activities include: Mark Making, handwriting, pincer grasp, tweezers, scissors, pegs, puzzles, twisting and turning, playdough					
Literacy, Communication and Language (English)	Speaking + Listening Reading Writing	Story	We're Going on a Bear Hunt	Rhyming stories, poems and songs linked to festivals	The Gruffalo	Kitchen Disco/ Supertato	Non-Fiction linked to People Who Help Us	Commotion in the Ocean
		Phonics	Individualised RWI Targets					
		Communication	Individualised skills development taught in the moment/ in context. Including: SaLT programs, objects of reference, PECS, signing, Attention Autism, PEIC-D, colourful semantics					
Mathematical Development	Number		Individualised Number Targets					
	Shape, Space and Measure		Sorting	Shapes	Patterns	Time	Size	Measures
Understanding of the World	The World/ Forest School		Exploring weather	Sounds in nature and the environment	Exploring woodlands and animals that live there	Planting and growing (Fruit + Vegetables)	Showing care/ concern for environment + animals	Exploring water and its effects
	People and Communities		Me and My Family	Special Occasions	Similarities and Differences What make me unique?		Different occupations	

	Scientific Enquiry	Individualised skills development taught in the moment/ in context. Including: Properties of objects, tools and their uses, simple tests and experiments					
	Technology	Mechanical and Cause + Effect Toys	Exploring computer programs and apps	Photos and Videos	ICT and Music	Real Technological Objects	Controlling Devices: Typing, Mouse, Switches
	Multi-Cultural Days (SMSC)	Diwali	Hanukkah	Chinese New Year	Ramadan	Easter	Midsummer Solstice
Creative Development	Art and D&T	Painting using different materials	Festival crafts	Natural art	Food based art	Junk modelling	Drawing and mark making
	Music	Weather songs and sounds	Music from different cultures	Sounds in nature	Using technology to make sound	Exploring sound, instruments and how to change it	Drums
	Cooking/ Food Technology (PfA)	Key Skills	Multicultural festival recipes	Gruffalo themed recipes	Following a recipe	Using technology e.g. microwave/ blender	Under the sea recipes

Early Years Year 2 Curriculum Map (September 2023, 2025, 2027)

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/ Theme		Fairy Tales	Celebrations	Vehicles	My Body	On Safari (Africa)	Minibeasts
Personal, Social, Emotional Development (PSED)	Feelings, Behaviour and Morals	Individualised skills development taught in the moment/ in context. Themes include: Making choices, playing with others, sharing, PEIC-D, understanding boundaries, trying new things, emotions, zones of regulation					
	Relationships with Others	Individualised skills development taught in the moment/ in context. Themes include PEIC-D, Intensive Interaction, Attention Autism, Tac Pac, turn taking, sharing, playing alongside/ cooperatively					
	Self- Help	Individualised skills development taught in the moment/ in context. Themes include Toilet training, dressing skills, hand washing, using cutlery, trying new foods, staying safe, staying healthy					
Physical Development (PE)	Gross Motor Skills (PE)	Climbing, travelling and jumping	Dancing and ring games	Ball Skills	Athletics	Horse Riding	
	Swimming	Individualised swimming targets lead by swimming instructor					
	Fine Motor Skills	Play based activities, OT programs and Individualised skill development: Activities include: Mark Making, handwriting, pincer grasp, tweezers, scissors, pegs, puzzles, twisting and turning, playdough					
Literacy, Communication and Language (English)	Speaking + Listening Reading Writing	Story	Fairytales (Goldilocks and The Gingerbread man)	Rhyming stories, poems and songs linked to festivals	We all go travelling by	Non-Fiction linked to body	Handa's Surprise The Very Hungry Caterpillar
		Phonics	Individualised RWI Targets				
	Communication	Individualised skills development taught in the moment/ in context. Including: SaLT programs, objects of reference, PECS, signing, Attention Autism, PEIC-D, colourful semantics					
Mathematical Development	Number	Individualised Number Targets					
	Shape, Space and Measure	Size (<i>Goldilocks</i>)	Shapes	Position and direction	Measures	Patterns	Time
Understanding of the World	The World/ Forest School	Exploring the environment using different approaches		Looking after the environment	Planting and growing	Patterns and shapes in nature	Minibeasts
	People and Communities	Families	Special occasions	My community	Similarities and differences	Different Ways of Life	
	Scientific Enquiry	Individualised skills development taught in the moment/ in context. Including: Properties of objects, tools and their uses, simple tests and experiments					

	Technology	Mechanical and cause + effect toys	Exploring computer programs and apps	Photos and videos	Real technological objects	Controlling Devices: Typing, Mouse, Switches	ICT and music
	Multi-Cultural Days (SMSC)	Diwali	Hanukkah	Chinese New Year	Ramadan	Easter	Midsummer Solstice
Creative Development	Art and D&T	Fairytale crafts	Festival crafts	Junk model vehicle crafts	Body crafts	Colours and changing colour	Minibeast crafts
	Music	Nursery rhymes	Celebration and party songs	Exploring sound and how to change it	Making sounds with my body	Drums	Using technology to make sound
	Cooking/ Food Technology	Size and measures	Festival recipes	Key Skills	Using technology e.g. microwave/ blender	Recipes from Africa	Very Hungry Caterpillar Recipes

