

Curriculum Statement

Keyes Barn School

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Version Number:	6
Applies to:	Aurora Keyes Barn School
Associated documents:	
Approved by:	Head Teacher
Implementation date:	September 2026
Next review due by:	September 2027
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

1. Legislation and statutory requirements

This policy takes into account the requirements of the Independent School Standards

2. Curriculum Statement and Aims

At Aurora Keyes Barn School, we provide a wealth of opportunity to develop the skills and knowledge for pupils to get Life Ready!

We aim to provide a challenging and stimulating curriculum which encourages the pupils to develop a love for learning and foster intellectual curiosity, creativity, and personal growth. We highly value learning outside the classroom and are always looking for opportunities to take learning beyond the school through educational visits and trips. Our curriculum is rooted in the objectives of the 2014 National Curriculum but tailored to meet the needs of our pupils and allow them to explore their creativity. The curriculum is a major component of a pupils' education, plus the dedicated social and emotional support enables pupils to grow into a well-rounded confident individual.

3. Intent

Our curriculum will give children the opportunity to:

- Nurture their own physical and emotional health and wellbeing.
- Understand the purpose and value of their learning and use it to identify and explore their aspirations.
- Develop pupils' sense of competence and confidence through self-regulation.
- Follow a bespoke and needs-led program of learning.
- Enhance their emotional resilience.

To do this we will ensure that:

- All pupils have access to a broad and balanced curriculum. All students have an equal right to access high quality teaching in all areas of the curriculum that addresses their individual needs and supports them to make at least good progress.
- We promote the spiritual, moral, social and cultural development of all pupils.
- We encourage personal development, so that all pupils are well prepared to respect others and contribute to wider society and life in Britain.
- We promote fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- We support all pupils in developing healthy lifestyles and developing positive relationships.
- We provide opportunities and experiences that develop pupil's communication skills.

3.1. Big Ideas

Our curriculum is designed around **Big Ideas**.

These are the ways in which pupils develop and demonstrate their individuality, creativity and adaptability. The principles support a broad and wide-ranging curriculum to promote learning and character development such as fairness, integrity, caring and self-control.

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 Humankind Understanding what it means to be human and how human behaviour has shaped the world.	 Nature Understanding the complexities of the plant and animal species that inhabit the world.
 Processes Understanding the many dynamic and physical processes that shape the world.	 Place Understanding the visual, cultural, social, and environmental aspects of places around the world.
 Creativity Understanding the creative process and how <u>everyday</u> and exceptional creativity can shape the world.	 Comparison Understanding how and why things are the same or different.
 Investigation Understanding the importance of investigation and how this has led to significant change in the world.	 Significance Understanding why significant people, places, <u>events</u> and inventions matter and how they have shaped the world.
 Materials Understanding the properties of all matter, living and non-living.	 Change Understanding why and how things have changed over time.

3.2. SMSC/FBV

Our curriculum will give children the opportunity to:

- Cultural - appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity
- Moral - recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views
- Rule of Law - learn that all people and institutions are subject to and accountable for their actions and behaviour
- Democracy - be part of a system where everyone plays an equal part
- Individual liberty - be free to express views or ideas
- Spiritual - explore beliefs, experiences and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences
- Tolerance and respect - to respect and tolerate the opinions or behaviours of others
- Social - use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict

3.3. Well-being

We want pupils to live sustainable and rewarding lives. By applying these the pupils are able to more successfully engage in the curriculum and reap the benefits.

