



LANSDOWN PARK

ACADEMY

Primary Curriculum Policy **2020/2021**

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Curriculum Context

Alternative provision is an educational provision for students who are unable to access full-time mainstream education for a number of reasons, or who are unsuited to the mainstream provision on offer. Schools can use such provision to try to prevent exclusions, or to re-engage pupils in their education.

Lansdown Park Academy recognises that there is a need to ensure that our primary offer is inclusive and accessible, with a focus on education and achievement as well as meeting the pupil's social and emotional needs. We recognise the need to offer the type of provision that allows students to achieve their full potential by working closely with other relevant services and ensuring that English, maths & science teaching is as rigorously planned and delivered as it would be in any mainstream education.

By identifying the specific personal, social and academic needs of each student, we can help pupils overcome any barriers to learning through targeted interventions, alongside a rich curriculum that aims to ensure good educational attainment through increased engagement.

“Every child deserves an excellent education and the chance to fulfil their potential whatever their background and needs. Children in alternative provision deserve these opportunities too.”

(Creating opportunity for all, DfE, 2018)

Our curriculum is designed to recognise both the needs and the starting points of all our learners. To ensure that pupils get the most from their time with us, we have implemented the following:

Classes of no more than 8 pupils with similar needs and within the same key stage (preferably a spread of no more than 2 years). A full-time teacher and a full-time learning facilitator or higher-level teaching assistant giving a consistent ratio of 1 adult to 4 pupils. This classroom staffing ratio helps both to provide support for highly differentiated, personalised learning programmes for all pupils, and, the attachment and regular consistent adult communication and feedback the young people need.

Our primary curriculum is planned over a 16-week cycle which covers the following subjects: English, maths, science, PSHE, art & DT and PE. Our curriculum also provides pupils with personalised interventions such as Thrive, ELSA and SALT, along with many enriching activities such as forest school.

Curriculum Intent

The aim of our curriculum offer here at Lansdown Park Academy is to re-ignite a passion for learning in our pupils and support them to develop their capacity to learn effectively within a mainstream setting, where reasonable adjustments have been made to meet their needs, or in a specialist setting. The aim is to prevent these pupils from repeating patterns of dangerous or highly disruptive

behaviour that would otherwise, inevitably, lead to permanent exclusion, chronic underachievement and/or poor mental and physical wellbeing.

Every pupil who joins us for an in-reach placement at Lansdown Park has been on a unique educational journey. We are committed to being a positive and stabilising setting that successfully bridges to continued education. Pupils are with us for 16 weeks, though, occasionally, pupils may repeat a second 16-week placement. In exceptional circumstances, a pupil may need to stay for an extended period of time (normally only whilst waiting for their allocated space in a specialist setting to become available). Our curriculum therefore needs to be flexible, personalised and designed to enable every individual pupil to progress to the next stage of their educational journey. Our aim is to provide a curriculum that inspires each child to shine: one that nurtures their individual talents and raises aspirations for a positive future.

We achieve this through our three-path method:

1. Explicitly focusing on developing children's capacity **to** learn
2. Ensuring the bulk of the children's learning is concerned with the skills and knowledge that will bridge the gaps between their understanding and that of their peers in the swiftest and most enduring ways
3. Developing pupil's social, emotional and mental health – including each individual's positive self-image, self-esteem and resilience – knowing that this will impact their behaviour and therefore their academic success and wellbeing

Through the entire tapestry of our curriculum, a golden thread runs, without which the whole design would unravel; that thread is our attachment awareness principles. Every aspect of our curriculum offer has been determined first by looking at the needs of pupils with insecure attachments and then identifying what support and experiences they need to overcome these barriers to progress. Without exception, the children who attend our in-reach provision have difficulties developing secure attachments and, therefore, it is absolutely paramount that we are able to establish our school as a symbolic secure base for these children before we can begin to help them learn.

Curriculum Implementation

1. Explicitly focusing on developing children's capacity **to** learn

Although pupils will, of course, have significant opportunities to learn a wide variety of subjects during their time at Lansdown Park, the focus is more on providing them with the skills needed to be able to learn, so that, once they return to their primary schools, they can fully capitalise on the broad, balanced and knowledge-rich curriculum on offer.

In all classrooms, a TEACCH approach is used for moments of independent learning, utilising visual and kinaesthetic organisation to provide a safe and rigorously structured situation within which children can feel able to engage with independent tasks. Whilst independent work time allows children to develop their independence, self-esteem and sense of achievement, it also allows for a 'split classroom' technique whereby the class teacher and/or HLTA/LF can be working with an individual, pair or small group on a teacher-led task at the same time. This is essential for ensuring that these pupils, who need such precise, bespoke learning opportunities; adult attention and opportunities to build relationships; and the chance to learn how to work collaboratively, are well catered for.

2. Ensuring the bulk of the children's learning is concerned with the skills and knowledge that will bridge the gaps between their understanding and that of their peers in the swiftest and most enduring ways

For the most part, children who attend the in-reach provision at Lansdown Park are working significantly below their chronological age. Many of the pupils have underlying cognition and learning needs, whilst others have the capacity to learn and understand quickly but a history of disrupted education that has left them with critical gaps where essential cornerstones of learning should be.

