MEDESHAMSTEDE ACADEMY

"Pupils leave a GAT Academy with the academic qualifications & wider skills, characteristics & experiences, which will assist them to lead successful & happy lives"

Curriculum

Aims

At Medeshamstede Academy the strategic intent of our curriculum is founded on the principle of neurodiversity, understanding autism as a difference rather than a deficit. All our pupils have an Education, Health and Care Plan. Therefore, our pupils require a curriculum which is person-centred to meet their individual needs across the 4 areas of SEND for:

- Communication and interaction
- Sensory and physical
- Cognition and learning
- Social, emotional and mental health

Our Curriculum design is underpinned by a pedagogy and thinking aligned to the learning characteristics associated with autism. It provides pupils with an introduction to the essential knowledge, qualities and skills that they need to be educated citizens. It enables pupils to independently apply their learning and achieve their goals by promoting engagement, curiosity and creativity, preparing them well for their next stage of education and life journey. Our curriculum is guided by our mission and underpins our values.

Mission

Young people will leave Medeshamstede as lifelong learners equipped to thrive, play a part in their community and to live as independently as possible.
Our shared purpose is to: *'enable all children to achieve, participate and contribute to their community for life'*.

Values

We live real values of *kindness, respect, resilience, empathy, understanding, inclusivity and openness.*

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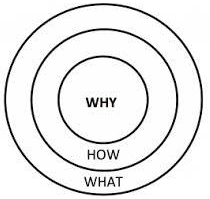
Our Shared Purpose



Academy Mission, Vision, Values & Autism Strategy

Why? Because Autism matters! We are ambitious for a culture of neurodiversity, enabling our pupils to lead remarkable lives:

- We believe in challenging the status quo and thinking differently by seeing the world through the lens of autism.
- We have a shared purpose '*to enable all children to achieve, participate and contribute to their community for life'*.

How we do this is by empowering individuals to overcome barriers:

- By our blended, research-based autism strategy, encompassing a shared language and effective daily 'Good Autism Practice'.
- By a holistic and academic quality-first curriculum, underpinned by pedagogy that enables communication and interaction, social thinking and builds skills for personal development, well-being, self-regulation and independence.
- By a person-centred approach, collaborating with all stakeholders and other agencies to fully meet the needs of individuals through their Education, Health and Care Plans.
- By high aspirations; giving pupils a voice, social value and a proud sense of belonging to their community.

What we achieve is an inclusive learning community that fully meets the needs of all learners because:

- Provision and outcomes of Education, Health and Care Plans are fully achieved, along with life skills to be as independent as possible, preparing learners well for their next steps in education, adulthood for employment.
- We live daily real values of *kindness, respect, resilience, empathy, understanding, inclusivity and openness.*
- We evolve a culture of neurodiversity, life-long love of learning and excellence for the pupils we serve.

(Through our partnership with Autism Education Trust, Medeshamstede Learning Centre delivers training to other settings, school leaders and professionals across the City of Peterborough).

Skills and knowledge

All our pupils are different; they have different academic starting points, different social, economic and learning challenges and influences, and different goals. Our curriculum is designed to ensure that pupils are equipped with the experiences, knowledge, skills and qualifications in order to succeed in life and progress onto meaningful further education, training and employment. Therefore, the curriculum is constructed to support pupils to realise their full potential, no matter their differences, through the following principles:

- allows pupils to progress and achieve
- is broad and balanced
- is ambitious for all pupils through access to both academic and vocational programmes of study where challenge, achievement and progress are expected for all
- supports access to FE, HE apprenticeships and employment
- underpins social mobility

Our curriculum is designed to develop:

- **Cultural capital** – broadening horizons and exposing pupils to a range of experiences in wider society e.g. the arts, music, sport, leadership opportunities and extra-curricular pursuits

- **Core knowledge** - grounded in the National Curriculum
- **Key concepts** - identified to enable equitable access to the full curriculum, both within and across subject areas, including key vocabulary
- **Powerful knowledge** – the skills & knowledge for pupils to build upon and challenge their own thinking so that they can expand beyond their own experiences
- **Character** – enabling our students to live real values of resilience, *kindness, respect, empathy, understanding, inclusivity and openness.*
- **Sequential learning** - carefully planned and sequenced to:
  - incrementally build long-term knowledge reinforced through spaced recall and retrieval activities particularly of key concepts
  - develop cross-curricula schema
  - prevent cognitive overload

We do this through a communication and language-centred curriculum, underpinned by specialist autism strategies and explicit teaching of skills.

Development of a skill will involve very focused and specific activity, often repetitive and enhanced through coaching and feedback. We aim to explicitly teach key skills across the curriculum to develop:

- **Communication and Language**
- **Application of numeracy and Literacy (oracy, phonics, reading and writing)**
- **Problem Solving**
- **Metacognition**
- **Collaboration**
- **Independence**
- **Physical development and motor planning**
- **Personal, social and emotional development**
- **Sensory praxis and modulation**
- **Practical and Technical**
- **Digital Literacy**
- **Growth Mindset and Self-regulation**

This year, Medeshamstede joined the Universal Skills Builder Partnership. For semi-formal and formal learners in KS1 – KS 4, this enables us to teach a research-based programme that supports broader learning and careers plans. Skills Builder gives us a shared language around eight essential skills built into academy life, across all activities, appropriate to stage related expectations of the individual. This framework and principles support building the essential life skills of:

Developing these key skills valued by employers, have much in common with those we believe to be important in regard to pupils' special educational needs, in forming effective learners and citizens. Therefore this supports pupils needs, progress, improves employability and reinforces fundamental aspects of good citizenship, spiritual, moral, social and cultural development, and British values.

Developing subject specific skills helps to transfer knowledge and understanding into higher order cognitive functions such as application, analysis, synthesis and evaluation. This development provides pupils with an opportunity and reason to develop the skills we value and in doing so can improve self-confidence, self-esteem and aspirations. Ensuring our pupils develop these skills within the context of the curriculum and through extra-curricular opportunities is essential for preparing them for adulthood, developing Life Skills and employability.

Curriculum delivery structure: Learner Pathways

Associated with the 'spiky' profile of pupils with autism, most pupils are working below age related expectations in some areas. Therefore, the curriculum is person-centred. It is adapted to ensure the developmental pathway of the learner addresses their unique prevalence of autism, cognition, sensory and communication needs.

Learning pathways prepare learners for both vocational and academic programmes of study in KS 4. As pupils with autism have uneven learning profiles, we recognise some may show ability or talent in a particular area of the curriculum. For any pupils working at age related expectations, it would be considered if inclusion within a mainstream setting would be appropriate.

We have identified 3 personalised learning pathways for learner's stage, rather than age, as *pre-formal, semi-formal* and *formal learners*. Pathways are aligned to the learner's prevalence of autism and their profile to promote high engagement across a broad, balanced and relevant curriculum, appropriate to their individual needs. This ensures a curriculum that fully meets the needs of all learners. Pathways are based upon a clear rationale in an individual journey towards becoming a formal, independent learner in readiness for KS 4. Each pathway is underpinned by robust assessment systems identifying pupil progress over time, regardless of pathway taken.

Personalised learning pathways will inform pedagogy and autism provision. Each pathway secures equality of opportunity in relation to the National Curriculum subject areas delivered/studied. Pathways taken will identify individual targets designed for each pupil, explicit on their individual pupil profile and provision map for their SEN areas of need. Learning is personalised through pupil profile targets identified as termly smaller steps/benchmarks towards achieving the long term, end of key stage outcomes and targeted provision, identified within the individual's EHC Plan.

Rationale founding our pedagogy and curriculum

The curriculum is supported through pedagogy and thinking aligned to the learning characteristics associated with autism, reducing barriers related to:

- **Social communication dififculties** (both receptive & expressive language)
- **Restricted or repetitive behaviours and interests**
- **Sensory processing** (difficulty filtering and modulating input)
- **Learning characteristics of autism:**
  - **Difficulty with implicit teaching** (individuals require explicit teaching)

- **Attention** (ability to 'lift and shift', seeing details rather than the big picture)
- **Auditory processing** (appropriate visual cues and support)
- **Executive functioning** (explicit teaching of time, sequences and organisation)
- **Theory of mind** (teaching social thinking and the perspective of others)

Academy Autism Strategy (Universal provision: HQFT)

The academy uses a blend of research-based autism strategies in its provision and ensures the smaller steps of some learners can be celebrated within our neurodiverse cohort, clearly showing the progress they make over time.

