



Curriculum Policy

Policy owner or lead	Deputy Headteacher
Version	1.2
Statutory	Statutory
Associated documents	Teaching & Learning Policy
Approved by	FGB
Implementation date	21/06/26
Review by	20/06/27
Review cycle	Annual

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Section 1: Introduction

The purpose of this policy is to provide a comprehensive document to share with staff, governors, other professionals, families and other interested stakeholders. The policy incorporates our mission statement, curriculum intent as well as describing the approach to our curriculum, the content and the specialised approaches required for teaching the pupils at Haymerle School. The Haymerle curriculum policy also aims to describe the context behind the tailored approach to our creative curriculum and the reasons why such a bespoke approach is required.

A curriculum is the vehicle for any school to provide a meaningful, enjoyable and effective education to the pupils who attend. At Haymerle we believe this should be a broad and balanced approach which identifies and meets the individual needs of our pupils. The curriculum, alongside specialist teaching approaches (TEACCH, PECS, Intensive Interaction, Attention Autism), provides consistency throughout the school, whilst recognising developmental and age related aspects to learning.

The development of the creative curriculum at Haymerle, whilst being led by the Senior Leadership Team, is the responsibility of all staff and we consider it their right to be involved in curriculum design and content as well as the midterm and daily planning which is personalised to each class group. Consistency is vital for ASC and therefore careful consideration is taken when making any changes to the curriculum.

The policy document starts with describing our mission statement and the curriculum intent. This underpins the fundamental need for a bespoke curriculum to meet the needs of the pupils at Haymerle. It then describes the curriculum design and the reasoning behind this model. The curriculum content is detailed later in the policy, split into key stage phase groups. Further information about Interventions and individualised programs and how these integrate into our curriculum can also be found in section 3. Although approaches to teaching can be found within this document, full detail can be found in the Teaching and Learning policy (available on the website).

Due to the nature of such a bespoke creative curriculum, further information relating to assessment and reporting methodology is stated in section 3 and in the Assessment and Record Keeping Policy.

Context

Haymerle school is a special primary school for pupils aged from 4 to 11 with a diagnosis of Autism and significant communication and learning needs. Our pupils are from Southwark and neighbouring boroughs and have a diverse mix of nationalities and languages. Due to the complex nature of the pupils that attend Haymerle, it is our responsibility to provide them with the most appropriate curriculum, a tailored approach, to both academic learning, life skills and Personal, Social, Health and Citizenship Education.

Vision, Values and Aims

“Working Together Raising Achievement”

We believe that Haymerle is a safe, happy and stimulating school that supports pupil’s individual needs. The staff and the school community work hard to ensure that a nurturing approach supports all pupils through their education, providing a bespoke curriculum to each child depending on their current needs. At Haymerle all aspects of school life are designed to inspire and engage pupils, through a mix of a learning curriculum, creative approaches and essential life skills. The roles of communication and engagement are key to all we do and underpin our approach to learning. We provide positive challenges to develop individual achievements and promote confidence and self-expression. This allows the curriculum to show progress of pupils over time; celebrating the challenging, enriching and developmental progress of all pupils.

Our curriculum is developmental, but child centred, with our recognition that each pupil will have a different learning pathway. It is a creative curriculum that aims to promote the inclusion of all pupils and prepare them for the opportunities, responsibilities and experiences of the next stage in their education and onto adulthood. These include

- Communication
- Academic achievement (including English and Maths)
- Independence - including self-help
- Social Interaction (including Relationships)
- Self-respect, dignity
- Self-esteem, self-confidence
- Self-regulation.

The Haymerle Creative Curriculum, is an adapted form of the National Curriculum and whilst some of the curriculum areas do not appear ‘traditional’ it addresses the expectations of the new National Curriculum 2014; “Every state-funded school must offer a curriculum which is balanced and broadly based and which:

Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and

Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.

All schools should make provision for Personal, Social, Health and Economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.”