It would be an impossible task to attempt to make up for all of the lost learning in the 16-week placement at Lansdown; however, we know that when children return to their mainstream setting, they will need to feel successful in their learning to have a chance of maintaining any positive behavioural habits. Therefore, we are committed to identifying and teaching the content and skills that would be **most** beneficial to these pupils. For each phase - in reading, writing and maths – we have identified the 'key performance indicators' or the objectives that are of the greatest value. These are skills that, without having them secured, children cannot move on to future learning. For example, if you do not quickly and effectively know your number bonds to ten, you will struggle with addition and subtraction and therefore multiplication and fractions. However, in order for future success, children are less likely to have to rely upon converting between miles and km or labelling angles. For these reasons, pupils learning to read is considered essential above all other skills.

As a result, the curriculum offer at Lansdown Park is thoughtfully and deliberately narrowed so that sufficient time can be devoted to each subject taught, enabling children to avoid cognitive overload, develop a deep and long-lasting understanding of each topic and avoid cumulative dysfluency. The national curriculum objectives to be studied over the 16-week block are laid out in the programme of study document so as to ensure the following:

- A focus on the 'Key Performance Indicators' as the learning intentions for lessons so that coverage favours the most impactful elements of the curriculum
- Learning is suitably pitched for pupils in the three phases
- Learning is sequenced effectively to ensure that each lesson builds on the last, strengthening understanding and ensuring commitment of knowledge to long-term memory
- The selection of the skills and knowledge to be taught considers the needs of pupils with insecure attachments
- The level of resilience needed to achieve the learning intentions and tasks increases steadily over time
- The learning intentions are objectives that can be effectively adapted in order to scaffold all pupils to achieve and challenge those who could exceed

To ensure the above points remain true, teachers will plan sequences of lessons to match the intentions laid out in the programme of study. However, for each cohort, teaching staff have autonomy on the content and stimuli used, including core texts to inspire writing sequences. Teachers are encouraged to think creatively and match their lesson planning precisely to the needs and interests of the children in their class. This approach aims to enable the following aspects of good practise deemed essential to an alternative provision of this kind:

- Allows teachers to engage pupils who struggle with motivation for learning by using their interests and strengths
- Allows teachers to build positive relationships with pupils through embedding their interests, particularly shared interests, within the learning stimuli
- Enables teachers to play to their own strengths with regards to both subject knowledge and pedagogy e.g. teachers can select a sport they have played to a high standard when teaching PE or a teacher with a physics degree would choose a science topic that is about how things work etc. Teachers must be experts at what they teach, which is very difficult to achieve in a primary setting when teachers are rarely subject specific; this should go some way toward overcoming that challenge
- Allows teachers to change the content of the lesson sequences without changing the national curriculum objectives so that pupils completing a second cycle are consolidating the core skills necessary for reintegration to mainstream whilst not needing to repeat the same topics or activities

Reading

Before they can read to learn (as is the expectation during most lessons from key stage 2 and beyond), children must learn to read. This is a skill that needs to be taught and requires significant, frequent and consistent practise. It is no surprise then, that this is an area in which many of our children struggle – yet another barrier to their success.

Consequently, a significant portion of each day is devoted specifically to the teaching of reading either through whole class or group reading activities, one-to-one reading, phonics lessons or through independent reading consolidation tasks. Reading skills are also embedded within every lesson of the curriculum, during which children are encouraged to read and understand the meaning of new vocabulary. Teachers will make a deliberate effort to incorporate phonics into each lesson, drawing pupil's attention to sounds as the need to read or write a word arises.

Pupils have access to a variety of age and stage appropriate fiction and non-fiction books either in the book corner in class or in the library. Pupils have 1:1 or a guided reading session every day along with a class story at the end of each day. It is our aim to provide an environment where pupils engage in and enjoy reading. This is achieved through the use of inspiring and cosy book corner spaces; precisely-chosen, well cared for books that appeal to students interests and have age-related topics whilst being decodable for struggling readers; a 'Reading Ninjas' incentive programme and using technology to support the development of reading skills.

Lansdown Park Academy use Bug Club to develop pupils' phonetic skills. These skills help them to decode, as well as a word-aware approach to support the learning of high frequency words which are sent home. Pupils are given a Bug Club login which enable them to access e-books from home. Reading and comprehension is assessed using the York Assessment of Reading for Comprehension (YARC) this ensures pupils can progress through the book bands as they would in their primary setting.

Writing

Writing is an area of the curriculum our pupils find particularly stressful. As a consequence, we aim to ensure that our writing provision is as inspiring, multisensory and empathetic to the needs and

self-esteem of the pupils as possible. In order to ensure that each final piece is relevant to the pupils, they will write in only three styles: narratives, instructions and letters. It is clear that, within the context of these three text types, children can come to understand a suitably wide range of essential writing skills. These can then be applied to other, less relevant and more complex text types, once pupils return to their mainstream setting.

Texts to be used as stimuli are selected carefully to ensure they are accessible for all pupils, with relation not just to reading age but to experience, culture and interests. Books will also be chosen to help children better understand their own life experiences from an attachment aware perspective e.g. favouring books that deal with beginnings and endings, overcoming problems and journeys.