Academy Autism Strategy (High Quality First Teaching for universal wave 1 interventions)			
EYFS / KS 1 **Pre-formal Learners**	**KS 1 / KS 2** **Semi- formal Learners**	**KS 3** **Semi -formal Learners**	**KS 4** **Formal learners**
Intensive interaction	Attention Autism	Attention Autism	Communication systems
Attention Autism	PECS & communication systems	Communication systems	TEACCH
PECS & communication boards	PODD books	TEACCH	Think Social
PODD books	TEACCH	Colourful Semantics	Zones of Regulation
TEACCH	Colourful Semantics	Think Social	Forest School & Outdoor Learning
Colourful Semantics	Letters & Sounds phonics	Zones of Regulation	Sensory movement breaks
Letters & Sounds phonics	Social skills: circle time and 'greetings'	Forest School & Outdoor Learning	Smart English
'Wake and Shake'	We Thinkers/ Think Social	Sensory mile/movement breaks	Social stories
Social skills: circle time and 'greetings'	Zones of Regulation	Smart English	Mind maps
Emotional literacy	Switch On reading and Writing	Social stories/concept cartoons	
Sensory stories	Forest School & Outdoor Learning	Numicon	
Forest School & Outdoor Learning	Self-care programmes		
Self-care programmes	Sensory circuits		
Sensory circuits	Yoga		
Social stories	Numicon		
Numicon	Social stories		

Intent of our Curriculum (how learning is planned for and builds)

Our curriculum has been adapted and designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. We then enhance the National Curriculum by ensuring that our content meets the needs of our pupils here at Medeshamstede. In addition, we enrich learning through providing opportunities, visits, visitors, life-skills and first-hand experiences that build real-life learning. We work in collaboration with other professionals and therapists to ensure speech and language as well as occupational therapy is integrated into teacher's planning and delivery of a high-quality curriculum that fully meets children's needs.

Our curriculum is organised into a progression model that outlines the knowledge, vocabulary and skills to be taught in a sequentially coherent way to each learner group. Using the curriculum as the 'vehicle' to secure effective provision, it is tailored to 3 learning pathways and associated plans which promote engagement within the teaching, learning and assessment process and the promotion of pupil well-being. To ensure that pupils develop secure knowledge, skills and understanding that they can build on, the academy has designed a curriculum model which supports personalised and often individualised learning needs relating to an individual's 'spikey' autism profile. The academy fully implements EHC Plans to inform individual pupil provision. Our curriculum respects the right that each pupil will learn within an environment that is distraction limited, therapeutic, caring, supportive, stimulating, safe, enjoyable and challenging.

For pre-formal and semi-formal learners in EYFS through to KS 3, we adapt the four Cornerstones Curriculum and pedagogy within our intent for all learners to engage, develop, innovate and express. All aspects of the curriculum are carefully mapped out, organised into termly imaginative learning projects through themes that are driven by a particular subject focus and matched through assessment to the developmental and cognitive stages of learners. This ensures a coherent curriculum so that pupils build on secure prior knowledge. Vocabulary, skills and EHCP provision to meet individual outcomes will then be planned for at a greater level of detail in teachers' weekly planning. Meaningful links with other subjects are made to strengthen connections and understanding for pupils. A sequential approach to learning secures progress across subjects and a full curriculum, supporting pupils to apply their skills, to ask questions, be curious, think, problem solve and to create. This prepares pupils as formal learners for accreditation courses and subject syllabuses in key stage 4.

The curriculum is designed to empower individuals to overcome barriers to engage, explore, interact, apply their learning and make progress so that they are well prepared for their next stage. It secures breadth, depth, balance and relevance in its content by:

- *adapting a blend of research-based autism approaches, ensuring 'Good Autism Practice' standards and a shared language*
- *a holistic and academic quality first curriculum and pedagogy that addresses the learning characteristics of our pupils, enabling social communication, social thinking, personal development, well-being, sensory & emotional regulation, and independence.*
- *high aspirations: giving pupils a voice, social value, a sense of belonging to their community and preparing them well for their next steps in education, adulthood and for employment.*

The impact of our curriculum focuses upon pupil's outcomes which includes their personal development, behaviour and welfare. To achieve this, we work collaboratively with multi-agency teams and parents/carers to ensure pupils needs are addressed in an informed way.

The curriculum, as outlined within our teaching, learning and assessment policy, is broad and balanced and includes the teaching of Religious Education, Relationships, Sex Education and Health and Careers Education. It provides a full range of subjects and ensures it promotes high levels of engagement and achievement.

Primary Phase		Secondary Phase	
EYFS / KS 1	**KS 1 / KS 2**	**KS 3**	**KS 4**
Prime areas Specific areas Communication-centred curriculum	Core subjects Foundation Subjects Zones of Regulation & Social Thinking Curriculums. Experiences, enrichment & cultural capital.	Core subjects Foundation Subjects Zones of Regulation & Social Thinking Curriculums. Experiences, enrichment & cultural capital.	Academic, vocational & technical Curriculum Exam/accreditation syllabuses. Zones of Regulation & Social Thinking Curriculums. Experiences, enrichment & cultural capital.
By the end of KS 1, pupils will be able to learn together in a group and start to understand structure and familiar routines.	By the end of KS 2, pupils will have started to learn in a more formal manner; working together in groups, understanding routine and structured learning to complete familiar learning tasks independently.	By the end of KS 3, pupils will continue to develop their formal learning skills and start to apply skills and knowledge, independently, both in and outside of the classroom.	By the end of KS 4, pupils will continue to develop the ability to apply and generalise their skills to exam and functional skills syllabuses both within school and the local community.
▪ Self-care routines ▪ Wellbeing and secure relationships ▪ Characteristics of Effective Learning	▪ Independence & self-care skills. ▪ Health, wellbeing and relationships. ▪ Skills Builder – Broader learning and careers plans	▪ Preparing for adulthood and college links. ▪ Life Skills and independent living. ▪ Health, wellbeing and relationships. ▪ Skills Builder – Broader learning and careers plans	▪ Preparing for adulthood and college visit. ▪ Life Skills and independent living. ▪ Health, wellbeing and relationships. ▪ Skills Builder – Broader learning and careers plans

Curriculum Structures

Teaching, Learning and Assessment Policy
Describes the vision for intent, implementation and impact through the design of the curriculum. It outlines the framework, structure and delivery which defines entitlement for all pupils.

Curriculum Map
Summarises curriculum journey, sequence and progression from early years to Y11, linked to preparation for adulthood.

Curriculum Area

Termly imaginative learning projects include aims and details of the specific curriculum area e.g. programmes of study, activities and experiences.

Curriculum Theme

Cornerstones Curriculum framework illustrates medium term planning of termly imaginative learning projects and curriculum themes illustrating balanced curriculum coverage and thematic experiences, setting out the skills and knowledge pupils will gain.

Teaching Plans

Short term plans show lesson sequences, opportunity for repetition, overlearning and progression. They are working documents that provide guidance for curriculum delivery and refer to key provision contained within EHC plans for the teaching sessions.
They reference autism strategy and frameworks enabling teachers to plan and assess termly pupil profile targets.

Timetables

Overarching department and group timetables provide structure for pupils and staff. Individual timetabling is flexible in response to pupils needs e.g. engagement, alertness, medical, physical, sensory social and emotional.

Pupil Profiles

Individual targets as milestones are set termly for each pupil based on strengths and needs analysis outlined in their EHC plan. Individual targets are the learning priorities for the term, as benchmarks of progress towards the long term (2-3 year) outcomes of individual EHC plans and Annual Review of this plan. Curriculum is the vehicle for delivery of experiences and provision to work on individual targets.

Assessment, Recording & Reporting

Connecting Steps assessment and recording system provides evidence of learning as part of an iterative assess, plan, do, review cycle. This enables adaptation in the moment, planning next steps, reporting at Annual Review and Records of Achievement & Experience to achieve the long-term outcomes of individual EHC Plans. Person Centred Annual Reviews ensure pupil voice and parent/carer views are kept central.

Implementation of our Curriculum (how learning is enacted in the classroom)

All learning will start by revisiting prior knowledge and reviewing what the children have learnt before. This will be scaffolded to support children to recall previous learning and make connections between prior and new learning. Staff will explicitly teach and model the subject specific knowledge, vocabulary and skills relevant to the learning to allow pupils to integrate new knowledge into larger concepts.

Teachers support children to practice new learning, questioning for understanding, checking for misconceptions and giving direct and appropriate feedback. This moves children from supported practice to independence at the correct pace for them, ensuring all children are challenged. Our pedagogy supports children to retain new facts and vocabulary in their long-term memory.

Learning is supported through our research-based, Autism Strategies, including the TEACCH framework, which provides children with scaffolding to reduce barriers associated with the characteristics of autism.

Assessment is ongoing throughout the relevant cross-curricular themes to inform teachers with their lesson planning, activities and personalised learning. The majority of pupils are working below age-related expectations. Therefore, we use Connecting steps: B Squared as our assessment system for core areas of the National Curriculum. This demonstrates pupil progression and challenge over teaching and learning sequences in an informed way, recognising the smaller steps of progress that some learners may make.

Across the Academy, we identify three main personalised learning pathways to broadly describe pre-formal, semi-formal and formal stage learners' developmental and cognitive stages and profiles within the autism continuum. The curriculum is shaped to take account of the characteristics and needs of our pupils and the smaller steps of some within their learning journey. Fundamental to any personalised learning pathway, is the Academy's response to provision and outcomes identified via Education, Health and Care Plans (EHCP) which are fully implemented in any one of the pathways being pursued.

