



Elmley Dray
School

Elmley Dray School

Curriculum Overview

Our Curriculum Policy can be found on the policies page of our website.

Curriculum Overview – **INTENT**

- Achieve our vision – ***The opportunity to be truly accepted, understood and supported.***
- Embed our values in the curriculum and the dispositions of our pupils
- To deliver a curriculum and provide an environment which gives opportunities for each student to develop and grow at a pace they can sustain towards the achievement of skills for life, their qualifications as well as becoming well-rounded and fulfilled unique individuals.
- To develop learning to learn skills, foster a positive and strong learning environment that enhances academic achievement and focuses on a continual and structured cross curricular development of students' social, emotional and interpersonal skills.

INTENT	Vision:	The opportunity to be truly accepted, understood and supported.					
	Values:	C	A	R	I	N	G
		Curiosity	Acceptance	Respect	Integrity	Natural	Gratitude
	Curriculum design	Rich and ambitious curriculum		Positive attitudes to learning		Flexibility	Real world experience
Based on the National Curriculum Access to a range of accreditation Broad and balanced Meaningful Core subjects (English, maths, Science, Computing, personal and social development) Supported by humanities, RE, SPHERE, communication, cooking, life skills, PE, careers, expressive arts. Developing a love of reading and a rich vocabulary		We believe every learner deserves the opportunity to make informed choices at key transition points in their education and future employment. While the curriculum is carefully adapted to meet individual needs, we also nurture personal interests and passions, encouraging pupils to engage deeply with subjects that inspire them		Pathways can be combined, where appropriate, to create bespoke educational journeys that best support growth, engagement, and long-term success.	Beyond the classroom, pupils access our Natural World programme and take part in Community Projects—both designed to promote wider learning, independence, and future inclusion. Extensive opportunities for off-site learning help learners grow in confidence and develop real-world experiences		

IMPLEMENTATION

Taken from the Curriculum Policy:


- Sequential curriculum maps the progressive acquisition of knowledge and skills so that learners are well prepared for Key Stage 4 and 5 assessments, including GCSEs and GCSE-equivalent qualifications.
- A wide range of pathways (see Appendix 1) allows learners to pursue:
 - Life Skills Passport
 - Entry Level, Level 1, and Level 2 Awards
 - GCSEs

-A Levels

- Each learner can follow a route that matches their strengths, aspirations, and special educational needs.
- Every classroom is well organised, structured, and personalised.
- High expectations, clear routines, and targeted scaffolding enable all learners, regardless of starting point, to achieve their full potential.
- Learning is based on age, maturity, ability and aptitude.
- Learners are in groups based on stage not age.
- Lessons are set in 45 minute chunks in a small group learning experience with qualified teachers and teaching assistants.
- Annual, interim, and transition reviews actively involve parents and carers in shaping each learner's curriculum.
- Assessment for Learning (AfL) is embedded in every lesson, providing immediate feedback and guiding next steps.
- Learners regularly reflect on their strengths, contribute to target-setting, and engage with learning objectives, success criteria, and peer and self-evaluation to foster independence.
- Effective use of learning resources and ICT empowers learners to work independently and succeed.
- Learners' achievements are showcased on our website, giving families the chance to celebrate progress together.
- Because of our bespoke provision, every learner follows an individualised timetable tailored to their unique profile.
- The Elmley Dray School ensures that every learner experiences a purposeful, engaging, and aspirational education that truly prepares them for the next stage of learning and for life beyond school.

IMPACT

- Enjoyment of learning
- Increased self-confidence and independence
- Positive attitudes and behaviour
- Improved communication and social interaction
- Willingness to take risks in learning and try new experiences
- Self assessment,
- Peer assessment

- 
- Reflections
 - EHCP outcomes
 - Quantitative and qualitative data
 - Termly reports
 - Class Dojo points
 - Targeted interventions
 - Learner voice

Rowan Class

NC: Pre-Key Stage 1 KS1 - Year 1/2		Autumn Term:		Spring Term:		Summer Term:	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Themes:	Me and My Community	Celebrations New and Old	The Big Wide World	Dangerous Dinosaurs	Ready, Steady Grow	The Seaside
Pre-Key Stage 1/ Year 1 NC	Past & Present (History)	Me and My Community (Family and School/ changes within living memory)	Let's Celebrate (celebrations and figures from the past/ celebrations in and beyond living memory)	Changes in the world (images/stories in the past/significant historical people, events)	Mary Anning and fossils (<i>Historical Figure/ life of significant figure</i>)	Farming Then and Now (familiar situations in the past/ changes within living memory)	The Seaside Past & Present (images from the past/ historical places in own locality - leysdown beach)
	People, Cultures & Communities (Geography)	School Environment (Simple Maps of school/ aerial photos and simple maps)	Let's Celebrate (Different beliefs and celebrations/ UK countries - capital cities)	Welcome to our World (recognising similarities/differences / hot/cold parts of the world)	<i>Dinosaur Planet (exploring simple maps/ locating continents and oceans)</i>	Farming around the world (similarities and differences about life in this country and another/ UK an non-european country)	The Beach (life in this country/ human and physical features)
	The Natural World	Changes in Autumn	Everyday Materials	Changes in Winter	Changes in Spring	Plants (explore the natural)	Changes in Summer

	(Science)	(Changing Seasons and Harvest/ identify seasonal weather) Plants (explore the natural world/ identify and name structure)	(Exploring materials with our senses/ exploring objects and materials)	(seasonal change/ UK weather) Everyday Materials (Exploring materials with our senses/ exploring objects and materials)	(seasonal change/ UK weather) Animals (reptiles)	world/ identify and name structure) Growing and Cooking (Where does food come from?)	(seasonal change/ UK weather) From City to Sea (animals and plants at the beach/ identify and name common animals at the beach)
Year 2	Themes:	Childhood	Celebrations around the world	The Great in Great Britain	All Around the World	Growth	Changes
NC Y1	Past & Present (History)	Toys	Comparing celebrations from around the world	The Great Fire of London	Flight through time - Wright Brothers	Comparing familiar scenes with that of the past - differences and similarities (school, homes etc)	How has life changed for the better?
	People, Cultures & Communities (Geography)	Children around the world	Important figures around the world	The UK - Capital Cities	<i>Planes, trains and automobiles</i>	Soil Compost	<i>Experimenting with foods and recipes</i>
	The Natural	The Human Body &	Everyday Materials	Planting	Caring for the Planet	Planting	Growing and Cooking



	World (Science)	Senses Seasonal Changes (Autumn)	Seasonal Changes (Winter)	Animals	Seasonal Changes (Spring)	Plants	Seasonal Changes (Summer)
--	----------------------------	---	---------------------------------	---------	---------------------------------	--------	---------------------------------

Phonics

We teach early reading using a systematic synthetic phonics programme called ‘Little Wandle.’

By following the Little Wandle programme we aim to ensure there is high quality, consistent teaching of phonics and early reading for every child in every classroom, ensuring they develop a lifelong love of reading. There are some children who will continue on the programme beyond the first 2 years due to their needs and requirements for further scaffolding and slower pace, and these children will be supported by trained adults who will monitor children’s progress and adapt teaching to meet individual learning needs. The program provides the following:

- Daily phonics lessons
- Clear progression of expected progress
- Planning and supporting resources

- On demand CPD, accessible for all staff
- Termly assessments and online tracker tool
- SEND programme
- Parent resources for home learning
- An ever growing selection of fully decodable books matched exactly to the progression
- Children are assessed each term and those that need a little extra support are given adapted sessions, led by a member of staff. These assessments also determine the reading books that children are given, as they will be appropriate for their level of phonics knowledge.