Although the National Curriculum and expectations it holds are taken into account, for the pupils at Haymerle, it is often more important to consider their needs and the skills that will be supportive for the future;

Content should be determined by the needs of the child rather than cultural values in respect to academic subjects and so it needs to be pupil centred and not subject centred. (Powell and Jordan 1997:25).

Assessment of the Haymerle curriculum is outlined later in this document, however it is important to note that the vision and aims of the curriculum have been considered in relation to the ‘final report of the commission of assessment without levels.’ This report encourages schools to adapt their curriculum to support the needs of the pupils;

“Removing levels encourages schools to develop approaches to in-school assessment which are better tied to curriculum content and which do not restrict teaching solely to the specific content in the National curriculum, but encourage the wider exploration of subjects which results in higher attainment and greater enjoyment. Similarly the freedom to choose their own approaches to assessment is consistent with the freedom many schools have to develop and deliver their own curriculum and allows schools to ensure their curriculum and approach to assessment are aligned.”

For the pupils at Haymerle, our curriculum incorporates the opportunity for pupils to develop depth of knowledge and understanding, as well as revisit skills through the 2 year rolling programme. As Ofsted 2015 states “As part of pupil’s progress, inspectors will consider the growth in pupil’s security, breadth and depth of knowledge, understanding and skills.” In our curriculum, this features in our key skills progression document (see appendices) and also the assessment systems we have in place to allow for skill development. We believe that a curriculum should constantly be evaluated for its effectiveness for our current cohorts of pupils. Therefore regular reviews of curriculum content and suitable updates are made where necessary, with careful consideration of consistency and prior learning. The Haymerle curriculum aims to give each pupil the best start in life and prepare them for their future learning.

Our Mission

Haymerle School is a safe learning environment where everyone

- has high expectations and celebrates achievement
- can develop lifelong learning skills
- respects themselves, each other and the world around them

Our Curriculum Intent

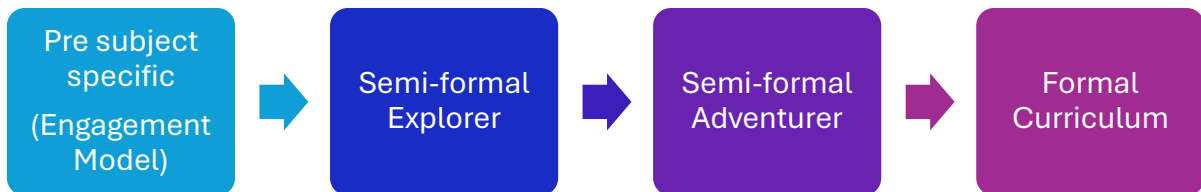
**At Haymerle School we provide a broad and differentiated curriculum
to**

- secure pupil **progress on individual learning pathways** (pre-formal, semi-formal and formal)
- embed learning through a **thematic and creative curriculum**.
- develop English and Maths, communication and social interaction. (IEPS)
- promote **engagement**, enjoyment, independence,
- support spiritual, social, moral, cultural, mental and physical **development**
- help **transition** to the next stage in their education.
- **secure skills and knowledge** through the rolling curriculum plan (2 years).
- enable **active community involvement** with local and external groups and celebrating key events throughout the year.

Section 2

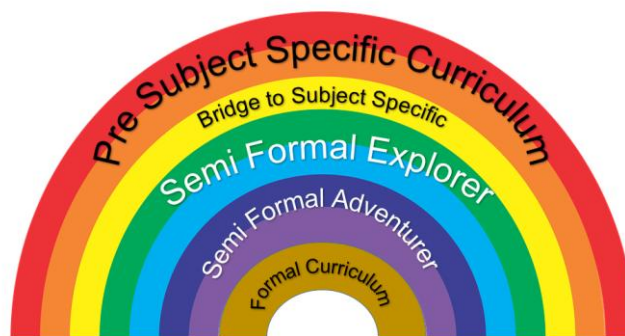
How our curriculum is structured

Pupils follow their own individual learning pathway throughout their time at Haymerle School. Our learning pathways are as follows