Our children will be given a variety of experiences both in and out of the classroom, where appropriate, to create memorable learning experiences, to apply their knowledge to wider concepts and to further support and develop their understanding and language acquisition.

Across our primary and secondary phases, pupils are taught in small classes organised within Key Stages: EYFS/KS1 (pre-formal stage learners), KS2 & KS3 (semi-formal into formal learners) and KS4 (formal learners). As many pupils join the Academy in upper KS2 and secondary phase, often with complex needs, our transition base provision prioritises building secure relationships for pupils social and emotional needs.

Pre-formal curriculum **Early years and lower primary phase (EYFS – Year 2)**	Pupils often join EYFS from low start points and in the early stages of their language acquisition/development. Therefore, we use the EYFS framework and pedagogy for planning/assessment for most pupils up until the end of Year 2. The focus for pre-formal provision at Medeshamstede are the prime and specific areas, ensuring pupils are learning how to learn. The curriculum is delivered through the autism specific framework of TEACCH. Through the 7 EYFS areas of learning & development, our curriculum aims to involve and guide children to build curiosity & enthusiasm for learning; build capacity to learn; form relationships and thrive. All areas of learning and development are therefore interconnected with a focus on developing communication and language skills in the pre-formal stage. Self-care skills are explicitly taught. Weekly and termly themes are adopted to develop and create pupils' interests through a balance of teacher led and self-initiated activities, ensuring that a broad and balanced curriculum is provided. Individual targets are set from the appropriate developmental stages of the EYFS framework using B Squared assessment measures. A basic principle of our early learning provision is the sensorimotor stage that children learn through interest, play and their senses; every opportunity to maximise such learning is exploited through our offer. We develop communication skills with highly motivating multisensory experiences that provide 'an invitation to learn', developing anticipation, joint attention and turn taking skills. We provide planned, short, interest led sessions preparing our children appropriately for the start of their school career that will bring them success in their future schooling, providing them with the foundations for reaching their full potential.
Semi-formal curriculum **Key Stage 2 (Years 3 – 6)**	The focus within our semi-formal pathway enables all pupils to begin accessing the National Curriculum programmes of study, differentiated through small steps and key skills which secures pupil progress. Pupils develop their pre-requisite skills through all National Curriculum subject areas that will continue alongside bespoke learning programmes which respond to/address pupils' communication and interaction and sensory and physical needs. Pedagogy through the TEACCH Autism framework continues within this pathway and self-care and independence skills are being mastered. Pupils are encouraged to develop independence by having a voice so that their views can be expressed, allowing for some control through making their own choices. Themes are adopted each term; a long-term overview ensures there is a broad and balanced curriculum delivered, based upon the national recommendations for all pupils within KS 2 classes. Learning outcomes are determined following robust assessment of learning, identified within the individual's pupil profile and teaching plans using assessment systems which are well-embedded across the academy.

	(A small number of pupils working at or below the 2nd centile for cognition will continue with a semi-formal pathway as they enter the secondary phase of their learning journey).
Semi into formal curriculum **Key Stage 3 (Years 7 – 9)**	Formal learning addressed through key skills continues within our semi into formal learning pathway with a continued focus upon personalised learning for pupils. For all cohorts of learners and in accordance with their EHCP outcomes our curriculum offer considers how we will begin to prepare our young people for adulthood, moving towards more functional aspects of learning which enable pupils to begin to generalise and adapt skills. The curriculum within KS 3 is designed to create interest which leads to wider engagement within the learning planned and prepares pupils well for the next key stage and accreditation pathways. Pupils in KS 3 are supported to develop as formal and more independent learners. Medeshamstede strongly believes that an interest led curriculum promotes engagement and generalisation of skills for pupils with autism. Themes are adopted each term; a long-term overview ensures there is a broad and balanced curriculum delivered, based upon the national recommendations for all pupils within KS 3 classes. Learning outcomes are determined following robust assessment of learning, identified within individual pupil profile and teaching plans using assessment systems which are well-embedded across the academy. We have high expectations for our pupils and so Accreditation courses do not begin before KS 4, as we want learners to have a full experience to master skills throughout the KS 3 curriculum, ready to participate in an ambitious KS 4 curriculum.
Formal curriculum Key Stage 4 **(Years 10 &11)**	A functional approach to learning drives our formal KS 4 curriculum alongside a widening of the 'Preparing for adulthood' outcomes. Pupils continue to follow their personalised learning pathways for vocational and/or GCSE courses for the core curriculum subjects of Maths, English Literature, English Language & Science and the foundation subjects curriculum of Computing, Food Technology, Drama and Citizenship . During Key Stage 4, pupils work towards national qualifications following compulsory national curriculum subjects. The curriculum is designed to deliver series of learning from the subject syllabus outlined for entry level and/or GSCE; this secures planning for progression and destination. Modules of work are delivered for the core subjects and a vocational curriculum for accredited subjects are also delivered. The foundation subjects of PE, PSH(R)E and Careers Education are also taught. The academy holds significant value on the delivery of Life Skills; which alongside preparation for adulthood, Careers Education, health, wellbeing and relationships, form part of the curriculum through KS 4. Pupils access to different learning environments widens, along with social interaction with a wider range of peers and adults, as links to local FE colleges in readiness for transition to post-16 education is planned for.

Enrichment of the Curriculum

Learning is brought to life through first-hand encounters and experiences and the opportunities to appreciate what has been taught in real or practical situations. In order that all pupils (especially the most disadvantaged) can more fully appreciate what they learn about in the classroom, we develop their 'Cultural Capital' by enhancing our curriculum including the following experiences:

- Forest school and opportunities to learn outside of the classroom e.g. gardening, sensory garden and path, nature and pond area

- On and off-site learning theme related activities and visits
- 3-day residential visits for outdoor and adventurous education in secondary phase
- A range of lunch time clubs and activities
- Participation in competitive sports activities and events
- Pupil council
- Developing partnerships with external providers that extend pupils' opportunities for learning
- welcoming parents/carers to take part in pupils learning and experiences through assemblies, Christmas productions, celebrations, Community café, 'stay and see' sessions, KS 4 prom.
- Themed days, e.g: for careers education, religious education, Autism Awareness week, art workshops, 'All About Me' day, national book day, etc.

A principle of the TEACCH Autism framework is 'work first then reward'. Daily reward time encourages our pupils to get involved with the many and varied special interests that the bring. Reward time allows passions and talents to be nurtured, character to grow and skills to be honed. Collaborating with like-minded individuals develops social and emotional well-being.

Our rationale for adapting Cornerstones Curriculum:

- Cornerstones provides a coherent and full curriculum through cross-curricular links conducive to our 3 learner pathways across all curriculum subjects.
- Imaginative learning projects (ILPs) are matched through our B-Squared assessment to learners developmental stages. ILPs incorporate pupil's individual interests.
- ILPs contain meaningful key texts enabling a culture for a love of reading
- The curriculum defines a pedagogical structure by embedding the 4 cornerstones of learning to *engage, develop, innovate and express*.
- Through the 4 cornerstones pupils learn to apply their skills to ask questions, be curious, think, problem solve and create something with what they have been taught. Each ILP builds towards creating a tangible project outcome so that learning that can be shared and celebrated with parents.
- The curriculum enables pupils to generalise and apply their skills and knowledge through a multisensory approach; encouraging pupils to observe the natural world around them and ask questions; compare objects, materials, living things and notice patterns and relationships. We further enrich the curriculum through Forest School and outdoor learning.

