



**LIGHT YEARS SCHOOL**

**CURRICULUM POLICY**

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### Safeguarding at Light Years School

At Light Years School, we are committed to providing an environment in which students feel safe and secure to access their education. All stakeholders are responsible for ensuring the safety and well-being of children. Safeguarding is everyone’s responsibility, and all staff are encouraged to maintain an “it could happen here” attitude. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying as well as ensuring they are staying safe online. Light Years School are dedicated to creating a strong safeguarding culture, and that the safety and well-being of children is the central thread that embeds itself through all aspects of the school. If a person is concerned about anything they read, witness, or hear with regards to the school, they should contact the school’s designated safeguarding lead immediately or Headteacher. Safeguarding, and the safety and well-being of all pupils at Light Years School is carefully considered and a central theme through all school policies.

### Special Educational Needs & Disabilities (SEND) at Light Years School

At Light Years School, we are passionate about providing an inclusive education to children with special educational needs. We recognise and celebrate the individuality of our pupils and use personalised approaches, allowing pupils with SEND to feel supported during the school day. We strive to provide pupils with the same opportunities and experiences that pupils would have received at a mainstream school, believing passionately that in the right environment, with the right support, pupils will flourish in education. We do this by focusing on providing a SEND friendly environment, an adaptive curriculum, and a strong focus on developing pupils’ personal, social and emotional development. The special educational needs and disabilities of all pupils at Light Years School is carefully considered and a central theme in all school policies. For more information, please read the school’s SEND Information Report.

The **Curriculum Policy** should be read in collaboration with the following policies:

- Safeguarding Policy
- Assessment Policy
- SEND Code of Practice
- SEND Information Report
- Ofsted Framework 2019

## How does the Light Years School Curriculum Link Together?

### Pupils' Work & Experiences

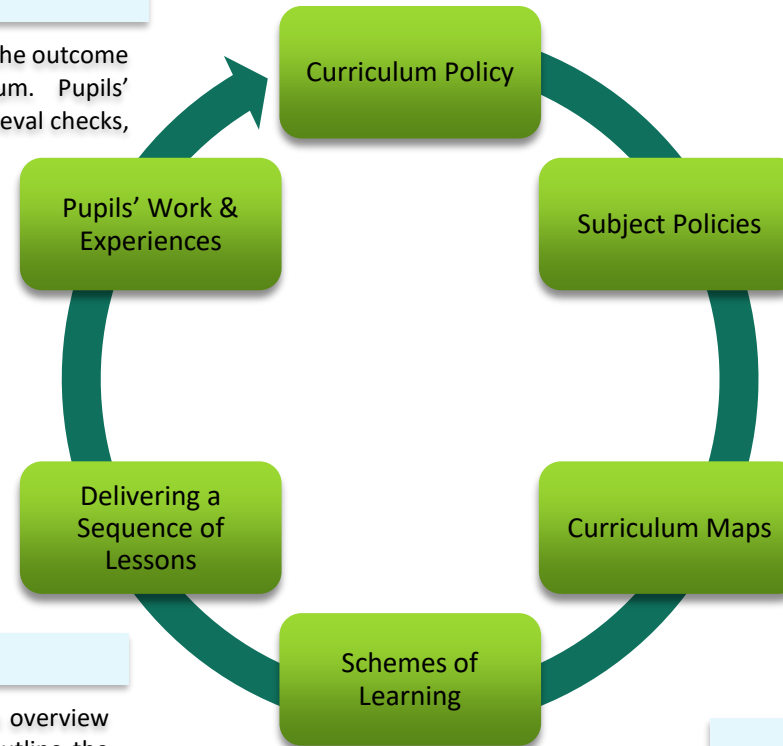
The pupils' work and the ability to recall learning is the outcome of a well-planned and carefully designed curriculum. Pupils' work is enhanced through teacher assessment, retrieval checks, teacher feedback and pupil conferencing.

### Delivering a Sequence of Lessons

Lesson delivery links with the schemes of work and is further adapted to meet the needs of pupils with autism and additional needs. Lessons focus on pupils' learning, alongside embedding their EHCP, with the ability to review targets frequently.

### Schemes of Learning

Schemes of learning link directly with the curriculum overview maps, providing detailed medium-term plans that outline the learning intentions of specific units to ensure they are carefully considered to build on prior learning. Lessons are taught through overarching topics and discrete lessons to fully embed learning. They document how the intentions are implemented through detailed and adapted planning. Opportunities to read and nurture pupil character and personal development are embedded into our curriculum through carefully planned activities. The Light Years Schemes of Learning meet the Independent School Standards (ISS) by covering each of the 7 areas of learning within point one.



### Curriculum Policy

The curriculum policy forms the overarching document which clear sets out the curriculum vision, intent, implementation, and impact. It forms the guiding blueprint for what our curriculum looks like. It supports Teachers with their planning and informs pupils what they will be learning.

### Subject Policies

Subject policies follow the same format as our whole school curriculum policy. Subject policies are written by subject leaders and outline in detail the curriculum rationale, intent and plan for implementation. It also includes how personal development is delivered within each curriculum area as our personal development curriculum is closely interlinked with our academic curriculum offering.

### Curriculum Maps

Curriculum maps outline the long-term plans for the Light Years curriculum. The maps are supported by 'front sheets' (knowledge organisers) that clearly present the curriculum content at any stage of school. The maps demonstrate how the curriculum is designed in a logical sequence of learning, allowing pupils to build on prior learning from their individual starting points and strengthening schemata as they navigate their individual learning journey.

## Curriculum Rationale

Light Years School delivers an ambitious curriculum that supports pupils with high functioning autism and other special educational needs to thrive in education. We work together as a school community, involving parents and carers to best support our pupils engage in the school environment and help them navigate through their unique educational journey.

Our curriculum has a clear rationale that is shaped by shared values that all pupils have a right to experience education in safe and caring environment and sets high expectations for learning by considering pupils' Education, Health and Care plans (EHCPs). We place their social, emotional and personal development alongside their academic potential with the same importance. We believe passionately that with when children are placed in an environment that nurtures confidence, self-esteem and has high expectations of learning, they begin to flourish.

Light Years School follows the National Curriculum (2014) and uses it as a framework for leaders to set high expectations for learning by ensuring teachers deliver high quality, multi-sensory and exciting lessons that imparts the knowledge pupils need to become educated citizens. Our curriculum is further adapted and extended to meet the special educational needs (SEN) of our pupils and to foster an appreciation for human creativity and achievement. We do this by tracking pupils' EHCP outcomes throughout the curriculum in bespoke assessment proformas and having high expectations of learning.

At Light Years School, we have adopted a Lower Key Stage and Upper Key Stage A/B cycle to ensure all pupils access a personalized curriculum from their individual starting point. All National Curriculum areas within Key Stage Two are covered within our bespoke curriculum. We use an A/B cycle to promote the over-learning of topics, embed retrieval practice and consider the social and emotional needs of our pupils, carefully considering their tutor groups to help them best access their learning.

Our curriculum is further designed in a logical sequence of learning allowing pupils to build on prior learning, for teachers to continuously check understanding that allow pupils make links between topics resulting in embedding new knowledge in their long-term memory. Each curriculum area allocates time for topics to be revisited across key stages to reinforce and build upon key learning concepts to enhance understanding and address misconceptions. The curriculum is deeply connected allowing for schemata to be strengthened as pupils journey through their time at Light Years School. Our curriculum is adapted using baseline assessment outcomes and information from EHCP plans plus any advice or guidance from external agencies such as educational psychologists, speech and language professionals and occupational therapists.

Light Years School has designed the curriculum to be fully inclusive, allowing our pupils access to a broad and balanced range of subjects, enriched by learning activities that nurture personal development and pupil character which includes trips and visitors to the school. We place a high value on reading and see this as the foundation on which all learning is built on. We actively promote pupils' spiritual, moral, social, and cultural development by providing experiences that stretch beyond the classroom walls in which pupils' interests and talents are nurtured. Subject knowledge and pedagogy is strengthened through CPD so that the curriculum is implemented effectively through consistently good teaching and a carefully planned CPD programme. The Light Years CPD programme and coaching strategies are embedded into school culture to help ensure teaching and learning support is consistently good.

The impact of our curriculum aims to provide pupils at Light Years School with the strategies in which they can become lifelong learners, who are well prepared for next phase of their educational pathway.

