

Key Stage 3 & 4 Curriculum Framework Year 2023 – 2024 Year A

	Core Subjects					Foundation Subjects					
	English	Maths	Computing	Science	PSHE + C	Humanities (History Geog)	Art / DT	Food	Music / Perf Arts	PE	RE
Learning hours	Taught 300 mins per week, at least 1 hour daily	Taught 200 mins per week over at least 4 sessions including 2 x Number 1 x Geometry and Measurement 1 x Using and Applying For example 40 mins daily	Taught weekly 40 mins Cross-curricular use of ICT	Taught weekly 1 hour	Taught weekly 1 hour	History/Geography taught in alternate half-terms 40mins per week	Art / DT taught weekly 40 mins	FT taught weekly for 1 hour by class teacher. Supports maths and EHCP targets	Taught weekly 40 mins	1 hr weekly Class partake in external sports 1hr weekly	KS3 45 hours per year KS4 40 hours per year 6.6.hours per ½ term Or 1 day per half term
Ongoing Thinking Skill: Asking for Help	Personalised learning objectives covering Communication, reading and writing. Taught explicitly and through cross curricular opportunities	Personalised learning objectives covering Using and applying Number Geometry and Measurement to be taught explicitly and through cross curricular opportunities	Personalised learning objectives focused on access to ICT and application of skills Cross-curricular use	<i>All units will cover aspects of 'Working Scientifically'</i> Taught explicitly and through cross curricular opportunities	Self-Care routines and independence Autonomy and choice-making Forming relationships Taught explicitly and through cross curricular opportunities	History: Sequential and temporal language Celebration of birthdays and significant events Geography: Directional and positional language Taught explicitly and through cross curricular opportunities	Use of tools integral to other subjects Taught explicitly and through cross curricular opportunities		Ongoing songs and rhythm used throughout the school day Weekly singing assembly	Physical development activities linked to EHCP Outcome scores including implementation of physio programmes	Daily class assembly x2 (15 mins) Weekly: singing assembly, class led assembly, SLT led good work assembly Link to British values and SMSC
Autumn Celebrations We can learn about and explore celebrations and traditions that are important in our lives as well as celebrations from different countries and cultures. We can also investigate how celebrations are represented in the arts and music of different cultures and make comparisons. Thinking skills Linking and Planning *Suggested Educational Visit: Theatre visit	Emergent W1-5 Shared Reading Daily Independent Reading – Self-selected choice of fiction, non-fiction, electronic, interactive texts Little Wandle foundation for phonics programme (2 letters per day, 4 letters per week) Writing with adults – Predictable Chart writing Writing from adults Independent writing Early Conventional W6-W7 & Conventional W8+ Reading Comprehension Daily Independent Reading Self-selected choice of fiction, non-fiction, electronic, interactive texts Textless reading scheme books (W6 - Lilac level, W8+ Pink band Collins Big Cat, Oxford Reading Tree Grey wordless books) Little Wandle from Phase 2 (2 letters per day, 4 letters per week) Writing – Predictable chart writing Independent Writing	1st Half Term: Number Use Place Value and Compare/Experience Contrasting Quantities Geometry and Measurement Measuring and Comparing (Size and Length) Using and Applying Problem Solving (Practical Investigations, Enquiry and Trial and Improvement) 2nd Half Term: Number Counting Geometry and Measurement Measuring and Comparing (Weight and Capacity) Using and Applying Statistics (Handling data, Representations, Tables and Charts)	Multimedia Text and Images Developing functional computing skills in the context Christmas Production (including Careers related opportunities)	Light – properties of light and dark. Use of lights. Dark and shadows. Electricity and manmade energy. Household appliances.	Relationships Types of families Family portrayal in the media Home life Building class relationships (including Christmas show)	Harvest Celebrations from Different countries Xmas through the ages	Celebrations how the art of different cultures represents a celebration of custom, tradition and ritual Props for the school play	Celebration food from around the UK Celebration food from around the world	Carnival Music and Samba Christmas Carol – end of term production	Games Dodging and scoring Dance Modern contemporary	Autumn 1: Christianity: God's kingdom Autumn 2: Christianity: Christians beliefs about life after death