Cornerstones four-part pedagogy

Intent ***(attributes & values)***	***Implement*** **Teachers…**	***Impact*** **Learners…**
Engage • Adventurous • Curious • Excited *'Curiosity is the engine of achievement'* Sir Ken Robinson	• begin the ILP (Imaginative learning project) with a memorable, hands on experience to hook learners in • set the scene and provide the context for learning • ask questions to provoke thought and interest • use interesting starting points to spark children's curiosity	• take an active part in memorable first-hand experience • read and research about the learning theme using a range of source materials • ask their own enquiry questions • develop spoken language skills in different situations and with a range of people • take part in physical and sensory activities • identify possibilities for future learning stemming from own interests
Develop • Industrious • Purposeful • Resilient *'Many of the things we find interesting are not so by nature but because we took the trouble of paying attention to them.'* Mihaly Csiskszentmihayi	• explicitly teach essential skills linked to each activity to develop knowledge and provide a depth of understanding • model new skills and allow time for consolidation • provide creative opportunities for making and doing • deliver reading, writing and talk across the curriculum • promote reading and writing for a real purpose	• delve more deeply into a theme • develop an understanding of new concepts and themes • acquire new knowledge • practice and master new skills • make links between subjects across the curriculum • revisit and refine previously learned skills
Innovate • Imaginative • Inventive • Resourceful *'Stand aside for a while and leave the room for learning, observe carefully what children do, and then, if you have understood well, perhaps teaching will be different from before'* Loris Malaguzzi	• provide imaginative scenarios that provoke children's learning and creative thinking • offer a range of well-resourced and stimulating provocations encouraging children to apply their skills and think creatively both independently and in groups • enable and assess children's application of previously learned skills • encourage enterprise and independent thinking • facilitate opportunities for independent and collaborative working for problem solving	• show enterprise in solving problems and resolving situations • use their thinking skills to explore possibilities • build on their self-esteem and confidence • reflect upon and identify their own needs, skills and understanding • work in pairs, groups, as a whole class and independently • take on different roles and responsibilities
Express • Confident • Articulate • Reflective *'In his mind the whole thought is present at once, but in speech it has to be developed successively. A thought may be compared to a cloud shedding a shower of words.'* Lev Vygotsky	• provide environments for reflective talk & opportunities for shared evaluation • celebrate success • identify next steps for learning • encourage reflective talk by asking questions • provide opportunities for shared evaluation • involve parents/carers in an end of project celebration to enable a shared understanding of progress and achievement. • enable and assess application of previously learned skills	• perform, present and become the experts • evaluate finished products, processes and progress • link what they have learnt to starting points or initial observations • reflect on their own learning • share achievements with classmates, parents, the community and beyond • celebrate their achievements • present their achievements at their annual EHCP review and in assemblies

Medeshamstede Academy Autism Strategy – Universal HQFT SEND curriculums

Think Social ! - A social thinking curriculum (Michelle Garcia Winner)		
Intent	**Implement**	**Impact**
▪ learn the concept of social thinking and related vocabulary, listening & attention; ▪ be part of a group and recognise expectations; ▪ develop self-awareness and self-monitor their behaviour in a group (use of whole body and mind); ▪ develop theory of mind – observing others, exploring thinking of others, reading their behaviour, emotions, reactions & responses; ▪ develop flexible thinking – working out what people mean, adjust participation and language based on what other people are thinking; ▪ understand language we use makes others have different thoughts and feelings; ▪ apply personal problem solving and the size of a problem.	▪ series of lessons taught over time (60 mins/ week) ▪ a basis for reading comprehension, organisation and problem solving. ▪ critical vocabulary and concepts are applied across all situations and lessons ▪ makes explicit links with the Zones curriculum allowing pupils to make connections	▪ become -'social detectives' applying what people mean by what they say and their behaviour ▪ apply their knowledge to decipher language ▪ apply language concepts in conversation, social situations and reading ▪ become more flexible thinkers and the world becomes more predictable, reducing anxiety and stress ▪ develop and maintain social relationships; self-esteem and self-awareness ▪ Knowledge about the world helps pupils understand other people's stories and books

Zones of Regulation – a curriculum to foster self- regulation and emotional control (Leah M. Kuypers)		
Intent	**Implement**	**Impact**
▪ sensory support ▪ calming techniques ▪ thinking strategies ▪ identifying the emotional and physical state (zone) they are in ▪ provides a visual toolkit for individual self-regulation strategies ▪ social communication (facial expressions) ▪ pupils can identify feelings and describe how they feel, visually supported through the 4 coloured zones ▪ pupils can identify personal triggers and what to do about them	▪ use of a common language and vocabulary ▪ series of lessons taught over time (60 mins/week) ▪ an individual toolbox for sensory, physical and emotional regulation and thinking strategies for self-regulation ▪ visual structure of curriculum supports understanding of concepts	▪ improves pupils ability to use emotional vocabulary to describe how they are feeling and identify states of alertness ▪ pupils know how to avoid their personal triggers ▪ develop self-awareness ▪ generalise skills to all situations and environments ▪ understand consequences of their own behaviours ▪ understand how to match behaviours to the demands of the environment/situation

▪ pupils can map social behaviour to understand different perspectives and what is expected/unexpected in a given situation	▪ generalisation of concepts are reinforced throughout whole school curriculum	▪ Increased vocabulary of emotions improves reading and writing skills.

Attention Autism – social communication (Gina Davies)		
Intent – to improve pupils'…	**Implement**	**Impact**
▪ ability to give joint attention in group activities ▪ attention in adult-led activities ▪ spontaneous interaction in a natural group setting ▪ non-verbal and verbal communication through commenting ▪ develop a wealth and depth of vocabulary ▪ emotional regulation skills ▪ skills of waiting, turn-taking and learning through modelling	▪ provides a framework for teaching the whole curriculum ▪ visually based, highly motivating 'invitation to learn' ▪ progression through 4 stages: **1.** 'The Bucket' to focus attention **2.** The attention builder **3.** Turn taking & re-engaging attention **4.** Shifting & re-engaging attention	▪ natural and spontaneous communication develops and increases ▪ pupils can self-regulate to give attention as part of a group and demonstrate essential skills of waiting, turn-taking and anticipating. ▪ Attention Autism skills are generalised to all group activities

Forest School and outdoor learning		
Intent	**Implement**	**Impact**
▪ regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a natural environment with trees. ▪ complements the wider context of outdoor education. ▪ learner-centred approach that supports emotional and sensory regulation leading to deeper learning ▪ all KS 2 – 4 pupils have opportunity to participate on a 3 day residential outdoor and adventurous experience ▪ the whole curriculum can be delivered outdoors, throughout the seasons, promoting engagement, exploration, creativity and problem solving	▪ long-term process of regular sessions ▪ cycle of planning, observation, adaptation and review ▪ range of learner-centred processes to create a community for being, development and learning. ▪ promote holistic development, fostering resilient, confident, independent and creative learners. ▪ opportunity to take supported risks appropriate to the environment and to themselves ▪ run by qualified practitioners	• pupils are competent to explore & discover • take appropriate risk and challenge • initiate and drive their own learning and development • develop positive relationships with themselves and other people • develop a strong, positive relationship with their natural world

Skills Builder Partnership – Broader Learning and Careers Plans		
Intent	**Implement**	**Impact**
▪ Supports broader learning and careers plans ▪ To provide a shared language and appropriate expectations around essential skills ▪ Six principles for building these skills into school life (keep it simple, start young, keep going, measure it, focus tightly, keep practising, bring it to life) ▪ A framework in the classroom breaking the 8 skills down into teachable nuggets for semi-formal and formal learners ▪ Older students develop their skills in a practical setting and they encounter the same framework, discuss using the same language and work on the same goals.	▪ Framework for 8 essential skill builders implemented across academy life. ▪ Posters in all environments for quick reference to essential skills demonstrated in the moment. ▪ Links with Zones of Regulation curriculum ▪ Links with Think Social curriculum ▪ Informs long term goals and aspirations in every child's EHCP Annual Review.	Essential skills for life and employment are developed for : ▪ Listening ▪ Speaking ▪ Problem Solving ▪ Creativity ▪ Staying Positive ▪ Aiming High ▪ Leadership ▪ Teamwork Pupils are able to access the local and wider community with confidence

Fiona Spires PSHE programme for pupils with ASD (including Relationships and Sex Education)		
Intent	**Implement**	**Impact**
▪ a coherent PSHE curriculum specifically for pupils with ASD; addressing health and wellbeing, relationships, and living in the wider world. ▪ SRE is firmly rooted in the framework for PSHE ▪ SRE enables pupils to understand their physical and emotional development and to make positive decisions in their lives	▪ highly visual modular resources ▪ taught through a concrete use of language and visual support in a meaningful way ▪ Ten modules of learning link together to help the learner develop understanding of self and others in social situations: 1. Me and My Appearance	▪ Pupils make connections between concepts of 'self' and 'others' in social situations ▪ Pupils can maintain meaningful and healthy relationships. ▪ Learners with ASD begin to understand the myriad of social rules that inform our social practice and daily interactions with others.

▪ pupils learn what sorts of behaviours are, and are not, acceptable. ▪ SRE programme is tailored to the stage of physical and emotional maturity of pupils; ensuring that both boys and girls know about puberty and how a baby is born.	2. Me and My Personality 3. Me and My Body 4. Me and My Emotions 5. Me and My Behaviour 6. Me and My Relationships 7. Me and Sexual Expression 8. Me Staying Safe and Healthy 9a. Me and Others - Differences 9b. Me and Others - Autism 10. Me and My Life Skills	▪ Learners are confident to identify which behaviours are, and are not, acceptable and what to do about this. ▪ Learners understand their physical and emotional development; how to stay safe and healthy ▪ Learners understand their own autism and celebrate differences as positive

Impact of the Curriculum:

At Medeshamstede Academy, the impact of our curriculum is shown in several ways. In core subjects, impact is shown through the termly progress capture and outcomes using our Connecting Steps: B Squared assessment system. In addition, pupil voice and the quality of work in pupils' books and Records of Achievement demonstrate the deeper impact on pupil knowledge and remembering more.

B-Squared progress measures for core curriculum subjects, are captured within individual pupil profiles to show that all pupils are making at least expected progress of a complete connecting step over a year, although this may be less for pupils with greater complexity of needs.