Early Years Curriculum Information

- Early Years Curriculum is topic based and includes elements of continuous provision
- Subjects may not appear discretely on timetable, they will all overlap and combine
- Curriculum areas such as communication, number, writing, reading, art, play, mark making, fine motor skills, etc are covered continuously throughout all areas of the curriculum at an individualized level.
- Topics and areas covered may vary due to student's interests and planning in the moment

KS1 (The Bridge) Year 1 Curriculum Map (September 2022, 2024, 2026)

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topic/ Theme		Toys	Festivals and Celebrations	My 5 Senses	Farmyard	Outdoor Detectives	Summer is Coming	
Personal, Social, Emotional Development (PSED)	Feelings, Behaviour and Morals	Individualised skills development taught in the moment/ in context. Themes include: Making choices, playing with others, sharing, PEIC-D, understanding boundaries, trying new things, emotions, zones of regulation						
	Relationships with Others	Individualised skills development taught in the moment/ in context. Themes include PEIC-D, Intensive Interaction, Attention Autism, Tac Pac, turn taking, sharing, playing alongside/ cooperatively						
	Self- Help	Individualised skills development taught in the moment/ in context. Themes include Toilet training, dressing skills, hand washing, using cutlery, trying new foods, staying safe, staying healthy						
Physical Development (PE)	Gross Motor Skills (PE)	Yoga (Stour Riding)	Ball games (Stour Riding)	Gymnastics (Avon Riding)	Dance (Avon Riding)	Team games	Athletics	
	Swimming	Individualised swimming targets lead by swimming instructor						
	Fine Motor Skills	Play based activities, OT programs and Individualised skill development: Activities include: Mark Making, handwriting, pincer grasp, tweezers, scissors, pegs, puzzles, twisting and turning, playdough						
Literacy, Communication and Language (English)	Speaking + Listening Reading Writing	Story	Fiction/ stories linked toys	Poems, songs and rhyming stories	Fiction/ Stories linked to body and senses	Fiction/ Stories linked to farmyard	Information/ factual texts (minibeast fact files)	Information/ factual texts (link to weather and seasons)
		Phonics	Individualised RWI Targets					
	Communication	Individualised skills development taught in the moment/ in context. Including: SaLT programs, objects of reference, PECS, signing, Attention Autism, PEIC-D, colourful semantics						
Mathematical Development	Number	Individualised Number Targets						
	Shape, Space and Measure	Prepositions and directional language	Patterns and shapes	Measures: Size, weight, height, capacity	Time (Jasper's Beanstalk)	Shapes and their properties	Money	
Understanding of the World	The World/ Forest School	Exploring new class environment	Shapes in the environment	Using Senses to explore the environment	Planting and growing	Minibeasts	Weather and seasons	
	People and Communities	Me and others in my class	Special occasions	Similarities and differences between me and others	Me + my family + other significant relationships			
	Scientific Enquiry	Individualised skills development taught in the moment/ in context. Including:						

	Properties of objects, tools and their uses, simple tests and experiments						
	Technology	ICT and technology toys	Mouse/ switch/ key board skills	Real Life Technology Devices e.g. remote control, camera, speaker, phones, photocopier	Differentiated computer programs and games		
	E-safety as running theme throughout year						
Creative Development	Multi-Cultural Days	Diwali	Hanukkah	Chinese New Year	Ramadan	Easter	Midsummer solstice
	Art and D&T	Drawing and mark making	Festival and celebrations crafts	Multisensory media	Farmyard crafts	Outdoor/ natural crafts	Recycling and upcycling crafts
	Music	Exploring sound, instruments and how to change it	Celebration and party songs	Making sounds with my body	Using technology to make music	Sounds in nature	Drums and rhythm
	Cooking/ Food Technology	Key skills	Festival recipes	Using technology e.g. microwave/ blender	Minibeast theme recipes	Following a recipe	
Kitchen safety and hygiene as running theme across the year							

KS1 (The Bridge) Year 2 Curriculum Map (September 2023, 2025, 2027)