### Curriculum Intent in Lower Key Stage 2:

The curriculum intentions, based on the National Curriculum, for Lower Key Stage 2 are:

- For all pupils to access an ambitious, broad and balanced curriculum, including Literacy, Numeracy, Reading, Science, Art, Food Technology, PE, Music, PSHCE, ICT and Humanities, and enriched through a range of clubs/activities, external trips and visits/visitors to school.
- For all pupils to make excellent progress from their individual starting points in all subjects.
- For all pupils to be able to use phonological awareness to decode words with confidence.
- For all pupils to be able to read a wide range of age-appropriate texts, including fiction and non-fiction with confidence and a high level of accuracy.
- For all pupils to enjoy spending time in the library.
- For all pupils to see the value and importance of reading.
- For all pupils to be able to apply their numeracy knowledge, skills and understanding in a range of mathematical topics.
- For all pupils to be able to apply their multiplication knowledge to complete a multiplication check.
- For all pupils to show an accurate understanding of key subject vocabulary, so that key concepts can be embedded into their long-term memory.
- For all pupils to have opportunities to experience enrichment activities that stretch and challenge pupils of all abilities.
- For all pupils to develop as confident learners and be able to work independently and with confidence by the end of Year 4.

### Curriculum Intent in Upper Key Stage 2:

The curriculum intentions, based on the National Curriculum, for Upper Key Stage 2 are:

- For all pupils to build on their knowledge acquired in lower key stage 2 by accessing an ambitious, broad, and balanced curriculum.
- For all pupils to be able to build on their phonological awareness to decode words with increasing confidence.
- For all pupils to be able to read a wide range of age-appropriate texts, including fiction and non-fiction with confidence and a high level of accuracy.
- For all pupils to regularly spend time in the library areas.
- For all pupils to see the value and importance of reading and read regularly for enjoyment.
- For all pupils to be able to apply their numeracy knowledge, skills and understanding in a range of mathematical topics and demonstrate a high level of mathematics reasoning skills.
- For all pupils to be able to apply their multiplication knowledge to complete a multiplication check if not completed in LKS2.
- For all pupils to show an accurate understanding of key subject vocabulary, so that key concepts can be embedded into their long-term memory.
- For all pupils to have opportunities to experience enrichment activities that stretch and challenge pupils of all abilities.
- For all pupils to build resilience when learning, confidence to try new activities and to feel safe to experience failure during the learning process.
- For all pupils to develop as confident learners and be able to work independently and with confidence by the end of Year 6.

## Curriculum Implementation

### **In Lower Key Stage 2, the curriculum will be implemented through:**

- High quality curriculum maps, organised in a logical sequence of learning to ensure pupils acquire sound knowledge, skills and understanding before moving on to new material.
- Medium term plans that are designed to be ambitious, build on prior learning from previous units, establish links that embed knowledge in pupils' long-term memory and outline end goals for any current unit of work.
- Teachers will establish a baseline level for each pupil using gap analysis to aid planning and adapted learning outcomes, identifying gaps in learning that enable the school to track progress from individual starting points.
- The Lower Key Stage 2 curriculum design is a skill-based curriculum that includes opportunities to repeat, build on and embed learning, enabling learning to be recalled and retained by pupils.
- Successful implementation of an evidence-based phonics programme (Read, Write, Inc.) identifying any gaps in knowledge and addressing these quickly and rapidly for those pupils who have not got a full phonological awareness.
- A literacy curriculum that focuses on the teaching and learning of phonics; developing enjoyment of reading through guided reading, paired reading, DEAR, Talk Through Stories and story time; developing writing skills including handwriting, and the use of spelling, punctuation, and grammar; the development of language and communication skills.
- A numeracy curriculum that focuses on the teaching and learning of number, calculation, addition and subtraction, multiplication and division, fractions, measurement, geometry, problem solving and statistics, the development of reasoning skills with an emphasis on pupils' understanding of mathematical language and opportunities to explain how they arrived at an answer whilst having a sharp focus on developing mathematical language.
- Supporting the curriculum with opportunities to experience a range of personal development activities such as educational trips that enhance learning and bring awe and wonder to the curriculum.
- Using existing schemes and programmes of study to enrich lessons such as Read, Write Inc Phonics Scheme, Literacy Shed, Living the Difference (Hampshire LA religious education scheme), Music Express (Colins Music), Teach Computing & the PHSE Association schemes.

### **In Upper Key Stage 2, the curriculum will be implemented through:**

- High quality curriculum maps, organised in a logical sequence of learning to ensure pupils build on what they learnt in Year 3 and 4 and make connections to new learning material so they acquire new knowledge, skills and understanding.
- Medium term plans that are designed to be ambitious, build on prior learning from previous units, establish links that embed knowledge in pupils' long-term memory and outline end goals for any current unit of work.

- Teachers will establish a baseline level for each new pupil using gap analysis to aid planning and adapted learning outcomes, identifying gaps in learning that enable the school to track progress from individual starting points.
- The Upper Key Stage 2 curriculum design is a skill-based curriculum that includes opportunities to repeat, build on and embed learning, enabling learning to be recalled and retained by pupils.
- Successful implementation of an evidence-based phonics programme (Read, Write, Inc.) if pupils still need support, identifying any gaps in knowledge and addressing these quickly and rapidly for those pupils who have not got a full phonological awareness.
- A literacy curriculum that focuses on the teaching and learning of phonics; developing enjoyment of reading through guided reading, paired reading and DEAR, Talk Through Stories and story time: developing writing skills including handwriting, and the use of spelling, punctuation, and grammar; the development of language and communication skills.
- A numeracy curriculum that focuses on the teaching and learning of number, calculation addition and subtraction, multiplication and division, fractions, measurement, geometry, problem solving and statistics, the development of reasoning skills with an emphasis on pupils' understanding of mathematical language and opportunities to explain how they arrived at an answer all whilst having a sharp focus on mathematical language and word problems.
- Supporting the curriculum with opportunities to experience a range of personal development and career activities such as educational trips that enhance learning and bring awe and wonder to the curriculum.
- Using existing schemes and programmes of study to enrich lessons such as Read, Write Inc Phonics Scheme, Literacy Shed, Living the Difference (Hampshire LA religious education scheme), Music Express (Colins Music), Teach Computing & the PHSE Association schemes.
- Providing opportunities to explore different types of secondary provision so that smooth transition plans can be made. This will include planned visits from Year 7 secondary school teachers.

**Curriculum Connection Drivers**

At Light Years School, we ensure our curriculum is immersive by having overarching ‘Curriculum Connection Drivers’ for each half-term (through a topic approach). Our curriculum is based on an ‘interconnected curriculum approach’ which relies on strategic mapping that builds a well-sequenced curriculum to develop understanding and strengthen schemata. Our policy is based on the theory that ‘without critical alignment all other curriculum areas will lack in purpose, vision and direction’ (Turner, 2023). Our aim is to ensure the children at Light Years understand that their learning is purposeful through having awe-inspiring overarching drivers (topics) that capture imagination and inspire learning outcomes.

The drivers are as follows in the table below:

Year Group	Aut 1	Aut 2	Spring 1	Spr 2	Sum 1	Sum2
Year 3-4 A	Light and Dark.	Colour Collectors.	Under the Canopy.	Treasure Island.	Work Like an Egyptian!	Crash Landing!
Year 3-4 B	Travel and Transport.	Who Wants to be a Gladiator?	Let’s Go Wild!	Groundbreaking Greeks!	Come Dine with Me.	Water Worlds.
Year 5-6 A	Space Race.	Righteous Royalty	Our Extreme World.	Chocolate.	Terrific Toys.	Wonder.
Year 5-6 B	Take Flight!	Conflict, Healing and Hope.	Dear Greenpeace	Survival Mode.	Volatile Vikings.	Influence.



## Y3/4 A Curriculum Map

Through each of our curriculum drivers the children will explore our key curriculum areas, creativity, technological, physical, scientific, human, and social, linguistic, and mathematical. The curriculum overview for **Year 3/4 A** is presented in this table below:

¾ A	A1	A2	SP1	Sp 2	SU1	SU2
<b>English</b>	<p><b>T: Light and Dark</b></p> <p><b>Genre focus:</b> -Narrative</p> <ul style="list-style-type: none"> <li>-Story retells</li> <li>- Balanced argument ‘We should only be able to use candles from 9pm’.</li> </ul> <p><b>GPS:</b> Ready to Write (noun phrases, sentence type, commas, apostrophes tense) &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b> Owl Babies by Martin Waddell, The Dark, Dark Night by M. Christina Butler. Lights by Monica Hughes. Firefly and Stonybrook Farm by Wendy Pleffer, The Tunnel by Anthony Brown.</p>	<p><b>T: Colour Collectors</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Persuasive letter</li> <li>- Narrative</li> </ul> <p><b>GPS:</b> determiners and conjunctions &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b> The Day the Crayons Quit by Oliver Jeffers, Book of Colours by Oliver Jeffers, The Colour Monster by Anna Llenas, Mixed: A Colourful Story by Arree Chung.</p>	<p><b>T: Under the Canopy</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Non-chronological report (based on either an animal, plant or jungle).</li> <li>-Jungle poem.</li> </ul> <p><b>GPS:</b> adverbs and prepositions &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b> The Jungle Book by Rudyard Kipling, Rumble in the Jungle by Giles Andreae, The Enormous Crocodile by Roald Dahl, The Explorer by Katherine Rundell.</p> <p><b>PD:</b> <a href="#">Zoolab (Exotic Creatures)</a></p>	<p><b>T: Treasure Island</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>-Persuasive advert (for an imaginary island.</li> <li>- Instructional text on how to find buried treasure.</li> <li>- Recount of a trip on a boat or trip to the Mary Rose.</li> </ul> <p><b>GPS:</b> speech and tenses &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b> Kensuke’s Kingdom by Michael Morpurgo, Island by Mark Janssen, Stella and the Seagull by Georgina Stevens, Dear Earth by Isabel Otter, Grandad’s Island by Benji Davies, Island Born by Junot Diaz, Where the Wild Things Are by Maurice Sendak.</p> <p><b>PD:</b> Mary Rose Museum : <a href="#">SeaCity Museum - Titanic Story</a></p>	<p><b>T: Work like an Egyptian</b></p> <p><b>Genre focus:</b> Instructions (for mummification) and newspaper report of finding Ancient Egyptian relics.</p> <p><b>GPS:</b> nouns and paragraphs &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b> Cinderella of the Nile by Beverley Naidoo, Tutankhamun’s Tomb by Sue Reid, The Ancient Egypt Sleepover by Stephen Davies, Temple Cat by Andrew Clements, Who was King Tut by Roberta Edwards?</p>	<p><b>T: Crash landing!</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Diary entry as an alien crash landing on earth.</li> <li>- Explanation text about lifeform discovery.</li> </ul> <p><b>GPS:</b> word families and prefixes &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b> Things That Crash, Things That Fly by Scott Gould, Meanwhile Back On Earth by Oliver Jeffers, We’re Going to Find the Monster by Malorie Blackman, Beegu by Alexis Deacon.</p> <p><b>PD:</b> <a href="#">Visit to Stonehenge - Opportunity to local history study.</a></p>

<b>Maths (WRM)</b>	<p><b>Place value</b></p> <p><b>Addition and subtraction</b></p> <p><b>Fluency:</b> Place value fluency, subitizing, number bonds, re-cap of 2,3,5 and 10 times tables,</p>	<p><b>Addition and subtraction</b></p> <p><b>Multiplication and division (A)</b></p> <p><b>Fluency:</b> Addition and subtraction arithmetic fluency, 3, 4 and 8 times table fluency.</p>	<p><b>Multiplication and division (B)</b></p> <p><b>Length and perimeter</b></p> <p><b>Fluency:</b> Arithmetic and reasoning daily practice. Re-cap over 2,3,4,5,10 and 8 times-tables.</p>	<p><b>Fractions (A)</b></p> <p><b>Mass and capacity</b></p> <p><b>Fluency:</b> Arithmetic and reasoning daily practice. Re-cap over 2,3,4,5,10 and 8 times-tables.</p>	<p><b>Fractions (B)</b></p> <p><b>Money</b></p> <p><b>Time</b></p> <p><b>Fluency:</b> Pre-teaching 6 and 7 times tables in preparation for Y4. Daily arithmetic and reasoning practice.</p>	<p><b>Shape</b></p> <p><b>Statistics</b></p> <p><b>Fluency:</b> Consolidation- ready to progress. Pre-teaching 6 and 7 times tables in preparation for Y4. Daily arithmetic and reasoning practice.</p>
<b>Science</b>	<p><b>T: Light</b></p> <p><b>Enquiry:</b> (Y3 Making shadows TAPS)</p> <p><b>Key texts:</b> When You're Fast Asleep, Above and Below, Who's Afraid of the Light?</p>	<p><b>T: Forces and magnets</b></p> <p><b>Enquiry:</b> (Y3 Magnet test TAPS)</p> <p><b>Key texts:</b> Magnet Max, Forces and Magnets, Planet Omar's Accidental Trouble Magnet.</p>	<p><b>T: Animals including humans</b></p> <p><b>Enquiry:</b> (Y3 Skeleton TAPS)</p> <p><b>Key texts:</b> The World's Most Ridiculous Animals, Animal Knowledge Genius, The Last Bear.</p>	<p><b>T: Science in everyday life (guest speakers)</b></p> <p><b>STEM</b></p> <p><b>Enquiry:</b> (Y3 Cupcake parachutes and ice cream TAP)</p> <p><b>Key texts:</b> Leonora Bolt, How Things Work, Engineers Making A Difference, How Was That Built?</p>	<p><b>T: Plants</b></p> <p><b>Enquiry:</b> (Y3 Measuring plants TAPS)</p> <p><b>PD:</b> <u>Zoolab (Exotic Creatures)</u></p> <p><b>Key texts:</b> RHS The Magic and Mystery of Trees, The Secret World of Plants, Plants Save the World, The Big Book of Blooms.</p>	<p><b>T: Rocks</b></p> <p><b>Enquiry:</b> (Y3 Rock reports TAPS)</p> <p><b>Key texts:</b> The Street Beneath My Feet, Rocks and Fossils, The Secret of Black Rock, The Rock From The Sky.</p>
<b>Art and Design</b>	<p><b>T: Light and Dark – to plan</b></p> <p><b>Key texts:</b> Owl Babies by Martin Waddell, The Dark, Dark Night by M. Christina Butler. Lights by Monica Hughes. Firefly and Stonybrook Farm by Wendy Pleffer, The Tunnel by Anthony Brown.</p>	<p><b>T: Colour collectors – to plan</b></p> <p><b>Key texts:</b> The Secret Lives of Colour, Complete Book of Art Ideas, The Dot, The Colour of the Sun, Painting Happiness, The Crayon Man: The True Story of The Invention of Crayola Crayons.</p>	<p><b>T: Under the Canopy</b></p> <p><b>Artistic focus:</b> Animal sketching</p> <p>Collage and layering jungle scenes.</p> <p><b>PD:</b> <u>Zoolab (Exotic Creatures)</u></p> <p><b>Key texts:</b> Rainforest Warrior, The Rhythm of the Rain, Leaf, Up in the Canopy.</p>	<p><b>T: Treasure Island</b></p> <p><b>Key artist:</b> Frida Kahlo study.</p> <p>Prepare to present to other students.</p> <p><b>Key texts:</b> Island, The Island Book, Beautiful oops, The Iridescence of Birds: A Book About Henri Matisse.</p>	<p><b>T: Work like an Egyptian</b></p> <p><b>Artistic focus:</b> Egyptian mosaics.</p> <p>Hieroglyphs.</p> <p><b>Key texts:</b> Egyptian Art, Kids' Books: Draw Like An Ancient Egyptian, Egyptian things to Make and Do, Atlas of Egyptian Art.</p>	