In the wider curriculum, pupil voice shows that pupils are confident and able to talk about what they have learnt using subject specific and the critical vocabulary of our 'hidden' curriculum. Pupil voice also demonstrates that pupils enjoy and are able to reflect on their learning over time.

Annual Review of the Education, Health and Care Plan demonstrate that through personalised learner pathways, all pupils are able to develop communication and interaction skills, healthy relationships and self-regulation as life skills that support their participation and contribution to the Academy and wider community. Pupils achieve the long-term outcomes of their individual EHC Plan. Therefore, all pupils are prepared well for their next stage/steps through the development of essential skills which recognise and foster individual aspirations, achievement and wellbeing to secure good outcomes for all.

Pupils work demonstrates that the curriculum is taught appropriate to stage rather than age, and any gaps in learning are addressed. Work and pupil pathways across the curriculum prepares pupils as formal, independent learners by Key Stage 4 and demonstrates that pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence so that they know more and remember more.

Getting the curriculum right can take away the necessity for some interventions, as they are embedded throughout our quality-first curriculum to fully meet the needs of all learners.

Pupils in Key Stage 4 achieve vocational and/or GCSE qualifications, gain independence, life skills and are well prepared for their next steps including further education, employment and adult life.

Throughout the curriculum, pupils learn and apply the Universal Skills Builder essential skills of speaking, listening, problem solving, creativity, staying positive, aiming high, teamwork and leadership which will support them to enter employment, apprenticeships and the world of work.

Curriculum Maps 2020-21

Half Termly Imaginative Learning Projects for Busy Bee Class (EYFS – Y3: Pre-formal stage learners with Mrs Travers)
Cornerstones ILPs are matched to EYFS Development Matters Bands. Baseline assessment for new pupils will be carried out in the first half term

ILP focus:	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	ILP focus: Materials & their properties	ILP focus: Season of Autumn	ILP focus: Season of Winter	ILP focus: The world around us during spring.	ILP focus: Colours of the natural and man-made worlds.	ILP focus: Exploring features of a local place of interest
	Is it shiny?	**Why do leaves go crispy?**	**Where does the snow go?**	**Are eggs alive?**	**How many colours in a rainbow?**	**Can we explore it?**
Possible lines of enquiry include:	Is it shiny? Does it sparkle? Explore these questions and more in this project about materials and their properties. • shiny and non-shiny things • properties of materials • reflections and mirrors	Why do leaves go crispy? What is inside a conker? Explore these questions and more in this project about autumn. • autumn • harvest • conkers and other autumn treasures • changes over time	Why does snow melt? How can we keep warm? Explore these questions and more in this project about winter. • cold weather • snow and ice • melting and freezing • keeping warm	Are eggs alive? What are buds? Explore these quest ions and more in this project about the things that happen in the world around us during spring. • ducks and ducklings • frogs and frogspawn • eggs • Easter celebrations • blossom and spring flowers • weather	How many colours in a rainbow? What happens when you mix red and blue? Explore these questions and more in this project about colours in the natural and man-made world. • colour names • colour mixing • colours in nature	Can we explore it? Where can we hide? Explore these questions and more in this project about holes, hiding spaces and great adventures in faraway places. • adventures and exploring • holes, spaces and hiding places • maps and plans • staying safe
Communication and Language	Listening and attention; Understanding; Speaking	Listening and attention; Understanding; Speaking	Listening and attention; Understanding; Speaking	Understanding; Speaking	Listening and attention; Understanding; Speaking	Listening and attention; Understanding; Speaking
Physical Development	Moving and handling	Moving and handling	Moving and handling; Health and self-care	Moving and handling	Moving and handling; Health and self-care	Moving and handling

Personal, social and emotional development	Making relationships	Self-confidence and self-awareness; Making relationships	Making relationships	Making relationships	Self-confidence and self-awareness; Making relationships	Self-confidence and self-awareness; Making relationships
Literacy	Reading; Writing	Reading; Writing	Reading; Writing	Reading; Writing	Reading; Writing	Reading; Writing
Mathematics	Numbers; Shape, space and measures	Numbers; Shape, space and measures	Numbers; Shape, space and measures	Numbers; Shape, space and measures	Numbers; Shape, space and measures	Numbers; Shape, space and measures
Understanding the world	The world; Technology	The world; Technology	The world; Technology	The world; Technology	The world; Technology	The world; Technology
Expressive arts and design	Exploring and using media and materials; Being imaginative	Exploring and using media and materials; Being imaginative	Exploring and using media and materials; Being imaginative	Exploring and using media and materials; Being imaginative	Exploring and using media and materials; Being imaginative	Exploring and using media and materials; Being imaginative

Half Termly Imaginative Learning Projects for Caterpillar Class (Y1 – Y3: Semi-formal stage learners with Ms Webster)

Cornerstones ILPs are matched to reading stage (B Squared formative assessment levels) and expected progression. The Pedagogy principles of an EYFS curriculum will continue the foundations for learning in readiness to begin the National Curriculum.

	Autumn Term 1	**Autumn Term 2**	**Spring Term 1**	**Spring Term 2**	**Summer Term 1**	**Summer Term 2**
	ILP focus: PSED	ILP focus: Fairy tales	ILP focus: Understanding the World	ILP focus: physical development	ILP focus: PE	ILP focus: Science
	Do you want to be friends?	**Will you read me a story?**	**What is a Reflection?**	**Are carrots orange?**	**Do cows drink milk?**	**What can you see in summer?**
Possible lines of enquiry include:	Do you want to be friends? Would you like to play with me? Explore these questions and more in this project about friendship, being kind and working together. • friendship • being kind • being helpful • cooperation • similarities and differences • people who help us	Was the Big Bad Wolf really so bad? How many bowls of porridge did Goldilocks eat? Explore these questions and more in this magical project all about fairy tales, goodies and baddies! • fairy tale characters • goodies and baddies • homes and castles • magic and fantasy • writing and telling stories	Why can I see myself in a puddle? Are a butterfly's wings the same? Explore these questions and more in this project about reflections and symmetry. • reflections • mirrors • photography • symmetry • portraits	What do you like to eat? Are you happy to try something new? Explore these questions and more in this project about eating well and being healthy. • food • recipes and cooking • healthy eating • the benefits of exercise • origins of different food	Do cows drink milk? What are baby pigs called? Explore these questions and more in this project about life on the farm and the animals that live there. • where food comes from • animals that live on the farm • growing plants and crops • animal body parts • farm machinery	What can you see in summer? What can you smell? Explore these questions and more in this project about summer, the changes that happen in the natural world and things people do during the summer months. • weather and the seasons • changes in the natural world • holidays and leisure • staying safe in the Sun

Communication and Language	Listening & attention; Understanding; Speaking	Listening & attention; Understanding; Speaking	Listening & attention; Understanding; Speaking	Listening & attention; Understanding; Speaking	Listening & attention; Understanding; Speaking	Listening & attention; Understanding; Speaking
Physical Development/PE	Moving and handling; Health and self-care	Moving and handling	Moving and handling	Moving and handling; Health and self-care	Superhero action movements, dance, agility and strength	Dance
Personal, social and emotional development/PSHE	Self-confidence and self-awareness; Managing feelings and behaviour; Making relationships	Managing feelings and behaviour; Making relationships	Managing feelings and behaviour; Making relationships	Managing feelings and behaviour; Making relationships	Good and bad choices, keeping safe, positive behaviour, real-life superheroes	Fiona Spires programme
Literacy/ English	Reading; Writing	Reading; Writing	Reading; Writing	Reading; Writing	Comic strips, stories, fact files, labels and captions	Recounts, poetry, lists and instructions, postcards, reports
Mathematics	Numbers; Shape, space and measures	Numbers; Shape, space and measures	Numbers; Shape, space and measures	Numbers; Shape, space and measures		Measurement
Understanding the world	People and communities; The world; Technology	The world	The world	People and communities; The world	**Computing (Y1):** Downloading photographs and images, e-safety, animation	**Science (Y1):** Seasonal changes
Expressive arts and design	Exploring and using media and materials; Being imaginative	Exploring and using media and materials; Being imaginative	Exploring and using media and materials; Being imaginative	Exploring and using media and materials; Being imaginative	Drawing and 3-D modelling **DT:** Superfoods, mask-making	Collage and painting
History					Historical heroes and heroines	Sir Francis Beaufort
Geography						Seasonal and daily weather patterns
Music					Creating digital superhero sounds	Weather sounds and songs

Half Termly Imaginative Learning Projects for Butterfly Class (Y2 – Y3: Semi-formal stage learners with Ms Callis)
Cornerstones ILPs are matched to reading stage (B Squared formative assessment levels).