Useful links:

Little Wandle <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Letters and Sounds (Phonics games) <http://www.letters-and-sounds.com/>

Phonics Play (Phonics games) <http://www.phonicsplay.co.uk/>

English

	Autumn Term: Term 1 & 2	Spring Term: Term 3 & 4	Summer Term: Term 5 & 6
Hazel (Yr1) <i>(Year 2 N.C)</i>	<i>Introduction and baseline Traditional tales Poetry - senses Instructions Non-fiction information texts Christmas and festive writing</i>	<i>Story Writing Diary Writing Report Writing Shape Poems Persuasive Writing</i>	<i>Adventure Stories Explanation Texts Fantasy Stories Letter Writing Plays and Performance Review and Transition</i>
Hazel (Yr2) <i>(Year 3 N.C)</i>	<i>Class reader and recount writing Traditional tales and fables Instructional texts Character studies Non fiction Seasonal descriptive poetry</i>	<i>Myths and legends Diary entries Playscripts Explanation texts Adventure stories Narrative poetry</i>	<i>Letter writing Persuasive texts Mystery stories Biographies and autobiographies Book reviews End of year reflections</i>

	Autumn Term:	Spring Term:	Summer Term:
	Term 1 & 2	Term 3 & 4	Term 5 & 6
Cedar (Yr1) <i>(Year 5 N.C)</i>	<i>Five sentence types</i>	<i>'Curiosity: The Story of a Mars Rover': reading</i> <i>Speech punctuation, parenthesis and apostrophes</i>	<i>The Amazon Rainforest: essay writing</i>
Cedar (Yr2) <i>(Year 6 N.C)</i>	<i>Goth Girl - gothic fiction</i> Explore how atmosphere, settings & characters are created. Study adverbs of possibility, commas, relative clauses, dialogue punctuation. Reading and writing instructions Read and write instructions and explanations, exploring register, punctuating bullet points and adding parentheses. Write explanations based on the children's own interests.	Marcia Williams Shakespeare plays Choose from <i>Romeo & Juliet</i> , <i>The Tempest</i> , <i>Macbeth</i> for an in-depth study. Relative clauses & prefixes/suffixes in context of Shakespeare's new words. Write and perform playscripts Holes Louis Sachar Immerse your class in the world of <i>Holes</i> by Louis Sachar while exploring characters, setting and atmosphere. Explore expanded noun phrases and formal/informal language in the context of dialogue and narration. Write and illustrate your own chapter for <i>Holes</i> .	Biographies <i>Enjoy and discuss a range of inspirational biographies from Rise Up: Ordinary Kids with Extraordinary Stories. Learn the difference between active and passive voice and how to use the perfect form of verbs. Research, plan and write a biography.</i> The Explorer - Katherine Rundell Get lost in Katherine Rundell's wonderful book <i>The Explorer</i> , focusing on character and plot. Revise relative clauses and formal and informal language. Write an exciting new chapter inspired by the book.
Cedar (Yr3) <i>(Year 7 N.C)</i>	Heroes and Villains <i>Narrative writing Students will explore reading from myths, legends and tales; they will develop their understanding of characterisation, setting and plot structure to use in their own piece of writing</i> The Art of Persuasive Writing <i>Students will explore a range of</i>	Nature Poetry <i>Students will explore different forms and styles of poetry from around the world. They will develop their analytical reading skills to consider writers' intentions and word level meanings. Students will write their own poems to develop their awareness of poetic conventions, language and structural devices.</i>	Garbage King <i>Identifying and discussing themes and conventions. - drawing inferences and justifying with evidence. - summarising main ideas. -plot, character and moral development maintaining a focus on the topic and providing</i>

	<p><i>non-fiction texts and forms from across the world, using these as inspiration for their own non-fiction writing. Students will explore how to write and speak for different audiences and purposes and develop their oracy skills.</i></p>	<p>Shakespeare - <i>Midsummer's Night Dream</i></p> <p><i>Students will explore drama and the play through Shakespeare's A Midsummer Night's Dream. Students will be introduced to the comedy genre, the Elizabethan era, and the contextual factors that influenced Shakespeare's craft. Students will continue to explore character, plot and theme, as well as having the opportunity to perform.</i></p>	
--	--	---	--

NCFE Entry Level 1 Certificate in Essential English in Everyday Life QN: 610/0649/X

To be awarded this qualification, learners are required to successfully achieve 7 mandatory units from group A and one of two optional units from group B.

NCFE Entry Level 2 Certificate in Essential English in Everyday Life QN: 610/0651/8

To be awarded this qualification, learners are required to successfully achieve 8 mandatory units.

NCFE Entry Level 3 Certificate in Essential English in Everyday Life QN: 610/0653/1

To be awarded this qualification, learners are required to successfully achieve 8 mandatory units

<https://www.ncfe.org.uk/media/fomlzmot/610-0649-x-610-0651-8-610-0653-1-qualification-specification.pdf>

Entry Level 1

Group A mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 01	A/650/1816	Listening to information	Entry 1	10
Unit 02	F/650/1818	Listening and responding to information	Entry 1	30
Unit 03	A/650/1843	Speaking with others	Entry 1	30
Unit 04	D/650/1844	Introduction to reading skills	Entry 1	20
Unit 05	F/650/1845	Reading words and short texts	Entry 1	20
Unit 06	H/650/1846	Introduction to essential writing skills	Entry 1	20
Unit 07	J/650/1847	Writing and spelling words	Entry 1	30

Group B optional units

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 08	K/650/1848	Participating in short discussions	Entry 1	10
Unit 09	L/650/1849	Introduction to alphabetical order	Entry 1	10

Entry Level 2

Mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 01	M/650/1859	Listening and responding	Entry 2	20
Unit 02	D/650/1862	Introduction to discussing with others	Entry 2	20
Unit 03	F/650/1863	Introduction to speaking to be understood	Entry 2	30
Unit 04	H/650/1864	Reading skills	Entry 2	20
Unit 05	J/650/1865	Introduction to reading to understand	Entry 2	30
Unit 06	K/650/1866	Alphabetical order	Entry 2	10
Unit 07	L/650/1867	Essential writing skills	Entry 2	30
Unit 08	M/650/1868	Writing and spelling words and phrases	Entry 2	30

Entry Level 3

Mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 01	R/650/1869	Developing listening and responding skills	Entry 3	20
Unit 02	A/650/1870	Discussing with others	Entry 3	20
Unit 03	D/650/1871	Speaking to be understood	Entry 3	20
Unit 04	H/650/1873	Developing reading skills	Entry 3	30
Unit 05	J/650/1874	Reading to understand	Entry 3	30
Unit 06	L/650/1876	Developing an understanding of alphabetical order	Entry 3	10
Unit 07	R/650/1878	Developing essential writing skills	Entry 3	30
Unit 08	T/650/1879	Essential spelling and writing	Entry 3	30

NCFE Level 1 Certificate in Essential English in Everyday Life QN: 610/0675/0

Mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 01	T/650/1940	Listening, understanding and responding to others	1	20
Unit 02	Y/650/1941	Communicating with others	1	20
Unit 03	A/650/1942	Participating in discussions	1	10
Unit 04	D/650/1943	Introduction to knowledge and application of punctuation, grammar and spelling	1	20
Unit 05	F/650/1944	Composing texts	1	20
Unit 06	H/650/1945	Interpreting straightforward functional texts	1	30
Unit 07	J/650/1946	Introduction to understanding prose writing and poetry	1	20