<p><b>PE</b></p>	<p><b>T: Invasion Games / Handball</b></p> <p><b>S:</b> Indoor &amp; outdoor modified games across a including handball, throwing, and catching.</p> <p><b>NC Link:</b> Basic skills in isolation / combination and attacking and defending concepts.</p> <p><b>PD:</b> Confidence &amp; communication skills</p>	<p><b>T: TIPS</b></p> <p><b>S:</b> Trust and problem-solving activities.</p> <p><b>NC Link:</b> Basic skills in isolation / combination such as running, jumping, throwing etc.</p> <p><b>PD:</b> Teamwork &amp; leadership skills</p>	<p><b>T: Movement &amp; Gymnastics</b></p> <p><b>S:</b> Static balance &amp; routines.</p> <p><b>NC Link:</b> Flexibility, strength, technique, control and balance. Basic skills embedded.</p> <p><b>PD:</b> Healthy active lifestyles</p>	<p><b>T: Swimming Part 1</b></p> <p><b>S:</b> Introduction to the main strokes. Working towards swimming a distance of at least 25 metres in one stroke.</p> <p><b>NC Link:</b> Use a range of strokes effectively.</p> <p><b>PD:</b> Water Safety and pupil welfare</p>	<p><b>T: Hand-Eye Coordination</b></p> <p><b>S:</b> Intro to modified versions of cricket and rounders. Building a strong foundation of skills across different sports.</p> <p><b>NC Link:</b> Use running, throwing and catching in isolation and in combination. Play a range of competitive games in different sports.</p> <p><b>PD:</b> Confidence &amp; resilience</p>	<p><b>T: Athletics</b></p> <p><b>S:</b> Introduction to Athletics and a range of events in isolation.</p> <p><b>NC Link:</b> Use running, throwing, and catching in isolation and in combination.</p> <p><b>PD:</b> Personal growth</p>
<p><b>Geography</b></p>	<p><b>T: Geography of the UK</b></p> <p><b>Content:</b> Re-cap KS1 learning. Cities of the UK, human and physical features including rivers, hills and coasts of the UK.</p> <p><b>NC-Link:</b> Locational Knowledge</p> <p><b>Key texts:</b> The Big Book of the UK, Maps of the United Kingdom.</p>	<p><b>T: The Water Cycle</b></p> <p><b>Content:</b> Understanding of the water cycle, how the process works, linking to Jungle habitats</p> <p><b>NC-Link:</b> Physical Geography</p> <p><b>PD:</b> <u>Zoolab (Exotic Creatures)</u></p> <p><b>Key texts:</b> Once Upon A Raindrop, The Story of Water, The Rhythm of the Rain, The Great Big Water Cycle Adventure.</p>	<p><b>T: European Countries</b></p> <p><b>Content:</b> Human and Physical features of Europe, environmental regions, &amp; major cities</p> <p><b>NC-Link:</b> Locational Knowledge, map skills &amp; use of atlases, digital mapping</p> <p><b>Key texts:</b> Where in the World are you? Some places more than others, Martha Maps It Out.</p>	<p><b>T: X Marks the Spot!</b></p> <p><b>Content:</b> Use of point compass, four and six figure grid references, symbols &amp; key. Building knowledge of the UK and the wider world.</p> <p><b>NC-Link:</b> Geographical skills and fieldwork</p> <p><b>PD:</b> Mary Rose Museum</p> <p><b>Key texts:</b> Me On The Map, the Ordnance Survey Kids' Adventure Book, The Mapmakers, Martha Maps it Out. Alistair Humphrey's Great Adventures.</p>	<p><b>T: Where did the Egyptians live?</b></p> <p><b>Content:</b> The River Nile and surrounding desert. Desert lifestyle and vegetation belt.</p> <p><b>NC-Link:</b> Physical Geography</p> <p><b>Key texts:</b> We're Sailing Down the Nile, A River, Marcy and the Riddle of the Sphinx.</p>	<p><b>T: Stonehenge: Who Done It?</b></p> <p><b>Content:</b> Wiltshire case study, tourism, settlement and land-use at the historical site of Stonehenge.</p> <p><b>NC-Link:</b> Human and Physical Geography</p> <p><b>Key texts:</b> The Secrets of Stonehenge, The Amazing Pop-Up Stonehenge, Stone Age Boy.</p>
<p><b>History</b></p>		<p><b>T: Anglo-Saxons and Scots</b></p> <p><b>Significant figures:</b> Alfred the Great, Canute the Great</p>		<p><b>: The History of Transport</b></p> <p><b>Significant figures:</b> George Stepehnsen, Amelia Earhart,</p>	<p><b>T: Ancient Egypt</b></p> <p><b>Significant figures:</b> Tutankhamun, Ramesses II,</p>	<p><b>T: Stone Age to Iron Age</b></p> <p><b>Significant places:</b> Stonehenge, Skara Brae</p>

		<p><b>Local study:</b> Meon Valley study of Anglo-Saxon heritage.</p> <p><b>Key texts:</b> Anglo-Saxon Boy, You Wouldn't Want to be an Anglo-Saxon Peasant, Where the River Runs Gold.</p>		<p>Henry Ford, Isambard Kingdom Brunel</p> <p><b>Local history:</b> Local history study of the Mary Rose, historic dockyard and The Victory.</p> <p><b>PD:</b> <a href="#">SeaCity Museum - Titanic Story</a></p> <p><b>Key texts:</b> .The Story of the London Underground, Journey History Book, The Night Bus Hero, The Boy who Biked the World.</p>	<p>Hatshepsut, Khufu, Howard Carter</p> <p><b>Key texts:</b> Secrets of a Sun King, A Mummy Ate My Homework, The Heart Scarab, Tutankhamun's Treasure.</p>	<p><b>PD:</b> <a href="#">Visit to Stonehenge - Opportunity to local history study.</a></p> <p><b>Key texts:</b> Stone Age to Iron Age, Stone, Bronze and Iron Ages, Everything: Stone Age to Iron Age, Stone Age Boy, Hunters, Gatherers and Woolly Mammoths.</p>
<p><b>PSHCE</b> (PSHE Association)</p>	<p><b>T: Keeping Safe Part 1</b></p> <p><b>Theme:</b> Health &amp; Wellbeing</p> <p><b>Content:</b> Hazards and risks in life including road safety, digital safety &amp; households.</p> <p><b>PD:</b> Taking responsibility for self</p>	<p><b>T: Communities</b></p> <p><b>Theme:</b> Living in the Wider World</p> <p><b>Content:</b> What living in a community means?</p> <p><b>PD:</b> Comparisons in the jungle community</p>	<p><b>T: Healthy Lifestyles (Physical) Part 1</b></p> <p><b>Theme:</b> Health and Well-being</p> <p><b>Content:</b> Elements of a balanced, healthy lifestyle</p> <p><b>PD:</b> Healthy and balanced diet</p>	<p><b>T: Friendships Part 1</b></p> <p><b>Theme:</b> Relationships</p> <p><b>Content:</b> The importance of friendships, building and recognising positive friendships.</p> <p><b>PD:</b> Emotional Literacy</p>	<p><b>T: Respecting Self &amp; Others</b></p> <p><b>Theme:</b> Relationships</p> <p><b>Content:</b> Importance of self-respect, thoughts and feelings about themselves. Pupils' behaviour and the impact on others.</p> <p><b>PD:</b> Be Kind</p>	<p><b>T: Families &amp; Positive Relationships Part 1</b></p> <p><b>Theme:</b> Relationships</p> <p><b>Content:</b> Different types of relationships, marriage, civil partnership. Lifelong and caring relationships in a healthy family life.</p> <p><b>PD:</b> Resilience</p>
<p><b>ICT</b> (Teach Computing)</p>	<p><b><u>1. Computing systems and networks – Connecting computers</u></b></p>	<p><b><u>2. Creating media - Stop-frame animation</u></b></p>	<p><b><u>3. Programming A - Sequencing sounds</u></b></p>	<p><b><u>4. Data and information – Branching databases</u></b></p>	<p><b><u>5. Creating media – Desktop publishing</u></b></p>	<p><b><u>6. Programming B - Events and actions in programs</u></b></p>
<p><b>Music</b> (Music Express)</p>	<p><b>T: Human Body</b></p>	<p><b>T: Environment</b></p>	<p><b>T: In the Past</b></p>		<p><b>T: Ancient Worlds</b></p>	

<p><b>RE</b></p>	<p><b>Religion: Sikhism</b>  <b>Theme:</b> The Amrit Ceremony and the Khalsa</p>	<p><b>Religion: Christianity</b>  <b>Theme:</b> Christmas</p>	<p><b>Religion: Christianity</b>  <b>Theme:</b> Jesus' Miracles</p>	<p>Religion: Christianity  <b>Theme:</b> Easter</p>	<p><b>Religion: Sikhism</b>  <b>Theme:</b> Community and Sharing</p>	<p>Religion: Sikhism  <b>Theme:</b> Prayer and Worship</p>
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### Y3/4 B Curriculum Map

Through each of our curriculum drivers the children will explore our key curriculum areas, creativity, technological, physical, scientific, human, and social, linguistic, and mathematical. The curriculum overview for **Year 3/4 B** is presented in this table below:

Year % B	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
English	<p><b>T: Travel and Transport</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Explanation text about innovation in transport.</li> <li>- Balanced argument about the new, controversial Elizabeth line.</li> </ul> <p><b>GPS:</b></p> <p>Ready to Write (determiners, clauses, expanding sentences, speech, tense, and paragraphs) &amp; Spelling Shed for spelling patterns.</p> <p><b>Key Texts:</b> Naughty Bus, The Hundred Decker Bus, Red Lorry, Yellow Lorry, The Lost Property Office, Astro Girl</p>	<p><b>T: Who Wants To Be A Gladiator?</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Diary entry day in the life of a gladiator</li> <li>- narrative.</li> </ul> <p><b>GPS:</b></p> <p>Paragraphing and consolidation &amp; Spelling Shed for spelling patterns.</p> <p><b>Key Texts:</b></p> <p>Escape from Pompeii, The Thieves of Ostia, Avoid Being A Roman Soldier, What the Romans Did For Us</p> <p><b>PD:</b> <a href="#">Portchester Castle - Roman Fort</a></p>	<p><b>T: Let's Go Wild!</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Factual tour of the Savannah</li> <li>- narrative a journey through the wilderness.</li> </ul> <p><b>GPS:</b></p> <p>Pronouns and fronted adverbials &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b></p> <p>My Side of the Mountain, The Wilderness War, River Boy, King of the Cloud Forests</p> <p><b>PD:</b> <a href="#">Marwell Zoo Visit</a></p>	<p><b>T: Ground-breaking Greeks</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Diary entry from Alexander the Great - Newspaper report about the Greeks.</li> </ul> <p><b>GPS:</b></p> <p>Apostrophes and speech &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b></p> <p>Who Let the Gods Out? Beasts of Olympus: Beast Keeper, Greek Gods and Heroes, Mission to Marathon</p>	<p><b>T: Come Dine With Me</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Persuasive letter inviting diners to visit the new Light Years School restaurant.</li> <li>- Instructions for a recipe (child led)</li> <li>- Food poetry.</li> </ul> <p><b>GPS:</b></p> <p>Standard English &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b></p> <p>Faruq and the Wiri Wiri, Rigatoni the Pasta Cat, Monster Doughnuts, Chocolate Cake, Why Do We Eat?</p>	<p><b>T: Water Worlds</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Information text about the journey taken by a river.</li> <li>- Non-chronological report about a trip to a river.</li> <li>- Poem about the journey of water.</li> </ul> <p><b>GPS:</b></p> <p>Paragraphing and consolidation &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b></p> <p>Song of the Dolphin Boy, River Boy, A River, The Secret of Black Rock, Once Upon A Raindrop.</p>
Maths (WRM)	<p><b>Place value</b></p> <p><b>Addition and subtraction</b></p> <p><b>Fluency:</b> 6 and 7 times table fluency. Addition and subtraction fluency and number bonds.</p>	<p><b>Area</b></p> <p><b>Multiplication and division A</b></p> <p><b>Fluency:</b> All times tables practise, multiplication check fluency.</p>	<p><b>Multiplication and division B</b></p> <p><b>Length and perimeter</b></p> <p><b>Fluency:</b> All times tables practise, multiplication check fluency. Include division fluency up to 12s.</p>	<p><b>Fractions</b></p> <p><b>Decimals A</b></p> <p><b>Fluency:</b> All times tables practise, multiplication check fluency. Basic conversion of fractions to decimals focusing on quick recall.</p>	<p><b>Decimals B</b></p> <p><b>Money</b></p> <p><b>Time</b></p> <p><b>Fluency:</b> All times tables practise, multiplication check fluency. Daily arithmetic and reasoning practice.</p>	<p><b>Shape</b></p> <p><b>Statistics</b></p> <p><b>Measure</b></p> <p><b>Fluency:</b> All times tables practise, multiplication check fluency. Daily arithmetic and reasoning practice.</p>
Science	<p><b>T: Sound</b></p> <p><b>Enquiry:</b> (Y4 sound string telephone TAPS)</p>	<p><b>T: Electricity</b></p> <p><b>Enquiry:</b> (Y4 purposeful switches TAPS)</p>	<p><b>T: Living things and their habitats</b></p> <p><b>Enquiry:</b> (Y4 Living animals key TAPS)</p> <p><b>PD:</b> <a href="#">Marwell Zoo Visit</a></p>	<p><b>T: Science in everyday life (guest speakers)</b></p> <p><b>Enquiry:</b> STEM</p>	<p><b>T: Animals including humans</b></p> <p><b>Enquiry:</b> (Y4 animals teeth TAPS and Y4 animal top trumps TAPS)</p>	<p><b>T: States of matter</b></p> <p><b>Enquiry:</b> (Y4 Materials melting TAPS and Y4 biscuit dunk TAPS)</p>

	<p><b>PD:</b> Winchester Science Museum (Sound, Hearing &amp; Vibration)</p>					
Art and Design		<p><b>T: Who Wants To Be A Gladiator?</b> <b>Artistic focus:</b> Model colosseum</p>	<p><b>Let's Go Wild!</b> <b>Artistic focus:</b> Animal shadow puppets Animal silhouette art <b>PD:</b> <a href="#">Marwell Zoo Visit</a></p>		<p><b>T: Ground-breaking Greeks</b> <b>Artistic focus:</b> Greek clay pots - design, make and evaluate.</p>	<p><b>T: Come Dine With Me</b> <b>Artistic focus:</b> Food technology - making healthy, balanced meals. Food art.</p>
PE	<p><b>T: Handball &amp; Basketball</b> <b>S:</b> Modified handball and basketball games including a range of basic skills. <b>NC Link:</b> Basic skills in isolation / combination including throwing, catching and jumping. Developing attacking and defending concepts. <b>PD:</b> Confidence &amp; communication skills</p>	<p><b>T: TIPS</b> <b>S:</b> Trust and problem-solving activities. <b>NC Link:</b> Basic skills in isolation / combination such as running, jumping, throwing etc. <b>PD:</b> Teamwork &amp; leadership skills</p>	<p><b>T: Olympics Games - Gymnastics</b> <b>S:</b> Sequencing movement, complex routines, partner performances. <b>NC Link:</b> Flexibility, strength, technique, control and balance. Basic skills embedded. <b>PD:</b> Healthy active lifestyles &amp; Olympian Spirit</p>	<p><b>T: Swimming Part 2</b> <b>S:</b> Working towards or confident in swimming a distance of at least 25 metres in more than one stroke. Water rescue, including self-rescue. <b>NC Link:</b> Use a range of strokes effectively and perform safe self-rescue in different situations. <b>PD:</b> Water rescue</p>	<p><b>T: Cricket &amp; Rounders</b> <b>S:</b> Modified versions of cricket and rounders. In-depth focus on transferable skills, rules and tactics. <b>NC Link:</b> Use running, throwing, and catching in isolation and in combination. Play competitive games, developing pupil's understanding of rules. <b>PD:</b> Teamwork &amp; leadership</p>	<p><b>T: Athletics</b> <b>S:</b> Introduction to Athletics and a range of events in isolation. <b>NC Link:</b> Use running, throwing, and catching in isolation and in combination. Comparing performances to previous years. <b>PD:</b> Personal growth &amp; Olympian Spirit</p>
Geography	<p><b>T: Where do I live?</b> <b>Content:</b> Human and Physical features of the South Coast, Dorset &amp; Portsmouth <b>NC-Link:</b> Locational Knowledge</p>	<p><b>T: Denmark, Norway and Sweden</b> <b>Content:</b> Similarities between UK and Northern Europe through the study of human and physical geography. <b>NC-Link:</b> Place Knowledge</p>	<p><b>T: Climate Zones &amp; Biomes</b> <b>Content:</b> Africa Case Study - Savannah &amp; Sahara, physical features of Africa. <b>NC-Link:</b> Physical geography <b>PD:</b> <a href="#">Marwell Zoo Visit</a></p>	<p><b>T: Look What Humans Can Do!</b> <b>Content:</b> Types of settlements, economic activity and trade links <b>NC-Link:</b> Human Geography</p>	<p><b>T: Magnificent Mountains</b> <b>Content:</b> Understanding of the world's mountain ranges and the development of maps, globes, and atlases. <b>NC-Link:</b> Locational Knowledge</p>	
History	<p><b>T: Travel and Transport</b> Significant figures: Henry Ford, George Stephenson</p>	<p><b>T: Ancient Rome</b> <b>Significant figures:</b> Julius Caesar, Claudius, Augustus, Hadrian, Boudicca <b>PD:</b> <a href="#">Portchester Castle - Roman Fort</a></p>		<p><b>T: Ancient Greece</b> <b>Significant figures:</b> Greek gods, Plato, Hippocrates</p>	<p><b>Local Study - the schools of Portsmouth</b> <b>Content:</b> Town trial- overlaying maps of the historic town and current view. Place name detective- making links.</p>	
PSHCE	<p><b>T: Ourselves, Growing &amp; Changing Part 1</b> <b>Theme:</b> Health &amp; Wellbeing <b>Content:</b> Personal identity &amp; qualities, strengths and setbacks. Our bodies and body parts.</p>	<p><b>T: Media Literacy &amp; Digital Resilience</b> <b>Theme:</b> Living in the Wider World <b>Content:</b> Internet and social media positives and negatives. How to make</p>	<p><b>T: Mental Health Part 1</b> <b>Theme:</b> Health &amp; Wellbeing <b>Content:</b> The importance of taking care of mental health. Recognising emotions. <b>PD:</b> Be kind</p>	<p><b>T: Shared Responsibilities</b> <b>Theme:</b> Living in the Wider World <b>Content:</b> Recognise rules, law and consequences, human rights and responsibilities that protect society.</p>	<p><b>T: Safe Relationships</b> <b>Theme:</b> Relationships <b>Content:</b> Personal safety (including online), privacy and personal boundaries, recognising risks, harmful content and contact - how to report concerns.</p>	<p><b>T: Healthy Lifestyles (Physical) Part 2</b> <b>Theme:</b> Health &amp; Wellbeing <b>Content:</b> Getting the right balance including sleep, internet, exercise, and hygiene. Knowing when to seek support if needed. <b>PD:</b> Personal hygiene</p>

	<b>PD:</b> Protected characteristics	safe, reliable choices from search results. <b>PD:</b> Online Safety		<b>PD:</b> Public services, visitors from Police, NHS and Fire.	<b>PD:</b> Personal safety	
ICT	<u>1. Computing systems and networks – The Internet</u>	<u>2. Creating media - Audio production</u>	<u>3. Programming A – Repetition in shapes</u>	<u>4. Data and information – Data logging</u>	<u>5. Creating media – Photo editing</u>	<u>6. Programming B – Repetition in games</u>
Music (Music Express)	<b>T: Poetry</b>	<b>T: Environment</b>	<b>T: Ancient Worlds</b>		<b>T: Food and Drink</b>	
RE	<b>Religion:</b> Buddhism <b>Theme:</b> Buddha's teachings	<b>Religion:</b> Christianity <b>Theme:</b> Christmas	<b>Religion:</b> Buddhism <b>Theme:</b> The 8-fold path	<b>Religion:</b> Christianity <b>Theme:</b> Easter	<b>Religion:</b> Buddhism <b>Theme:</b> The 8-fold path	<b>Religion:</b> Christianity <b>Theme:</b> Prayer and Worship