	Autumn Term 1	**Autumn Term 2**	**Spring Term 1**	**Spring Term 2**	**Summer Term 1**	**Summer Term 2**
	ILP focus: Science	ILP focus: Geography	ILP focus: Physical Education	ILP focus: Science	ILP focus:	ILP focus:
	Splendid skies	**Bright lights, big city**	**Bounce**	**The Enchanted Woodland**	**Scented Garden**	**Wriggle and Crawl**
Possible lines of enquiry include:	Develop children's knowledge of weather and the seasons. Children will observe, identify and measure features of the weather, both everyday and extreme. Linked science investigations: How big is a raindrop? How wild is the wind? Does it snow in summer? Linked texts: Lila and the Secret of Rain – David Conway; Chicken Licken – Vera Southgate	This project teaches children about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London.	each children about movement, sport and how to refine their physical skills. This project develops children's knowledge of different sports, sporting heroes, playground games and teamwork. Linked science investigations: Do all balls bounce? Why should I exercise? How do	Develop children's knowledge of British wildlife and woodland habitats. Children will observe and identify plants and animals, understand seasonal changes and appreciate the wonder of the woodland. Linked science investigations: Are all leaves the same? Do pine cones know it's raining?	Children explore the sensory world of plants and the environment developing their knowledge of the five senses, how plants grow, and how we can use them in everyday life. Linked science investigations: What's on	Head to a Forest School to identify minibeasts in their natural habitat on a minibeast hunt, draw and create minibeast stories and poems. What lives in the trees and bushes? How far and how fast

			germs spread? Linked texts: The Frog Prince – Susannah Davidson; The Sports Day – Mick Inkpen and Nick Butterworth	What's in a bud? How do leaves change? Linked texts: Hansel and Gretel – Ladybird; Stick Man – Julia Donaldson; The Gruffalo – Julia Donaldson	your wellies? Can seeds grow anywhere? How does grass grow? Linked text: The Enormous Turnip – Vera Southgate	a snail can travel? create a minibeast animation
English	Recounts; Poetry; Lists and instructions; Postcards; Non-chronological reports	Information posters; Directions; Adventure narratives	Recounts; Information texts; Instructions; Narratives; Poetry	Fact files; Poetry and riddles; Non-chronological reports; Narrative; Writing for different purposes	Recounts; Non-chronological reports; Instructions; Narratives; Information texts	Lists, leaflets, instructions, reviews, poetry
Maths	Measures (mass)	Mass, position, direction and movement	Sequencing and directions	Recognising 2-D shapes	Measures (mass)	Symmetry
Science	Seasonal changes How big is a raindrop? How wild is the wind? Does it snow in summer?	Everyday materials How does it move? How big is a raindrop? Does it snow in summer? How wild is the wind?	Animals, including humans; Working scientifically Can you leap like a frog? What is camouflage for? What can worms sense?		Plants What's on your wellies? Can seeds grow anywhere? How does grass grow?	Living things and their habitats, animals including humans, working
Art & Design	Collage; Painting	Drawing	Sculpture	Large and small-scale modelling	Observational drawing; Sculpture; Flower-pressing	Observational drawing, model making
Computing		Searching the web; Algorithms; Logical reasoning; Programming; Common uses of information technology	Photography	Programming a floor robot; Stop motion animation	Presenting information	Creating and debugging programs, algorithms, uses of ICT beyond school, stop-motion animation, digital presentations
D & T		Mechanisms, structures	Materials; Mechanisms	Designing and making	Making fragrant products	Origins of food, selecting natural materials
Geography	Seasonal and daily weather patterns	Countries and capital cities of the UK; Physical features of the UK; Settlements; Human features; Weather and seasons; Landmarks; Aerial images; Locational language; Maps; Compass directions; Geographical similarities	Using and making maps; Describing physical features	Locating continents and oceans	Plants in the local environment; Plants of the world	Fieldwork
History	Significant individuals – Sir Francis Beaufort	Monarchy; Significant event – Great Fire of London		Events beyond living memory; Significant individuals – Mary Anning		
Music	Weather sounds and songs	Nursery rhymes	Chants and rhymes	Percussion	Action rhymes	Play tuned and untuned instruments
PE	Dance		Throwing and catching	Dance; Tactical games		Dance

PSHE	Caring for the environment	Speaking, listening and sharing	Teamwork; Health and well-being; Sporting heroes	Why do we have teeth? Looking after our teeth	Caring for the environment	Feeling Positive

Half Termly Imaginative Learning Projects for Owl Class (Y4 -Y6: Semi-formal learners with Mr Spalding)
Dragonfly Class (Y4 – Y6 Semi formal learners with Ms Miteva)

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	ILP Focus: Science	ILP Focus: Geography	ILP Focus: Science	ILP Focus: History	ILP Focus: Science	ILP Focus: Science
	Beach Combers	**Land Ahoy!**	**Paws, Claws and Whiskers**	**Dinosaur Planet**	**Wiggle and Crawl**	**The Scented Garden**
Possible lines of enquiry include:	Develop children's knowledge of coastal features. Children observe, identify and classify seaside plants and animals, and learn about habitats, food chains and environmental issues. Linked science investigations: How many arms does an octopus have? Will it degrade? Linked texts: The Snail and the Whale – Julia Donaldson; Tiddler – Julia Donaldson; Sally and the Limpet – Simon James; A House for a Hermit Crab – Eric Carle	Develop children's knowledge of the sea, seafaring and pirates. Children use maps, learn about famous pirates and explorers and find out about life at sea. Linked science investigations: Why do boats float? Can you find the treasure? Linked texts: The Troll – Julia Donaldson; The Adventures of Sinbad the Sailor – Katie Daynes; Grace Darling – Anita Ganeri	What is camouflage for? What can worms sense? Linked texts: Puss in Boots – Ladybird; Animal Poems – compiled by Jennifer Curry; Just So Stories – Rudyard Kipling	Develop children's knowledge of prehistory. Children will learn about dinosaurs and fossils, and the amazing discoveries of palaeontologists, such as Mary Anning. Linked science investigations: Whose poo? Why do we have teeth? Linked text: Where the Wild Things Are – Maurice Sendak	Head to a Forest School to identify minibeasts in their natural habitat on a minibeast hunt, draw and create minibeast stories and poems. What lives in the trees and bushes? How far and how fast a snail can travel? create a minibeast animation	Children explore the sensory world of plants and the environment developing their knowledge of the five senses, how plants grow, and how we can use them in everyday life. Linked science investigations: What's on your wellies? Can seeds grow anywhere? How does grass grow? Linked text: The Enormous Turnip – Vera Southgate
English	Labels, lists and captions, tongue-twisters, stories, letters, non-fiction books	Stories, information books, descriptions, poetry, postcards	Recounts; Fables; Booklets and lists; Instructions; Nursery rhymes and poems	Fact files; Poetry and riddles; Non-chronological reports; Narrative; Writing for different purposes	Lists, leaflets, instructions, reviews, poetry	Recounts; Non-chronological reports; Instructions; Narratives; Information texts
Maths	Measures (mass)	Mass, position, direction and movement	Sequencing and directions	Recognising 2-D shapes	Symmetry	Measures (mass)
Science	Habitats, living and non-living things, food chains, basic needs of animals	Everyday materials	Animals, including humans; Working scientifically Can you leap like a frog? What is camouflage for? What can worms sense?		Living things and their habitats, animals including humans, working scientifically	Plants What's on your wellies? Can seeds grow anywhere? How does grass grow?
Art & Design	Sketchbooks, 3-D modelling, sand art, seascapes	Observational drawing, printing	Talking about art; Drawing; Collage; Making models; Painting; Sculpture; Masks and products	Large and small-scale modelling	Observational drawing, model making	Observational drawing; Sculpture; Flower-pressing
Computing	Web searches, digital presentations	Programming, using presentation software	Retrieving images; Photography; Using presentation software	Programming a floor robot; Stop motion animation	Creating and debugging programs, algorithms, uses of ICT beyond school, stop-motion animation, digital presentations	Presenting information
D & T	Finger puppets	Mechanisms, structures	Designing labels; Designing and making animal enclosures	Designing and making	Origins of food, selecting natural materials	Making fragrant products

Geography	Coastal features	Using and making maps, using and giving directions	Using and making maps; Describing physical features	Locating continents and oceans	Fieldwork	Plants in the local environment; Plants of the world
History				Events beyond living memory; Significant individuals – Mary Anning		
Music		Sea shanties	Animal songs	Percussion	Play tuned and untuned instruments	Action rhymes
PE			Animal movements; Dance	Dance; Tactical games	Dance	
PSHE	Caring for the environment	Feeling positive	Caring for animals	Why do we have teeth? Looking after our teeth	Feeling Positive	Caring for the environment

Half Termly Imaginative Learning Projects for Owl Class (Y4 -Y6: Semi-formal learners with Mr Spalding)
Dragonfly Class (Y4 – Y6 Semi formal learners with Ms Miteva)