NCFE Level 2 Certificate in Essential English in Everyday Life QN: 610/0676/2

Mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH	Notes
Unit 01	K/650/1947	Listening, understanding and using constructive feedback effectively	2	20	
Unit 02	L/650/1948	Participating in and contributing to discussions within formal and informal settings	2	25	
Unit 03	M/650/1949	Knowledge and application of punctuation, grammar and spelling	2	20	
Unit 04	Y/650/1950	Composing written texts	2	20	
Unit 05	A/650/1951	Interpreting straightforward and complex functional texts	2	30	
Unit 06	D/650/1952	Understanding prose writing and poetry	2	20	

Mathematics

White Rose Maths

NC year	Autumn 1 and 2	Spring 3 and 4	Summer 1 and 2
Pre-Key Stage	Getting to know you Match, sort and compare Measure and patterns Its me 1 2 3 Circles and triangles 1 2 3 4 5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6 7 8 Length, height and time Building 9 and 10 Explore 3d shapes	To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections
Year 1	Place value Addition and subtraction Shape	Place value Addition and subtraction Length and height Mass and volume	Multiplication and division Fractions Position and direction Place value Money time
Year 2	Place value Addition and subtraction Shape	Money Multiplication and division Length Height Mass capacity and temperature	Fractions Time Statistics Position and direction
Year 3	Place value Addition and subtraction Multiplication and division	Multiplication and division Length and perimeter Fractions Mass and capacity	Fractions Money Time Shape

			Statistics
Year 4	Place value Addition and subtraction Area Multiplication and division	Multiplication and division Length and perimeter Fractions Decimals	Decimals Money Time Shape Statistics Position and direction
Year 5	Place value Addition and subtraction Multiplication and division Fractions	Multiplication and division Fractions Decimals and percentages Perimeter and area Statistics	Shape Position and direction Decimals Negative numbers Converting units Volume
Year 6	Place value Addition and subtraction Multiplication and division Fractions Converting units	Ratio Algebra Decimals Fractions, decimals and percentages Area, perimeter and volume Statistics	Shape Position and direction Themed projects Problem solving
Year 7	Sequences Algebraic notation and substitution Expressions and equations Place value, ordering and rounding Four operations Averages and range Rounding and estimating	Graphing data Fractions, decimals and percentages Directed number Fractions and percentages of amounts Perimeter and area	Speed, distance and time Properties of number Add and subtract fraction Angles and polygons
Year 8	Ratio Proportion and scale Algebraic manipulation	Area, volume and density Equations and inequalities Percentages	Angles and parallel lines and polygons Tables and probability

	<p>Coordinates and graphs Multiply and divide fractions Symmetry and reflection</p>	<p>Indices Standard form Interpret and represent data</p>	<p>Circles and Graphs and charts Sequences</p>
Year 9	<p>Properties of number Percentages Area and volume Equations, inequalities and formulae Fractions Rates Standard form</p>	<p>Maths and money Straight line graphs Ratio and proportion Construction and congruence Similarity Algebraic manipulation</p>	<p>Pythagoras' theorem Non-linear graphs Sets and probability Transformations Simultaneous equations Trigonometry</p>
Year 10	<p>Algebraic manipulation Equations, inequalities and formulae Quadratic expressions and quotations Percentages Ratio and scale Work with fractions</p>	<p>Non-calculator methods Straight line graphs Probability Rounding and estimating Perimeter, area and volume Interpret and represent data Non-linear graphs</p>	<p>Angles Graphs and diagrams Vectors Factors and powers Pythagoras theorem and trigonometry Simultaneous equations</p>
Year 11	<p>Ratio and proportion Area and volume Similarity and congruence Sequences and proof Standard form Work with circles Set notation and venn diagrams</p>	<p>Functions and graphs Equations and formulae Rates Angles, bearings and trigonometry Constructions and loci Transformations</p>	<p>Revision and consolidations Examinations</p>

Qualifications: NCFE Entry Level 1, 2 and 3 Maths in everyday life

Entry Level 1 Certificate in Essential Maths in Everyday Life To be awarded this qualification, learners are required to successfully achieve 10 mandatory units. **Entry Level 2 Certificate in Essential Maths in Everyday Life** To be awarded this qualification, learners are required to successfully achieve 11 mandatory units. **Entry Level 3 Certificate in Essential Maths in Everyday Life** To be awarded this qualification, learners are required to successfully achieve 11 mandatory units

Progression Learners who achieve this qualification could progress to the following:

Entry Level 1 Certificate in Essential Maths in Everyday Life

- NCFE Entry Level 2 Certificate in Essential Maths in Everyday Life (610/0654/3)
- NCFE Entry Level 1 Functional Skills Qualification in Mathematics (603/5057/X)
- apprenticeships
- vocational qualifications

Entry Level 2 Certificate in Essential Maths in Everyday Life

- NCFE Entry Level 3 Certificate in Essential Maths in Everyday Life (610/0655/5)
- NCFE Entry Level 2 Functional Skills Qualification in Mathematics (603/5053/2)
- apprenticeships
- vocational qualifications

Entry Level 3 Certificate in Essential Maths in Everyday Life

- NCFE Level 1 Certificate in Essential Maths in Everyday Life (610/0648/8)
- NCFE Entry Level 3 Functional Skills Qualification in Mathematics (603/5061/1)
- apprenticeships
- vocational qualifications

<https://www.ncfe.org.uk/media/lwtb1vvr/610-0647-6-610-0654-3-610-0655-5-qualification-specification.pdf>

NCFE Level 1 Certificate in essential maths in everyday life

Group A mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 01	R/650/1813	Working with whole numbers up to one million	1	30
Unit 02	D/650/1826	Working with fractions	1	10
Unit 03	H/650/1828	Working with decimals	1	10
Unit 04	M/650/1830	Working with percentages	1	10
Unit 05	R/650/1831	Introduction to converting decimals, fractions and percentages	1	10
Unit 06	T/650/1832	Working with measurement	1	30
Unit 07	D/650/1835	Working with 2D and 3D shapes and angles	1	20
Unit 08	H/650/1837	Working with money to calculate interest and discounts	1	10
Unit 09	J/650/1838	Introduction to working with statistics	1	20
Unit 10	K/650/1839	Introduction to working with probability	1	20

Group B optional units

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 11	T/650/1841	Introduction to working with algebra and geometry	1	20
Unit 12	Y/650/1842	Introduction to working with mathematical skills	1	20

NCFE Level 2 Certificate in essential maths in everyday life

Group A mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH	Notes
Unit 01	T/650/1850	Working with positive and negative whole numbers	2	30	
Unit 02	Y/650/1851	Developing working with fractions	2	20	
Unit 03	A/650/1852	Developing working with decimals	2	10	
Unit 04	D/650/1853	Developing working with percentages	2	10	
Unit 05	F/650/1854	Converting decimals, fractions and percentages	2	10	
Unit 06	H/650/1855	Working with conversions of units of measurement	2	30	
Unit 07	J/650/1856	Working with 2D and 3D shapes and space	2	30	
Unit 08	K/650/1857	Working with statistics	2	20	
Unit 09	L/650/1858	Working with probability	2	20	

Group B optional units

Unit number	Regulated unit number	Unit title	Level	GLH	Notes
Unit 10	Y/650/1860	Working with algebra	2	20	
Unit 11	A/650/1861	Working with mathematical skills	2	20	