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/ Theme		It's All About Me	Celebrations Around the World	Jungle	Be a Eco Hero	My World (Local Community)	Sports
Personal, Social, Emotional Development (PSED)	Feelings, Behaviour and Morals	Individualised skills development taught in the moment/ in context. Themes include: Making choices, playing with others, sharing, PEIC-D, understanding boundaries, trying new things, emotions, zones of regulation					
	Relationships with Others	Individualised skills development taught in the moment/ in context. Themes include PEIC-D, Intensive Interaction, Attention Autism, Tac Pac, turn taking, sharing, playing alongside/ cooperatively					
	Self- Help	Individualised skills development taught in the moment/ in context. Themes include Toilet training, dressing skills, hand washing, using cutlery, trying new foods, staying safe, staying healthy					
Physical Development (PE)	Gross Motor Skills (PE)	Yoga (Stour Riding)	Ball games (Stour Riding)	Gymnastics (Avon Riding)	Dance (Avon Riding)	Team games	Athletics
	Swimming	Individualised swimming targets lead by swimming instructor					
	Fine Motor Skills	Play based activities, OT programs and Individualised skill development: Activities include: Mark Making, handwriting, pincer grasp, tweezers, scissors, pegs, puzzles, twisting and turning, playdough					
Literacy, Communication and Language (English)	Speaking + Listening Reading Writing	Story	Fiction and stories linked to topic	Poems, songs and rhyming stories	Factual texts (fact files about jungle animals)	Fiction and stories linked to topic	Information texts Fiction and stories linked to topic
		Phonics	Individualised RWI Targets				
	Communication	Individualised skills development taught in the moment/ in context. Including: SaLT programs, objects of reference, PECS, signing, Attention Autism, PEIC-D, colourful semantics					
Mathematical Development	Number	Individualised Number Targets					
	Shape, Space and Measure	Measures: Size, weight, height, capacity	Shapes and patterns	Shapes and their properties	Time (Jasper's Beanstalk)	Money	Prepositions and directional language
Understanding of the World	The World/ Forest School	Becoming familiar with new class environment	Shapes and patterns in the environment	Animals	Planting and growing (Jasper's Beanstalk)	Showing care and concern for environment/ living things	Sorting by criteria
	People and Communities	Me and My Family	Special Occasions	Similarities and Differences Between Me and Others		Different Occupations	
	Scientific Enquiry	Individualised skills development taught in the moment/ in context. Including:					

		Properties of objects, tools and their uses, simple tests and experiments					
	Technology	Using + exploring ICT toys/ environments	Mouse/ switch/ key board skills	Use technology to make and contribute to fact files	Real Life Technology Devices e.g. remote control, camera, speaker, phones, photocopier	Controlling Devices e.g. Beebots, Remote Control (link to Maths)	
	Multi-Cultural Days	E-Safety as running theme throughout the year					
Creative Development	Art and D&T	Painting and mark making	Festival Crafts	Jungle Crafts	Recycled Crafts	Junk modelling	Colours and changing colours
	Music	Making sounds with my body	Celebration and party songs	Drums and rhythm	Sounds in nature	Exploring sound and how to change it	Using technology to make music
	Cooking/ Food Technology	Key skills	Multicultural festival recipes	Jungle theme recipes	Using technology e.g. microwave/ blender		Following a recipe (link to Maths)
	Kitchen safety and hygiene as running theme throughout						

KS2 (Pre-Formal) Year 1 Curriculum Map

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/ Theme			Castles and Knights	Winter Wonderland	Rainforest	Space	Transport	Mindfulness and Wellbeing
Relationships, Sex and Health Education (RHSE)	RHSE		Me and My Body	Relationships	Feelings and Attitudes	Keeping Safe	People who can Help Me	Lifecycles
	Feelings, Behaviour and Morals		Individualised skills development taught in the moment/ in context. Themes include: Making choices, playing with others, sharing, PEIC-D, understanding boundaries, trying new things, emotions, zones of regulation					
	Relationships with Others		Individualised skills development taught in the moment/ in context. Themes include PEIC-D, Intensive Interaction, Attention Autism, Tac Pac, turn taking, sharing, playing alongside/ cooperatively					
	Self- Help		Individualised skills development taught in the moment/ in context. Themes include Toilet training, dressing skills, hand washing, using cutlery, trying new foods, staying safe, staying healthy					
Physical Development (PE)	Gross Motor Skills (PE)		Ball Skills	Dance	Gymnastics	Athletics	Horse Riding	
	Swimming		Individualised swimming targets lead by swimming instructor					
	Fine Motor Skills		Play based activities, OT programs and Individualised skill development: Activities include: Mark Making, handwriting, pincer grasp, tweezers, scissors, pegs, puzzles, twisting and turning, playdough					
Literacy, Communication and Language (English)	Speaking + Listening Reading Writing	Story	Traditional Tales	Fiction / Stories linked to Winter	Information / Factual texts	Fiction / Stories linked to Space	Poems, Songs and Rhymes	Fiction / Stories linked to emotions
		Phonics	Individualised RWI Targets					
	Communication	Individualised skills development taught in the moment/ in context. Including: SaLT programs, objects of reference, PECS, signing, Attention Autism, PEIC-D, colourful semantics						
Mathematical Development	Number		Individualised Number Targets					
	Shape, Space and Measure		Shapes	Measures – Capacity/Weight	Patterns	Measures - Size	Position and Direction	Money
			Measures: Time – taught in the moment / in context					
Understanding of the World	The World/ Forest School		The Environment	Combining and Separating	Textures	Light and sound	Movement	Colour
	People and Communities		Myself and Others	Special Occasions	Similarities and Differences	My Community (local amenities)	My Community (occupations)	My Family
	Scientific Enquiry		Individualised skills development taught in the moment/ in context. Including:					