## Y5/6 A Curriculum Map

Through each of our curriculum drivers the children will explore our key curriculum areas, creativity, technological, physical, scientific, human, and social, linguistic, and mathematical. The curriculum overview for **Year 5/6 A** is presented in this table below:

Year 5/6 A	A1	A2	Sp1	SP2	SU1	SU2
<b>English</b>	<p><b>T: Space Race</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Persuasive letter to NASA to send children at Light Years to space.</li> <li>-A recount of a trip to the space museum.</li> </ul> <p><b>GPS:</b> Ready to Write (pronouns, determiners, plural and possessive, speech, noun phrases and adverbials) &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b> Counting on Katherine, Hidden Figures, Cosmic, The Jamie Drake Equation, The Kid Who Came from Space</p> <p><b>PD:</b> <a href="#">Winchester Science Museum (Space Exhibition)</a></p>	<p><b>T: Righteous Royalty (Queen Elizabeth)</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Biography of Queen Elizabeth II.</li> <li>-Narrative.</li> </ul> <p><b>GPS:</b> Relative clauses, modal verbs and adverbs &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b> Billie Templar's War, The Queen, The Barefoot Book of Princesses, Cruel Kings and Mean Queens.</p>	<p><b>T: Our Extreme World</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Speech - why do we need to save the planet?</li> <li>- Extreme weather poetry.</li> </ul> <p><b>GPS:</b> Parenthesis and expanded noun phrases &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b> Running Wild, The Street Beneath My Feet, Flood, Escape from Pompeii, The Pebble in My Pocket</p>	<p><b>T: Chocolate</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Balanced argument 'Have we have learned from the Mayans? Why do we need to remember them?'</li> <li>-Mayan rhyming poetry.</li> <li>- Write instructions of how to create a brand-new chocolate bar.</li> </ul> <p><b>GPS:</b> Tenses &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b> The Chocolate Tree, Rain Player, Harley James &amp; The Mystery of the Mayan Kings,</p>	<p><b>T: Terrific Toys</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>-Non-chronological report.</li> <li>-Explanation text.</li> </ul> <p><b>GPS:</b> Commas and cohesion &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b> Toys in Space, Traction Man, Street Child, Twelve Minutes to Midnight, Another Twist in the Tale.</p>	<p><b>T: Wonder</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Diary of a explorer.</li> <li>-Newspaper report- a new island has been discovered.</li> </ul> <p><b>GPS:</b> Cohesion, prefixes, and suffixes &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b> The 13-storey tree house. Armstrong, The Wild Robot, Leonora Bolt, The Adventure Club, Arthur, and the Golden Rope.</p>
<b>Maths (WRM)</b>	<p><b>Place value</b></p> <p><b>Addition and subtraction</b></p>	<p><b>Multiplication and division A</b></p> <p><b>Fractions A</b></p>	<p><b>Multiplication and division B</b></p> <p><b>Fractions B</b></p>	<p><b>Decimals and percentages</b></p> <p><b>Perimeter and area</b></p>	<p><b>Shape</b></p> <p><b>Position and direction</b></p>	<p><b>Negative numbers</b></p> <p><b>Converting units</b></p>

	<b>Fluency:</b> Fluent in 5 and Flashback 4	<b>Fluency:</b> Fluent in 5 and Flashback 4	<b>Fluency:</b> Fluent in 5 and Flashback 4	<b>Statistics</b> <b>Fluency:</b> Fluent in 5 and Flashback 4	<b>Decimals</b> <b>Fluency:</b> Fluent in 5 and Flashback 4	<b>Volume</b> <b>Fluency:</b> Fluent in 5 and Flashback 4
<b>Science</b>	<b>T: Earth and space</b> <b>Enquiry:</b> (Y5 Space orbit TAPS)  <b>PD:</b> <u>Winchester Science Museum (Space Exhibition)</u>	<b>T: Forces</b> <b>Enquiry:</b> (Y5 Forces parachute TAPS and Y5 Forces spinner TAPS)	<b>T: Animals including humans</b> <b>Enquiry:</b> (Y5 Animals incl humans TAPS)  <b>PD:</b> <u>Marwell Zoo Visit</u>	<b>T: Science in everyday life (guest speakers) and STEM</b>  <b>Enquiry:</b> (Y6 Bottle flip TAPS and sugar results TAPS)	<b>T: properties and change of material</b>  <b>Enquiry:</b> (Y5 Materials nappy investigation TAPS)	<b>T: Living things and their habitats</b>  <b>Enquiry:</b> (Y5 Living different life cycles TAPS)
<b>Art</b>	<b>T: Space Race</b> <b>Artistic focus:</b> Solar system art  Make model solar system	<b>T: Righteous Royalty (Queen Elizabeth)</b> <b>Artistic focus:</b> Royalty pop art  Making bunting - materials	<b>T: Our Extreme World</b> <b>Artistic focus:</b> Volcano pixel art  <b>Key artist:</b> Henri Rousseau	<b>T: The Marvellous Mayans</b> <b>Artistic focus:</b> Design and make a Mayan mask.	<b>T: Terrific Toys</b>  Artistic focus: Making a peg doll / toy?	
<b>PE</b>	<b>T: Match of the Day (Football)</b>  <b>S:</b> Modified football games including a range of basic skills, including attacking and defending.  <b>NC Link:</b> Basic skills in isolation / combination including dribbling, control, passing and shooting. Developing attacking and defending concepts.  <b>PD:</b> Listening and communication skills.	<b>T: TIPS</b>  <b>S:</b> Trust and problem-solving activities.  <b>NC Link:</b> Basic skills in isolation / combination such as running, jumping, throwing etc.  <b>PD:</b> Teamwork & leadership skills	<b>T: Gymnastics &amp; Dance</b>  <b>S:</b> Developing routines / movements into dance/gymnastic performances.  <b>NC Link:</b> Developing flexibility, strength, control, balance and coordination. Comparing performances with previous ones.  <b>PD:</b> Cultural (Māori).	<b>T: Basketball</b>  <b>S:</b> Development of knowledge of basketball. Key skills in isolation and in combination with tactics.  <b>NC Link:</b> Complex skills in isolation / combination including dribbling, control, passing and shooting. Embedding attacking and defending concepts.  <b>PD:</b> Individual challenge & overcoming barriers	<b>T: Cricket &amp; Rounders</b>  <b>S:</b> Modified versions of cricket and rounders. In-depth focus on transferable skills, rules and tactics.  <b>NC Link:</b> Use running, throwing, and catching in isolation and in combination. Play competitive games, developing pupil's understanding of rules.  <b>PD:</b> Teamwork & leadership	<b>T: Athletics</b>  <b>S:</b> Athletics and a range of events in isolation. Focus on developing specific techniques to improve performance in running and throwing events.  <b>NC Link:</b> Use running, throwing, and catching in isolation and in combination.  <b>PD:</b> Personal growth
	<b>T: The Amazon Rainforest</b>		<b>T: Our Extreme World</b>		<b>T: School Fieldwork Study</b>	