Science

White Rose Science

NC year	Autumn 1 and 2	Spring 3 and 4	Summer 1 and 2
Pre-Key Stage	Me and my small world What's in my basket? Senses Let's go outside What's changed? Night and day Changes in winter	Let it flow From desert to jungle Watch it grow Animal detectives Pushes and pulls	From city to see Look all around Test it out Happy and healthy Our wonderful world We're going on an animal hunt
Year 1	Human body Seasonal changes - autumn Materials Seasonal changes - winter	Planting Animals Caring for the planet Seasonal changes - spring Planting part 2	Plants Planting part 3 Growing and cooking Seasonal changes - summer
Year 2	Animals needs for survival Humans Materials Plastic	Plants part 1 Living things and their habitats Plants part 2	Plants part 3 Growing up Bulbs and seeds Growing up part 2 Wildlife
Year 3	Skeletons Movement	Fossils Soil	Plants part 1 Forces

	Nutrition and diet Food waste Rocks	Light	Magnets Plants part 2 Biodiversity
Year 4	Group and classifying living things Data collection part 1 States of matter	Sound Data collection part 2 Electricity Energy	Data collection part 3 Habitats Deforestation Digestive system Food chains
Year 5	Forces Space Global warming	Properties of materials Animals including humans Life cycles	Reproduction Reversible and Irreversible changes Plastic pollution
Year 6	Living things and their habitats Electricity Renewable energy	Light Light pollution Circulatory system Diet, drugs and lifestyle	Variation Adaptations Fossils Themed projects
Year 7	Matter as particles Cells Forces seperation	Magnetism Chemical reactions Space Acids and alkalis Digestion and health	Gas exchange Speed Reproduction Waves
Year 8	The periodic table Charge and electrical currant Transport systems Energy and power Energetics	Light Reactions of metals Density and pressure bioenergetics	Coordination Electrical circuits Genetics Reactivity Interdependence
Year 9	Respiration Heating and cooling Engineering	Variation Electromagnetism Cells atoms	Forces Cell transport Bonding Transport in organisms

Year 10	Electricity Separating mixtures Digestion and enzymes Energy	Reactivity Health and disease Reactions of acids The particle model Electrolysis	Atoms and radioactivity Energetics bioenergetics Quantitative chemistry Forces and motion
Year 11	Homeostasis and control Rates of reaction Resistive forces Organic chemistry Electromagnetism	Inheritance Waves Variation Earth's atmosphere and resources Biology - ecology	Revision Examinations

PSHE & RSE

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Rowan Y1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Rowan Y2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Rowan Y3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Hazel Y1	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Hazel Y2	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Hazel Y3	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CEDAR YR1	Personal Identity: What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities	Puberty and reproduction: Menstrual wellbeing; Managing the changes of puberty; Developing independence; How a baby is made	Health and hygiene: Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation	Managing change: Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support	Media literacy: How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences relating to gambling	Friendships and staying safe: Opportunities to connect online; The nature of online-only friendships; Reporting harmful content and contact; Staying safe online
CEDAR YR2	Economic wellbeing: Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation	Healthy lifestyles: Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services	Substances: Facts, misconceptions and social norms regarding drugs, alcohol and tobacco; Influence and risks relating to substance use	Careers: Developing enterprise skills; The world of work and young people's employment rights; Enterprise project - CROSS-YEAR, GROUP WITH Y5	Relationships: Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent	Friendships and diversity: Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice; Bullying, including online
CEDAR YR3	Careers: Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence	Friendships and managing influences: Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use.	Relationships: Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Introduction to contraception and sexual health.	First aid and keeping safe: First aid including CPR and defibrillator use; Personal safety including travel safety	Mental health and wellbeing: Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others	Moving forward: Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Aspen Y1	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations UNIT 25/26	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices UNIT 8/24
Aspen Y2	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work UNIT 25/26	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Aspen Y3	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process UNIT 25/26	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid UNIT 5	Intimate relationships UNIT 23 Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence UNIT 11
Maple Y1	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices UNIT 8/24	Healthy relationships Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work UNIT 11
Maple Y2	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression UNIT 20/21	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	Finalising qualification units

RE

	Rowan	Hazel	Cedar	Aspen
Term 1	Belonging - My family and my school	Belonging to a group or religion	What does it mean to belong to a religion? Shared beliefs and practices	Identity and belonging – religion, culture, and choice
Term 2	Birthdays and family celebrations	Christian and Hindu festivals	How do religious festivals express beliefs?	How are religious celebrations shaped by culture and society?
Term 3	Listening to stories from different faiths	Key moral stories from Christianity, Islam, and Hinduism	Analysing religious stories – meanings and morals	Interpreting sacred texts – literal vs symbolic understanding
Term 4	Exploring religious symbols	Understanding rituals	How symbols and rituals differ across religions	The power of religious symbols and their impact on identity
Term 5	Who helps us?	Stories of religious leaders	What makes a good leader? Comparing religious figures	Authority in religion – what makes someone a religious teacher?
Term 6	Who made the world?	Why are we here? Where do we come from?	What is the meaning of life? What happens when we die?	Can science and religion coexist?

Humanities

	Autumn Term: Term 1 & 2		Spring Term: Term 3 & 4		Summer Term: Term 5 & 6	
Cedar (Yr1) <i>(Year 2 N.C)</i>	<u>History</u> Ancient Egyptians	<u>Geography</u> Weather & climate	<u>History</u> Awareness of the past	<u>Geography</u> The UK	<u>History</u> Events beyond living memory	<u>Geography</u> Local area study & a contrasting non-European country. Human and physical features of geography.
Cedar (Yr2) <i>(Year 3 N.C)</i>	<u>History</u> The Stone Age	<u>Geography</u> Locational knowledge	<u>History</u> The Romans	<u>Geography</u> Geography of the UK	<u>History</u> The Greeks	<u>Geography</u> Sustainability
Cedar (Yr3) <i>(Year 4 N.C)</i>	<u>History</u> Vikings	<u>Geography</u> The 7 continents	<u>History</u> Changes in the local area	<u>Geography</u> Tourism in the UK	<u>History</u> Ancient China	<u>Geography</u> Volcanoes and earthquakes

	Autumn Term: Term 1 & 2		Spring Term: Term 3 & 4		Summer Term: Term 5 & 6	
Cedar (Yr1) (Year 6 N.C)	<u>History</u> The Great War: how did the Great War affect local people and their communities?	<u>Geography</u> Earthquakes: how do they change the world?	<u>History</u> The Vikings: how did Viking settlement change Britain?	<u>Geography</u> Coasts: what happens where the land meets the sea?	<u>History</u> Significant turning points: in what ways did Britain change after WWII?	<u>Geography</u> Global trade: how do we get our stuff?
Cedar (Yr2) (Year 7 N.C)	<u>History</u> Normans	<u>Geography</u> World map skills	<u>History</u> Industrial revolution or The suffragettes	<u>Geography</u> Dangerous Earth (tectonic plates and its reactions)	<u>History</u> How are w threatening our planet?	<u>Geography</u> Water world (Precipitation and the water cycle)
Cedar (Yr3) (Year 8 N.C)	<u>History</u> The Black Death	<u>Geography</u> Population	<u>History</u> Native Americans	<u>Geography</u> Landscape of the UK	<u>History</u> Medicine throughout time	<u>Geography</u> Extreme climatic hazards