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	ILP Focus: Science	ILP Focus: Geography	ILP Focus: Science	ILP Focus: History	ILP Focus: Science	ILP Focus: Science
	Beach Combers	**Land Ahoy!**	**Paws, Claws and Whiskers**	**Dinosaur Planet**	**Wiggle and Crawl**	**The Scented Garden**
Possible lines of enquiry include:	Develop children's knowledge of coastal features. Children observe, identify and classify seaside plants and animals, and learn about habitats, food chains and environmental issues. Linked science investigations: How many arms does an octopus have? Will it degrade? Linked texts: The Snail and the Whale – Julia Donaldson; Tiddler – Julia Donaldson; Sally and the Limpet – Simon James; A House for a Hermit Crab – Eric Carle	Develop children's knowledge of the sea, seafaring and pirates. Children use maps, learn about famous pirates and explorers and find out about life at sea. Linked science investigations: Why do boats float? Can you find the treasure? Linked texts: The Troll – Julia Donaldson; The Adventures of Sinbad the Sailor – Katie Daynes; Grace Darling – Anita Ganeri	What is camouflage for? What can worms sense? Linked texts: Puss in Boots – Ladybird; Animal Poems – compiled by Jennifer Curry; Just So Stories – Rudyard Kipling	Develop children's knowledge of prehistory. Children will learn about dinosaurs and fossils, and the amazing discoveries of palaeontologists, such as Mary Anning. Linked science investigations: Whose poo? Why do we have teeth? Linked text: Where the Wild Things Are – Maurice Sendak	Head to a Forest School to identify minibeasts in their natural habitat on a minibeast hunt, draw and create minibeast stories and poems. What lives in the trees and bushes? How far and how fast a snail can travel? create a minibeast animation	Children explore the sensory world of plants and the environment developing their knowledge of the five senses, how plants grow, and how we can use them in everyday life. Linked science investigations: What's on your wellies? Can seeds grow anywhere? How does grass grow? Linked text: The Enormous Turnip – Vera Southgate
English	Labels, lists and captions, tongue-twisters, stories, letters, non-fiction books	Stories, information books, descriptions, poetry, postcards	Recounts; Fables; Booklets and lists; Instructions; Nursery rhymes and poems	Fact files; Poetry and riddles; Non-chronological reports; Narrative; Writing for different purposes	Lists, leaflets, instructions, reviews, poetry	Recounts; Non-chronological reports; Instructions; Narratives; Information texts
Maths	Measures (mass)	Mass, position, direction and movement	Sequencing and directions	Recognising 2-D shapes	Symmetry	Measures (mass)
Science	Habitats, living and non-living things, food chains, basic needs of animals	Everyday materials	Animals, including humans; Working scientifically Can you leap like a frog? What is camouflage for? What can worms sense?		Living things and their habitats, animals including humans, working scientifically	Plants What's on your wellies? Can seeds grow anywhere? How does grass grow?
Art & Design	Sketchbooks, 3-D modelling, sand art, seascapes	Observational drawing, printing	Talking about art; Drawing; Collage; Making models; Painting; Sculpture; Masks and products	Large and small-scale modelling	Observational drawing, model making	Observational drawing; Sculpture; Flower-pressing
Computing	Web searches, digital presentations	Programming, using presentation software	Retrieving images; Photography; Using presentation software	Programming a floor robot; Stop motion animation	Creating and debugging programs, algorithms, uses of ICT beyond school, stop-motion animation, digital presentations	Presenting information
D & T	Finger puppets	Mechanisms, structures	Designing labels; Designing and making animal enclosures	Designing and making	Origins of food, selecting natural materials	Making fragrant products

Geography	Coastal features	Using and making maps, using and giving directions	Using and making maps; Describing physical features	Locating continents and oceans	Fieldwork	Plants in the local environment; Plants of the world
History				Events beyond living memory; Significant individuals – Mary Anning		
Music		Sea shanties	Animal songs	Percussion	Play tuned and untuned instruments	Action rhymes
PE			Animal movements; Dance	Dance; Tactical games	Dance	
PSHE	Caring for the environment	Feeling positive	Caring for animals	Why do we have teeth? Looking after our teeth	Feeling Positive	Caring for the environment

Half Termly Imaginative Learning Projects for Mouse Class (Y4 & Y5: Semi-formal learners with Ms Humphreys)
Cornerstones ILPs are matched to reading stage (B Squared formative assessment levels)

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	ILP Focus: History	ILP Focus: History	ILP Focus: Science	ILP Focus: Music	ILP Focus: Science	ILP Focus: Science
	Off with her head	**Gods and Mortals**	**Beachcombers**	**Heroes and Villains**	**Wiggle and Crawl**	**The Scented Garden**
Possible lines of enquiry include:	Develop children's knowledge of the Tudor dynasty. Children learn about Henry VIII and his marriages, life and legacy. Linked science investigation: Why does a compass always point north? Linked text: Treason – Berlie Doherty	Develop children's knowledge of the ancient Greeks. Children learn how and when the ancient Greek civilisation flourished, and understand their culture, armies and heroes. Linked science investigation: Why did Icarus fall from the sky? Linked text: Greek Myths for Young Children – retold by Heather Amery	Develop children's knowledge of coastal features. Children observe, identify and classify seaside plants and animals, and learn about habitats, food chains and environmental issues. Linked science investigations: How many arms does an octopus have? Will it degrade? Linked texts: The Snail and the Whale – Julia Donaldson; Tiddler – Julia Donaldson; Sally and the Limpet – Simon James; A House for a Hermit Crab – Eric Carle	Teach children about the 'goodies and baddies' in popular culture. This project develops children's knowledge of lyrics, graphic scores and how musical characteristics help convey different moods. Linked science investigation: Are mushrooms deadly? Linked text: The Hundred and One Dalmatians – Dodie Smith	Head to a Forest School to identify minibeasts in their natural habitat on a minibeast hunt, draw and create minibeast stories and poems. What lives in the trees and bushes? How far and how fast a snail can travel? create a minibeast animation	Children explore the sensory world of plants and the environment developing their knowledge of the five senses, how plants grow, and how we can use them in everyday life. Linked science investigations: What's on your wellies? Can seeds grow anywhere? How does grass grow? Linked text: The Enormous Turnip – Vera Southgate
English	Biographies; Poetry and riddles; Newspaper reports; Persuasive letters; Dialogue	Character profiles; Diaries; Instructions; Myths and legends; Character descriptions	Labels, lists and captions, tongue-twisters, stories, letters, non-fiction books	Biographies; Dialogue; Riddles; Fairy tales; Comic strips	Lists, leaflets, instructions, reviews, poetry	
Maths	Data handling		Measures (mass)		Symmetry	Measures (mass)
Science	Light and dark, shadows, staying safe in the Sun	Rocks	Habitats, living and non-living things, food chains, basic needs of animals	Are mushrooms deadly?	Living things and their habitats, animals including humans, working	Plants What's on your wellies? Can seeds grow anywhere? How does grass grow?
Art & Design	Photography, graffiti art, observational drawing	3-D sculpture; Greek art and design	Sketchbooks, 3-D modelling, sand art, seascapes	Sculpture; Illustration	Observational drawing, model making	Observational drawing; Sculpture; Flower-pressing
Computing	Research; Data handling; Presentations	Using presentation software	Web searches, digital presentations	Web searches	Creating and debugging programs, algorithms, uses of ICT beyond school, stop-motion animation, digital presentations	Presenting information
D & T	Portraits; Sketching Tudor fashions; 3-D modelling	Moving parts; Making models	Finger puppets	Making puppets; Flip books	Origins of food, selecting natural materials	Making fragrant products
Geography	Maps	Ancient and modern day Greece; Geographical features; Using maps	Coastal features	Comparing Britain and Italy, using maps, locational knowledge, human and physical geography	Fieldwork	Plants in the local environment; Plants of the world
History	The Tudors	Ancient Greece		The Roman Empire and its impact on Britain		
Music	Tudor music; Composing	Composition		Singing and performing; Comparing music; Listening and	Play tuned and untuned instruments	Action rhymes

				appreciation; Notation; Composing; Rhythm		
PE	Tudor dance	Athletics; Battle formation; Dance			Dance	
PSHE	Rules and consequences	Resolving differences	Caring for the environment	Moral issues and dilemmas; Role models; Good deeds; Organisations that help people; Values and goals	Feeling Positive	Caring for the environment