Our curriculum will give children the opportunity to:

- Learn in a nurturing, peaceful and supportive environment
- Develop self-esteem and confidence in their abilities
- Learn how to respect themselves and others
- Follow their own interests and be their best selves
- Build trusting friendships
- Reflect and think mindfully about their learning
- Learn about themselves as a whole – their life history, physical health and emotional needs
- Learn new skills to replace behaviours that challenge

3.4. Pupil voice

These principles develop a sense of agency and responsibility to pupils as well as promoting reflective decision-making skills. Our curriculum will give children the opportunity to:

- Pupils make choices about things that are important to them
- Make a positive contribution to the school and local community
- Pupils say what they like and dislike about their learning and tailor their learning accordingly
- Contribute to planning their own learning
- Take part in democratic activities across the curriculum and contribute to age-appropriate discussions

3.5. Enrichment

We provide an array of opportunities to foster the skills and knowledge for pupils to get Life Ready at Keyes Barn School. We will enrich our curriculum by:

- Providing on and off-site subject or topic related activities
- Offering opportunities for children to learn outdoors
- Developing partnerships with external providers that extend children opportunities for learning
- Using quality resources in and out of the classroom
- Cultivate life skills
- Weave cultural capital throughout the curriculum to broad social and cultural knowledge

4. Organisation

Class groups

We place children into classes between 6 - 8, with high ratios of adult support. Pupils are grouped mainly in primary SEN, academic ability and then by age, with some exceptions. The pupil's development profile is also considered when grouping pupils.

Our typical class groups

Class	Primary Need	Work at	Age
Class 1	Autism, SEMH	KS1	Mixed
Class 2	Autism, SEMH	Lower KS2	Lower/Upper KS2

Class 3	Autism, SEMH	Lower/Upper KS2	Upper KS2
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Proportion of activities undertaken

All classes in our school will maintain a broad and balanced curriculum but different classes are given the freedom to prioritise elements of their day to best meet the needs of their young people.

All children have access to swimming sessions and outdoor learning sessions each week.

Class trips and experiences are encouraged to help engage the pupil in their topic as well as given them new and life experiences which they are unable to obtain at home.

Example timings of a Typical Day

9:00 - 9:20	Social time
9:20 - 9:30	Assembly
9:30 - 9:45	Lexia/Phonics
9:45 - 10:30	Lesson 1
10:30 - 11:15	Lesson 2
11:15 - 11:45	Break
11:45 - 12:30	Lesson 3
12:30 - 1:15	Lunch
1:15 - 2:30	Lesson 5
2:35 - 2:45	Home time

*Depending on current cohort needs, children may have additional movement breaks/ access to regulating activities between working tasks.

5. Planning

Our topic driven curriculum is derived from Cornerstones on Curriculum Maestro. We have devised a 2-year cycle plan with consideration of our current groups (See organisation section).

5.1 Projects

Each half term, each class have a main project accompanied by mini projects.

The mini projects have a specific theme linked to the topic with a focus in other curricular areas such as science.

All projects follow the familiar Four Cornerstones of Learning pedagogy: Engage, Develop, Innovate and Express. This structure provides a sequenced and consistent approach to learning and is followed in all projects.

5.2 Long Term Plans

Please see appendix 1 for the Curriculum Long Term plan.

*We currently don't require the need for an EYFS provision however, topics are available if in the future it is required.

As part of our curriculum, we follow schemes of work from additional education providers for ICT (appendix 2 - Purple Mash), PSHE (appendix 3 - Twinkl PSHE Provision Map) and Kapow Primary Music (appendix 4 - Kapow Music)

As part of our PSHE scheme of work, we cover objectives linked to relationships, including romantically and sexually in Key Stage 2. Therefore, as a school we send out a letter each year to inform parents, giving them an opportunity to opt out.

Occasionally, education around sexual relationships may be required for individuals in Key Stage 1, in these instances it would be delivered on a 1:1 basis with consent from parents/carers and at times under the recommendation of external professionals.

5.3 Lesson Plans

Each topic is broken up into systematic blocks, Engage, Develop, Innovate and express. These plans are available on the Curriculum Maestro Website within each topic.

Example of a lesson plan



Year 3

Beautiful Botanicals

KRP

NEW

Develop

Lesson 1: What is a botanical artist?

Print

P. of Study

Art and design

Create sketchbooks to record their observations and use them to review and revisit ideas.

Knowledge

Year 3

Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.