Through the creative use of technology, multisensory activities and 'Talk for Writing' techniques, pupils will have substantial opportunity to develop their speaking, listening and understanding skills. Children internalise the language structures needed to write through 'talking the text', as well as close reading and ample drama and role play activities. All writing is supported by a visual plan created by the children or with the children and 'Kung Fu Punctuation' is used to support the pupils' understanding and use of punctuation.

In order to maximise children's progress in this area, many of their independent learning tasks at their TEACCH stations will focus on the discreet skills needed to write effectively: fine motor skills, spelling high frequency and phonetically decodable words, sequencing events, role playing stories using small world figurines or Lego figurines etc.

Maths

Maths is an area of the curriculum that our pupils can find comforting. It is practical, left-brain task that often ends with a clear, definitive answer. At Lansdown Park, we follow a maths mastery approach, ensuring that children are able to fully understand the maths skills through consistent exposure to the concrete, pictorial and abstract concepts in combination.

In order to maximise the impact of the pupil's short time at Lansdown, the maths curriculum has been reduced to three four-week blocks of study: place value and number, additive reasoning and multiplicative reasoning. It is understood that through these three topics, teaching will be able to precisely meet the needs of all pupils and effectively diminish the difference between their mathematical understanding and that of their peers through targeting the most significant gaps in their knowledge.

Each week, pupils will begin with a vocabulary lesson. This seeks to offer pupils the opportunity to explore the key vocabulary for the week in a multisensory and engaging way. Throughout each lesson, the use of this vocabulary is modelled, scaffolded and encouraged. Pupils use speaking frames to explain their ideas in full sentences, thus deepening their understanding and improving commitment of methods and concepts to long-term memory.

Key maths skills are further reinforced through the use of independent learning tasks. These will be practical maths activities that appeal to children's interests and/or involve some element of play and exploration.

Science

The principal focus of science teaching in key stage 1 and 2 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly constructed world around

them. They are encouraged to be curious and ask questions about what they notice. Pupils are helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. Most of the learning about science is planned through first-hand practical experiences, alongside secondary sources, such as the internet, books, photographs and videos.

Teachers will choose a topic that will engage their pupils and be accessed with minimal prior knowledge as little will be certain about the consistency of the pupils' prior science education. The focus should be on encouraging pupils to develop the scientific skills listed above whilst using practical activities to inspire and maintain curiosity. Through focusing on just two logical areas of the science curriculum over the 12-week period, pupils develop knowledge that is connected in schemata, enabling them to make links between learning and lasting connections in the long-term memory.

PSHCE

For all children, PSHCE lessons should be a priority, but especially for our pupils who have such significant difficulties understanding who they are as people and learners as well as their place in the community around them. Therefore, students at Lansdown Park will have twice weekly PSHE sessions, one of which will focus on personal development whilst the other focuses on the wider world in which we live prioritising contextual safeguarding risks. The personal development sessions will initially focus on Zones of Regulation to help students effectively recognise and name their emotions and therefore, learn to manage their self-regulation. It may also involve examining anger or anxiety in more depth, depending on the needs of the children, as well as friendships and keeping healthy.

In order to fulfil the contextual safeguarding needs for each cohort and the community within which they live, there will also need to be explicit teaching regarding how to stay safe from specific risks in the locality. The content for this is regularly updated based on discussions with other members of the community and local police but will normally involve lessons tackling child criminal exploitation and radicalisation. Pupils who have been referred to our in-reach programme often meet multiple risk factors for being subjected to these forms of abuse and therefore we feel strongly about educating all our pupils to recognise the signs of grooming and how to keep themselves safe, in a direct and honest yet age-appropriate way.

Art/DT

Through creative expression, children and young people can explore their feelings, identity and relationships. At Lansdown Park, we help our pupils to grow in confidence and develop the social skills they need to engage in learning and thrive in life through art and design; high-quality lessons inspire children to think innovatively and develop creative procedural understanding. Each art and DT unit is 6 weeks long allowing children to follow the pathway for effective learning in these subjects: appreciate, explore, design, create, evaluate, improve.

Our art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children study one of the skills of drawing, painting, printing, collage, textiles, 3D work or digital art as an in-depth sequence of learning and are given the opportunity to explore and evaluate different creative ideas.

DT is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. It also provides a great opportunity for pupils to learn how to take safe risks and to try out ideas that may not succeed but from which you can learn and adjust: a key life skill many of our pupils need support to understand.

The teaching of art and DT is supported by the use of the programme 'Kapow' which uses instructional videos to inform teacher's subject knowledge.

PE

KS1 pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Pupils engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

KS2 pupils continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

All classes have at least one long PE session per week as well as regular physical activities during enrichment experiences such as gymnastics, parkour, BMXing and swimming. All children engage in sensory circuits at least twice day and break and lunchtimes involve a number of structured physical activities including tree climbing, running games and sports such as football. Pupils are physically active for between 30 minutes and 1 hour every day as we are aware of the hugely positive impact this level of exercise can have on both their physical and mental wellbeing.