		Properties of objects, tools and their uses, simple tests and experiments					
	Technology	Cause and Effect	Targeting and Timing	Making Choices	Light and Sound	Photos and Videos	Sequencing
		E-safety as running theme throughout year					
	Multi-Cultural Days	Diwali	Hanukkah	Chinese New Year	Ramadan	Easter	Midsummer solstice
Creative Development	Art and D&T	Drawing	Painting	Rainforest based Crafts	Printing	Transport based Crafts	Changing Colour
	Music	Traditional Rhymes	Winter / Christmas Songs	Playing Instruments	Space Songs	Transport Sounds	Relaxation Music and Sounds
	Cooking/ Food Technology	Theme Based / Fun with Food Activities Kitchen safety, Skills Acquisition and Hygiene					

Intent	Implementation	Impact
<ul style="list-style-type: none"> - Students access a broad and balanced curriculum which provides access to topics of necessity and interest. - Students develop skills for reading and writing. - Lessons are bespoke and cater towards the individual - Learning links to real life, development of skills and careers. - Students are able to make links across learning. - Students are supported to become active members of their local community. - Students develop strategies to support their understanding of emotions and effective regulation. - Students develop their communications skills - Students have a voice and are able to make choices. 	<ul style="list-style-type: none"> - Curriculum Maps to be reviewed at least once an academic year and can be subject to change. - Class teachers have contributed to the planning phase of these curriculum maps. - Lessons and activities are differentiated - Review of PSLJs and BSquared data 	<ul style="list-style-type: none"> - Students are able to apply skills to real life contexts. - Students have a toolbox of strategies that support them to remain emotionally regulated. - Students develop an understanding of their career pathway. - Students develop skills to enable access to AQA UAS in Secondary Phase

Key Stage 2- Semi-Formal/ Formal Year 1		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topic/ Theme		Me and My Body	Relationships	Feelings and Attitudes	Keeping Safe	People who can Help Me	Lifecycles	
Relationships, Health and Sex Education (RHSE)		Zones of Regulation British Values Careers	Me and My Body	Relationships	Feelings and Attitudes	Keeping Safe	People who can Help Me	Lifecycles
Literacy, Communication and Language(English)	Speaking and Listening	Stories- exposure to texts	Fictional Stories	Poetry Stories from around the World	Fact Files	Information Texts Stories set in Imaginary Worlds	Myths and Legends	Fantasy Stories Biographies Autobiographies
	Communication							
	Reading	Read, Write, Inc.	Read, Write, Inc. is taught to support students to acquire skills for fluency, comprehension and writing.					
	Writing	Writing	Skills Development Handwriting/ Letter Formation Fine Motor Skills Personal Information	Skills Development Handwriting/ Letter Formation Fine Motor Skills Personal Information	Skills Development Handwriting/ Letter Formation Fine Motor Skills Recipes	Skills Development Handwriting/ Letter Formation Fine Motor Skills Lists	Skills Development Handwriting/ Letter Formation Fine Motor Skills Diaries linked with emotions	Skills Development Handwriting/ Letter Formation Fine Motor Skills Descriptive about selves
Mathematical Development (Numeracy)		Number	Money Time Number and Place Value Length	Multiplication and Division Addition and Subtraction Weight	Money Time Fractions Shapes	Capacity Temperature Position and Directions Statistics	Money Time Patterns Addition and Subtraction	Recap Topics
		Shape, Space and Measure						
Understanding of the World		Humanities- Geography/ History	Castles and Knights H	Seasonal Changes G	The World G	Astronauts and Space G	Transport H	Famous People H
		Science	Light and Sound	Materials and their Properties	Living Things	Space and Planets	Magnets	Animals

	ICT/ Computing/ Technology	Computer Skills Logging on and navigating servers	Computer Skills Internet	Computer Skills Programming	Online Safety	Computer Skills Coding	Microsoft Programmes
	Forest School						
	Multicultural Days- SMSC	Diwali	Hanaukkah	Chinese New Year	Ramadan	Easter	Midsummer Solstice
Creative Development	Art/ Design and Technology	Artistic Styles Art	Seasonal Paintings Art	Sculptures DT	Models- 2D/ 3D DT	Junk Modelling DT	Famous Pictures Art
	Food technology	Healthy Snacks	Baking	Recipes from around the World	Bread and Dough	Healthy Meals	Puddings
	Kitchen Safety						
	Skills Development PfA						
	Music						
Physical Development	PE	Ball Games	Team Games	Outdoors and Adventurous	Yoga and Relaxation	Games	Preparation for Sports Day
	Swimming						
	Gross/Fine Motor Skills						
	PfA						