Specific knowledge

Year 3

Botanical artists make accurate recordings of botanical subject matter. They use the visual elements of each form to capture their unique character.

Skill

Year 3

Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique. [View progression](#)

Optional coverage >

Recap on the meaning of the term 'botanical'. Invite the children to learn more about botanical art and what it means to be a botanical artist by watching the [What is a botanical artist? video](#). After watching the video, discuss the information presented. Enable children to explore the visual elements of botanical subject matter by providing a good range of fruits, vegetables and plants for them to study. Ask the children to choose an item and carry out initial investigations by sketching it from different angles and recording swatches of colours seen. Model the type of recording expected by showing [Wendy's sketchbook picture card](#). At the end of the session, invite the children to share and compare their work and say what they found interesting and challenging.

Practical resources

- Plants, flowers, leaves and fruit and vegetables (whole, halved and sliced)
- Drawing materials
- Sketchbooks
- Hand lenses
- Rulers
- Erasers
- Watercolour paints or coloured pencils
- Mixing palettes
- Paintbrushes

School adaptations [Edit adaptation](#)

No adaptation notes

Lesson plans are adapted by the teachers to meet the individual needs of a learner.

5.4 Assessing Lesson Plans

Lessons will be assessed using a RAG rating system to determine if a child has met, working towards or not met that lesson's objective.

Example

Pupil A		⊗		Comments on pupil progress
Pupil B	⊗			Comments on pupil progress

Pupil C			☒	Comments on pupil progress
Pupil D			☒	Comments on pupil progress

This information will be shared and input onto schools' assessment system.

6. Monitoring arrangements

This policy will be reviewed at the end of the 3-year cycle by the Headteacher.

7. Appendices

Appendix 1

Curriculum Long Term Plan

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Class 1

Cycle 1A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver project	Childhood		Big City Big Lights		Superheroes	Moon Zoom
Literacy	Autobiographies, Non-chronological Reports, Riddles		Information Posters, Directions, Narratives		Comic strips, Narratives, Fact Files	Character Description, Non-chronological Reports, Adverts
Maths	Place Value, Addition & Subtraction, Place value & Multiplication		Division, Place Value, Statistics, Shape, Fractions		Time, weight & volume, Mass, Capacity & Temperature	
History	Childhood		The Great Fire of London		Real-life Superheroes	Space, planets and astronauts
Geography	Our Wonderful worlds		Great Britain			Space terrain/NASA!
Science	Everyday Materials/SHADE and Shelter	Human Senses	Seasonal Changes	How does it move?	Human Body, observation, report and conclude, Investigate	Space, Materials
A&D	Mix it (y1)	Mixing colours			Mask making/superfoods	
D&T		Funny Faces and Fabulous Features	How do you make bread		Modelling - Heroes and Villains	Space Engineers
RE	Harvest - Christianity		Milad un Nabi - Islam		Purim - Judaism	Naam Karan - Sikhism
Music (Kapow)		Year 1: Pulse and rhythm		Year 1: Classical music, dynamics and tempo	Year 1: Pitch and temp	Year 1: Musical Vocabulary
Computing (Purple Mash)	Unit 1.1 - Online Safety & Exploring purple mash	Unit 2.5 Effective Searching	Unit 1.4 Lego Builders	Unit 1.9 Technology outside school	Unit 1.2 Grouping & Sorting Unit 2.6 Creating Pictures	Unit 2.6 Creating Pictures
PSHE (Twinkl)	KS1 TEAM (Relationships)		KS1 Think Positive (Health and Wellbeing)		KS1 Diverse Britain (Living in the Wider World)	Creating Pictures