Spring New Beginnings We can learn about and investigate different types of 'new beginnings'. These may include new movements in art & music, new beginnings in nature such as land		1st Half Term: Number Number representing Geometry and Measurement Time Using and Applying Money (Estimate, Compare and Calculate)	Coding and Programming	Properties and changes of materials - Heating and cooling. Temperature ,change of state, transfer of heat	Health and well-being Personal strengths My well being Social media Emotions Coping strategies	Volcanoes and land formations Captain Cook: exploring the new world	New movements in the Art world Art in Nature To explore seasonal images and new concepts in Post Modernist art movements	Cooking with 'Cook'	Music from around the world: Gamelan Music and Australian Music	Inclusive Sports Walking football	Spring 1: Christianity: Christian creation

<p>formations, changes in materials in Science or great expeditions such as (Captain Cook's) leading to the start of a whole new world on a newly discovered continent.</p> <p>Thinking skills: Working together and Investigating *Suggested Educational Visit: Painshill Park</p>		<p>2nd Half Term: Number Fractions/Multiplication and Division (Recognise, Write, Compare, Calculations)</p> <p>Geometry and Measurement 2D Shape(Recognise, Compare and Sort, Describe, Draw, Properties)</p> <p>Using and Applying Sorting and Classifying(Colour and Shape)</p>	<p>Multimedia Handling Data</p>	<p>Forces (Magnets)- on uses of magnets and investigating magnetic and non-magnetic materials.</p>	<p><i>Puberty & sexual health</i></p> <p><i>Good listening behaviours</i></p> <p><i>How parents help us</i></p> <p><i>Sexual health</i></p> <p><i>Puberty and reproduction</i></p> <p><i>Growing up Babies</i></p>			<p>Easter foods from around the world</p>		<p>Athletics Skills zone</p>	<p>Spring 2: Free will and the 'fall'</p>
<p>Summer Whatever the Weather</p> <p>We can investigate different types of weather and their impact on the environment and on our everyday lives including weather through the seasons and extreme weather conditions. We can develop our understanding of different climates and explore suitable clothing, accessories and different foods we may choose to eat in hot / cold weather.</p> <p>Thinking skills: Perseverance and Imagining (Social skills / Real life) *Suggested Educational Visit: Kids Out</p>		<p>1st Half Term: Number Addition and Subtraction (Recall, Represent, Use, Calculations)</p> <p>Geometry and Measurement 3D Shape(Recognise, Compare and Sort, Describe, Draw, Properties)</p> <p>Using and Applying Sorting and Classifying (Quantity)</p> <p>2nd Half Term: Number Number Problems and Rounding</p> <p>Geometry and Measurement Position and Direction (Positional Language and Movement)</p> <p>Using and Applying Patterns (including symmetry) and Sequences</p>	<p>Multimedia Sound and Motion</p>	<p>Properties and changes of materials - Using Materials for purpose</p>	<p>The Wider World My strengths Rules in school, home and the community Right and wrong</p> <p>ENTERPRISE</p>	<p>Extreme weather</p> <p>How fashion for summer and winter has changed Victorian holidays including fashion</p>	<p>Exploring the weather through the seasons in Impressionism and Post impressionism</p>	<p>Changing a basic recipe</p>	<p>Weather Music</p>	<p>Well-being Tai Chi</p>	<p>Summer 1: How did it all begin? Creation across all religions</p>
			<p>Technology in Our Everyday Lives</p>	<p>Living things and their habitats. -</p> <p>Different climates, different animals, plants ,clothing</p>				<p>Food to eat in hot/ cold weather</p>		<p>Whole school sports day</p>	<p>Summer 2: God and science: Big Bang</p>