Key Stage 2- Semi-Formal/ Formal Year 2		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topic/ Theme		Me and My Body	Relationships	Feelings and Attitudes	Keeping Safe	People who can Help Me	Lifecycles	
Relationships, Sex and Health Education (RSHE)		Zones of Regulation British Values Careers	Me and My Body	Relationships	Feelings and Attitudes	Keeping Safe	People who can Help Me	Lifecycles
Literacy, Communication and Language(English)	Speaking and Listening	Stories- exposure to texts	Fictional Stories	Poetry Stories from around the World	Fact Files	Information Texts Stories set in Imaginary Worlds	Myths and Legends	Fantasy Stories Biographies Autobiographies
	Communication		Read, Write, Inc. is taught to support students to acquire skills for fluency, comprehension and writing.					
	Reading Writing	Writing	Skills Development Handwriting/ Letter Formation Fine Motor Skills Personal Information	Skills Development Handwriting/ Letter Formation Fine Motor Skills Personal Information	Skills Development Handwriting/ Letter Formation Fine Motor Skills Recipes	Skills Development Handwriting/ Letter Formation Fine Motor Skills Lists	Skills Development Handwriting/ Letter Formation Fine Motor Skills Diaries linked with emotions	Skills Development Handwriting/ Letter Formation Fine Motor Skills Descriptive about selves
Mathematical Development (Numeracy)		Number	Money Time Number and Place Value Length	Multiplication and Division Addition and Subtraction Weight	Money Time Fractions Shapes	Capacity Temperature Position and Directions Statistics	Money Time Patterns Addition and Subtraction	Recap Topics
		Shape, Space and Measure						
Understanding of the World		Humanities- Geography/ History	Eco Warriors G	Festivals and Celebrations H	Beetles, Bugs and Minibeasts G	Land before Time H	Land Ahoy! H	Enchanted Woodlands G

	Science	Materials	Seasonal Changes	Habitats	Animals including humans	Plants	Senses
	ICT/ Computing/ Technology	Computer Skills Logging on and navigating servers	Computer Skills Internet	Computer Skills Programming	Online Safety	Computer Skills Coding	Microsoft Programmes
	Forest School						
	Multicultural Days- SMSC	Diwali	Hanaukkah	Chinese New Year	Ramadan	Easter	Midsummer Solstice
Creative Development	Art/ Design and Technology	Junk Modelling DT	Celebration Art	3D Models DT	Dinosaur Competition DT	Make a pirate costume Art	Natural Art
	Food technology Kitchen Safety Skills Development PfA	Healthy Snacks	Celebration Food	Baking	Savoury Snacks	Fruit and Vegetables	Healthy Meals
	Music						
Physical Development	PE Swimming Gross/Fine Motor Skills PfA	Ball Games	Team Games	Outdoors and Adventurous	Balance, Coordination and Gymnastics	Games	Preparation for Sports Day

Key Stage 2- Semi-Formal/ Formal Year 3		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topic/ Theme		Me and My Body	Relationships	Feelings and Attitudes	Keeping Safe	People who can Help Me	Lifecycles	
Relationships, Health and Sex Education (RHSE)		Zones of Regulation British Values Careers	Me and My Body	Relationships	Feelings and Attitudes	Keeping Safe	People who can Help Me	Lifecycles
Literacy, Communication and Language(English)	Speaking and Listening	Stories- exposure to texts	Fictional Stories	Poetry	Fact Files	Information Texts	Myths and Legends	Fantasy Stories
	Communication		Stories with repetitive passages	Stories from around the World		Stories set in Imaginary Worlds	Biographies Autobiographies	
	Reading	Read, Write, Inc.	Read, Write, Inc. is taught to support students to acquire skills for fluency, comprehension and writing.					
	Writing	Writing	Skills Development Handwriting/ Letter Formation Fine Motor Skills Personal Information	Skills Development Handwriting/ Letter Formation Fine Motor Skills Personal Information	Skills Development Handwriting/ Letter Formation Fine Motor Skills Recipes	Skills Development Handwriting/ Letter Formation Fine Motor Skills Lists	Skills Development Handwriting/ Letter Formation Fine Motor Skills Diaries linked with emotions	Skills Development Handwriting/ Letter Formation Fine Motor Skills Descriptive about selves
Mathematical Development (Numeracy)		Number	Money Time	Multiplication and Division	Money Time	Capacity Temperature	Money Time	Recap Topics
		Shape, Space and Measure	Number and Place Value Length	Addition and Subtraction Weight	Fractions Shapes	Position and Directions Statistics	Patterns Addition and Subtraction	
Understanding of the World		Humanities- Geography/ History	All About Me! Personal History	The Local Community	Oceans G	Technology H	Local History H	Road Trip G
		Science	How my body works	Scientific Enquiry	Forces and Motions	Electricity	States of Matter	Weather and Climates

	ICT/ Computing/ Technology	Computer Skills Logging on and navigating servers	Computer Skills Internet	Computer Skills Programming	Online Safety	Computer Skills Coding	Microsoft Programmes
	Forest School						
	Multicultural Days- SMSC	Diwali	Hanaukkah	Chinese New Year	Ramadan	Easter	Midsummer Solstice
Creative Development	Art/ Design and Technology	Abstract Art	Clay Sculptures DT	Colour and Tone Art	2D/ 3D Models DT	Art through the Ages Art	Structures DT
	Food technology	Our Favourite Foods		Biscuits and Drinks		Solids and Liquids- food that changes state	Recipes from around the World
	Kitchen Safety						
	Skills Development PfA						
	Music						
Physical Development	PE	Yoga and Relaxation	Dance	Balance, Coordination and Gymnastics	Ball Skills	Games including Team Games	Preparation for Sports Day
	Swimming						
	Gross/Fine Motor Skills						
	PfA						