Cycle 1B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Aurora

Driver project	School Days		Mover and Shakers		The Enchanted Wood	Wriggle and Crawl
Literacy	List poems, Diaries, Letters		Biographies, Newspaper Reports, Posters, Speeches		Information Texts and letters, List and Instructions, Narratives	Instructions, Reviews and Information Texts.
Maths	Place Value, Addition & Subtraction, Place value & Multiplication		Division, Place Value, Statistics, Shape, Fractions		Time, weight & volume, Mass, Capacity & Temperature, Poetry	
History	School Days		Movers and Shakers			
Geography	Street view		Let's explore the world		Woodlands	Maps
Science	Plant Parts	Animal Parts	Human Survival	Habitats	Tees, creatures, flowers	Minibeasts, life cycles
A&D			Mix it (y2) / Exploring colours	Still life	Natural Art	Observational Drawing
D&T	Chop Slice and Mash		Remarkable Recipes		Nests and Dens	Creature Creations
RE	Diwali - Hinduism		Esala Perahera - Buddhism		Navratri - Hinduism	Hanukkah - Judaism
Music (Kapow)		Year 1: Timbre and rhythmic patterns		Year 1: Vocal and body sounds	Year 2: Musical Me	Year 2: On this island
Computing (Purple Mash)	Unit 1.1 Online Safety & Exploring Purple Mash	Unit 1.8 Spreadsheets	Unit 1.7 Coding	Unit 2.1 Coding	Unit 1.5 Maze Explorers	Unit 2.4 Questioning
PSHE (Twinkl)	KS1 It's My Body (Health and Wellbeing)		KS1 Aiming High (Living in the Wider World)		KS1 VIPs (Relationships)	KS1 Safety First (Health and Wellbeing)

Cycle 1C	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver project	Coastline		Magnificent Monarchs		Towers, Tunnels and Turrets	Land Ahoy!

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Literacy	Descriptions, Adventure narratives, Non-chronological reports, Persuasive Writing		Information Leaflets, Kenning's poems, Comic strips		Reported Speech, Narratives, Letters	Information Texts, Descriptions, Poetry
Maths	Place Value, Addition & Subtraction, Place value & Multiplication		Division, Place Value, Statistics, Shape, Fractions		Time, weight & volume, Mass, Capacity & Temperature	
History	Whitby past and present		Magnificent Monarchs		Castles through the ages	Sea explorers
Geography	Coastline		Royal Residences		Famous towers, bridges and tunnels from around the world	Seas/treasure maps/RNLI
Science	Use of Materials	Plant Survival	Animal Survival	Push and Pull	Identification and classification, Investigation, Observation, Measurement	Investigating materials
A&D		Flower Head	Portraits and poses			Boats and Flags
D&T	Beach Huts			Cut stick and join	Engineers - Bridges, towers, tunnels, castles	boats and lighthouses
RE	Losar - Buddhism		Christmas - Christianity		Anand Karaj - Sikhism	Jumu'ah
Music (Kapow)		Year 2: Orchestral Instruments		Year 2: African Call and Response song	Year 2 Dynamics, timbre, tempo and motifs	Year 2: Myths and legends
Computing (Purple Mash)	Unit 2.2 Online Safety	Unit 1.6 Animated Story Books	Unit 2.7 Making Music	Unit 2.3 Spreadsheets	Unit 1.3 Pictograms	Unit 2.8 Presenting Ideas
PSHE (Twinkl)	KS1 One World (Living in the Wider World)		KS1 Digital Wellbeing (Relationships)		KS1 Money Matters (Living in the wider World)	KS1 Growing Up (Health and Wellbeing)

Class 2

Class 2A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver project	Through the Ages		Rocks, Relics and Rumbles		Scrumdiddlyumptious	Predator