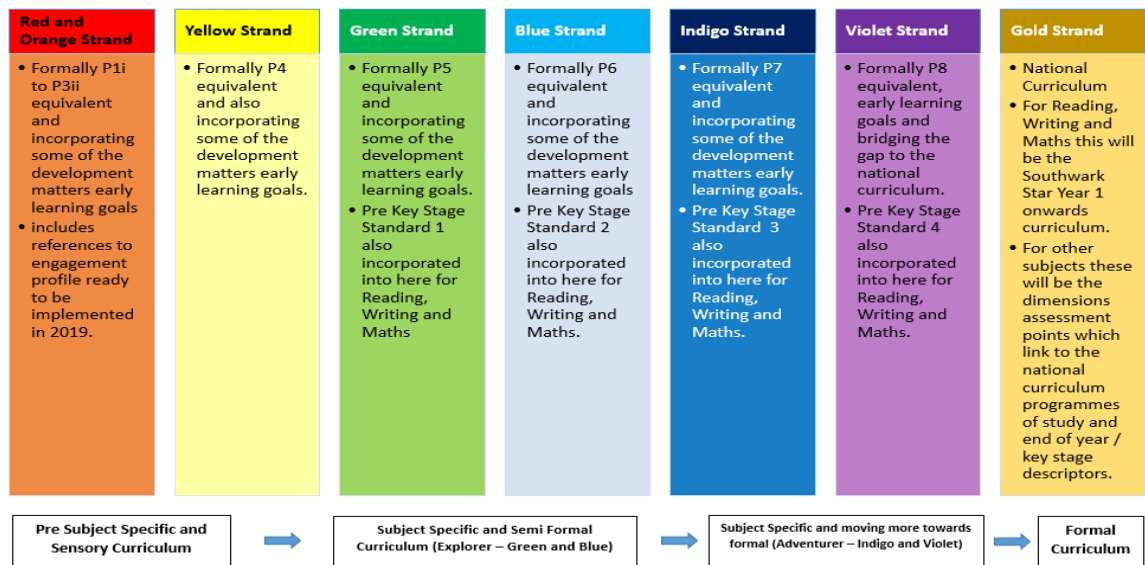


Whilst many pupils will work within one pathways for several years, as skills and knowledge progress, many will move into the next model. It may also be appropriate for some pupils to move to a less formal pathway for some curriculum areas to support skill consistency, maintenance and generalisation.

Our curriculum links closely to our assessment rainbow with pupils having the opportunity to move across colour strands as they develop skills and knowledge across different curriculum areas.

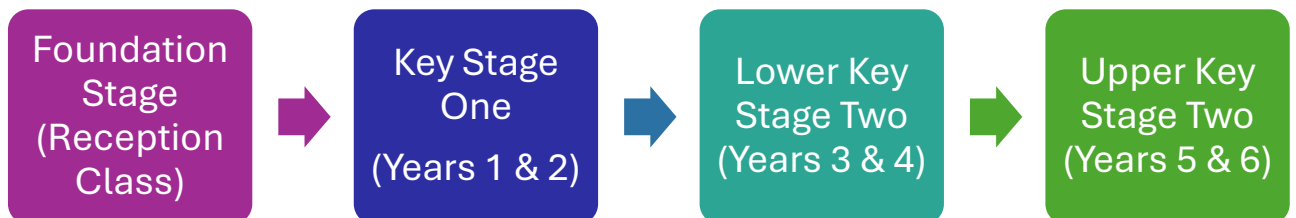


Children may be working on different coloured strands for different subjects throughout their time at Haymerle due to their individual learning needs, skills and interests.



At Haymerle School we also vary the curriculum based on the phase groups that the pupils are in to ensure that they have the opportunity to experience and engage in a variety of topics linked to the National Curriculum programmes of study where possible and access sequential skills as they move up the school.

The phase groups are as follows



The content of the curriculum for each phase groups and can be found later in this document (see curriculum framework 2 year rolling programme)

The starting point for the curriculum is the individual child with a programme designed to meet his or her needs and learning pathway, taken from the full available curriculum and delivered in a way that is enjoyable and engaging for them.

