



Mayfield School

GET REAL

"Give Enough Time for Real Life Learning"

Curriculum Framework Booklet

September 2020

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**Every day at Mayfield School as educators and learners we come together;
Our curriculum intent is clear:
'To meet the individual needs of every pupil'**

The curriculum at Mayfield School ensures that all pupils regardless of their starting points have access to an ambitious and personalised curriculum which provides the key skills, knowledge and understanding to facilitate future learning in a challenging, safe and stimulating environment.

GET REAL

'Give Enough Time for REAL Life Learning'

Applied Learning that leads to achieving ambitious outcomes for all

The Journey to independence

Supported	Learn	Try it yourself	Do it with an adult who can help or show you
Co-active	Practise	Involve a friend	Do it with an adult who can help you to do more by yourself
Proactive	Master	Involve an adult	Do it on your own



GET REAL Assessment Framework

"Give Enough Time for REAL Learning"

Accreditation	Pre-entry Level					Entry Level 1					Entry Level 2					Entry Level 3					Level 1																								
NC EOY Expectations											EOY1					EOY2					EOY3					EOY4					EOY5					EOY6									
Pre-Key Stage Standards	Cognition & Learning					Standard 1					Standard 2					Standard 3					Standard 4					Standard 5					Standard 6														
EYFS Development matters						Band 1					Band 2					Band 3					Band 4					Band 5					Band 6														
Journey to milestones	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	12	13	14	15	16	17	18	19	20	21														
Old P levels	1i	1ii	2i	2ii	3i	3ii	4	5	6	7	8																																		

Proactive **Master** Involve an adult Do it on your own

Co-active **Practise** Involve a friend Do it with an adult who can help you to do more by yourself

Supported **Learn** Try it yourself Do it with an adult who can help or show you

Curriculum Implementation

We have chosen to devise our curriculum in line with the knowledge and skills promoted in the Differentiated Early Years Outcomes, Preparation for Adulthood outcomes for children with SEND, National Curriculum and The Engagement Model as this suits the needs of our pupils and provides a curriculum diet relevant to their needs. All stakeholders were consulted and feedback informed the curriculum content.

Through their learning experience we want all pupils to 'know more, remember more and do more'; and that their physical and mental wellbeing and development is equally valued alongside academic progress. What they learn must be relevant and apply to real life learning in preparation for the next steps and for the key skills and core values in adulthood. Our curriculum is designed to ensure that we can adopt a flexible and personalised approach identifying key personal milestones throughout the learning journey of the child which empower pupils with the most appropriate key skills and the capacity to learn and achieve.

Our curriculum has been designed to include well-chosen knowledge which is transferable, empowering pupils to have the skills and capacity to achieve their best while at all times promoting a journey to independence.

Every pupil receives a personalised learning journey and we place equal value on core and foundation subjects. The 5 strands; English and communication, Functional skills, Physical Development and Wellbeing, Social and Emotional Development and Wellbeing all have Personal Development and Communication embedded throughout. PMLD pupils focus on the areas of cognition, communication, sensory and physical and personal development.

Each strand has a number of key milestones which provides sequential learning to achieve personalised outcomes. These milestones reflect the 'real life learning' goals identified for individual pupils. Planning includes the knowledge and skills to be achieved at each milestone. EHCP targets are set using this framework.

All staff have collaborated towards the milestone coverage overview and medium term lesson activities to support the delivery of each milestone. Short term plans outline the individual needs of the pupils, subject objectives, knowledge, skills and end points. These help to inform assessment and map progression across year groups as well as providing a tool to support the teaching and monitoring of each subject.

Throughout the milestones there is a strong emphasis on the journey to independence and by developing a scaffolded and sequential approach to

learning; every child is challenged and supported to a secure foundation of understanding.

We recognise pupils learn in different ways and at a different pace and our practise reflects this. We promote preferred methods of communication and value its importance and necessity to improve pupils' knowledge and its power to enable pupils to achieve across all aspects of the curriculum. We create opportunities to ensure pupils are given a chance to use the knowledge they have learnt during a topic and are able to use this knowledge to develop key life skills.

We have a 2 year Key Stage themed approach to the curriculum, which is driven through the use of high quality whole class texts. Whole class texts are sequentially used to enhance each termly topic, build fluency and support whole class reading comprehension. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge.

Teachers use of whole class texts provide cross-curricular links to non-core subjects, enabling pupils to explore whole class reading through different subjects embedding pupils enjoyment for reading across the curriculum.