3. Developing pupil's social, emotional and mental health – including each individual's positive self-image, self-esteem and resilience – knowing that this will impact their behaviour and therefore their academic and success and wellbeing

In order for our children to succeed in their next phase of education, they will need to have developed a more positive relationship with themselves, with their peers and with school as a concept. During their time at Lansdown Park, students engage in a variety of therapeutic approaches to help them work through some underlying causes for their behaviour e.g. drawing and talking therapy, play therapy, ELSA and nurture interventions.

Assessments are used to adequately track the development of pupils' SEMH and C&I skills. Targeted interventions, alongside strategies applied in class, enable to children to make rapid progress in these areas.

Through twice-weekly nurture sessions, as well as weekly PSHCE sessions, children are taught to recognise and name their emotions as well as manage them in appropriate ways. This is further reinforced through the 'Zones of Regulation' approach, which is used across the school.

Lansdown Park is committed to ensuring that every pupil's time with us is an overwhelmingly positive experience. Embedded within the curriculum offer are regular opportunities for pupils to engage in enriching activities both on-site and off, for example, forest school.

Teaching staff go above and beyond to build positive relationships and secure attachments with pupils. This involves taking an interest in what matters to them and providing occasions for relationship strengthening activities such as cooking, team building, game playing and sensory activities such as making slime.

All pupils have access to a safe space (sensory/nurture room) where they can go when necessary to relax, reflect and return more focussed on their learning. This is a comfortable, soft area, where pupils are supported by an adult through co-regulation. It is also used proactively to provide sensory breaks throughout the day and 're-fill the children's cups' so they are able to be more resilient in the face of learning and social stresses. Each child also has a bespoke and regularly updated pastoral support plan that indicates their triggers and behaviours for each stage of crisis as well as how staff can support the pupil during these times. Lansdown Park takes a nurturing and trauma-informed approach to behaviour and behaviour management, viewing all behaviour as communication. Every effort will be taken to ensure that incidents of challenging behaviour are seen as opportunities for learning. Strategies such as 'emotion coaching' will be used to support students to behave more appropriately in the future.

We also continue to work closely with the referring school and other professionals, particularly when a pupil is undergoing an Educational Health and Care (EHC) needs assessment.

Curriculum Impact

Aim	Impact Measure
Engage all students in learning	Observations of learning Student voice Attendance Boxall data tracking Book scrutiny Engagement scales
Enable all students to make progress from their individual starting points, and to have successes in learning	Analysis of pupil progress data Qualitative data on pupil progress e.g. book scrutiny
Support all pupils to lead healthy and safe lifestyles	Observations of learning in PSHE lessons Student voice Analysis of behaviour scaling Boxall data tracking
Support all pupils to develop the skills, behaviours and attitudes that will enable them to reintegrate to, and be successful in a mainstream school	Percentage of students successfully reintegrated to the next phase of their education

Programmes of Study

In response to the thorough handover and baseline assessments of both academic and SEMH needs that will occur before the in-reach programme commences, staff will determine which cycle and phase is most appropriate. Each follows the same model with regards to outcomes and national curriculum coverage but the core texts and foundation subject topics differ to be more accessible and more engaging for different groups of pupils. For each phase (KS1, LKS2, UKS2), there are two cycles. This is to ensure there would be appropriate available content for pupils if there were to stay at Lansdown Park for a second 16 weeks.

Lessons for all subjects except reading and writing are taught in blocks. The learning intentions are sequenced so that each lesson builds cohesively on the learning from the previous session. Teachers utilise a number of in-lesson strategies for ensuring pupils retain knowledge and make lasting connections between content e.g. Through the use of knowledge organisers, learning walls and low-stakes testing. Due to the need to employ multiple skills at once, the reading and writing curriculums are presented using a stacked approach: the same topics are revisited multiple times over the 16 weeks, with gradually increasing complexity, allowing skills to be revised and consolidated as well as providing the opportunity for small, contextualised steps of new learning e.g. students may create a narrative in pictures, then re-tell a narrative in their own words and finally create a unique narrative, with each of these units separated by non-fiction topics.

KS1 Cycle 1 Programme of Study

KS1 Cycle 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Text	A Cloudy Lesson (Visual Literacy)		Lost and Found (Picture book)		Beegu (Picture book)	
Reading	Decoding	Decoding	Retrieval	Retrieval	Retrieval (Some synonym knowledge needed)	Retrieval (Some synonym knowledge needed)
English	Visual Literacy – sentence level work		Narrative in Pictures		Narrative in simple sentences	
Science	Materials Naming materials	Materials Naming properties	Materials Sorting materials	Materials Sorting properties	Materials Designing/applying	Materials Testing ideas
PE	Gymnastics - balance	Gymnastics - balance	Gymnastics - balance	Gymnastics - balance	Gymnastics - balance	Gymnastics - balance
PSHCE - external	What makes a good friend?	What are my goals/aspirations?	E-safety Who are they really?	E-safety How much should I share?	Physical safety What dangers are there in my area?	Being healthy What keeps us healthy?
PSHCE - internal	Zones of Regulation	Zones of Regulation	Zones of Regulation	Zones of Regulation	Zones of Regulation	Zones of Regulation
Art/DT	Mechanisms Wheels and Axels	Mechanisms Wheels and Axels	Mechanisms Wheels and Axels	Mechanisms Wheels and Axels	Mechanisms Wheels and Axels	Mechanisms Wheels and Axels
Maths	Place Value & Number	Place Value & Number	Place Value & Number	Place Value & Number	Additive Reasoning	Additive Reasoning