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Literacy	Narratives, Instructions, Cinquains, Chronological Reports		Non-chronological reports, poetry, newspaper reports, Diaries		Recounts, Recipes, Nonsense Poetry, Non-chronological Reports, Adverts	Recounts, Dilemma Stories, Leaflets, Poetry, Speeches
Maths	Place Value, Addition and Subtraction, Multiplication and Division A, Measurement (Area)		Multiplication and division B, Length and Perimeter, Fractions A, Mass and Capacity, Fractions B		Time, Decimals, Money, Shape, Position and Direction, Statistics	
History	Through the Ages		Mary Anning	Pompeii	Scurvy - James Lind	
Geography	Our Planet, Our World		Rocks, Relics and Rumbles		Food Journeys	Flying and Aquatic Predators
Science	Animal Nutrition and the Skeletal System		Forces and Magnets		Senses/Healthy Lifestyle	Predator and Prey
A&D	Colour Theory	Contrast and Complement	Ammonite	People and Places	Observational Drawing/Fruit Sculptures	Collage Creations - Parasites
D&T	Prehistoric Pots	Cook Well, Eatwell	Making it Move		Food Packaging	
RE	Ganesh Chaturthi		Lent		Vesak	Shavuot
Music (Kapow)		South Africa		Developing Singing Techniques	Caribbean	Body and turned percussion
Computing (Purple Mash)	Unit 3.1 and 4.1 Coding	Unit 3.2 Online Safety	Unit 3.3 Spreadsheets	Units 3.4 Touch Typing	Unit 3.5 Email (Inc email safety)	Unit 3.6 Branching Databases
PSHE (Twinkl)	LKS2 Team (Relationships)		LKS2 Think Positive (Health and Wellbeing)		LKS2 Diverse Britain (Living in the wider world)	LKS2 Be Yourself (Relationships)

Class 2B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver project	Emperors and Empires		Invasion		Blue Abyss	1066

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Literacy	Biographies, Letters, Myths, Poetry		Anglo-Saxon Poetry, Playscripts, Norse myths, Non-chronological reports		Poetry, Dilemma Stories, Biographies, Persuasive Letters, Ballads	Applications, Play Scripts, Kennings, Diaries, Letters
Maths	Place Value, Addition and Subtraction, Multiplication and Division A, Measurement (Area)		Multiplication and division B, Length and Perimeter, Fractions A, Mass and Capacity, Fractions B		Time, Decimals, Money, Shape, Position and Direction, Statistics	
History	Emperors and Empires		Invasion		HMS Challenger expedition	1066
Geography			Interconnected World		Under the Sea	Castle Locations
Science	Plant Nutrition and Reproduction	Light and Shadows	Digestive System	Sound	Blue Abyss	How far can an arrow travel? What are Catapults for?
A&D	Beautiful Botanicals	Mosaic Masters	Contrast and Complement	Warp and Weft	Observational Drawing - Under the Sea	Tapestry
D&T	Greenhouse		Fresh Food, Good Food		Seashore Sculptures	Helmet Designs
RE	Guru Nanak Gururaj		Vaisakhi		Shabbat	Hajj
Music (Kapow)		Jazz		Adapting and transposing motifs	Creating and composition in response to an animation	Rock and Roll
Computing (Purple Mash)	Unit 3.7 Simulations	Unit 3.8 Graphing	Coding Unit 3.1 and 4.1	Unit 4.2 Online Safety	Unit 4.3 Spreadsheets	Unit 4.4 Writing for different audiences
PSHE (Twinkl)	LKS2 It's My Body (Health and Wellbeing)		LKS2 (Aiming High)		LKS2 VIPs (Relationships)	LKS2 Safety First (Health and Wellbeing)

Cycle 2C	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver project	Misty Mountain		Ancient Civilisation		Traders and Raiders	Road Trip USA
Literacy	Diaries, Leaflets, Explanations, Narrative Poetry		Free Verse Poetry, Instructions, Stories from other Cultures		Reports, Myths and Legends, Character profiles, poetry,	Postcard, Emails, Diaries, Myths and