<p>Spring Shops and Shopping</p> <p>We can learn about different types of shops including types of shops, the role of shopping centres and high streets through visits to shopping facilities in our local area. We can investigate development of shops and shopping through history including food packaging, advertising and more recently online shopping.</p> <p>Thinking skills Linking and Planning *Suggested Educational Visit: Shopping Centre Logo Hunt</p>	<p>1st Half Term: Number Number representing</p> <p>Geometry and Measurement Time</p> <p>Using and Applying Money (Estimate, Compare and Calculate)</p> <p>2nd Half Term: Number Fractions/Multiplication and Division (Recognise, Write, Compare, Calculations)</p> <p>Geometry and Measurement 2D Shape(Recognise, Compare and Sort, Describe, Draw, Properties)</p> <p>Using and Applying Sorting and Classifying(Colour and Shape)</p>	<p>Coding and Programming</p> <p>Properties and changes of materials - Materials in the community</p> <p>Health and wellbeing</p> <p>Online safety</p> <p>Road safety</p> <p>Safety in the home</p> <p>Stranger danger</p> <p>Safety on public transport</p> <p>Emergencies</p> <p>First aid</p> <p>Puberty & sexual health</p> <p>Good listening behaviours</p> <p>How parents help us</p> <p>Sexual health</p> <p>Puberty and reproduction</p> <p>Growing up Babies</p>	<p>Multimedia Handling Data</p> <p>Sound Sounds in the community</p>	<p>Comparing old and new shops and trades</p> <p>High street development</p>	<p>Food packaging and logos and design</p>	<p>Food with a sauce</p>	<p>Music in Advertising</p>	<p>Inclusive Sports Poly bat</p>	<p>Spring 1: Islam: Five pillars for a good life</p>
<p>Summer Water</p> <p>We can learn about and investigate the properties of water and observe and compare different forms of water around us. We can explore different modes of water transport. We can investigate how water is represented through art and music.</p> <p>Thinking skills: Working together and Investigating *Suggested Educational Visit: Kid Out</p>	<p>1st Half Term: Number Addition and Subtraction (Recall, Represent, Use, Calculations)</p> <p>Geometry and Measurement 3D Shape(Recognise, Compare and Sort, Describe, Draw, Properties)</p> <p>Using and Applying Sorting and Classifying (Quantity)</p> <p>2nd Half Term: Number Number Problems and Rounding</p> <p>Geometry and Measurement Position and Direction (Positional Language and Movement)</p> <p>Using and Applying Patterns (including symmetry) and Sequences</p>	<p>Multimedia Sound and Motion</p> <p>Technology in Our Everyday Lives</p>	<p>Water (solids and liquids)- Changing liquids into solids and solids into liquids.</p> <p>Environmental issues- global warming Marine Life Environmental issues and sustainability Water safety Marine life tides and currents</p>	<p>The Wider World</p> <p>Money</p> <p>Jobs</p> <p>ENTERPRISE</p>	<p>Ships and submarines WWII focus</p> <p>Floods and extreme weather</p>	<p>Water through impressionism</p>	<p>To make foods connected to the sea, rivers or water</p>	<p>Water Music</p> <p>Orienteering Whole school sports day</p>	<p>Spring 2: Islam: What helps Muslims to live a good life?</p> <p>Summer 1: Christianity: What do Christina believe about the Messiah? Old Testament stories</p> <p>Summer 2: Christianity: Explore connection between Messiah stories and Jesus life and death. Why is it good news?</p>

Key Stage 3 & 4 Curriculum Framework 2025-26 Year C

	Core Subjects					Foundation Subjects					RE
	English	Maths	Computing	Science	PSHE + C	Humanities (History Geog)	Art / DT	Food	Music / Perf Arts	PE	
Learning hours	Taught 300 mins per week, at least 1 hour daily	Taught 200 mins per week over at least 4 sessions including 2 x Number 1 x Geometry and Measurement 1 x Using and Applying For example 40 mins daily	Taught weekly 40 mins Cross-curricular use of ICT	Taught weekly 1 hour	The Wider World My rights The internet Social media Taught weekly 1 hour	History/Geography taught in alternate half-terms 40mins per week	Art / DT taught weekly 40 mins	FT taught weekly for 1 hour by class teacher. Supports maths and EHCP targets	Taught weekly 40 mins	1 hr weekly Class partake in external sports 1hr weekly	KS3 45 hours per year KS4 40 hours per year 6.6.hours per ½ term Or 1 day per half term