<u>KS1 Cycle 1</u>	<u>Week 7</u>	<u>Week 8</u>	<u>Week 9</u>	<u>Week 10</u>	<u>Week 11</u>	<u>Week 12</u>
Core Text	Beegu (ARE Picture Book)		The Hodgeheg (ARE Novel)			
Reading	Prediction	Prediction	Inference	Inference	Inference with evidence (How do you know?)	Inference with evidence (How do you know?)
English	Instructions (mostly pictures)		Narrative (writing ending)		Instructions (more writing)	
Science	Five Senses Name body parts	Five Senses Sight	Five Senses Sound	Five Senses Taste	Five Senses Smell	Five Senses Touch
PE	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
PSHCE - external	Respond to community/cohort needs	Respond to community/cohort needs				
PSHCE - internal	Zones of Regulation	Zones of Regulation	Zones of Regulation	Zones of Regulation	Starving the Anger Gremlin	Starving the Anger Gremlin
Art/DT	Sculptures and Mixed Media (Superheroes)	Sculptures and Mixed Media (Superheroes)				
Maths	Additive Reasoning	Additive Reasoning	Multiplicative Reasoning	Multiplicative Reasoning	Multiplicative Reasoning	Multiplicative Reasoning

Act

<u>KS1 Cycle 1</u>	<u>Week 13</u>	<u>Week 14</u>	<u>Week 15</u>	<u>Week 16</u>
Core Text	Meerkat Mail (ARE Picture Book)			
Reading	Retrieval	Retrieval	Inference with evidence	Assessments
English	Own narrative – following model of Meerkat Mail			
Science	Project	Project	Project	Project
PE	Invasion Game	Invasion Game	Invasion Game	Invasion Game
PSHCE - external	Respond to community/cohort needs	Respond to community/cohort needs	Respond to community/cohort needs	Respond to community/cohort needs
PSHCE - internal	Starving the Anger Gremlin	Starving the Anger Gremlin	Starving the Anger Gremlin	Starving the Anger Gremlin
Art/DT	Project	Project	Project	Project
Maths	Geometry and Shape	Geometry and Shape	Geometry and Shape	Assessments

KS1 Cycle 2 Programme of Study

KS1 Cycle 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Text	The Clocktower (Visual Literacy)		Where the Wild Things Are (Picture book)		Traction Man (Picture book)	
Reading	Decoding	Decoding	Retrieval	Retrieval	Retrieval (Some synonym knowledge needed)	Retrieval (Some synonym knowledge needed)
English	Visual Literacy – sentence level work		Narrative in Pictures		Narrative in simple sentences	
Science	Plants Identify in environment	Plants Label flower	Plants Grow bean	Plants Seed walk	Plants Design a seed	Plants Sort plants
PE	Gymnastics - movement	Gymnastics - movement	Gymnastics - movement	Gymnastics - movement	Gymnastics - movement	Gymnastics - movement
PSHCE - external	What makes a good friend?	What are my goals/aspirations?	E-safety Who are they really?	E-safety How much should I share?	Physical safety What dangers are there in my area?	Being healthy What keeps us healthy?
PSHCE - internal	Zones of Regulation	Zones of Regulation	Zones of Regulation	Zones of Regulation	Zones of Regulation	Zones of Regulation
Art/DT	Food Fruit and Veg	Food Fruit and Veg	Food Fruit and Veg	Food Fruit and Veg	Food Fruit and Veg	Food Fruit and Veg
Maths	Place Value & Number	Place Value & Number	Place Value & Number	Place Value & Number	Additive Reasoning	Additive Reasoning

KS1 Cycle 1	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Core Text	Traction Man (ARE Picture Book)		The Twits by Roald Dahl (ARE Novel)			
Reading	Prediction	Prediction	Inference	Inference	Inference with evidence (How do you know?)	Inference with evidence (How do you know?)
English	Instructions (mostly pictures)		Narrative (writing ending)		Instructions (more writing)	
Science	Animals Types of animas	Animals Sort/Classify	Animals Match to habitats	Animals Camouflage	Animals Teeth	Animals Design own
PE	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
PSHCE - external	Respond to community/cohort needs	Respond to community/cohort needs	Respond to community/cohort needs	Respond to community/cohort needs	Respond to community/cohort needs	Respond to community/cohort needs
PSHCE - internal	Zones of Regulation	Zones of Regulation	Zones of Regulation	Zones of Regulation	Starving the Anger Gremlin	Starving the Anger Gremlin
Art/DT	Formal Elements	Formal Elements	Formal Elements	Formal Elements	Formal Elements	Formal Elements
Maths	Additive Reasoning	Additive Reasoning	Multiplicative Reasoning	Multiplicative Reasoning	Multiplicative Reasoning	Multiplicative Reasoning