	Autumn Term: Term 1 & 2		Spring Term: Term 3 & 4		Summer Term: Term 5 & 6	
Aspen (Yr1) (Year 9 N.C)	<u>History</u> The Industrial Revolution: did industrialisation revolutionise people's lives?	<u>Geography</u> Natural resources: Can Earth meet our needs?	<u>History</u> The British Empire: how far was it transformed in the mid-nineteenth century?	<u>Geography</u> Natural resources: Can Earth meet our needs?	<u>History</u> WW1	<u>History</u> WW2

Food Technology

<p>Cedar (Upper KS2 / Lower KS3)</p> <p>Year 1: Food and Cooking (NC Year 7)</p>	<p>Aims</p> <ul style="list-style-type: none"> • Pupils will develop their knowledge and understanding of ingredients and healthy eating. • Pupils will develop their knowledge food provenance. • Pupils will acquire and demonstrate food preparation and cooking techniques. • Pupils will acquire and demonstrate the principles of food hygiene and safety. • Pupils will develop their knowledge of consumer food and drink choice. • Pupils will apply their knowledge to make informed choices. • Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently. • Pupils will build and apply a repertoire of knowledge, understanding and skills in order to create high quality dishes for a wide range of people. • Pupils will evaluate and test their ideas and the work of others. 	<p>Learning outcomes overview</p> <p>Through this scheme of work, pupils will:</p> <ul style="list-style-type: none"> • recall and apply the principles of <i>The Eatwell guide</i> and the 8 tips for healthy eating, to their own diet; • discuss energy and how needs change through life; • name the key nutrients, sources and functions; • acquire and demonstrate a range of food skills and techniques; • adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes, increasing in complexity; • acquire and demonstrate the principles of food hygiene and safety; • identify how and why people make different food and drink choices; • demonstrate the knowledge, understanding and skills needed to engage in an iterative process of planning and making; • acquire and apply a knowledge and understanding of food science; • apply and consolidate their literacy and numeracy skills by using them purposefully in real-life scenarios; • track their progress using the My learning journey booklet (cooking, nutrition, food provenance, ingredients and creativity). 	<p>Prior learning</p> <p>Pupils will build on their learning in Key Stage 2 Design and Technology: knowledge and skills include:</p> <ul style="list-style-type: none"> • use of basic equipment and tools, basic practical skills, origin and simple functions of ingredients, healthy eating and <i>The Eatwell Guide</i>, food choice. • knowledge, understanding and skills needed to engage in an iterative process of designing and making in a range of contexts, such as the home, school and culture.
---	--	---	---

<p style="text-align: center;">Aspen (Upper KS3/Lower KS4/5)</p> <p style="text-align: center;">Year 2: Diet and Health (NC Year 8)</p>	<p>Aims</p> <ul style="list-style-type: none"> ● Pupils will deepen their knowledge and understanding of food and nutrition. ● Pupils will deepen their knowledge food provenance. ● Pupils will further develop their food skills and techniques. ● Pupils will further develop and demonstrate the principles of food hygiene and safety. ● Pupils will deepen and apply their knowledge of consumer food and drink choice. ● Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently. ● Pupils will build and apply a repertoire of knowledge, understanding and skills in order to create and make recipes and dishes for a wide range of people. ● Pupils will evaluate and test their ideas and the work of others. 	<p>Learning outcomes overview</p> <p>Through this scheme of work, pupils will:</p> <ul style="list-style-type: none"> ● recall and apply the principles of <i>The Eatwell guide</i> and the 8 tips for healthy eating; ● explain energy and how needs change through life; ● name the key nutrients, sources and functions; ● adapt and follow recipes using a variety of ingredients and equipment to prepare and cook a range of more complex dishes; ● develop and demonstrate a wider range of food skills and techniques; ● develop and demonstrate the principles of food hygiene and safety in a range of situations; ● explain the factors that affect food and drink choice; ● demonstrate the knowledge, understanding and skills needed to engage in an iterative process of planning and making; ● develop and apply their knowledge and understanding of food science; ● apply and consolidate their literacy and numeracy skills by using them purposefully in real-life scenarios; ● track their progress using the My learning journey booklet (food skills, cooking, nutrition, food provenance, ingredients, and creativity). 	<p>Prior learning</p> <ul style="list-style-type: none"> ● describing and applying <i>The Eatwell Guide</i> ● explaining energy and energy balance, key nutrients, their sources and functions; ● using and adapting recipes; ● using appropriate ingredients and equipment to prepare and cook ● acquiring and demonstrating a range of food skills and techniques; ● principles of food hygiene and safety; ● acquiring and demonstrating a knowledge of the source, seasonality and characteristics of a range of ingredients; ● acquiring and demonstrating the knowledge, understanding and skills needed to engage in an iterative process of planning and making.
--	---	---	---

<p style="text-align: center;">Year 3: Making Choices (NC Year 9)</p>	<p>Aims</p> <ul style="list-style-type: none"> ● Pupils will extend their knowledge and understanding of food, diet and health. ● Pupils will extend food preparation and cooking techniques. ● Pupils will extend their knowledge of food provenance and consumer information. ● Pupils will extend and apply their knowledge of consumer food and drink choice. ● Pupils will secure the creative, technical and practical expertise needed to perform everyday tasks confidently. ● Pupils will build and apply an expanding repertoire of knowledge, understanding and skills in order to create and make high quality dishes for a wide range of people. ● Pupils will evaluate and test their ideas and the work of others, and make recommendations for improvements. 	<p>Learning outcomes overview</p> <p>Through this Scheme of Work, pupils will:</p> <ul style="list-style-type: none"> ● apply the principles of <i>The Eatwell Guide</i> and relate this to diet through life; ● list and explain the dietary needs throughout life stages; ● investigate information and guidance available to the consumer regarding food labelling, availability, traceability, food certification and assurance schemes and animal welfare; ● explain the characteristics of ingredients and how they are used in cooking; ● adapt and follow recipes to prepare and cook a range of predominately savoury dishes; ● secure and demonstrate a range of food skills and techniques; ● secure and demonstrate the principles of food hygiene and safety in a range of situations; ● investigate and discuss new food trends; ● secure and demonstrate the knowledge, understanding and skills needed to engage in an iterative process of planning and making; ● extend and consolidate their literacy and numeracy skills by using them purposefully in a range of everyday situations; ● track their progress using the My learning journey booklet (cooking, nutrition, ingredients, food provenance and creativity). 	<p>Prior learning</p> <ul style="list-style-type: none"> ● describing and applying <i>The Eatwell Guide</i> ● explaining energy and needs ● explaining key nutrients, sources and functions; ● developing and demonstrating a knowledge of the source and seasonality ● developing and demonstrating a range of food skills and techniques; ● demonstrating the principles of food hygiene and safety; ● using a variety of ingredients and equipment to prepare and cook a range dishes; ● using and adapting recipes; ● developing and demonstrating the knowledge, understanding and skills needed to engage in an iterative process of planning and making.
--	--	--	---

Arts

Bronze		Autumn Term:		Spring Term:		Summer Term:	
Aspen		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Art	The Formal Elements (Part A)	The Formal Elements (Part A) Christmas card project	Artist Research Producing an art work inspired by artist research (Part C)	Turner Contemporary competition. (Part A)	Visiting an art event Reviewing an art event. (Part B)	Share an arts skill (Part D) Collate arts journey and present their work
	Textiles	Apron Project (Part A)	Apron Project (Part A)	Knitting Project (Part A)	Knitting Project (Part A) (Part D)	Artist/Designer Research (Part C)	Self-guided project
	Expressive Arts	Drama games and script reading practice	Drama games and script reading practice	Piano Skills	Piano Skills	Ukulele Skills	Ukulele Skills

Explore		Autumn Term:		Spring Term:		Summer Term:	
Cedar		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Art	Vincent Van Gogh inspired art pieces (Part A)	Christmas Card project Christmas arts (Part A)	Artist research (Part B)	Turner Contemporary Art competition (Part C)	Individual art project	Collate and Share their art journey (Part D)
	Expressive Arts	Group story writing	Drama: Santa's Cookie Problem	Music: Making instruments	Duologues	Mask Making Project	Collaging Project Inside my mind - mixed media project

Hazel	Autumn Term:		Spring Term:		Summer Term:	
Discover	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Mixed media and collage Halloween Art (Part A)	Christmas Card project (Part A)	Looking at Artists (Part B)	Turner Contemporary art competition.	Nature art project (Part A)	Collating and sharing their art journey.