Ongoing Thinking Skill: Asking for Help	Personalised learning objectives covering Communication, reading and writing. Taught explicitly and through cross curriculum opportunities	Personalised learning objectives covering Using and applying Number Geometry and Measurement to be taught explicitly and through cross curricular opportunities	Personalised learning objectives focused on access to ICT and application of skills Cross-curricular use	<i>All units will cover aspects of 'Working Scientifically'</i> Taught explicitly and through cross curricular opportunities	Self-Care routines and independence Autonomy and choice-making Forming relationships Taught explicitly and through cross curricular opportunities	History: Sequential and temporal language Celebration of birthdays and significant events Geography: Directional and positional language Taught explicitly and through cross curricular opportunities	Use of tools integral to other subjects Taught explicitly and through cross curricular opportunities	Ongoing songs and rhythm used throughout the school day Weekly singing assembly	Physical development activities linked to EHCP Outcome scores including implementation of physio programmes	Daily class assembly x2 (15 mins) Weekly: singing assembly, class led assembly, SLT led good work assembly Link to British values and SMSC	
Autumn Me, Myself and I We can learn about how the human body works and including the skeleton and some of our key organs. We can explore how artists and composers represented their image and feelings/moods through art and music and develop our skills to talk about and create representation of our own feelings, experiences and image. End of term Production "The Christmas Carol" Thinking skills: Perseverance and Imagining (Social skills/Real life) *Suggested Educational Visit: Visiting Artist	Emergent W1-5 Shared Reading Daily Independent Reading – Self-selected choice of fiction, non-fiction, electronic, interactive texts Little Wandle foundation for phonics programme (2 letters per day, 4 letters per week) Writing with adults – Predictable Chart writing Writing from adults Independent writing Early Conventional W6-W7 & Conventional W8+ Reading Comprehension Daily Independent Reading Self-selected choice of fiction, non-fiction, electronic, interactive texts Textless reading scheme books (W6 - Lilac level, W8+ Pink band Collins Big Cat, Oxford Reading Tree Grey wordless books) Little Wandle from Phase 2 (2 letters per day, 4 letters per week) Writing – Independent Writing for a range of purposes	1st Half Term: Number Use Place Value and Compare/Experience Contrasting Quantities Geometry and Measurement Measuring and Comparing (Size and Length) Using and Applying Problem Solving (Practical Investigations, Enquiry and Trial and Improvement) 2nd Half Term: Number Counting Geometry and Measurement Measuring and Comparing (Weight and Capacity) Using and Applying Statistics (Handling data, Representations, Tables and Charts)	Multimedia Text and Images Developing functional computing skills in the context Christmas Production (including Careers related opportunities)	The human body- Skeleton and the workings of the human body e.g. blood, heart, veins. The human body- Personal hygiene, how to care for the body and how to care for a baby.	<u>Relationships</u> Consent Safety in intimate relationships Building class relationships (including Christmas show)	A Child's Experience of life in World War 2 Communities In the UK – the 4 countries of the UK and cultures within the UK and its unique characteristics	Self-portraits Our Favourite Foods	Mood and Music Songs and music from end of term Christmas Play	Games 'attack and defend' Dance World dance	Autumn 1: Hindu (Sanatana) Dharma: Key deities and avatars of Sanatana Dharma (Hinduism) and their place in Hindu worship Autumn 2: Hindu (Sanatana) Dharma: Way of life for Hindus including Diwali	
Spring Around the			Coding and Programming	Living things and their habitats-	Health and wellbeing	The British relationship with India through	Art from Around the World-	Food from around the World	Music from around the world:	Inclusive Sport Table Cricket	Spring 1: What does it mean to live a good life?