<u>KS1 Cycle 1</u>	<u>Week 13</u>	<u>Week 14</u>	<u>Week 15</u>	<u>Week 16</u>
Core Text	Tuesday (ARE Picture Book)			
Reading	Retrieval	Retrieval	Inference with evidence	Assessments
English	Own narrative – following model of Tuesday			
Science	Project	Project	Project	Project
PE	Invasion Game	Invasion Game	Invasion Game	Invasion Game
PSHCE - external	Respond to community/cohort needs	Respond to community/cohort needs	Respond to community/cohort needs	Respond to community/cohort needs
PSHCE - internal	Starving the Anger Gremlin	Starving the Anger Gremlin	Starving the Anger Gremlin	Starving the Anger Gremlin
Art/DT	Project	Project	Project	Project
Maths	Geometry and Shape	Geometry and Shape	Geometry and Shape	Assessments

LKS2 Cycle 1 Programme of Study

<u>LKS2 Cycle 1</u>	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
Core Text	Ruin by Wes Ball (Visual Literacy)		Journey by Aaron Becker (Picture book)		Oliver and the Seawigs (ARE Novel)	
Reading	Retrieval – simple	Retrieval – more complex	Inference – simple	Inference – more complex	Inference – with evidence	Prediction – with evidence
English	Visual Literacy – sentence level work		Narrative in Pictures	Instructions	Narrative in Words	
Science	Electricity Circuits intro	Electricity Generalising	Electricity Conductors and insulators	Electricity Fixing circuits	Electricity Switch challenge	Electricity Extend switch challenge (PP/safe)
PE	Invasion Game	Invasion Game	Invasion Game	Invasion Game	Invasion Game	Invasion Game
PSHCE - external	What makes a good friend?	What are my goals/aspirations?	E-safety Who are they really?	E-safety How much should I share?	Physical safety What dangers are there in my area?	Grooming/coercion What might some people really want?
PSHCE - internal	Zones of Regulation	Zones of Regulation	Zones of Regulation	Zones of Regulation	Zones of Regulation	Zones of Regulation
Art/DT	Pneumatic toys	Pneumatic toys	Pneumatic toys	Pneumatic toys	Pneumatic toys	Pneumatic toys
Maths	Place Value & Number	Place Value & Number	Place Value & Number	Place Value & Number	Additive Reasoning	Additive Reasoning

LKS2 Cycle 1	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Core Text	Oliver and the Seawigs (ARE Novel)		Leon and the Place Between (Picture book)		George's Marvellous Medicine (ARE Novel)	
Reading	Word meaning	Summarising	Inference – with evidence	Inference – with evidence	Author's purpose	Word meaning
English	Narrative in Words (Part adaptations)		Narrative (comic book)		Instructions (more independent)	
Science	Forces & Magnets Friction - intro	Forces & Magnets Friction - investigation	Forces & Magnets Magnets - intro	Forces & Magnets Magnets - grouping	Forces & Magnets Magnets - challenge	Forces & Magnets Magnets - diagrams
PE	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
PSHCE - external	Knife Crime What are the consequences?	Being healthy What keeps us healthy?	Drugs What substances are dangerous?	Crime What acts are illegal and why?	Crime How do we stay safe from crime?	Respond to community/cohort needs
PSHCE - internal	Zones of Regulation	Zones of Regulation	Zones of Regulation	Zones of Regulation	Starving the Anger Gremlin	Starving the Anger Gremlin
Art/DT	Hockney iPad Art	Hockney iPad Art	Hockney iPad Art	Hockney iPad Art	Hockney iPad Art	Hockney iPad Art
Maths	Additive Reasoning	Additive Reasoning	Multiplicative Reasoning	Multiplicative Reasoning	Multiplicative Reasoning	Multiplicative Reasoning

LKS2 Cycle 1	Week 13	Week 14	Week 15	Week 16
Core Text	George's Marvellous Medicine (ARE Novel)			
Reading	Retrieval – most complex	Inference – with evidence	Author's purpose	Assessments
English	Own narrative			
Science	Project	Project	Project	Project
PE	Athletics	Athletics	Athletics	Athletics
PSHCE - external	Respond to community/cohort needs	Respond to community/cohort needs	Respond to community/cohort needs	Respond to community/cohort needs
PSHCE - internal	Starving the Anger Gremlin	Starving the Anger Gremlin	Starving the Anger Gremlin	Starving the Anger Gremlin
Art/DT	Project	Project	Project	Project
Maths	Geometry and Shape	Geometry and Shape	Geometry and Shape	Assessments