EHCP Outcomes and Individual Education Plans

Each academic year, a pupil’s EHCP is reviewed. The long term targets from this are used to populate a pupil’s short term outcomes which in turn inform the termly IEP goals for each of the areas of the EHCP:-

- cognition and learning,
- communication and interaction,

- social and emotional behaviour
- physical and sensory

These goals are incorporated within the curriculum subject areas and the topics that a class are studying, making it entirely pupil led.

All pupils, regardless of the curriculum pathway they are following, have daily **English and Maths** sessions. They are taught both as discrete subjects and as cross-curricular skills within other subjects.

Communication is another key aspect of our curriculum, with both specific communication sessions timetabled, to ensure each pupil has the most appropriate communication systems set up for them as well as cross-curricular opportunities throughout the day. Communication and Interaction features heavily in our curriculum especially at pre subject specific and semi-formal strands.

The Curriculum Framework

Early Years (During the academic year 2024/25 we are not running a Reception Class)

The Early Years Curriculum at Haymerle School is delivered to pupils in the Reception Class through a thematic creative, play-based approach. We aim to provide a broad, balanced, differentiated curriculum which addresses the children's social, emotional, physical, intellectual, moral and cultural development within a safe, secure, stimulating environment. Through the use of Statutory and Non-Statutory guidance (including Birth to Five Matters statements) our curriculum enables the pupils to learn and develop skills, attitudes and understanding in these areas of learning;

The prime areas;

- Personal, Emotional and Social Development. (PSED)
- Communication and Language. (CL)
- Physical development

The specific areas;




- Mathematics.
- English.
- Understanding the World
- Expressive Art and Design

Throughout the EYFS we plan activities to give pupils learning experiences and opportunities to work towards the Early Learning Goals. Teaching and learning takes

place within the classroom and outside areas. Pupils participate in a variety of activities, both with an adult and independently. The approach and curriculum is primarily a play based approach with specific teaching methods and opportunities being used to support pupil's needs (PECs, TEACCH, Intensive Interaction, Attention Autism). We believe that play, both indoors and outdoors, is the fundamental way in which young children learn.




As well as considering what opportunities we are providing for the pupils, we observe the skills and qualities that pupils need to support them to become successful learners throughout life.




Each pupil, has their own learning pathway, based on the EYFS Framework and Birth to Five Matters, which along with IEP goals sets out their learning goals for each term. These goals are used to plan appropriate, individualised activities, bespoke to a current need. At the end of their Reception Year pupils are baselined onto the Haymerle School Assessment Rainbow which determines their pathway for the beginning of Key Stage 1. Pupils in our Reception Class, follow a one year thematic programme, with different topics each term as outlined below.







Autumn Term	Spring Term	Summer Term
<p>Animal Crackers</p>  <p>(learning all about animals)</p>	<p>Over the Rainbow</p>  <p>(looking at all the different colours in our world)</p>	<p>Once Upon a Time</p>  <p>(learning about our favourite traditional stories)</p>







Key Stages One and Two

All Pupils follow the 2 year rolling programme of topics. Our Creative Curriculum is based on both the Dimensions Curriculum and the Equals Schemes of Work for children with SEND.

Key Stage 1		
Year A		
Autumn Term	Spring Term	Summer Term
<p>Whatever the Weather (weather and climate)</p> 	<p>Toytown (toys from the past and today)</p> 	<p>Neighbourhood Watch (my local area)</p> 

<p>RE: What Does Light Mean PSHE: Ourselves PE: Dance Computing: Data: Sorting and Matching</p>	<p>RE: Belonging: How are babies welcomed into the world What makes Easter a special time for Christians PSHE: Knowing Myself PE: Gymnastics Computing: Combining text and graphics</p>	<p>RE: How do we recognise a religious leader? What can we learn from visiting a church? PSHE: Being Aware in the Community PE: Games Computing: Listening and responding to sounds</p>
Year B		
Autumn Term	Spring Term	Summer Term
<p>The Famous Five (significant events in the past)</p> 	<p>Where The Wild Things Are (animals and humans)</p> 	<p>Beside the Seaside (the seaside past and present)</p> 
<p>RE: Why do some people say thank you at Harvest? Christmas- How is it celebrated? PSHE: The People Around Me PE: Dance Computing: Pictures – beginning to paint</p>	<p>RE: Celebrations: How and why are they important? PSHE: Caring PE: Gymnastics Computing: Looking at information</p>	<p>RE: How are special books treated? PSHE: Healthy Choices PE: Games Computing: Making things happen</p>