Physical Education

Term	Units	Focus & Progression	ADAPT Strategies	Link to School Values
Autumn 1	Invasion Games (Football, Basketball, Tag Rugby – adapted)	<ul style="list-style-type: none"> - KS1: simple movement/tag games - LKS2: passing, attacking/defending - UKS2: small matches, tactics 	<p>Activity: core + parallel versions (walking, balloon games)</p> <p>Differentiation: team sizes, ball types</p> <p>Area: smaller pitches, quiet zones</p> <p>Personalities: peer captains</p> <p>Tools: coloured bibs, inclusive balls</p>	<p>Resilience: keep trying in games</p> <p>Aspiration: learning team roles</p> <p>Nurture: supporting teammates</p>
Autumn 2	Movement & Coordination Circuits	<ul style="list-style-type: none"> - KS1: animal walks, beanbag balance - LKS2: agility ladders, skipping - UKS2: timed circuits, peer-led 	<p>Activity: skills broken into steps</p> <p>Differentiation: open-ended challenges</p> <p>Area: zoned circuits + regulation station</p> <p>Personalities: station leaders roles</p> <p>Tools: sensory mats, timers</p>	<p>Creativity: trying new movements</p> <p>Aspiration: beat personal best</p> <p>Nurture: encourage peers at stations</p>

Spring 1	Gymnastics/Dance/Fitness	<ul style="list-style-type: none"> - KS1: shapes, balances, moving to music - LKS2: short routines, partner work - UKS2: choreography, apparatus 	<p>Activity: choice (floor, dance, apparatus)</p> <p>Differentiation: scaffold vs free routines</p> <p>Area: mats/apparatus zoned</p> <p>Personalities: music linked to pupils' interests</p> <p>Tools: ribbons, visual move cards</p>	<p>Creativity: expressing through movement</p> <p>Resilience: practising sequences</p> <p>Aspiration: performing to peers</p>
Spring 2	Net & Wall Games (Tennis, Badminton, Volleyball – adapted)	<ul style="list-style-type: none"> - KS1: balloon tennis, rolling targets - LKS2: foam-ball rallies - UKS2: doubles, scoring systems 	<p>Activity: larger rackets/balls</p> <p>Differentiation: score by attempts</p> <p>Area: small courts/zones by skill</p> <p>Personalities: buddy rallies</p> <p>Tools: visual targets, sound balls</p>	<p>Nurture: working in pairs</p> <p>Resilience: keeping rallies going</p> <p>Aspiration: tracking improvements</p>

Summer 1	Athletics & Outdoor Adventure	<ul style="list-style-type: none"> - KS1: short races, beanbag throws - LKS2: relays, long jump, vortex 	Activity: personal best focus Differentiation: adjust	Resilience: striving for PBs Aspiration: goal setting
		<ul style="list-style-type: none"> - UKS2: timed runs, javelin, orienteering 	distance/weights Area: lanes, waiting zones Personalities: encourager pairs Tools: stopwatches, tactile markers	Creativity: problem-solving in orienteering
Summer 2	Striking & Fielding (Cricket, Rounders, Baseball – adapted)	<ul style="list-style-type: none"> - KS1: batting off tees, rolling balls - LKS2: short adapted games - UKS2: tactical positioning, matches 	Activity: rolling instead of bowling Differentiation: score for effort Area: smaller pitches, clear bases Personalities: confident fielders as coaches Tools: foam bats, soft balls, coloured bases	Nurture: turn-taking Resilience: retrying skills Aspiration: learning tactical play

ICT

	Term 1 & 2	Term 3 & 4	Term 5 & 6
Cedar (Yr1) (Year 5 N.C)	<i>Computing systems and networks - systems and searching</i> Online safety Christmas Quiz	Programming A – Selection in physical computing Data and information – Flat-file databases	Creating media - Introduction to vector graphics Programming B – Selection in quizzes
Cedar (Yr2) (Year 6 N.C)	Computing systems and networks - Communication and collaboration Creating media – Web page creation	Programming A – Variables in games Data and information - Introduction to Spreadsheets	Creating media – 3D Modelling Programming B - Sensing movement
Cedar (Yr2) (Year 7 N.C)	<i>Links and recap on previous learning to identify gaps and misconceptions</i> Clear messaging in digital media	Networks from semaphores to the Internet Programming essentials in Scratch – part I	Modelling data using spreadsheets Programming essentials in Scratch – part II

	Term 1 & 2	Term 3 & 4	Term 5 & 6
Hazel (Yr1) (Year 2 N.C)	<i>Technology around us</i> <i>Using a computer</i> <i>Word processing</i> <i>Digital art</i> <i>Data handling</i> <i>Technology in our lives</i>	<i>Coding introduction</i> <i>Digital storytelling</i> <i>Photography & editing</i> <i>Introduction to spreadsheets</i> <i>Research and internet use</i>	<i>Presenting information</i> <i>Animation</i> <i>Digital music</i> <i>End of year project</i>
Hazel (Yr2) (Year 3 N.C)	<i>Introduction to ICT & Digital Devices</i> <i>Typing & Keyboard Skills</i> <i>Word Processing and Editing</i> <i>Drawing and Design Tools</i> <i>Data Handling (Charts and Tables)</i> <i>E-Safety Awareness</i>	<i>Introduction to Coding</i> <i>Multimedia Presentations</i> <i>Digital Research Skills</i> <i>Branching Databases</i> <i>Comic Strip Creation</i>	<i>Email and Communication Tools</i> <i>Animation Basics</i> <i>Music and Sound Editing</i> <i>Final ICT Project</i>

<i>Aspen (NCFE pathway)</i>	NCFE Level 1 Certificate in Digital Skills (603/3129/X) https://www.ncfe.org.uk/media/o0ep0yd4/603-3129-x-qualification-specification.pdf	
	Term 1 & 2	Unit 01 Find and use information Unit 02 Safety and security when using data and digital services
	Term 3 & 4	Unit 03 Communicating and collaborating online Unit 04 Using word processing software
	Term 5	Unit 05 Using a computer Extension: Unit 06 Digital career development
	Term 6	Portfolios to be completed and externally moderated.

Natural World & Outdoor Learning

Term	Main Focus (Cedar)
1	Hedgerow planning. Planting oak trees. Autumn scavenger hunts. Bird and bug hotels
2	Autumn scavenger hunts Bird and bug hotels. Planning the growing year.
3	Building a greenhouse. Preparing our garden beds and pots Hedgerow planting. Wildflower garden. Big garden bird watch.
4	Sowing seeds Seedling maintenance. Potting on. Planting out.

	Spring scavenger hunts.
5	Minster in bloom Planning our garden. Preparing our pots. Selecting our plants.
6	Minster in bloom Planting our plants. Garden maintenance. Big butterfly count.