<b>Geography</b>	<p><b>Content:</b> Human and Physical features of South America, environmental regions</p> <p><b>NC-Link:</b> Locational Knowledge, South America, use of atlases and digital mapping</p> <p><b>PD:</b> <u>Marwell Zoo Visit</u></p>		<p><b>Content:</b> Physical geography, different types of volcanoes &amp; earthquakes.</p> <p><b>NC-Link:</b> Physical geography, different types of volcanoes &amp; earthquakes.</p>		<p><b>Content:</b> Study, observe and record key human and physical features across the school and local area over a term including rainfall, number of cars, wildlife, woodland and measure the impact of our world.</p> <p><b>NC-Link: Geographical Skills and Fieldwork</b></p>	
<b>History</b>	<p><b>T: British History of Leisure and Entertainment</b></p> <p><b>Significant figures:</b> Shakespeare, George Albert Smith,</p>	<p><b>T: British History - the Monarchy</b></p> <p><b>Significant figures:</b> Henry VIII, Alfred the Great, Elizabeth I, Elizabeth II, Queen Victoria</p>	<p><b>T: Victorians and the Industrial Revolution</b></p> <p><b>Significant figures:</b> Queen Victoria, Charles Dickens, George Stephenson, Isambard Kingdom Brunel</p>	<p><b>T: The Mayans</b></p> <p><b>Significant figures:</b> Pakal the Great, Itzamna, Lady of Tikal</p>		
<b>PSHCE</b>	<p><b>T: Friendships Part 2</b></p> <p><b>Theme:</b> Relationships</p> <p><b>Content:</b> How to include peers in activities, friendships changing over time, conflict strategies and safe friendships.</p> <p><b>PD:</b> Anti-Bullying Week Preparation</p>	<p><b>T: Managing Hurtful Behaviour &amp; Bullying Part 1</b></p> <p><b>Theme:</b> Health &amp; Wellbeing</p> <p><b>Content:</b> Staying safe and recognising harmful behaviours and how to report concerns.</p> <p><b>PD:</b> Inclusion &amp; Anti-Bullying</p>	<p><b>T: Economic Well-being: Money</b></p> <p><b>Theme:</b> Living in the Wider World</p> <p><b>Content:</b> Intro to money, different ways to pay for things, risk associated with money and using money responsibly.</p> <p><b>PD:</b> Safe money management</p>	<p><b>T: Families and Positive Relationships Part 2</b></p> <p><b>Theme:</b> Health &amp; Wellbeing</p> <p><b>Content:</b> Different family structures, shared characteristics of a healthy family. How to recognise unhappy relationships and how to seek help.</p> <p><b>PD:</b> Family Relationships</p>	<p><b>T: Keeping Safe Part 2</b></p> <p><b>Theme:</b> Health &amp; Wellbeing</p> <p><b>Content:</b> Staying safe online, personal information private, basic first aid &amp; the emergency services</p> <p><b>PD:</b> First Aid</p>	<p><b>T: Ourselves, Growing &amp; Changing Part 2</b></p> <p><b>Theme:</b> Health &amp; Wellbeing</p> <p><b>Content:</b> Physical, emotional, hygienic changes in puberty. Reproduction process and birth. Support and information about puberty.</p> <p><b>PD:</b> Puberty and Change</p>
<b>ICT</b>	<u>1. Computing systems and networks - Systems and searching</u>	<u>2. Creating media - Video production</u>	<u>3. Programming A – Selection in physical computing</u>	<u>4. Data and information – Flat-file databases</u>	<u>5. Creating media – Introduction to vector graphics</u>	<u>6. Programming B – Selection in quizzes</u>
Music (Music Express)	<b>T: Our Community</b>	<b>T: Life Cycles</b>		<b>T: Solar System</b>	<b>T: At the Movies</b>	

RE	<p><b>Religion:</b> Hinduism  <b>Theme:</b> Prayer and Worship</p>	<p><b>Religion:</b> Christianity  <b>Theme:</b> Christmas</p>	<p><b>Religion:</b> Hinduism  <b>Theme:</b> Hindu Beliefs</p>	<p><b>Religion:</b> Christianity  <b>Theme:</b> Easter</p>	<p><b>Religion:</b> Hinduism  <b>Theme:</b> Beliefs and moral values</p>	<p><b>Religion:</b> Christianity  <b>Theme:</b> Beliefs and Practices</p>
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## Y5/6 B Curriculum Map

Through each of our curriculum drivers the children will explore our key curriculum areas, creativity, technological, physical, scientific, human, and social, linguistic, and mathematical. The curriculum overview for **Year 5/6 B** is presented in this table below:

Year 5/6 B	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>English</b>	<p><b>T: Take Flight!</b></p> <p><b>Genre focus:</b> -Narrative, an international journey -recount of an aviation event</p> <p><b>GPS:</b> Punctuation, hyphens &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b> Great Adventures, Amelia Earhart, Taking Flight</p> <p><b>PD:</b> <a href="#">National Science Museum (History of Flight)</a></p>	<p><b>T: Conflict, Healing and Hope</b></p> <p><b>Genre focus:</b> -Persuasive letter for why women deserve the right to vote.</p> <ul style="list-style-type: none"> <li>- Diary entry from a soldiers</li> <li>- Soldier poetry</li> </ul> <p><b>GPS:</b> Punctuation, active and passive, formal and informal &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b> A Question of Courage, The Making of Mollie, Things A Bright Girl Can Do, Girls For the Vote, Make More Noise</p> <p><b>PD:</b> Careers Week (March) Inspirational Women</p>	<p><b>T: Dear Greenpeace</b></p> <p><b>Genre focus:</b> -Speech - Non-chronological report of a zoo experience</p> <p><b>GPS:</b> Synonyms and antonyms, word classes, subjunctive form &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b> Here We Are, Dear Greenpeace, Tidy, A River, The Tin Forest, Mother Earth is Weeping, The Last Bear</p> <p><b>PD:</b> <a href="#">Marwell Zoo Visit</a></p>	<p><b>T: Survival Mode</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Speech about the dangers of deep in the woodland</li> <li>- Narrative of travelling across the desert</li> </ul> <p><b>GPS:</b> Punctuation, hyphens &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b> How to Survive Anywhere, Bear Grylls Survival Skills, Survivors, Where the World Ends.</p>	<p><b>T: Volatile Vikings</b></p> <p><b>Genre focus:</b> Newspaper report 'The Volatile Vikings' and narrative of a Viking voyage,</p> <p><b>GPS:</b> Noun phrases and suffixes &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b> Viking Boy, Riddle of Runes, There's a Viking in My Bed, She Wolf</p> <p><b>PD:</b> <a href="#">Butser Ancient Historical Site</a></p>	<p><b>T: Influence</b></p> <p><b>Genre focus:</b></p> <ul style="list-style-type: none"> <li>- Balance argument on the benefits of social media and the internet</li> <li>- Transitional poetry</li> <li>- Recount of time at Light Years</li> </ul> <p><b>GPS:</b> Consolidation &amp; Spelling Shed for spelling patterns.</p> <p><b>Key texts:</b> Find Your Happy, My Heart is a Poem, An Emotional Menagerie, Being Me, Storm in a Jar, When I See Red.</p>
<b>Maths</b>	<p style="text-align: center;"><b>Place value</b> <b>Addition, subtraction, multiplication and division</b> <b>Fluency:</b> Fluent in 5 and Flashback 4</p>	<p style="text-align: center;"><b>Fractions A</b> <b>Fractions B</b> <b>Converting units</b> <b>Fluency:</b> Fluent in 5 and Flashback 4</p>	<p style="text-align: center;"><b>Ratio</b> <b>Algebra</b> <b>Decimals</b> <b>Fluency:</b> Fluent in 5 and Flashback 4</p>	<p style="text-align: center;"><b>Fractions, decimals and percentages</b> <b>Area, perimeter and volume</b> <b>Statistics</b> <b>Fluency:</b> Fluent in 5 and Flashback 4</p> <p><b>PD:</b> <a href="#">National Science Museum (How Mathematics has shaped our world)</a></p>	<p style="text-align: center;"><b>Shape</b> <b>Position and directions</b> <b>Fluency:</b> Fluent in 5 and Flashback 4</p>	<p style="text-align: center;"><b>Themed projects</b> <b>Consolidation</b> <b>problem solving</b> <b>Fluency:</b> Fluent in 5 and Flashback 4</p>
<b>Science</b>	<p style="text-align: center;"><b>T: Electricity</b> <b>Enquiry:</b> (Y6 electricity own circuit TAPS)</p> <p><b>PD:</b> <a href="#">National Science Museum (Electricity Zone)</a></p>	<p style="text-align: center;"><b>T: Light</b> <b>Enquiry:</b> (Y6 Light and shadow investigation TAPS)</p>	<p style="text-align: center;"><b>T: Living things and their habitats</b> <b>Enquiry:</b> (Y6 Living making keys TAPS)</p> <p><b>PD:</b> <a href="#">Marwell Zoo Visit</a></p>	<p style="text-align: center;"><b>T: Science in everyday life (guest speakers) and STEM</b></p>	<p style="text-align: center;"><b>T: Animals including humans</b> <b>Enquiry:</b> (Y6 Animals incl humans TAPS)</p>	<p style="text-align: center;"><b>T: Evolution and inheritance</b> <b>Enquiry:</b> (Y6 evolution strength TAPS)</p>