Secondary Curriculum		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/ Theme		Me and my body	Relationships	Feelings and attitudes	Keeping safe	People who can help me.	Lifecycles
Multicultural Day		Diwali 12/11/23-16/11/23	Hanukkah 07/12/23-15/12/23	Chinese New Year 3/2/2023	Ramadan 24/3/2023	Easter 31/3/2023	Midsummer Solstice 21/6/2023
Relationships, Health and Sex Education (RHSE)		Me and my body	Relationships	Feelings and attitudes	Keeping safe	People who can help me:	Lifecycles
Literacy, Communication and Language (English)	Speaking and Listening	Functional Skills: Identify and extract the main information.	Functional Skills: Make requests and ask questions.	Functional Skills: Respond appropriately to questions.	Functional Skills: Follow and understand the main points of discussions.	Functional Skills: Make appropriate contributions to group discussions.	Functional Skills: Make clear statements about information and communicate feelings and opinions on topics.
	Reading	Functional Skills: Read correctly words designated for Entry Level of student. National Curriculum:	Functional Skills: Understand the main points in texts.	Functional Skills: Understanding text about a subject.	Functional Skills: Use effective strategies to find the meaning of words.	Functional Skills: Read and understand sentences with more than one clause.	Functional Skills: Use illustrations, images, captions and organisational features to locate information.
	Writing	Functional Skills: Use a range of punctuation correctly.	Functional Skills: Use a capital letter for the personal pronoun 'I', the first letter of proper nouns and form regular plurals.	Functional Skills: Use the first, second and third place letters to sequence words in alphabetical order and use lower-case letters correctly.	Functional Skills: Communicate information, ideas and opinions clearly and in a logical sequence.	Functional Skills: Write in compound sentences, using common conjunctions.	Functional Skills: Use language appropriate for purpose and audience.
	Number	Functional Skills:	Functional Skills:	Functional Skills:	Functional Skills:	Functional Skills:	Functional Skills:

Mathematical Development (Numeracy)		Count, read, write, order and compare numbers up to 1000	Count, read, write, order and compare numbers up to 1000	Recognise and interpret the symbols +, -, ×, ÷ and = appropriately and Add and subtract.	Read, write and use decimals up to two decimal places and use multiplication and division.	Approximate by rounding numbers and use this rounded answer to check results.	Recognise fractions and read, write and use decimals to one decimal place.
	Measure, Shape and Space	Functional Skills: Use and compare measures of length, capacity, weight and temperature using metric or imperial units.	Functional Skills: Read time from analogue and 24-hour digital clocks in hours and minutes. Know the number of days in a week, months and seasons in a year.	Functional Skills: Use measures of Weight, capacity and temperature. Read and use scales.	Functional Skills: Recognise coins and notes and correct symbols. Calculate with money using decimal notation.	Functional Skills: Sort 2-D and 3-D shapes using properties.	Functional Skills: Use appropriate positional vocabulary to describe position and direction.
	Handling information and data	Functional Skills: Extract information from lists, tables, diagrams and bar charts	Functional Skills: Extract information from lists, tables, diagrams and charts and create frequency tables.	Functional Skills: Interpret information, to make comparisons and record changes.	Functional Skills: Organise and represent information in appropriate ways.	Functional Skills: Sort and classify objects.	Functional Skills: Take information from one format and represent the information in another format.
Understanding of the World	Humanities	KS3 Geography: Human geography	KS3 Geography: World's countries focusing on their environment, and regions.	KS3 History: Medieval Britain 1066-1509. The Black Death.	KS3 History: The Second World War and Winston Churchill.	KS3 History: Challenges between 1901 to the present day, the Holocaust.	KS3 Geography: Physical geography: geological and climate.
	Science	Key stage 3: Biology Structure and function of living organisms. Key Stage 4 : Biology Cell Biology	Key stage 3: Biology Living things and their habitats Key Stage 4: Biology Ecosystems	Key stage 3: Physics Electricity and electromagnetism Key Stage 4: Physics Electricity	Key stage 3: Physics Motion and Forces Key Stage 4: Physics Forces and motion	Key stage 3: Chemistry Earth and atmosphere Key Stage 4: Chemistry Earth and atmosphere	Key stage 3: Chemistry: The particulate nature of matter & Atoms, elements and compounds Key Stage 4: Chemistry Atomic Structure and Periodic table
	ICT/ Computing/ Technology	Functional Skills: Word	Functional Skills: Excel	Functional Skills: Power point	Functional Skills: Email	Functional Skills: Web Page	Functional Skills: Excel