Half Termly Imaginative Learning Projects for Hawk Class (Y6 & 7 Formal learners with Ms Kauser) **Cornerstones ILPs are matched to reading stage (B Squared formative assessment levels)**						
	Autumn Term 1	**Autumn Term 2**	**Spring Term 1**	**Spring Term 2**	**Summer Term 1**	**Summer Term 2**
	ILP focus: Geography		ILP focus: Geography		ILP focus: History	
	Allotment		**Road Trip USA!**		**A Child's War**	
Possible lines of enquiry include:	See what's growing in the garden to inspire us to write a report about the allotment and investigate types of compost and biodegradable materials used. We'll use food from the allotment to make delicious dishes, and plant our own fruits and vegetables. Make detailed observational drawings, using botanical images for inspiration. We'll write a set of instructions explaining how to plant a tree and learn how to care for plants. Linked texts: The Secret Garden from. Once we've all got green fingers, we'll write poems to celebrate the wonder of the garden.		Teach children about the United States, past and present, developing children's knowledge of Native American culture, map reading, and the physical and human features of key locations in the United States. Linked science investigations: What conducts electricity? How do plugs work? Can you make a circuit from play dough?		Teach children about the cause and effect of the Second World War, significant events and people and develop their empathy for what it was like to be a child at the time. Linked science investigation: How can you send a coded message? Linked texts: Goodnight Mister Tom – Michelle Magorian; The Silver Sword – Ian Serraillier	
English	Non-chronological reports, instructions, explanations, stories, poetry		Postcards; Emails; Diaries; Myths and legends; Poetry		Letters, diaries, persuasive writing, stories, speeches	
Maths	Recording data, selling produce					
Science	Plant reproduction and life cycles, life cycles of mammals, amphibians, insects and birds		Habitats; Everyday materials; Working scientifically Can you make a paper bridge? Where do worms like to live? Properties and changes of materials			
Art & Design	Botanical drawing and painting, wire sculpture		Native American dreamcatchers; Weaving; Journey sticks			
Computing	Using the web, word processing		Collaborative databases and spreadsheets; Using logical reasoning; Writing programs; Effective online research; Presentations		Using search technologies, using presentation software	
D & T	Cooking and nutrition, making planters and structures for growing plants		Preparing US dishes; Making models; Designing totem pole		Following recipes, building structures	
Geography	Land use, food origin, fieldwork, map work, climate		Using world and US maps; Human and physical geography		Human geography, cities of the UK	

History		Native Americans	The Second World War
Music		Traditional and cultural music	Listening, performing and composing
PE		Defend and attack games; Balance and coordination	Competitive games, dance
PSHE	Taking responsibility	Expressing opinions; Stereotypes and discrimination	Empathising with people in different times

Half Termly Imaginative Learning Projects for Woodpecker Class (Y7 & Y8: Semi-formal learners with Ms Thulbourne)
Cornerstones ILPs are matched to reading stage (B Squared formative assessment levels)

	Autumn Term 1	**Autumn Term 2**	**Spring Term 1**	**Spring Term 2**	**Summer Term 1**	**Summer Term 2**
	ILP focus: Geography	ILP focus: History	ILP focus: D & T	ILP focus: Music	ILP focus:	ILP focus:
	Land Ahoy!	**Street Detectives**	**Towers, tunnels and turrets**	**Alchemy Island**	**The Scented Garden**	**Flow**
Possible lines of enquiry include:	Develop children's knowledge of the sea, seafaring and pirates. Children use maps, learn about famous pirates and explorers and find out about life at sea. Linked science investigations: Why do boats float? Can you find the treasure? Linked texts: The Troll – Julia Donaldson; The Adventures of Sinbad the Sailor – Katie Daynes; Grace Darling – Anita Ganeri	Teach children about their local area. This project develops children's knowledge of key landmarks, services and the community, how these have changed over the years and what they, as the younger generation, can do for their local area. Linked science investigation: How do plants grow in winter? Linked texts: Paddington Goes to Town – Michael Bond; The Elves and the Shoemaker – Vera Southgate and Robert Lumley	Teach children about design, structures and materials. This project develops children's knowledge of how to successfully design and build model bridges and buildings. Linked science investigations: Can you make a paper bridge? Where do worms like to live? Linked texts: The Tunnel – Anthony Browne; Sir Scallywag and the Battle for Stinky Bottom – Giles Andreae	Explore the mysterious sounds and hidden treasures of Alchemy Island. Children learn to compose, edit and create music and develop an understanding of musical scores. Linked science investigations: Can you clean dirty water? Do all solids dissolve? Will it erupt? Which materials conduct heat? Linked texts: Wizard of Earthsea – Ursula Le Guin; The Lion, the Witch and the Wardrobe – C.S. Lewis	Children explore the sensory world of plants and the environment developing their knowledge of the five senses, how plants grow, and how we can use them in everyday life. Linked science investigations: What's on your wellies? Can seeds grow anywhere? How does grass grow? Linked text: The Enormous Turnip – Vera Southgate	Teach children about local and world rivers developing their knowledge of river locations, river formation, the water cycle and how to conduct accurate fieldwork. Linked science investigations: What is soil? How fast does water flow? Linked text: Swallows and Amazons – Arthur Ransome
English	Stories, information books, descriptions, poetry, postcards	Recounts and captions; Nursery rhymes; Instructions; Adverts; Diaries	Recounts; Reported speech; Narratives; Letters; Posters	**The Tempest (Andrew Mathews version)** Fantasy stories, non-chronological reports, soliloquies, poetry, lyrics		Newspaper reports, poetry, journals, debates, instructions
Maths	Mass, position, direction and movement	Number: Numicon			Measures (mass)	Using data, measures, calculating water speed
Science	Everyday materials	Everyday materials; Plants How do plants grow in winter?	Habitats; Everyday materials; Working scientifically	Properties and changes of materials	Plants What's on your wellies? Can seeds grow	Soil, aquatic plants

			Can you make a paper bridge? Where do worms like to live?		anywhere? How does grass grow?	
Art & Design	Observational drawing, printing	Famous local artists; Creating views from the local area	Sculpture using natural materials		Observational drawing; Sculpture; Flower-pressing	Painting
Computing	Programming, using presentation software	Photo stories; Algorithms	Drawing software	Digital photography, debugging programs, gaming	Presenting information	Online research and communication
D & T	Mechanisms, structures	Making models; Baking; Making signs; Designing buildings	Making models of towers, bridges and tunnels	Electrical circuits, designing a board game	Making fragrant products	Mechanical systems, structures
Geography	Using and making maps, using and giving directions	Using and making maps, describing physical features	Amazing structures around the world; Towers and bridges in the local area	Map reading, using co-ordinates, human and physical features	Plants in the local environment; Plants of the world	Using maps, fieldwork, the water cycle, human and physical features, rivers of the world, counties and cities of the UK
History		Changes within living memory; Significant people; Places and events in the local area	Castles and castle life; Significant individuals – Isambard Kingdom Brunel			
Music	Sea shanties	Animal songs	Composing, recording and editing software, atmospheric music, graphic scores	Composing, recording and editing software, atmospheric music, graphic scores	Action rhymes	
PE		Measurement; Statistics	Defend and attack games; Balance and coordination			Team challenges
PSHE	Feeling positive	Belonging to a community; Improving the local area	Dilemmas	Fiona Spires programme	Caring for the environment	Expressing opinions, feeling positive

Half Termly Imaginative Learning Projects for Magpie Class (Y 8-10: Formal learners with Mr English) **Cornerstones ILPs are matched to reading stage (B Squared formative assessment levels)**						
	Autumn Term 1	**Autumn Term 2**	**Spring Term 1**	**Spring Term 2**	**Summer Term 1**	**Summer Term 2**
	ILP focus: Geography		ILP focus: Geography		ILP focus: History	
	Allotment		**Scrumdlyumptious!**		**A Child's War**	

Possible lines of enquiry include:	See what's growing in the garden to inspire us to write a report about the allotment and investigate types of compost and biodegradable materials used. We'll use food from the allotment to make delicious dishes, and plant our own fruits and vegetables. Make detailed observational drawings, using botanical images for inspiration. We'll write a set of instructions explaining how to plant a tree and learn how to care for plants. Linked texts: The Secret Garden from. Once we've all got green fingers, we'll write poems to celebrate the wonder of the garden.	Children explore the tasty world of food, developing their knowledge of food groups, food origins, healthy eating and physical changes during cooking. Linked science investigations: Which is the juiciest fruit? Is it safe to eat? Linked text: Charlie and the Chocolate Factory – Roald Dahl	Teach children about the cause and effect of the Second World War, significant events and people and develop their empathy for what it was like to be a child at the time. Linked science investigation: How can you send a coded message? Linked texts: Goodnight Mister Tom – Michelle Magorian; The Silver Sword – Ian Serraillier
English	Non-chronological reports, instructions, explanations, stories, poetry	Recounts, recipes and instructions, nonsense poetry, non-chronological reports, adverts Food vocabulary	Letters, diaries, persuasive writing, stories, speeches
Maths	Recording data, selling produce	Measures and money	
Science	Plant reproduction and life cycles, life cycles of mammals, amphibians, insects and birds	Nutrition	
Art & Design	Botanical drawing and painting, wire sculpture	Sculpture	
Computing	Using the web, word processing	Web searches, emails	Using search technologies, using presentation software
D & T	Cooking and nutrition, making planters and structures for growing plants	Cooking	Following recipes, building structures
Geography	Land use, food origin, fieldwork, map work, climate	Food miles and Fairtrade	Human geography, cities of the UK
History		Significant individuals – James Lind	The Second World War
Music		Vegetable orchestra	Listening, performing and composing
PE		Exercise	Competitive games, dance
PSHE	Taking responsibility	Fiona Spires programme	Empathising with people in different times