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				Historical Narratives	Legends, Poetry
Maths	Place Value, Addition and Subtraction, Multiplication and Division A, Measurement (Area)		Multiplication and division B, Length and Perimeter, Fractions A, Mass and Capacity, Fractions B		Time, Decimals, Money, Shape, Position and Direction, Statistics
History			Ancient Civilisation		Traders and Raiders Native American Iroquois tribe
Geography	Misty Mountain				Saxon towns and villages Road Trip USA
Science	States of Matter	Grouping and Classifying	Electrical Circuits and Conductors		How did Vikings Dye their clothes? Lights! / Conductions and Insulators
A&D	Vista	Animal	Statues, Statuettes and Figurines	Islamic Art	Anglo-Saxon Patterns Dreamcatchers /weaving
D&T	Functional and Fancy Fabrics		Tomb Builders		Saxon Weaponry/ Charm Making/ Homes Traditional dish! Iroquois longhouses
RE	Janmashtami			Holy Week and Easter	Kathina Eid ul-Adha
Music (Kapow)		Ballads		Haiku, music and performance	Changes in Pitch, tempo and dynamics Samba and carnival sounds and instruments
Computing (Purple Mash)	Unit 4.5 Logo	Unit 4.6 Animation	Unit 4.7 Effective Speech	Unit 4.8 Hardware Investigators	Unit 3.9 Presenting Unit 4.9 Making Music
PSHE (Twinkl)	LKS2 One World (Living in the Wider World)		LKS2 Digital Wellbeing (Relationships)		LKS2 Money Matters (Living in the Wider World) LKS2 Growing up (Health and Wellbeing)

Class 3

Class 3A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver project	Dynamic Dynasties		Sow, Grow and Farm		Off with her head!	Beast Creator

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Literacy	Narrative poems, Biographies, Stories from other cultures		Non-chronological reports, diaries, leaflets, Balanced arguments		Biographies, Poetry and riddles, Newspaper reports, Persuasive letters, Dialogue	Non-chronological reports, Comic strips, Limericks and kennings, Instructions and advertisements, Fantasy narratives
Maths	Place value, Addition and subtraction, Multiplication and division A, Fractions A, Multiplication and division B		Multiplication and Division B continued, Fractions B, Decimals A, Area, perimeter and volume, Decimals B, Fractions, decimals and percentages		Ratio, Algebra, Shape, Position and direction, Statistics, Converting units	
History	Dynamic Dynasties				The Tudors	
Geography	Investigating our World		Sow, Grow and Farm		Maps	Fieldwork; Contrasting locations
Science	Forces and Mechanisms	Earth and Space	Human Reproduction and Ageing		Why does a compass always point north?	Living things and their habitats
A&D	Tints, Tones and Shades	Taotie	Line, Light and Shadow	Nature's Art	Portraits; Sketching Tudor fashions; 3-D modelling	Drawing; Perspectives
D&T	Moving Mechanisms		Eat the Seasons			Making models
RE	Dharma Day (Buddhism)		Holi (Hinduism)		Ramadan and Eid al-Fitr (Islam)	Passover (Judaism)
Music (Kapow)		Film Music		Composition to represent the festival of colour	Musical Theatre	Composition and performing and Leavers' Song
Computing (Purple Mash)	Coding Unit 5.1	Online Safety Unit 5.2	Spreadsheets Unit 5.3	Databases Unit 5.4	Game Creator Unit 5.5	3D Modelling Unit 5.6
PSHE (Twinkl)	UKS2 Team (Relationships)		UKS2 Think Positive (Health and Wellbeing)		UKS2 Diverse Britain (Living in the Wilder world)	UKS2 It's My Body (Health and Wellbeing)

Class 3B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver project	Groundbreaking Greeks		Maafa		Pharaohs	Stargazers