Lower Key Stage 2		
Year A		
Autumn Term	Spring Term	Summer Term
<p>Pirates (movement and oceans)</p> 	<p>Ug! (stone age to iron age)</p> 	<p>How Does Your Garden Grow (plants and growth)</p> 
<p>RE: Why did Jesus tell stories? PSHE: Rules PE: Dance Computing: Learning to control things</p>	<p>RE: What Festivals do we celebrate in Spring? PSHE: Choosing PE: Gymnastics Computing: Making pictures</p>	<p>RE: What does it mean to be part of a Muslim family? Why is Muhammad important to Muslims? PSHE: Recycling PE: Athletics Computing: Text and Pictures</p>
Year B		
Autumn Term	Spring Term	Summer Term
<p>It's All Greek To Me (life in Ancient Greece)</p> 	<p>Rocky the Findosaur (rocks, soil and fossils)</p> 	<p>Paddington's Passport (London and South America)</p> 
<p>RE: How is Ganesh worshipped by Hindus? PSHE: Keeping Safe PE: Dance Computing: Beginning to write</p>	<p>RE: What do people around me believe? How is Easter celebrated around the world? PSHE: Playing and Learning Together PE: Gymnastics Computing: Beginning to find information</p>	<p>RE: What does it mean to be part of a Jewish family? What is the Torah and why is it important to Jewish people? PSHE: My Family PE: Games Computing: Information in our school</p>

Upper Key Stage 2		
Year A		
Autumn Term	Spring Term	Summer Term
<p>That's Life (human and animal bodies)</p> 	<p>Walk Like An Egyptian (life in Ancient Egypt)</p> 	<p>Three Giant Steps (UK, Europe and South America)</p> 
<p>RE: Why is sharing food on special occasions important? PSHE: Friends PE: Dance Computing: Data – labelling and classifying</p>	<p>RE: What do creation stories teach us? PSHE: Rights and Choices PE: Gymnastics Computing: Making talking books</p>	<p>RE: Why do some people go on journeys to sacred places? PSHE: Knowing how I am changing PE: Games Computing: Making and recording sounds</p>
Year B		
Autumn Term	Spring Term	Summer Term
<p>Under Attack (invaders and settlers)</p> 	<p>Green Fingers (plants and growth)</p> 	<p>Windows on the World (environments and recycling)</p> 
<p>RE: Why are prayers and praying important to people? How is Christmas expressed through the arts? PSHE: Safety in the Community PE: Dance Computing: Creating scenes</p>	<p>RE: What can Buddha teach us? PSHE: Taking Responsibility Towards Others PE: Gymnastics Computing: Data – introducing pictograms</p>	<p>RE: How and why should we care for our world? PSHE: Growing and Changing PE: Games Computing: Taking and printing pictures</p>

The curriculum at Key Stage One starts in Year 1, Lower Key Stage 2 in Year 3 and Upper Key Stage 2 in Year 5. Dependent on the need of the pupil, the teacher will follow the Pre-formal, Semi-formal Explorer, Semi-Formal Adventurer or Formal curriculum.

Pre-formal Curriculum (Engagement Model)

The Pre-Formal curriculum is a sensory, communication and engagement approach to learning. The curriculum acknowledges what learners can do by supporting and developing their strengths and abilities. It is defined developmentally and is finely stepped so that progression can be plotted, measured and acknowledged through the pre formal pathways on the assessment rainbow (Red, Orange and Yellow Strands) using the Engagement Model to observe, track and record progress. The curriculum focuses on developing the learner's understanding both of the world around him or her, social interactions and relationships and engagement on activities and experiences to develop skills to progress from one pathway to the next.