<p>World</p> <p>We can explore and investigate the diversity of habitats, weather, art, traditions, food and music around the world.</p> <p>This module provides a great opportunity to foster some key traditional British values such as respecting the beliefs and cultures of others and treating everybody equally.</p> <p>Thinking skills:</p> <p>Working together and Investigating</p> <p>*Suggested Educational Visit: Tilgate Park</p>		<p>1st Half Term:</p> <p>Number Number representing</p> <p>Geometry and Measurement Time</p> <p>Using and Applying Money (Estimate, Compare and Calculate)</p> <p>2nd Half Term:</p> <p>Number Fractions/Multiplication and Division (Recognise, Write, Compare, Calculations)</p> <p>Geometry and Measurement 2D Shape(Recognise, Compare and Sort, Describe, Draw, Properties)</p> <p>Using and Applying Sorting and Classifying(Colour and Shape)</p>	<p>Multimedia Handling Data</p>	<p>Adaptation</p> <p>Living things and their habitats- Camouflage</p>	<p>Exercise</p> <p>Diet</p> <p>Puberty & sexual health</p> <p>Good listening behaviours</p> <p>How parents help us</p> <p>Sexual health</p> <p>Puberty and reproduction</p> <p>Growing up Babies</p>	<p>History</p> <p>Wonders of the world old/modern</p>	<p>Aboriginal art, Indian art, African art, Aztec art</p> <p>To look at how the art of different cultures represents a celebration of custom, tradition and ritual</p>		<p>Chinese Music Indian Music</p>	<p>Athletics Ready, steady'</p>	<p>Spring 2: What are consequences of not living good life and impact on world?</p>
<p>Summer The Olympics – Going for Gold Thinking skills Linking and Planning</p> <p>*Suggested Educational Visit: Kids Out</p>		<p>1st Half Term:</p> <p>Number Addition and Subtraction (Recall, Represent, Use, Calculations)</p> <p>Geometry and Measurement 3D Shape(Recognise, Compare and Sort, Describe, Draw, Properties)</p> <p>Using and Applying Sorting and Classifying (Quantity)</p> <p>2nd Half Term:</p> <p>Number Number Problems and Rounding</p> <p>Geometry and Measurement Position and Direction (Positional Language and Movement)</p> <p>Using and Applying Patterns (including symmetry) and Sequences</p>	<p>Multimedia Sound and Motion</p> <p>Technology in Our Everyday Lives</p>	<p>States of matter - Liquids and Gases</p> <p>Changing liquids into gases, evaporation and condensation.</p> <p>Animals including Humans - Fit and Healthy</p> <p>Impact of diet, sleep, exercise, drugs and lifestyle on the way bodies function. Importance of water for our bodies.</p>	<p>The Wider World</p> <p>My rights</p> <p>The internet</p> <p>Social media</p>	<p>History of the Olympics</p> <p>Each class to choose a country participating in the Olympics .</p>	<p>Olympic inspired art: medals, posters, logos, mascots</p>	<p>Healthy Food</p>	<p>Fanfare Music</p>	<p>Well-being Pilates</p> <p>Whole school sports day</p>	<p>Summer 1: Christianity: How did the Church begin?</p> <p>Summer 2: Christianity: Where is Church now?</p>

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Learning hours	Taught 300 mins per week, at least 1 hour daily	Taught 200 mins per week over at least 4 sessions including 2 x Number 1 x Geometry and Measurement 1 x Using and Applying For example 40 mins daily	Taught weekly 40 mins Cross-curricular use of ICT	Taught weekly 1 hour	Taught weekly 1 hour	History/Geography taught in alternate half-terms 40mins per week	Art / DT taught weekly 40 mins	FT taught weekly for 1 hour by class teacher. Supports maths and EHCP targets	Taught weekly 40 mins	1 hr weekly Class partake in external sports 1hr weekly	KS3 45 hours per year KS4 40 hours per year 6.6.hours per ½ term Or 1 day per half term