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Literacy	Greek myths, Balanced arguments, Playscripts, Odes		Newspaper reports, Persuasive letters, Non-chronological reports, Acrostic poems		Chronological reports, Fact files, Mystery stories, Research skills, Play scripts	Mnemonics, Free verse poetry, Myths and legends, Newspaper reports, Descriptions
Maths	Place value, Addition and subtraction, Multiplication and division A, Fractions A, Multiplication and division B		Multiplication and Division B continued, Fractions B, Decimals A, Area, perimeter and volume, Decimals B, Fractions, decimals and percentages		Ratio, Algebra, Shape, Position and direction, Statistics, Converting units	
History	Groundbreaking Greeks		Maafa		Ancient Egypt	Significant individuals – Galileo Galilei, Isaac Newton; 1960s space race
Geography			Our Changing World		Human and physical features of Egypt; The River Nile; Tourism	Locating physical features
Science	Properties and changes of materials		Circulatory System		Why does milk go off?	Earth and space; Forces; Working scientifically
A&D	Mixed Media	Expression	Tints, Tones and Shades	Trailblazers, Barrier Breakers	Drawing artefacts; Headwear; Hieroglyphic amulets	Printing; Design
D&T	Architecture		Food for Life		Egyptian food; Making tombs and pyramids	Selecting materials; Research; Structures; Evaluation
RE	Pentecost (Christianity)		Guru Arjan Gururaj (Sikhism)		Rosh Hashana and Yom Kippur (Judaism)	Bandi Chhor Divas (Sikhism)
Music (Kapow)		Looping and Remixing		South and West Africa	Composition notation (ancient Egypt)	Composition and performing and Leavers' Song
Computing (Purple Mash)	Concept Maps Unit 5.7	Coding Unit 6.1	Online Safety Unit 6.2	Spreadsheets Unit 6.3	Blogging Unit 6.4	Text Adventures Unit 6.5

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PSHE (Twinkl)	UKS2 Be Yourself (Relationships)		UKS2 Aiming Higher (Living in the Wider World)		UKS2 VIPs (Relationships)	UKS2 Safety First (Health and Wellbeing)
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Cycle 3C	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver project	Frozen Kingdom		Britain at War		Hola Mexico	Darwin's Delight
Literacy	Non-chronological reports, Haikus, Newspaper reports, Adventure narratives		Persuasive posters, Historical narratives, Nonets		Invitations, Myths and Legends, Postcards, Instructions, Poetry	Labelling and journals, Letters, Explanations, Diaries, Newspaper Reports
Maths	Place value, Addition and subtraction, Multiplication and division A, Fractions A, Multiplication and division B		Multiplication and Division B continued, Fractions B, Decimals A, Area, perimeter and volume, Decimals B, Fractions, decimals and percentages		Ratio, Algebra, Shape, Position and direction, Statistics, Converting units	
History			Britain at War		Ancient Maya civilisation	Significant individuals – Charles Darwin, Mary Anning
Geography	Frozen Kingdom				Maps; Human and physical geography of Mexico	Maps; Geographical similarities and differences; Islands of the world
Science	Electric Circuits and Components		Light Theory	Evolution and Inheritance	Light and shadows	Evolution and inheritance; Living things and their habitats; Working scientifically
A&D	Inuit	Environmental Artists	Distortion and Abstraction	Bees, Beetles and Butterflies	Sculpture; Maya art; Carving	Creating sketchbooks; Observational drawing
D&T	Engineer		Make Do and Mend		Food of Mexico; Evaluating and making instruments	
RE	Parinirvana (Buddhism)		Lailat al Miraj (Islam)		Kumbh Mela (Hinduism)	Sunday (Christianity)

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Music (Kapow)		Blues		Songs of World War 2	Dynamics, pitch and texture	Theme and variations
Computing (Purple Mash)	Networks Unit 6.6	Quizzing Unit 6.7	Word Processing Unit 5.8 (Microsoft)	Spreadsheets Unit 6.9 (Microsoft)	Understanding Binary Unit 6.8	Research Project (Child led)
PSHE (Twinkl)	UKS2 One World (Living in the Wider World)		UKS2 Digital Wellbeing (Relationships)		UKS2 Money Matters (Living in the Wider World)	UKS2 Growing Up

Appendix 2

Purple Mash Scheme of Work is available electronically on request. It is also available as a physical copy in school.

Appendix 3

Twinkl PSHE Progression Map is available electronically on request. It is also available as a physical copy in school.

Appendix 4

Kapow Music Scheme of Work is available electronically on request. It is also available as a physical copy in school.