LKS2 Cycle 2 Programme of Study

<u>LKS2 Cycle 2</u>	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
Core Text	La Luna (Visual Literacy)		Tin Forest (Picture book)		The Abominables (ARE Novel)	
Reading	Retrieval – simple	Retrieval – more complex	Inference – simple	Inference – more complex	Inference – with evidence	Prediction – with evidence
English	Visual Literacy – sentence level work		Narrative in Pictures	Instructions	Narrative in Words	
Science	States of Matter Moving between	States of Matter Moving between	States of Matter Melting choc	States of Matter Investigation	States of Matter Evaporating	States of Matter Challenge
PE	Invasion Game	Invasion Game				
PSHCE - external	What makes a good friend?	What are my goals/aspirations?	E-safety Who are they really?	E-safety How much should I share?	Physical safety What dangers are there in my area?	Grooming/coercion What might some people really want?
PSHCE - internal	Zones of Regulation	Zones of Regulation				
Art/DT	Electrical Systems Static Electricity	Electrical Systems Static Electricity				
Maths	Place Value & Number	Additive Reasoning	Additive Reasoning			

<u>LKS2 Cycle 2</u>	<u>Week 7</u>	<u>Week 8</u>	<u>Week 9</u>	<u>Week 10</u>	<u>Week 11</u>	<u>Week 12</u>
Core Text	The Abominables (ARE Novel)		FARThER (Picture book)		Charlie and the Chocolate Factory (ARE Novel)	
Reading	Word meaning	Summarising	Inference – with evidence	Inference – with evidence	Author's purpose	Word meaning
English	Narrative in Words (Part adaptations)		Narrative (comic book)		Instructions (more independent)	
Science	Animals and Humans Skeleton	Animals and Humans Exo/Endo Skeleton	Animals and Humans Organs	Animals and Humans Digestive System	Animals and Humans Digestive System	Animals and Humans Keeping healthy
PE	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
PSHCE - external	Knife Crime What are the consequences?	Being healthy What keeps us healthy?	Drugs What substances are dangerous?	Crime What acts are illegal and why?	Crime How do we stay safe from crime?	Respond to community/cohort needs
PSHCE - internal	Zones of Regulation	Zones of Regulation	Zones of Regulation	Zones of Regulation	Starving the Anger Gremlin	Starving the Anger Gremlin
Art/DT	Sculpture	Sculpture	Sculpture	Sculpture	Sculpture	Sculpture
Maths	Additive Reasoning	Additive Reasoning	Multiplicative Reasoning	Multiplicative Reasoning	Multiplicative Reasoning	Multiplicative Reasoning

<u>LKS2 Cycle 2</u>	<u>Week 13</u>	<u>Week 14</u>	<u>Week 15</u>	<u>Week 16</u>
Core Text	Charlie and the Chocolate Factory (ARE Novel)			
Reading	Retrieval – most complex	Inference – with evidence	Author's purpose	Assessments
English	Own narrative			
Science	Project	Project	Project	Project
PE	Cricket	Cricket	Cricket	Cricket
PSHCE - external	Respond to community/cohort needs	Respond to community/cohort needs	Respond to community/cohort needs	Respond to community/cohort needs
PSHCE - internal	Starving the Anger Gremlin	Starving the Anger Gremlin	Starving the Anger Gremlin	Starving the Anger Gremlin
Art/DT	Project	Project	Project	Project
Maths	Geometry and Shape	Geometry and Shape	Geometry and Shape	Assessments

UKS2 Cycle 1 Programme of Study

<u>UKS2 Cycle 1</u>	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
Core Text	Before Sunrise by Keelan O'Rourke (Visual Literacy)		Varmints by Helen Ward (Picture book)		Holes (ARE Novel)	
Reading	Retrieval – simple	Retrieval – more complex	Inference – simple	Inference – more complex	Inference – with evidence	Prediction – with evidence
English	Visual Literacy – sentence level work		Narrative in Pictures	Persuasive Speech	Narrative in Words	
Science	Electricity Revise Simple Circuits	Electricity Revise Fixing Circuits	Electricity Create Switches	Electricity Pressure Pad	Electricity Safe Challenge	Electricity Application
PE	Invasion Game	Invasion Game	Invasion Game	Invasion Game	Invasion Game	Invasion Game
PSHCE - external	What makes a good friend?	What are my goals/aspirations?	E-safety Who are they really?	E-safety How much should I share?	Physical safety What dangers are there in my area?	Grooming/coercion What might some people really want?
PSHCE - internal	Zones of Regulation	Zones of Regulation	Zones of Regulation	Zones of Regulation	Zones of Regulation	Zones of Regulation
Art/DT	Pneumatic toys	Pneumatic toys	Pneumatic toys	Pneumatic toys	Pneumatic toys	Pneumatic toys
Maths	Place Value & Number	Place Value & Number	Place Value & Number	Place Value & Number	Additive Reasoning	Additive Reasoning

<u>UKS2 Cycle 1</u>	<u>Week 7</u>	<u>Week 8</u>	<u>Week 9</u>	<u>Week 10</u>	<u>Week 11</u>	<u>Week 12</u>
Core Text	Holes (ARE Novel)				Various short models – Appeal for trip/pet	
Reading	Word meaning	Summarising	Inference – with evidence	Inference – with evidence	Author's purpose	Word meaning
English	Narrative in Words (Part adaptations)				Persuasive Letter	
Science	Forces Revise friction	Forces Water resistance	Forces Air resistance	Forces Investigation	Forces Challenge	Forces Child-led
PE	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
PSHCE - external	Knife Crime What are the consequences?	Being healthy What keeps us healthy?	Drugs What substances are dangerous?	Crime What acts are illegal and why?	Crime How do we stay safe from crime?	Respond to community/cohort needs
PSHCE - internal	Zones of Regulation	Zones of Regulation	Zones of Regulation	Zones of Regulation	Starving the Anger Gremlin	Starving the Anger Gremlin
Art/DT	Banksy – Graffiti Art	Banksy – Graffiti Art	Banksy – Graffiti Art	Banksy – Graffiti Art	Banksy – Graffiti Art	Banksy – Graffiti Art
Maths	Additive Reasoning	Additive Reasoning	Multiplicative Reasoning	Multiplicative Reasoning	Multiplicative Reasoning	Multiplicative Reasoning