Ongoing Thinking Skill: Asking for Help	Personalised learning objectives covering Communication, reading and writing. Taught explicitly and through cross curriculum opportunities	Personalised learning objectives covering Using and applying Number Geometry and Measurement to be taught explicitly and through cross curricular opportunities	Personalised learning objectives focused on access to ICT and application of skills Cross-curricular use	<i>All units will cover aspects of 'Working Scientifically'</i> Taught explicitly and through cross curricular opportunities	Self-Care routines and independence Autonomy and choice-making Forming relationships Taught explicitly and through cross curricular opportunities	History: Sequential and temporal language Celebration of birthdays and significant events Geography: Directional and positional language Taught explicitly and through cross curricular opportunities	Use of tools integral to other subjects Taught explicitly and through cross curricular opportunities	Ongoing songs and rhythm used throughout the school day Weekly singing assembly	Physical development activities linked to EHCP Outcome scores including implementation of physio programmes	Daily class assembly x2 (15 mins) Weekly: singing assembly, class led assembly, SLT led good work assembly Link to British values and SMSC	
Autumn Homes and Habitats We can explore, compare and contrast different environments and learn about animals and plants that live there and why. We can also explore homes around the world and how living environments have changed through history. End of term Production: The Snowman Thinking skills: Working together and Investigating *Suggested Educational Visit: Milestone Museum	Emergent W1-5 Shared Reading Daily Independent Reading – Self-selected choice of fiction, non-fiction, electronic, interactive texts Little Wandle foundation for phonics programme (2 letters per day, 4 letters per week) Writing with adults – Predictable Chart writing Writing from adults Independent writing	1st Half Term: Number Use Place Value and Compare/Experience Contrasting Quantities Geometry and Measurement Measuring and Comparing (Size and Length) Using and Applying Problem Solving (Practical Investigations, Enquiry and Trial and Improvement)	Multimedia Text and Images Developing functional computing skills in the context Christmas Production (including Careers related opportunities)	Electricity in the home-practical use of electricity, making circuits, safety, batteries	<u>Relationships</u> My feelings and those of others Friends Kind/unkind behaviours Bullying and strategies	Different habitats Changing living environments across time	<i>Homes & Structures</i> <i>Sketch cityscapes</i> <i>printing with 2d shapes</i> <i>Props for Christmas show</i>	Exploring home-grown ingredients	Rock and Rap Music	Games Throwing and catching Dance Partner Time	Autumn 1: Judaism: Importance of Torah
	Early Conventional W6-W7 & Conventional W8+ Reading Comprehension Daily Independent Reading Self-selected choice of fiction, non-fiction, electronic, interactive texts Textless reading scheme books (W6 - Lilac level, W8+ Pink band Collins Big Cat, Oxford Reading Tree Grey wordless books) Little Wandle from Phase 2 (2 letters per day, 4 letters per week) Writing – Independent Writing for a range of purposes	2nd Half Term: Number Counting Geometry and Measurement Measuring and Comparing (Weight and Capacity) Using and Applying Statistics (Handling data, Representations, Tables and Charts)		Exploring habitats: Compare and contrast habitats, link to continents and classify animals.	Building class relationships (including Christmas show)						Autumn 2: Judaism: What does it mean to be part of a synagogue community?
Spring Journeys We can learn about different journeys that people or objects undertake (e.g. holidays, journey of food) and the different modes of transport used for	Writing – Independent Writing for a range of purposes	1st Half Term: Number Number representing Geometry and Measurement Time Using and Applying Money (Estimate, Compare and Calculate) 2nd Half Term: Number	Coding and Programming	Forces- Pushes/pulls on different surfaces/materials, the effects of air resistance, water resistance and friction and mechanisms including	<u>Health and Wellbeing</u> Online safety Road safety Safety in the home Stranger danger Safety on public transport	Going on holiday The Evolution of Transport	Maps and symbols, transport and transport for the future	International Food Exploring ingredients that travel to us from different parts of the world	Music from around the world: Caribbean Music (Reggae and Calypso)	Inclusive Sports New Age Kuris Athletics Going for gold	Spring 1: Hindu (Sanatana) Dharma: Why should Hindu's live a good life?

