Long Term Plan: Cornerstones Curriculum Map for EYFS – KS3 (2020/21)

The 4 Cornerstones of learning (Skills developed through the four-part pedagogy)			
Engage - Memorable experience • **Adventurous** • **Curious** • **Excited**	**Develop** • Industrious • Purposeful • Resilient	**Innovate** • Imaginative • Inventive • Resourceful	**Express-** End of project celebration! • Confident • Articulate • Reflective

Intent (*What are we trying to achieve through our curriculum?)*

We provide communication and interaction centred curriculum, fully adapted to meet the needs of all pupils, within a culture of autism and high expectation. We believe a holistic, broad and balanced curriculum that is appropriately challenging, will equip our pupils with a breadth of skills and knowledge to promote independence, creativity, life-skills and employability.

Implementation (*How is our curriculum delivered?)*

Through a multisensory approach to learning our curriculum:

- is delivered as sequential, achievable tasks, making links across the curriculum through a range of Cornerstones Imaginative Learning Project themes
- addresses the developmental stages of pupils and places importance on learning through play and exploration;
- revisits key concepts to deepen learners' understanding;
- prioritises oracy, phonics, reading, writing and numeracy across subjects, along with SMSC and FBVs.
- embeds HQFT: the assess, plan, do, review cycle and specific SEND frameworks;
- is enriched through educational and residential visits, visitors to school, outdoor learning and extra-curricular activities;
- encompasses real experiences, communities, the world around us; and pupils' interests and fascinations.

Impact *(What difference our curriculum is making ?)*

- enables all pupils to make at least expected progress in reading, writing and maths;
- overcomes barriers to learning to close the learning gap;
- takes full account of the recommended provision for all pupils to achieve the long-term outcomes of their individual Education, Health and Care Plan (EHCP);
- meets the needs of all pupils through provision for the 4 areas of need within the SEND CoP for: communication and interaction; cognition and learning; Social, emotional and mental health and sensory and physical needs.

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

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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

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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

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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 germs spread? Linked texts: The Frog Prince – Susannah Davidson; The Sports Day – Mick Inkpen and Nick Butterworth	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? What's in a bud? How do leaves change? Linked texts: Hansel and Gretel – Ladybird; Stick Man – Julia Donaldson; The Gruffalo – Julia Donaldson	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	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
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

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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

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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?

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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

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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 appreciation; Notation; Composing; Rhythm	Play tuned and untuned instruments	Action rhymes
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 Wolf Class (Transition Base: Y 5-7 Semi-formal learners with Mr 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: Design & Technology	ILP Focus: Science	ILP Focus: History	ILP Focus: Music	ILP Focus: Geography	ILP Focus: Science
	Scrumdlyumptious!	**Potions**	**A Child's War**	**Heroes and Villains**	**Rocks, relics and rumbles**	
Possible lines of enquiry include:	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	Develop children's knowledge of the properties of materials. Children learn the properties of solids, liquids and gases, recognise hazardous materials and learn how and why medicines, such as anaesthetics, were developed. Linked science investigations: Are all liquids runny? How do smells get up your nose? Is custard a liquid? Linked text: Alice's Adventures in Wonderland – Lewis Carroll	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	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	This project teaches children about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity.	
English	Recounts, recipes and instructions, nonsense poetry, non-chronological reports, adverts Food vocabulary	**Romeo & Juliet** Labels and instructions, letter writing, play scripts, poetry, non-chronological reports	Letters, diaries, persuasive writing, stories, speeches	Biographies; Dialogue; Riddles; Fairy tales; Comic strips	Non-chronological reports; Poetry; Newspaper reports; Diaries	
Maths	Measures and money	Measurement			Symmetry	
Science	Nutrition	States of matter		Are mushrooms deadly?	Rocks; Fossils; Soils How do fossils form? What is sand? What is soil? Creating a volcanic explosion experiment	
Art & Design	Sculpture	Design, clay work, crayon art, photography		Sculpture; Illustration	Observational drawing, model making	
Computing	Web searches, emails	Presenting information	Using search technologies, using presentation software	Web searches	Databases	