Each pupil, has their own learning plan which sets out their learning goals each term (3 times a year). These goals are used to plan appropriate, individualised activities, bespoke to a current need. Pupils following the Pre-formal curriculum, follow a 2 year rolling program, with different topics 3 times per year. These topics help support the generalisation of skills into different contexts.

The Pre-formal curriculum consists of

- **English**
- **Maths**
- **Knowledge and Understanding (incl RE)**
- **Creative Arts**
- **Personal, Physical and Social Education**

English

English in the Pre-formal curriculum, consists of early Literacy and Communication skills. Pupils are introduced to early phonics skills during this stage. Pupils are introduced to the Foundations of Phonics through Little Wandle. An English Scheme of Work is available and termly English is linked to the creative curriculum topic as far as is possible. By the end of the pre-formal pathway pupils are beginning to make marks and copy some marks that adults make, communicate and request English activities and resources, sequence symbols to make a simple request, handle books correctly and follow a simple picture story as well as starting to have some awareness of letter names. (key skills English document in the appendix)

Maths

Maths in the pre-formal curriculum consists of early Number, Measure and Geometry skills. A Maths Scheme of Work is available and termly Maths is linked to the creative curriculum topic as far as is possible. By the end of the pre formal curriculum pupils begin to join in the number identify one more, a change in quantities, match object to object, group objects, recognise big and small, recognise key times or events in the day and experiment with the position of objects.

Creative Arts

Creative Arts in the pre-formal curriculum concentrates on engagement, interaction and communication. Creative Arts scheme of work is available for each of the topics in the 2 year rolling programme with specific learning intentions, activities and assessment opportunities for the pre-formal pathway. The termly topics give pupils opportunities to experience art, design and technology and music through the creative topic. Pupils are given the opportunity to practice new skills and build on these throughout the pre-formal pathway. By the end of the pathway pupils are learning to take part in activities with less support, remember a skill learnt from one session to the next, make choices and use materials and resources with more independence.

Knowledge and Understanding (including RE and ICT)

Knowledge and Understanding in the pre-formal curriculum concentrates on engagement, interaction and communication. The knowledge and understanding scheme of work is available for each of the topics in the 2 year rolling programme with specific learning intentions, activities and assessment opportunities for the pre-formal pathway. The termly topics give pupils opportunities to experience knowledge and understanding through the creative topic. Pupils are given the opportunity to practice new skills and build on these throughout the pre-formal pathway. By the end of the pathway pupils are learning to combine and explore materials, start to identify the passage of time, explore artefacts and resources, identify familiar places and their uses and make choices.

Personal, Physical, Social and Emotional Development.

Personal, Physical, Social and Emotional Development in the pre-formal curriculum concentrates on engagement, interaction and communication. The PSED scheme of work is available for each of the topics in the 2 year rolling programme with specific learning intentions, activities and assessment opportunities for the pre-formal pathway alongside the pupils EHCP and IEP goals for Physical / Sensory and Social and Emotional Development. The termly topics give pupils opportunities to experience PSED through the creative topic as well as learn about how to be healthy and active. Pupils are given the opportunity to practice new skills and build on these throughout the pre-formal pathway. By the end of the pathway pupils are learning to take part in physical activities and respond to simple instructions, express their needs, feelings, likes and dislikes, follow simple routines and take part in parallel play and have an understanding of yes and no. As part of their life skills pupils curriculum pupils at the end of this pathway will be starting to follow procedures to keep safe at school with adult support, walk safely with an adult on the pavement, distinguish between edible and inedible foods as well as try new foods, request the toilet and follow a schedule to wash their hands.

Semi-formal Curriculum

The Semi-formal curriculum at Haymerle School builds on the pre formal curriculum developing pupils sequential learning towards the formal curriculum. As in the pre-formal curriculum the semi-formal curriculum acknowledges what learners can do by supporting and developing their strengths and abilities. It is defined developmentally and is finely stepped so that progression can be plotted, measured and acknowledged through the two semi-formal pathways (explorer and adventurer) on the assessment rainbow. Pupils working on the semi-formal explorer pathway are pupils working on the Green and Blue Strands of the assessment rainbow and semi-formal explorer pupils working on Indigo and Violet. The curriculum continues to focus on developing the learner's understanding both of the world around him or her, and of social interactions and relationships as well as developing key skills in the curriculum areas.