		Online safety	Online safety	Online safety	Online safety	Online safety	Online safety
	Forest School/ DfE	Key Stage 3: John Muir Discovery award: -Conservation -Discovery -Exploring -Sharing Key Stage 4 Duke Of Edinburgh Award and volunteering.	Key Stage 3: John Muir Discovery award: -Conservation -Discovery -Exploring -Sharing Key Stage 4 Duke Of Edinburgh Award and volunteering.	Key Stage 3: John Muir Discovery award: -Conservation -Discovery -Exploring -Sharing Key Stage 4 Duke Of Edinburgh Award and volunteering.	Key Stage 3: John Muir Discovery award: -Conservation -Discovery -Exploring -Sharing Key Stage 4 Duke Of Edinburgh Award and volunteering and Expedition training	Key Stage 3: John Muir Discovery award: -Conservation -Discovery -Exploring -Sharing Key Stage 4 Duke Of Edinburgh Award and volunteering and Expedition training	Key Stage 3: John Muir Discovery award: -Conservation -Discovery -Exploring -Sharing Key Stage 4 Duke Of Edinburgh Award and volunteering and Expedition training
Creative Development	Design and Technology	Scroll painting and sewing	Weaving and textiles	Kite making	ceramics and pottery- plates	Easter bonnets and baskets	Herb pouches and Sun weaving art
	Food technology	Asian food	Jewish Specialties	Chinese dishes	Turkish meals	Easter treats	European delights
	Art	Pablo Picasso Inspired Art (portrait Inspired)	Pueblo pottery	3D Pop Art project	3D art project inspired by architect Michael Wilford	Textiles Project – Artist Inspiration: Mary Corbett	Cubism project. Based it on plants and flowers (Flora and Fauna).
	Music	<i>Mongolian musician</i>	klezmer music (Traditional Jewish instrumental music)	Zhongguo feng (Traditional Chinese style music)	Türkü (Turkish folk music)	Rock and Roll	<i>Folk music</i>
Physical Development	PE	Gymnastics	Netball/ basketball	Badminton	Dance	Tennis	Athletics
	Swimming	Swim at least 25 metres using a range of strokes and perform safe self-rescue.	Swim at least 25 metres using a range of strokes and perform safe self-rescue.	Swim at least 25 metres using a range of strokes and perform safe self-rescue.	Swim at least 25 metres using a range of strokes and perform safe self-rescue.	Swim at least 25 metres using a range of strokes and perform safe self-rescue.	Swim at least 25 metres using a range of strokes and perform safe self-rescue.

6th Form Curriculum Map – Year 1

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/ Theme		Me and My Body	Relationships	Feelings & Attitudes	Keeping Safe	People Who Help Me	Lifecycles
Multicultural Days		Diwali 12 – 16 th Nov	Hanukkah 7 th -15 th Dec	Chinese new Year 3 rd Feb	Ramadan 24 th March	Easter 31 st March	Midsummer Solstice 21 st June
Relationships, Health and Sex Education (RHSE)		Body Image & Identity	Healthy Relationships	Peer Pressure / Saying no	Acceptable & unacceptable behaviour in society	Sex Ed	Sex and the media
Literacy, Communication and Language (English)	Functional Skills Speaking and Listening	Expressing opinions	Responding appropriately to questions	Communicate explanations	Follow main points of a discussion	Using appropriate language in context	Communicate on a range of topics
	Functional Skills Reading	Poetry	Fiction - Character & setting	Nonfiction - explanation texts	Short Stories	Newspaper articles	Persuasive texts
	Functional Skills Writing	Poetry	Descriptive language techniques	Instructions and explanations	Plan and write a short story	Factual writing	Persuasive writing
Mathematical Development (Numeracy)	Using Numbers and the number system	Addition and subtraction	Multiplications	Division & Common Fractions	Decimals & Rounding	Money	Number Sequences
	Using common measure, shape and space	Time		2D & 3D shapes	Perimeter & Area & Position	Length & Distance	Mass & Capacity
	Handling information & data		Extracting & organizing data				
Understanding of the World	ICT/ Computing/ Technology	Software applications	Storing information	Safety & security practices Princes's Trust – Digital Skills	Searches & web based sources	Developing different types if information	ICT based communication
	Forest School/ DfE Silver & Bronze Award	Volunteering – High Mead Farm, Skills – Cooking	Volunteering – High Mead Farm, Skills – Cooking	Volunteering – High Mead Farm, Skills – Cooking	Volunteering – High Mead Farm Skills – Cooking	Skills – Cooking Physical – Swimming & Hike	Skills – Cooking Physical – Swimming & Hike

		Physical – Swimming	Physical - Swimming	Physical - Team Games	Physical – Team Games		
Creative Development	Drama – With Actor in Residence	Getting to know you- group activities	Pantomime	Acting on film	Talent show performance Shakespeare in schools		
	Food technology	Australian Recipes Food Hygiene	Traditional British Recipes Knife skills Using an oven	Indian Recipes Using the hob	Malaysian Recipes	Students designed menu Planning and budgeting	Food you can travel with Food for occasions
	Art	Installation project Portraits	Installation project Stage Props	Installation project Chinese Art	Installation project British Artists	Installation Project Art using food	Installation Project Decay / Lifecycles
	Music – With Musician in Residence	Group sessions	Group sessions	Group sessions	Group sessions	Group sessions	Group sessions
Physical Development	PE	Swimming Team games	Swimming	Badminton / Football	Swimming	Swimming Volleyball Cricket	Swimming Short Tennis Astro Turf
PSHE		Community safety including travel training	Completing forms	Medical Services	You and the law	Drugs & alcohol Princes’ s Trust Wellbeing- Healthy Eating	Emergency Services
Preparation for the workplace	Careers Work Experience	Work Experience Introduction to careers	Work Experience Personal skills Target Setting Prince’s Trust – Presentation skills	Work Experience Company structures	Work Experience Local Job Market Building Opportunities	Work Experience Applying for jobs or college	Work Experience Interview techniques