Forest School / Natural World Overview ***(Cedar and Aspen)***

Forest School is a child-centred inspirational learning process that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.

The process helps and facilitates more than knowledge-gathering, it helps learners develop socially, emotionally, spiritually, physically and intellectually. It creates a safe, non-judgemental nurturing environment for learners to try stuff out and take risks. Forest School inspires a deep and meaningful connection to the world and an understanding of how a learner fits within it. Our approach to risk means that learners constantly expand on their abilities by solving real-world issues, building self-belief and resilience. We believe that risk is more than just potential for physical harm, but a more

holistic thing, there are risks in everything we do, and we grow by overcoming them. Forest School therefore, helps participants to become healthy, resilient, creative and independent learners.

Quality Forest School is delivery which holds to all six key principles that shape and govern the Forest School ethos. There are many forms of outdoor education and all have enormous value, however, Forest School is unique in its reach, delivery and effect. These six principles are:

1. Forest School is a long-term process of regular sessions, rather than one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session.
2. Forest School takes place in a woodland or natural environment to support the development of a lifelong relationship between the learner and the natural world.
3. Forest School uses a range of learner-centred processes to create a community for being, development and learning.
4. Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.
5. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
6. Forest School is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice.

As Forest School is a student led learning process there is not a set list of topics that we cover at a set time.

Forest school sessions may include but are not limited to the following topics.

Working with wood	Lighting fires	Cooking outdoors	Knots
Den building	Nature identification	Bug identification	Leaf and bark rubbing
Clay and mud craft	Foraging	Sensory exploration	Making musical instruments
Pond dipping	Bug houses and habitat building	Rope swings and ladders	Scavenger hunts
Nature weaving	Making journey sticks	Group nature mandalas	Data collection

Careers

Cedar	Term 1 & 2	Term 3 & 4	Term 5 & 6
Cedar (Yr1) <i>(Year 5 N.C)</i>	All about Me and My Aspirations What is Work? Exploring the World of Work	Skills for Success: Communication, Teamwork & Problem Solving Challenging Stereotypes & Celebrating Diversity in Careers	Money Matters: Earning, Saving, Spending My Future Pathways: Looking Ahead
Cedar (Yr2) <i>(Year 6 N.C)</i>	Understanding Work and Careers Skills for Work and Life	Money and Careers Challenging Stereotypes and Promoting Equality	Education Pathways and Future Learning My Aspirations and Next steps
Cedar (Yr2) <i>(Year 7 N.C)</i>	<i>Introduction to Careers and Aspirations</i> Skills for Work and Life	Exploring Jobs and Industries Pathways and Education	Money, Work, Life style Challenging Stereotypes and Celebrating Diversity

Aspen Careers

		1st year of study	2nd year of study
<i>Teaching and Learning Sessions</i>	Autumn Term	<u>What is a career?</u>	<u>Introduction to the World of Work</u>
	Term 1 & 2	<p><u>End objective/s:</u> Understand the concept of careers beyond jobs and develop the learner’s understanding of the term ‘independence’.</p> <p>Activities: Careers quizzes, class discussion, research into possible career routes, written answers, Q&A, NCFE Unit 12</p> <p>LOtC: Visit to careers fair.</p> <p>(Gatsby Benchmarks 1, 2)</p> <p><u>Steps/outcomes</u> Discussion with students on what they think careers lessons are about to gauge initial understanding. Gather an understanding of students’ current ideas on “Careers” and what their aspirations are Discussion on the difference between a job vs a career Looking at why it is important to begin looking at your career early on Looking at “can you change your career?” - case studies Visit a careers fair to explore local opportunities Reflect on information found at careers fair Discussion on the need for “independence” when becoming employed. Assess students’ understanding of the local opportunities and if their aspirations have changed</p>	<p><u>End objective/s:</u> Learn about a range of different job sectors and roles. Have an understanding of the information required to create a CV.</p> <p>Activities: Videos and workshops (DWP), visits from local companies, job industries, NCFE unit 33</p> <p>(Gatsby Benchmarks 2, 5)</p> <p><u>Steps/outcomes</u> Discussion on the range of different job sectors that students are already aware of. Introduction to additional job sectors that they may not be aware of (including, but not limited to: finance, technology, healthcare, education, manufacturing, and the creative arts) Students to create profiles for a range of jobs across a number of sectors that they sparked their interest (bespoke to learner)</p> <p>1.1 Identify the type of information usually included in a CV 1.2 Collect the information they will need to create a CV ensuring it is accurate and up to date 2.1 Identify 2 people who would be suitable as referees 2.2 Give examples of people who would not be acceptable</p>

		<p>1.1 Explain the term 'independence'</p> <p>1.2 Give examples of working independently</p> <p>2.1 Identify situations where own independence could be developed</p> <p>2.2 Give examples of sources of support in relation to developing independence</p>	<p>as referees</p> <p>3.1 Choose a suitable layout for a CV</p> <p>3.2 Produce an accurate and appropriately laid out CV using IT</p> <hr/> <p style="text-align: center;"><u>Additional skills and Strengths</u></p> <p><u>End objective/s</u> : Identify additional personal qualities and skills needed for work and understand the concept of ongoing self improvement at work.</p> <p>Activities: Self-reflection and assessment, peer feedback, NCFE unit 09</p> <p>(Gatsby Benchmarks 3)</p> <p><u>Steps/outcomes</u></p> <p>1.1 Identify the type of basic criteria that are relevant when measuring their own learning and development needs</p> <p>1.2 Use straightforward criteria to identify their own learning and development needs for a current or potential role</p> <p>2.1 Give examples of how their own development links to business improvement in 2 of the following 3 areas:</p> <ul style="list-style-type: none"> • improved customer service • improved products • cutting costs <p>3.1 Give examples of how their own improvement can prepare them for new opportunities and challenges at work in 2 of the following 3 areas:</p> <ul style="list-style-type: none"> • increased responsibility
--	--	---	---

			<ul style="list-style-type: none"> • change in role • working with new people
	<p>Spring Term</p> <p>Term 3</p>	<p><u>Coping with change</u></p> <p><u>End objective/s</u> : Be able to identify why things can change at work and the different types of change.</p> <p>Activities: Group discussion, mind mapping, reflective journals, NCFE Unit 19.</p> <p>(Gatsby Benchmark 1)</p> <p><u>Steps/outcomes</u> Student discussion on what “change” may look like for them in individual lives. Looking at how this may look in a work setting. Identifying coping methods for dealing with change (personal to each learner)</p> <p>1.1 Give an example of the different types of change that can happen in the place of work for each of the following:</p> <ul style="list-style-type: none"> • planned change • unplanned change <p>1.2 Give 3 examples of why change happens in the place of work</p> <p>2.1 Identify the different stages within a change process</p> <p>2.2 Give 2 examples of how people might react to change at different points within the process</p> <p>2.3 Give 2 examples of tools or methods which might help them or others cope with change</p>	<p><u>Skills for Life and Work</u></p> <p><u>End objective/s:</u> Identify transferable skills and their importance as well as understanding the idea of creative thinking.</p> <p>Activities: Mindmaps and questioning, self-reflection, completion of Yr 11 transition plan, NCFE Unit 14</p> <p>(Gatsby Benchmark 3)</p> <p><u>Steps/outcomes</u> What does “transferable” mean? Recapping previous term’s work on skills needed and expanding to discuss which of these skills are transferable and why, giving examples. Be able to explain the importance of each of the listed transferable skills.</p> <p>1.1 Identify what is meant by creative thinking</p> <p>1.2 Give an example of how creative thinking can be positive within the place of work</p> <p>1.3 Give an example of when creative thinking might be inappropriate in the place of work</p> <p>2.1 List 3 different ways to encourage creative thinking and come up with an idea</p> <p>2.2 Use one of these ways to come up with a creative idea for a place of work</p>