<u>UKS2 Cycle 1</u>	<u>Week 13</u>	<u>Week 14</u>	<u>Week 15</u>	<u>Week 16</u>
Core Text	Man with the Yellow Face by Anthony Horowitz (ARE Short Story)			
Reading	Retrieval – most complex	Inference – with evidence	Author's purpose	Assessments
English	Own narrative			
Science	Project	Project	Project	Project
PE	Athletics	Athletics	Athletics	Athletics
PSHCE - external	Respond to community/cohort needs	Respond to community/cohort needs	Respond to community/cohort needs	Respond to community/cohort needs
PSHCE - internal	Starving the Anger Gremlin	Starving the Anger Gremlin	Starving the Anger Gremlin	Starving the Anger Gremlin
Art/DT	Project	Project	Project	Project
Maths	Geometry and Shape	Geometry and Shape	Geometry and Shape	Assessments

UKS2 Cycle 2 Programme of Study

<u>UKS2 Cycle 2</u>	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
Core Text	Broken: Rock, Paper, Scissors (Visual Literacy)		The Lost Thing (Picture book)		Wonder by RJ Palacio (ARE Novel)	
Reading	Retrieval – simple	Retrieval – more complex	Inference – simple	Inference – more complex	Inference – with evidence	Prediction – with evidence
English	Visual Literacy – sentence level work		Narrative in Pictures	Persuasive Speech	Narrative in Words	
Science	Light Explore Light	Light Revise straight lines	Light Straight line (maze) challenge	Light How we see	Light Periscope Challenge	Light Colour Spectrum
PE	Invasion Game	Invasion Game	Invasion Game	Invasion Game	Invasion Game	Invasion Game
PSHCE - external	What makes a good friend?	What are my goals/aspirations?	E-safety Who are they really?	E-safety How much should I share?	Physical safety What dangers are there in my area?	Grooming/coercion What might some people really want?
PSHCE - internal	Zones of Regulation	Zones of Regulation	Zones of Regulation	Zones of Regulation	Zones of Regulation	Zones of Regulation
Art/DT	Electronics Steady Hand Game	Electronics Steady Hand Game	Electronics Steady Hand Game	Electronics Steady Hand Game	Electronics Steady Hand Game	Electronics Steady Hand Game
Maths	Place Value & Number	Place Value & Number	Place Value & Number	Place Value & Number	Additive Reasoning	Additive Reasoning

<u>UKS2 Cycle 2</u>	<u>Week 7</u>	<u>Week 8</u>	<u>Week 9</u>	<u>Week 10</u>	<u>Week 11</u>	<u>Week 12</u>
Core Text	Wonder RJ Palacio (ARE Novel)				Various short models – Appeal for trip/pet	
Reading	Word meaning	Summarising	Inference – with evidence	Inference – with evidence	Author's purpose	Word meaning
English	Narrative in Words (Part adaptations)				Persuasive Letter	
Science	Chemical Changes Revise I v R changes	Chemical Changes Inflate balloon	Chemical Changes Fire extinguisher	Chemical Changes Make chocolate bars	Chemical Changes Investigation (Ice, chocolate etc)	Chemical Changes Conclusion
PE	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
PSHCE - external	Knife Crime What are the consequences?	Being healthy What keeps us healthy?	Drugs What substances are dangerous?	Crime What acts are illegal and why?	Crime How do we stay safe from crime?	Respond to community/cohort needs
PSHCE - internal	Zones of Regulation	Zones of Regulation	Zones of Regulation	Zones of Regulation	Starving the Anger Gremlin	Starving the Anger Gremlin
Art/DT	Make my Voice Heard	Make my Voice Heard	Make my Voice Heard	Make my Voice Heard	Make my Voice Heard	Make my Voice Heard
Maths	Additive Reasoning	Additive Reasoning	Multiplicative Reasoning	Multiplicative Reasoning	Multiplicative Reasoning	Multiplicative Reasoning

UKS2 Cycle 2	Week 13	Week 14	Week 15	Week 16
Core Text	Stonecold (ARE Novel)			
Reading	Retrieval – most complex	Inference – with evidence	Author's purpose	Assessments
English	Own narrative			
Science	Project	Project	Project	Project
PE	Rounders	Rounders	Rounders	Rounders
PSHCE - external	Respond to community/cohort needs			
PSHCE - internal	Starving the Anger Gremlin			
Art/DT	Project	Project	Project	Project
Maths	Geometry and Shape	Geometry and Shape	Geometry and Shape	Assessments