<p>these. We can also explore the evolution of transport and use our imagination to envisage what the future of transport might look like.</p> <p>Thinking skills Linking and Planning</p> <p>*Suggested Educational Visit: Brooklands Transport Museum</p>		<p>Fractions/Multiplication and Division (Recognise, Write, Compare, Calculations)</p> <p>Geometry and Measurement 2D Shape(Recognise, Compare and Sort, Describe, Draw, Properties)</p> <p>Using and Applying Sorting and Classifying(Colour and Shape)</p>		<p>levers, pulleys and gears.</p>	<p>Emergencies</p> <p>First aid</p>						<p>Spring 2: Hindu (Sanatana) Dharma: Holi Festival</p>
<p>Summer Our Universe</p> <p>We can learn about the characteristics of space and of our planet, Earth. We can explore features of different planets in our Solar System We can learn about famous explorers who contributed to our knowledge of our planet and investigate our impact on the environment.</p> <p>Thinking skills: Perseverance and Imagining (Social skills/Real life)</p> <p>*Suggested Educational Visit: Kids Out</p>		<p>1st Half Term: Number Addition and Subtraction (Recall, Represent, Use, Calculations)</p> <p>Geometry and Measurement 3D Shape(Recognise, Compare and Sort, Describe, Draw, Properties)</p> <p>Using and Applying Sorting and Classifying (Quantity)</p> <p>2nd Half Term: Number Number Problems and Rounding</p> <p>Geometry and Measurement Position and Direction (Positional Language and Movement)</p> <p>Using and Applying Patterns (including symmetry) and Sequences</p>	<p>Multimedia Sound and Motion</p> <p>Technology in Our Everyday Lives</p>	<p>Earth and Space- Characteristics of Planets-. shape and size, relation to other planets.</p> <p>Light – Reflections and rainbows</p>	<p>The Wider World</p> <p>4 UK Nations</p> <p>British communities</p> <p>ENTERPRISE</p>	<p>Saving our planet</p> <p>Famous explorers</p>	<p>Exploring different textures and materials to make models and collages of aspects of our universe</p>	<p>Taste Sensations: Combining flavours</p>	<p>Space Music</p>	<p>Well-being Yoga</p> <p>Whole school sports day</p>	<p>Summer 1: Different communities in Britain</p> <p>Summer 2: Justice and Equality</p>

Key Stage 3 & 4 Curriculum Framework Year E 2022 - 2023

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Ongoing Thinking Skill: Asking for Help	Personalised learning objectives covering Communication, reading and writing. Taught explicitly and through cross curriculum opportunities	Personalised learning objectives covering Using and applying Number Geometry and Measurement to be taught explicitly and through cross curricular opportunities	Personalised learning objectives focused on access to ICT and application of skills Cross-curricular use	<i>All units will cover aspects of 'Working Scientifically'</i> Taught explicitly and through cross curricular opportunities	Self-Care routines and independence Autonomy and choice-making Forming relationships Taught explicitly and through cross curricular opportunities	History: Sequential and temporal language Celebration of birthdays and significant events Geography: Directional and positional language Taught explicitly and through cross curricular opportunities	Use of tools integral to other subjects Taught explicitly and through cross curricular opportunities	Ongoing songs and rhythm used throughout the school day Weekly singing assembly	Physical development activities linked to EHCP Outcome scores including implementation of physio programmes	Daily class assembly x2 (15 mins) Weekly: singing assembly, class led assembly, SLT led good work assembly Link to British values and SMSC	
Autumn Exploring the UK We can learn about the different countries that make up the United Kingdom and learn about some key cities, landmarks and areas of interest. We can explore the works of famous local artists, authors and composers. The unit provides a great opportunity to explore multi-cultural influences as a result of migration through history and cultural diversity within our local area. End of Term Production: "Alice in Wonderland" Thinking skills Linking and Planning *Suggested Educational Visit: Wisley	Emergent W1-5 Shared Reading Daily Independent Reading – Self-selected choice of fiction, non-fiction, electronic, interactive texts Little Wandle foundation for phonics programme (2 letters per day, 4 letters per week) Writing with adults – Predictable Chart writing Writing from adults Independent writing Early Conventional W6-W7 & Conventional W8+ Reading Comprehension Daily Independent Reading Self-selected choice of fiction, non-fiction, electronic, interactive texts Textless reading scheme books (W6 - Lilac level, W8+ Pink band Collins Big Cat, Oxford Reading Tree Grey wordless books) Little Wandle from Phase 2 (2 letters per day, 4 letters per week) Writing – Independent Writing for a range of purposes	1st Half Term: Number Use Place Value and Compare/Experience Contrasting Quantities Geometry and Measurement Measuring and Comparing (Size and Length) Using and Applying Problem Solving (Practical Investigations, Enquiry and Trial and Improvement) 2nd Half Term: Number Counting Geometry and Measurement Measuring and Comparing (Weight and Capacity) Using and Applying Statistics (Handling data, Representations, Tables and Charts)	Multimedia Text and Images Developing functional computing skills in the context Christmas Production (including Careers related opportunities)	Plants – Life cycles and variation. Rocks and soils. Sedimentary, igneous, metamorphic, the rock cycle, rock formation e.g make crystals etc.	