	Term 4	<p style="text-align: center;"><u>Routes and Pathways</u></p> <p><u>End objective/s:</u> To have an understanding of the pathways available post 16. Provide learners with an understanding of how employability can be affected by their mindset, focusing on the key qualities sought by employers.</p> <p>Activity ideas: Conduct research and create display boards for peers, NCFE unit 01</p> <p>(Gatsby Benchmarks 4)</p> <p><u>Steps/outcomes</u> Looking at what subjects can lead to what pathways Looking at the variety of options available to the young people including:</p> <ul style="list-style-type: none"> • Volunteer work • Part-time work • Full-time work • Next steps in their education, including adult learning courses, college, HE courses. <p>1.1 State what mindset qualities are attractive to employers 1.2 Identify what qualities they already have 1.3 Outline why honesty, commitment, flexibility and accountability are key qualities to employers 1.4 Give examples of when they have been honest, committed, flexible and accountable 1.5 Outline how own mindset qualities could affect their employability 1.6 Identify actions to improve own mindset qualities</p>	<p style="text-align: center;"><u>Working in a team</u></p> <p><u>End objective/s:</u> Have knowledge of some of the basic skills needed to work in a team within a work context.</p> <p>Activity ideas: Discussions on real life experiences of working in team, reflections, Q&A, NCFE Unit 22</p> <p>(Gatsby Benchmarks 1, 2)</p> <p><u>Steps/outcomes</u> Initial discussion on what working as part of a team means to them. Look at when they have worked as part of a team (this may be within school or the wider community depending on the learner)</p> <p>1.1 Identify 2 characteristics of a good team 1.2 Give a reason why each of these characteristics improves team performance 2.1 Identify own strengths and role within a team 2.2 Give an example of using own strengths within a team 3.1 Identify the strengths others can bring to a team 3.2 Give real examples of the contribution made by others in a team</p>
--	--------	---	--

	Term 5	<p style="text-align: center;"><u>Planning for the Future</u></p> <p><u>End objective/s:</u> Begin to explore aspirations and link them to goals. Begin to develop an understanding of the best places to look for suitable job opportunities, using job-searching resources and knowing who can support them to look for work.</p> <p>Activities: 'Thinking of the future' sheets, SMART target setting. Visits from different career industries / local companies / work from DWP, NCFE unit 30</p> <p>(Gatsby Benchmarks 2, 5, 8)</p> <p><u>Steps/outcomes</u> Complete 'thinking of the future' sheets Students to set themselves SMART goals Students to identify any areas of interest for job roles</p> <p>1.1 Identify 2 possible sources of job vacancies and provide an example of a job opportunity that might suit them from one of the sources 1.2 Identify who is able to help them find work or training in their area 1.3 Provide an example of a job vacancy or training opportunity that interests them that has been found by using one of the support networks and acting on the advice and guidance given 1.4 Recognise how ready they are to apply for this type of opportunity 1.5 Identify how they can improve their chances of being successful if they apply for this type of opportunity</p>	<p style="text-align: center;"><u>Applications & interviews</u></p> <p><u>End objective/s:</u> Have an understanding of the type of information usually requested in job application forms, presenting information appropriately for the audience and purpose, and basic guidelines for completing forms and formal letter writing. Have an understanding of the preparation needed for job/ FE interviews and being interviewed.</p> <p>Activity ideas: Discussion, looking at applications, completing example applications together and independently, role play/simulated interviews, looking at the types of application for a range of next steps inc. FE, voluntary work, part-time and full-time work, NCFE unit 31, NCFE unit 32</p> <p>(Gatsby Benchmarks 1, 3, 7)</p> <p><u>Steps/outcomes</u> -<i>Job application skills</i> 1.1 Identify the type of information usually requested in a straightforward job application 1.2 Create a folder of the information they will need for a job application ensuring that it is accurate and up to date 2.1 Complete a straightforward job application form accurately 2.2 Write an accompanying letter to send to an appropriate person, showing they can: <ul style="list-style-type: none"> • select an appropriate format • address and date it appropriately • use an appropriate style of language • check the letter for mistakes and accuracy </p>
--	--------	--	--

			<p><u>Steps/outcomes -interview skills</u></p> <p>1.1 Recognise what type of information would be useful to have before the interview, including how to ensure they arrive at a suitable time</p> <p>1.2 Describe what the interviewers will be expecting with regard to: • punctuality • dress sense • behaviour • language use</p> <p>1.3 Produce a pack of useful and relevant information that will help them prepare</p> <p>2.1 Demonstrate appropriate dress sense and punctuality to help make the right first impression</p> <p>2.2 Perform in an effective manner showing they can:</p> <ul style="list-style-type: none"> • demonstrate speaking and listening skills by answering questions appropriately • be respectful and polite <p>3.1 Identify own strengths from the feedback 3.2 Identify areas for improvement and give an example of how they will develop these skills</p>
	Term 6	<p style="text-align: center;"><u>Time management</u></p> <p><u>End objective/s:</u> Know why punctuality, reliability and the need for preparation are important in the workplace.</p> <p>Activities: Simulated activities / role play, discussion, Q&A, NCFE unit 07</p> <p>(Gatsby Benchmark 1)</p> <p><u>Steps/outcomes</u></p> <p>1.1 Give 2 examples of how time can be managed in a place of work</p>	<p style="text-align: center;"><u>Work experience and personal finance</u></p> <p><u>End objective/s:</u> Be able to undertake a work experience placement. Begin to develop an understanding of a range of aspects of personal finance linked to the work environment.</p> <p>Activities: Visit from bank of England, simulated experiences, organising and undertaking work experience, NCFE unit 20</p> <p>(Gatsby Benchmarks 5,6)</p> <p><u>Steps/outcomes - Work experience</u></p>

	<p>1.2 Review own time management and identify areas where they could improve</p> <p>1.3 Plan own work activity, with appropriate support from others</p> <p>1.4 Carry out a work activity within planned timescale</p> <p>2.1 Describe 2 different time-related problems that can lead to disruption in a place of work</p> <p>2.2 Identify where they can access support when they run into difficulties with time management</p> <p>3.1 Give 2 examples of why punctuality is important in the place of work, identifying the consequences of not being punctual</p> <p>3.2 Identify what is meant by reliability in each of the following work-related contexts:</p> <ul style="list-style-type: none"> • production • customer service 	<p>Students will reflect on prior units of work to make informed decisions on the industry area in which they would like to organise work experience in.</p> <p>Students will attend a work experience placement.</p> <p>Students will complete a work experience diary to log and reflect on their experience.</p> <p><u>Steps/outcomes - personal finance</u></p> <p>Discuss the reason why personal finance is important when entering the world of work.</p> <p>1.1 Add, subtract, multiply and divide work-based sums of money and record the answers appropriately</p> <p>1.2 Identify the total gross amount to be paid to them</p> <p>1.3 Identify the deductions made from a payslip</p> <p>1.4 Say what these deductions are for and what represents the biggest deduction</p> <p>1.5 Identify the net amount of pay</p> <p>1.6 Round numbers to the nearest pound and compare the deductions and net pay using an appropriate graphical method</p> <p>1.7 Check their calculations for accuracy</p>
--	---	---