Each pupil, has their own learning pathway which sets out their learning goals each term (3 times a year). These goals are used to plan appropriate, individualised activities, bespoke to a current need. Pupils following the Pre-formal curriculum, follow a 2 year rolling program, with different topics 3 times per year. These topics help support the generalisation of skills into different contexts.

The Semi-formal curriculum consists of

- **English**
 - Explorer** - Reading and Writing
 - Adventurer** - Reading (Language Comprehension and Word Reading)
 - Writing (Composition and Transcription)
- **Maths**
 - Explorer** - Number, Measure and Geometry
 - Adventurer** - Number (Counting and Place Value and Addition and Subtraction)
 - Measure
 - Geometry (Properties of Shape and Position and Direction)
- **Knowledge and Understanding – Science, History, Geography, RE and Computing**
- **Personal, Physical and Social Development – PSHE and PE**

English

English in the Semi-formal curriculum, builds on the early reading, writing and communication skills from the pre-formal curriculum. An English Scheme of Work is available and termly English is linked to the creative curriculum topic as far as is possible.

Reading

Pupils continue to work on Little Wandle Letters and Sounds working on an individual personalised programme– see Phonics and Early Reading Policy

By the end of **semi-formal explorer** pupils are able to answer simple questions about what has been read to them, recognise and read some words, say a single sound for 10 or more graphemes and begin to blend some of these graphemes with some support. Pupils at the end of the semi-formal explorer pathway will be secure in Pre Key Stage Standards 1 and 2 in Reading.

By the end of **semi-formal adventurer** pupils are able to derive meaning from the words, symbols and pictures in texts, retell a familiar story, suggest appropriate words to complete a sentence and read some books independently.

Pupils at the end of the semi-formal adventurer pathway will be secure in Pre Key Stage Standard 3 and working within Pre Key Stage Standard 4.

Writing

By the end of **semi-formal explorer** pupils are learning to write their name, give meaning to marks that they make, form 10 or more lower case letters and identify and write these when they hear them as well as say a clause to complete a sentence. Pupils at the end of the semi-formal explorer pathway will be secure in Pre Key Stage Standards 1 and 2 in Writing.

By the end of **semi-formal adventurer** pupils are able to identify different purposes for writing, produce writing that is set out on a page correctly, practice saying aloud and then writing their own sentences and sequence words that they know into a sentence as well and form most lower case letters correctly, write 40 or more graphemes, spell words using these graphemes, spells words with consonant clusters and simple digraphs, spell some common exception and tricky words, segment and spell CVCC and CCVC words for spelling and write sentences with CVC, CVCC and CCVC words in them. Pupils at the end of the semi-formal adventurer pathway will be secure in Pre Key Stage Standards 3 and 4 in Writing.

Maths

Maths in the semi-formal curriculum builds on the early Number, Measure and Geometry skills from the pre-formal curriculum. A Maths Scheme of Work is available and termly Maths is linked to the creative curriculum topic as far as is possible.

Pupils at the end of the semi-formal explorer pathway will be secure in Pre Key Stage Standards 1 and 2 in Maths.

Pupils at the end of the semi-formal adventurer pathway will be secure in Pre Key Stage Standard 3 and working within Pre Key Stage Standard 4 in Maths.

Number

By the end of **semi-formal explorer** pupils are learning to use 1:1 correspondence in a range of different contexts, use numbers to 5 consistently, add and take away one more, the concept of more as well as group objects in a variety of functional contexts.

By the end of **semi-formal adventurer** pupils are learning to read and write numerals 0-9 and relate these to sets of objects, count forwards and backwards from at least 10, identify a number that is one more and one less to 20, solve simple maths problems using numbers to 10, count in two's up to 10 and use ordinal numbers first, second and third, compare two groups of objects, add and take away one in practical situations, the composition on number to 5, recall number bonds to 5 and the mathematical symbols +, - and =.