<u>Relationships</u> What makes me special? My emotions Community jobs Visiting my community Building class relationships (including Christmas show)	Migration to and from the UK Multi Cultural influences Celebrating the diversity of the school Places of local interest/beauty/landmarks	Country landscapes To explore different landscapes and artists associated with that genre using paint and print Painting Landscapes Taking photographs of local vistas Artists: Constable, Lowry Christmas Props	British fruit and vegetables English Folk Music Scottish bag pipes Music from the Valleys Irish Drums Songs and music for Alice in Wonderland	Games My space, your space Dance Street Dance	Autumn 1: Is life a journey? Personal milestones Autumn 2: Christianity: Nativity story as a rescue for Christians	

<p>Spring Special Places We can learn about different places that are special or important to us as well as to different groups of people around us. These may include religious buildings, our home, our school, our local environment or our favourite holiday destinations.</p> <p>Thinking skills: Perseverance and Imagining (Social skills/Real life)</p> <p>*Suggested Educational Visit: Religious buildings</p>		<p>1st Half Term: Number Number representing</p> <p>Geometry and Measurement Time</p> <p>Using and Applying Money (Estimate, Compare and Calculate)</p> <p>2nd Half Term: Number Fractions/Multiplication and Division (Recognise, Write, Compare, Calculations)</p> <p>Geometry and Measurement 2D Shape(Recognise, Compare and Sort, Describe, Draw, Properties)</p> <p>Using and Applying Sorting and Classifying(Colour and Shape)</p>	<p>Coding and Programming</p> <p>Multimedia Handling Data</p>	<p>Properties and changes of materials – Simple chemical reactions. Reversible, non reversible-cooking activities</p> <p>Forces (floating and sinking)-on building materials that can float and sink, predicting results and testing theories.</p>	<p>Health and wellbeing</p> <p>Sleep</p> <p>Sun safety</p> <p>Hygiene</p> <p>Accessing health services</p> <p>Medicines</p> <p>Drugs and alcohol</p> <p>Puberty & sexual health</p> <p>Good listening behaviours</p> <p>How parents help us</p> <p>Sexual health</p> <p>Puberty and reproduction</p> <p>Growing up Babies</p>	<p>Churches – Visiting churches of different denominations</p> <p>Explore different holiday destinations.</p>	<p>Religious Art To explore art in religious symbols and buildings</p>	<p>My favourite food</p>	<p>Film Music</p>	<p>Inclusive Sports Boccia</p> <p>Athletics High, far and fast</p>	<p>Spring 1: Pilgrimage Journeys</p> <p>Spring 2: Christianity: Stories of salvation and rescue including Easter story</p>
<p>Summer Modern Times We can explore different aspects of life in current and recent times (advancement of technology, fast food, electronic / pop music, modern cities, recreational facilities, hobbies) and make comparisons with what life was like in the past.</p> <p>Thinking skills: Working together and Investigating</p> <p>*Suggested Educational Visit: Kids Out</p>		<p>1st Half Term: Number Addition and Subtraction (Recall, Represent, Use, Calculations)</p> <p>Geometry and Measurement 3D Shape(Recognise, Compare and Sort, Describe, Draw, Properties)</p> <p>Using and Applying Sorting and Classifying (Quantity)</p> <p>2nd Half Term: Number Number Problems and Rounding</p> <p>Geometry and Measurement Position and Direction (Positional Language and Movement)</p> <p>Using and Applying Patterns (including symmetry) and Sequences</p>	<p>Multimedia Sound and Motion</p> <p>Technology in Our Everyday Lives</p>	<p>Properties and changes of materials – Changing through force</p> <p>Sound To make & describe sounds, to identify common sounds, warning sounds, sound & distance</p>	<p>The Wider World</p> <p>Local environment</p> <p>Natural environment</p> <p>Built environment</p> <p>The Media The internet Social media</p> <p>ENTERPRISE</p>	<p>Social History. People who have helped us: Florence Nightingale Robert Peel (Police force) Thomas Barnardo</p> <p>Class town planning project</p>	<p>Make a model town/village To explore 3D model building</p>	<p>Healthy Fast Food Pop Up Restaurant Street food</p>	<p>The Brits</p>	<p>Well-being Pilates</p> <p>Whole school sports day</p>	<p>Summer 1: Buddhism: Story of Buddha's enlightenment</p> <p>Summer 2: Buddhism: Buddhist way of life-teachings and path to enlightenment</p>