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D & T	Cooking	Product development	Following recipes, building structures	Making puppets; Flip books	Origins of food, selecting natural materials	
Geography	Food miles and Fairtrade		Human geography, cities of the UK	Comparing Britain and Italy, using maps, locational knowledge, human and physical geography	Layers of the Earth; Rocks; Plate tectonics; Ring of Fire; Features of volcanoes; Lines of latitude and longitude; Volcanic eruptions; Earthquakes and tsunamis; Compass points; Maps	
History	Significant individuals – James Lind	Historic use of potions	The Second World War	The Roman Empire and its impact on Britain	Significant people – Mary Anning; Pompeii	
Music	Vegetable orchestra	Improvising	Listening, performing and composing	Singing and performing; Comparing music; Listening and appreciation; Notation; Composing; Rhythm	Graphic scores	
PE	Exercise	Dance	Competitive games, dance		Dance	
PSHE	Fiona Spires programme	Fiona Spires programme	Empathising with people in different times	Moral issues and dilemmas; Role models; Good deeds; Organisations that help people; Values and goals	Feeling Positive	

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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**	
	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	

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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**
	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 Can you make a paper bridge? Where do worms like to live?	Properties and changes of materials	Plants What's on your wellies? Can seeds grow anywhere? How does grass grow?	Soil, aquatic plants

Long Term Plan: Cornerstones Curriculum Map for EYFS – KS3 (2020/21)

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

Long Term Plan: Cornerstones Curriculum Map for EYFS – KS3 (2020/21)

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**	
	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	

Long Term Plan: Cornerstones Curriculum Map for EYFS – KS3 (2020/21)

Half Termly Imaginative Learning Projects for Buzzard Class (Y8 & Y9 Formal learners with Ms Naysmith) 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: Geography	ILP focus: Geography	ILP focus:	ILP focus:
	Flow	**Tomorrow's World**	**Frozen Kingdoms**	**Allotment**		
	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	each children about modern communication, including how to build a website, esafety and the movers and shakers in the world of technology. Linked science investigations: How does light travel? What is a reflection? Can you see through it? Can you turn a light down? Linked text: Stormbreaker – Anthony Horowitz	This project teaches children about the characteristics and features of polar regions, including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them.	See what's growing in the garden and write a report about the allotment and investigate types of compost and biodegradable materials used. 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.		
English	Newspaper reports, poetry, journals, debates, instructions	Email and blogs; Newspaper reports; Websites; Thriller narratives; Podcasts	Non-chronological reports; Haiku poetry; Newspaper reports; Adventure narratives	Non-chronological reports, instructions, explanations, stories, poetry		
Maths	Using data, measures, calculating water speed	Number		Recording data, selling produce		
Science	Soil, aquatic plants	Light; Electricity How does light travel? What is a reflection? Can you see through it? Can you turn a light down?	Habitats; Everyday Classifying living things; Classification keys; Adaptation; Investigations Can we slow cooling down? How do animals stay warm?	Plant reproduction and life cycles, life cycles of mammals, amphibians, insects and birds		

Long Term Plan: Cornerstones Curriculum Map for EYFS – KS3 (2020/21)

Art & Design	Painting	Logo design		Botanical drawing and painting, wire sculpture		
Computing	Online research and communication	Online research; Computer networks; Algorithms; Logical reasoning; Downloading music; Website design	Drawing software	Using the web, word processing		
D & T	Mechanical systems, structures	Significant individuals; Assistive technologies; Programming, monitoring and controlling products; Website design		Cooking and nutrition, making planters and structures for growing plants		
Geography	Using maps, fieldwork, the water cycle, human and physical features, rivers of the world, counties and cities of the UK		Arctic and Antarctic regions; Lines of latitude and longitude; Polar climates; Polar day and night; Polar oceans; Polar landscapes; Climate change; Natural resources; Indigenous people; Tourism	Land use, food origin, fieldwork, map work, climate		
History		History of computing	Polar exploration; Significant people – Robert Falcon Scott; Ernest Shackleton; Significant events – Titanic			
Music		Animal songs	Composing, recording and editing software, atmospheric music, graphic scores			
PE	Team challenges	Measurement; Statistics	Defend and attack games; Balance and coordination			
PSHE	Expressing opinions, feeling positive	Jobs of the future; Explaining opinions	Dilemmas	Taking responsibility		