Measure

By the end of **semi-formal explorer** pupils are learning to compare the size of one object to another where the difference is not great, sort objects according to a given criteria and be more independent with familiar routines.

By the end of **semi-formal adventurer** pupils are learning to order items by length or height, use comparative language to describe items, understand time by knowing significant times of their day, know the days of the week and what happens of specific ones and recognise and name coins up to 10p.

Geometry

By the end of **semi-formal explorer** pupils are learning to copy and continue a simple pattern and follow instructions to place an item somewhere.

By the end of **semi-formal adventurer** pupils are learning to recognise some common 2D shapes, recognise, copy and continue a repeating pattern, use the language to describe position and use the terms first and last consistently and reliably.

Knowledge and Understanding (Science, History, Geography, RE and Computing)

Knowledge and Understanding in the semi-formal curriculum develops pupil's skills and knowledge in these areas. The knowledge and understanding scheme of work is available for each of the topics in the 2 year rolling programme with specific learning intentions, activities and assessment opportunities for the both semi-formal explorer and adventurer pathway. The termly topics give pupils opportunities to experience knowledge and understanding through the creative topic. Pupils are given the opportunity to practice new skills and build on these throughout the pathways as well as revisit throughout different topics.

Science

By the end of **semi-formal explorer** pupils are learning recognise familiar features, make generalisations, connections and predictions based on their regular experiences,

sort different materials by a single criteria, look at changes, identify things that use electricity and identify things are a source of light or sound.

By the end of **semi-formal adventurer** pupils are learning to identify patterns and changes, make observations and talk about what they see, talk about their ideas when planning, evaluating or recording their findings, describe a range of materials and identify and talk about their properties, know how we affect our environment and become familiar with basic scientific concepts.

History

By the end of **semi-formal explorer** pupils are learning to recognise and comment on themselves and their families in pictures from the more distant past, activities and significant events that they took part in as well as pick out a historic artefact from a collection of items

By the end of **semi-formal adventurer** pupils are learning to identify whether something they did was in the present or past and talk about past events, use some common words, signs or symbols to talk about the passage of time, answer simple questions about historical stories and artefacts as well as remembering some details about those they have studied.

Geography

By the end of **semi-formal explorer** pupils are learning to identify the difference between physical, natural and human made features of places, show familiar places and what they are used for by using pictures or symbols, make a simple plan or map of a familiar area and answer simple questions about places and people.

By the end of **semi-formal adventurer** pupils are learning to use geographical language to describe different locations, their functions and roles, identify the physical, natural and human made features of places, use resources and observations to answer simple questions, and recognise simple symbols or representations on maps.

RE

By the end of **semi-formal explorer** pupils are learning to express their own feelings as well as start understanding those of others, listen to religious stories and answer simple questions about them, make suggestions on how religious festivals can be celebrated in class and remember key actions from these celebrations.

By the end of **semi-formal adventurer** pupils are learning to remember key facts from religious stories, identify the meaning or moral of these stories, identify the symbolism or use of religious artefacts, talk about important people in different religious, identify

similarities and differences between communities and traditions as well as know that different people have different beliefs.

Computing

By the end of **semi-formal explorer** pupils are learning to use ICT to interact with others, use a keyboard or touch screen to select letters or images for their own name, understand that information can be stored on a computer, respond to simple instructions to control a device and operate some devices independently.

By the end of **semi-formal adventurer** pupils are learning to find similar information from different sources and formats, use ICT to present their ideas in a variety of ways, load a resource and make a choice from it and select and use ICT for a particular purpose.

Formal Curriculum

Pupils on the formal curriculum will be following the programmes of study from Year 1 onwards of the National Curriculum.

In English and Maths pupils will follow the Southwark Star outcomes incorporated into the creative curriculum rolling programme. The White Rose Maths Scheme further supplements maths.

Where pupils reach this level in other subjects they will be following the outcomes from Dimensions Creative Curriculum (Years 1 and 2).