6th Form Sensory Curriculum Map - Year 1 of rotation.		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/ Theme		Colours	Days, months and seasons	Food and drink	People in the community	Public Transport	Household chores
Personal, Social, Emotional Development (PSED)	Feelings, Behaviour and Morals Relationships with Others Self- Help	Me and My Body	Relationships	Feelings and Attitudes	Keeping Safe	People who can Help Me	Lifecycles
Physical Development (PE)	Gross Motor Skills (PE)	Aerobics Including; yoga, relaxation, stretching, Occupational Therapy targets.		Games Team games, cooperation, turn taking. Occupational therapy targets		Co-ordination Fine and gross motor skills.	
Literacy, Communication and Language (English)	Speaking and Listening	Story	New story weekly- Colourful semantics daily	New story weekly- Colourful semantics daily	New story weekly- Colourful semantics daily	New story weekly- Colourful semantics daily	New story weekly- Colourful semantics daily
	Reading	Phonics	RWI	RWI	RWI	RWI	RWI
	Writing	Functional literacy skills	Identifying colours in the community and meanings behind them e.g. traffic lights -Typing -Communication -Following directions involving colours e.g. Pass me the white toilet roll...	Ordering days of the week, months, seasons and relating that to your routine Answering questions- blank level questions.	Comprehension PECS and Communication Functional Skills in Reading and writing Reading a menu	Communicating in the community Reading and understanding community safety signs	Functional Skills in Reading and writing Handwriting/typing practice. Reading key words
Mathematical Development	Functional Mathematics	Money	Time	Measuring -Heavy or light	Number	Money	Time

		<ul style="list-style-type: none"> -Identifying coins by colour and shape -Putting money into self-service checkouts -Using a chip and pin machine -Identifying and reading a price tag in a shop 	<ul style="list-style-type: none"> -Recognising numbers on a clock -Asking an adult for the -time -Reading a clock - Understanding what events happen at what time of the day e.g. dinner in the evening 	<ul style="list-style-type: none"> -Tall or short - Weighing cooking ingredients 	<ul style="list-style-type: none"> -Number recognition - Number formation - counting - Comparing numbers 	<ul style="list-style-type: none"> -Identifying coins by color and shape -Putting money into self-service checkouts -Using a chip and pin machine -Identifying and reading a price tag in a shop 	<ul style="list-style-type: none"> Recognizing numbers on a clock -Asking an adult for the -time -Reading a clock - Understanding what events happen at what time of the day e.g. dinner in the evening
Understanding of the World	The World/ Humanities	<ul style="list-style-type: none"> My Home-United Kingdom Outings into the local community Where do I live 	<ul style="list-style-type: none"> Days, months, seasons. Knowing my date of birth 	<ul style="list-style-type: none"> Where does food come from- supermarkets, places to eat, farms and growing centers 	<ul style="list-style-type: none"> People who help us -Asking for help -who we can trust -What jobs they do 	<ul style="list-style-type: none"> Public transport -Identifying transport vehicle -Using public transport 	<ul style="list-style-type: none"> Chores -Completing household chores
	Scientific Enquiry	Lights and Colour	<ul style="list-style-type: none"> Seasonal changes- Awareness of the world around them. 	Food and senses	Human life cycles	Germs	Pet care
	Pfa	<ul style="list-style-type: none"> Safety in the community Road crossing, Identifying safety signs, stranger danger, animal danger, water safety etc. 	<ul style="list-style-type: none"> Weather What we wear in different weather conditions and why. Identifying and requesting items of clothing 	<ul style="list-style-type: none"> Cooking Safety in the kitchen Where we store food 	<ul style="list-style-type: none"> Taking care of yourself -healthy eating -personal care -dental care 	<ul style="list-style-type: none"> Public awareness Who we can trust in public. Appropriate behaviours Being safe 	<ul style="list-style-type: none"> Household chores Consolidation of skills and learning new household skills.

	ICT	Typing skills	Using a mouse	Searching online	Using hardware	Typing skills	ICT for pleasure/relaxation
Creative Development	Art and D&T	Sensory colour based art	Natural sensory art- Making art with natural materials	Fun with food and food exploration Making things out of food	Collages- linked to topic	Textures	Printing
	Cooking/ Food Technology	Making Breakfasts Including- recipes, associated words, life skills, independence in the kitchen, sensory exploration	Making Snack Including- recipes, associated words, life skills, independence in the kitchen, sensory exploration	Making lunch Including- recipes, associated words, life skills, independence in the kitchen, sensory exploration			