<b>PE</b>	<p><b>T: Match of the Day (Football)</b>  <b>S:</b> Modified football games including a range of basic skills, including attacking and defending.  <b>NC Link:</b> Complex skills in isolation / combination including dribbling, control, passing and shooting. Embedding attacking and defending concepts.  <b>PD:</b> Listening and communication skills.</p>	<p><b>T: TIPS</b>  <b>S:</b> Trust and problem-solving activities.  <b>NC Link:</b> Basic skills in isolation / combination such as running, jumping, throwing etc.  <b>PD:</b> Teamwork &amp; leadership skills</p>	<p><b>T: Badminton</b>  <b>S:</b> Modified badminton games including a range of basic skills, including overarm and underarm shots.  <b>NC Link:</b> Embedding skills in isolation / combination including throwing, catching, and jumping. Developing attacking and defending concepts.  <b>PD:</b> NBA Basketball Racism &amp; Equality</p>	<p><b>T: Basketball</b>  <b>S:</b> Development of knowledge of basketball. Key skills in isolation and in combination with tactics.  <b>NC Link:</b> Complex skills in isolation / combination including dribbling, control, passing and shooting. Embedding attacking and defending concepts.  <b>PD:</b> Individual challenge &amp; overcoming barriers</p>	<p><b>T: Cricket</b>  <b>S:</b> Modified versions of cricket and rounders. In-depth focus on transferable skills and rules.  <b>NC Link:</b> Use running, throwing, and catching in isolation and in combination. Competitive games, securing pupil's understanding of rules.  <b>PD:</b> Cultures of West Indies &amp; Pakistan</p>	<p><b>T: Athletics &amp; Rounders</b>  <b>S:</b> Athletics and a range of events in isolation. Focus on specific techniques to improve performance in running and throwing events.  <b>NC Link:</b> Use running, throwing, and catching in isolation and in combination.  <b>PD:</b> Disability (Para Games)</p>
<b>Geography</b>	<p><b>T: European Countries</b>  <b>Content:</b> Human and Physical features of Europe, environmental regions, &amp; major cities  <b>NC-Link:</b> Locational Knowledge, map skills &amp; use of atlases, digital mapping</p>		<p><b>T: Energy and the Environment</b>  <b>Content:</b> Distribution of energy around the earth and the impact on our world, including food, minerals, and water.  <b>NC-Link:</b> Human Geography - natural resources  <b>PD:</b> <a href="#">National Science Museum - Energy Revolution</a></p>		<p><b>T: School Fieldwork Study</b>  <b>Content:</b> Study, observe and record key human and physical features across the school and local area over a term including plastic on local beaches, wildlife, and the impact on our world.  <b>NC-Link:</b> Geographical Skills and Fieldwork</p>	
<b>History</b>		<p><b>T: WW2</b>  <b>Significant figures:</b> Neville Chamberlain, Winston Churchill, Adolf Hitler,  <b>PD:</b> <a href="#">Solent Sky Museum (Spitfires and other aircrafts)</a></p>		<p><b>T: Sensational Suffragettes</b>  <b>Significant figures:</b> Emmeline Pankhurst, Constance Lytton, Emily Davison, Millicent Fawcett  <b>PD:</b> Careers Week (March)  Inspirational Women</p>	<p><b>T: The Vikings</b>  <b>Significant figures:</b> Leif Erikson, Ragnar Lothbrock  <b>PD:</b> <a href="#">Butser Ancient Historical Site</a></p>	<p><b>T: Black History</b>  <b>Significant figures:</b> Rosa Parks, Martin Luther King, Maya Angelou, Annie Lee Cooper, Jesse Owens, Bessie Coleman, Mae Jemison,</p>
<b>PSHCE</b>	<p><b>T: Mental Health Part 2</b>  <b>Theme:</b> Health &amp; Wellbeing  <b>Content:</b> Strategies and behaviours that support mental health. Change and loss, death and grief.  <b>PD:</b> Life cycles</p>	<p><b>T: Managing Hurtful Behaviour &amp; Bullying Part 2</b>  <b>Theme:</b> Health &amp; Wellbeing  <b>Content:</b> Online relationships, keeping safe, consent, peer pressure &amp; how to report concerns.  <b>PD:</b> Inclusion &amp; Anti-Bullying</p>	<p><b>T: Economic Well-being: Aspirations &amp; Careers</b>  <b>Theme:</b> Living in the Wider World  <b>Content:</b> An introduction to careers, goal setting and future employment  <b>PD:</b> Careers Week (March)</p>	<p><b>T: Drugs, Alcohol &amp; Tobacco</b>  <b>Theme:</b> Health &amp; Well-being  <b>Content:</b> Risk and effects of legal drugs. Laws surrounding the use of legal drugs. Media influences and support strategies.  <b>PD:</b> Peer-Pressure</p>	<p><b>T: Preparing for the Next Step</b>  <b>Theme:</b> Transition  <b>Content:</b> Next phase of education, information and supporting, managing change.  <b>PD:</b> Preparing for Positive Change</p>	<p><b>T: Positive Transition</b>  <b>Theme:</b> Transition  <b>Content:</b> School visits, visual support, school specific transition support.  <b>PD:</b> Managing Positive Change</p>
<b>ICT</b>	<a href="#">1. Computing systems and networks - Communication and collaboration</a>	<a href="#">2. Creating media – Web page creation</a>	<a href="#">3. Programming A – Variables in games</a>	<a href="#">4. Data and information - Introduction to Spreadsheets</a>	<a href="#">5. Creating media – 3D Modelling</a>	<a href="#">6. Programming B - Sensing movement</a>
<b>Music (Music Express)</b>	<b>T: Worlds Unite</b>	<b>T: Growth</b>		<b>T: Journeys</b>		<b>T: Moving On</b>

<p><b>RE</b></p>	<p><b>Religion:</b> Islam <b>Theme:</b> Beliefs and Practices</p>	<p><b>Religion:</b> Christianity <b>Theme:</b> Christmas</p>	<p><b>Religion:</b> Christianity <b>Theme:</b> Beliefs and Meaning</p>	<p><b>Religion:</b> Christianity <b>Theme:</b> Easter</p>	<p><b>Religion:</b> Islam <b>Theme:</b> Beliefs and moral values</p>	<p><b>Religion:</b> Islam <b>Theme:</b> Beliefs and moral values</p>
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## Personal Development at Light Years School

Through the school curriculum, pupils will:

- Develop into respectful and responsible citizens and become actively involved in community life in preparation for adulthood.
- Develop their character, showing increased confidence, resilience, and become as independent as possible.
- Have opportunities to enrich their personal development including their spiritual, moral, social and cultural development.
- Be increasingly well prepared for the next stage of their education, and able to transition smoothly into a secondary school environment.
- Be aware of and actively promote British values so that they are prepared for life in modern Britain.
- Have the opportunity to develop and stretch their talents and interest and will make good use of these.
- Have opportunities to take part in a wide range of extra-curricular activities to enrich their learning and wellbeing.
- Through the school curriculum pupils will develop their character by learning how to be polite and courteous to other and to express the school values in their day-to-day routines of 'stay safe' 'use kind words'
- Show positive attitudes to learning and take increasing responsibility for behaviour for learning whilst promoting the ability to self-regulate their own behaviour.

These intentions will be implemented through:

- A structured Personal Development curriculum, in which pupils have the opportunity to experience a wide range of extra-curricular activities aimed at developing talents and special interests.
- Pupils' will meet a range of visitors from the local community, aimed at expanding their awareness of the wider world, career opportunities and different faiths and cultures.
- The school's star system incorporating certificates to promote a love of learning and the importance of celebrating other's achievements. The school's star system aimed to rewarding pupils' learning and behaviour, alongside developing pupil awareness for their EHCP targets.
- A wide range of yearly class group trips which enable pupils to experience different experiences, environments, and places. This will include providing pupils with a wealth of extracurricular activities that enrich learning e.g., Zoolab Science Day / Sports fixtures / Concerts.
- A PSHE curriculum that provides age-related topics, focused on the Living in the Wider World, Health, Well-being, and Relationships.
- A School Council in which pupil members act on behalf of their peers and actively contribute to the school's ongoing development.
- Pupil activity passports which enrich learning and build a strong bond between school and home.



### Safeguarding in the Curriculum

Safety and safeguarding, which promotes pupil’s safety and wellbeing, is a core theme throughout the pupil’s life at Light Years School and is actively promoted across the curriculum. The curriculum has been carefully designed to teach pupils how to be safe as they navigate through their educational journey. Pupils learn to move safely around the building, to stay safe throughout the school day, to travel safely, to handle equipment safely and to stay safe in all areas across the school including the school and the playground. Through the safeguarding culture at school, we aim to help prepare the pupils for the next stage of their educational life, ensuring that a smooth transition takes place in time for secondary school. Throughout the educational day, we take every opportunity to foster resilience, alongside promoting a calm working environment where the majority of pupils are ready to learn. Pupils are encouraged to move around the school in a safe and orderly manner which helps to aid their transitions. Our curriculum promotes safety and well-being through topics such as online safety and digital resilience, meaningful relationships, positive friendships, hazards and risks, protected characteristics, staying safe in the community, first aid and mental health. For example, in practical subjects they learn how to handle equipment safely and where necessary will wear protective clothing. Additionally, reasonable adjustments are highlighted for each class group in line with the pupils' Education Health and Care Plans. Pupils will gain the skills, knowledge and understanding of how to keep themselves safe in school and in the wider community.

### Relationships Education

Light Years School adheres to the statutory guidance as set out [Relationships education \(primary\)](#) DfE guidance. Relationships education is taught to all year groups as they move through key stage 2. This also follows curriculum guidance as set out by the PSHE association and is adapted to meet the needs of pupils at Light Years School. Parents will be notified by letter at appropriate times.