Teachers work in teams to plan (medium term) a skills rich curriculum and to collaborate on ideas as well as the sharing of resources to enable a supportive and consistent approach to planning.

Subject coverage within each strand has been carefully researched to ensure that it is relevant and meets the needs of the pupils and applies the life skills required on the journey to independence. This is reviewed in year and amended to ensure that it remains the most relevant 'needs' based curriculum to meet changing cohorts.

Subjects such as Art, Drama, music and RE are covered through a medium of teaching pedagogy aligned to the teaching and learning of relevant topics for example; being a good friend could be taught using classroom based drama and music activities; art can be taught through science based topics and therefore the enjoyment of these subjects is through a practical application. RE themes occur throughout the social emotional development strand, English strand science.

Assemblies, festival celebration days, personal development days all embed pupils knowledge and understanding o the important of respecting different beliefs, and faiths from local, national and international communities.

Teach Practise Repeat and Master

Pupils are taught knowledge and skills, they are given time to practise, time to repeat and move on once they have mastered. The evaluation of the knowledge and learning pupils have gained against their personalised learning journey is reflected in the evidence for learning throughout the journey of the child and evaluated using personal learning goals and EHCP targets.

Learner's understanding is checked systematically throughout the Teach, Practise stages and clear feedback is provided to pupils. Teaching is adapted to meet the individual needs of the pupils and on- going review, reflection and assessment supports this.

We have a clear vision and aims for all our pupils:

- To install the key skills and core values all pupils need in order to prepare them for adulthood. The main core values we want our pupils to develop are: Independence, resilience, positive co-operation, problem solving and respect and to demonstrate the academy values; pride, ambition, communication and teamwork.
- To develop all pupils communication skills
- That all pupils keep themselves safe and healthy both physically and mentally to support their long term well-being
- That all pupils have access to a full curriculum to secure future learning and employment, developing English and maths skills and prepare them for life in modern Britain
- To support and nurture all pupils resilience and problem solving skills
- To enable all pupils to develop their knowledge and skills; values and experiences with links to the local and wider community and how this relates to them as global citizens and nurtures their cultural capital so they may succeed in life
- To give young people opportunities and experiences they would not otherwise get unless we give them that knowledge and experience
- All pupils are ready for the next stage of adulthood, education, employment or training

The GET REAL Curriculum

EYFS

The Early Years Foundation Stage is crucial to developing the firm foundations to be built upon throughout our school journey and preparation for adulthood begins here. Our aim is that EYFS develops the pupil's key skills and core values of the school whilst embedding a positive learning journey in order for each pupil to achieve their full potential.

We focus on the prime areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

And The Specific Areas:-

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts

These areas compliment the GET REAL curriculum strand themes. We implement these areas of learning by providing a safe, stimulating environment that allows children to discover, be challenged, consolidate and achieve their very best whilst developing their resilience and journey towards independence.

"Characteristics of Effective Learning"

"Playing and Learning", "Active Learning" and "Thinking Critically" give the children the skills that they will continue to practise, repeat and master throughout their development and provide them with the foundations to develop the key skills identified in the higher milestones; problem solving, relationships, resilience, team building for example; in the later milestones as they develop and get older.

We get to know our families and children well and use their interests and knowledge to support and inspire our children's knowledge and understanding of themselves, our local community and beyond.

PMLD

The PMLD curriculum aims to meet the developmental needs of pupils with PMLD aged from two to nineteen years old.

The curriculum focuses on four key areas:

Communication Cognition Physical & Sensory Personal Development

Communication - Working on skills such as responding, interacting and communicating

Cognition - Working on skills such as showing awareness, exploration of stimuli and objects, control & early problem solving, sequence and pattern and using technology

Physical and Sensory Development - Working on skills such as body awareness, fine and gross motor skills, positioning and mobility, hydrotherapy and rebound therapy, visual skills, hearing skills and sensory integration

Social and Emotional Development- Working on skills such as interdependence within care routines, advocacy, preference and choice, emotional wellbeing, play and leisure and accessing the community

The curriculum utilises the above core themes so that sequential based learning can occur. It integrates these aspects within all lessons. Pupils are given the opportunity to experience, practise and consolidate aspects at a personalised pace and challenge.

The curriculum focuses on developing communication for learners with PMLD as the fundamentals of communication are a gateway to learning. Within the pupils early levels of development, communication and cognition are entwined and therefore jointly underpin all aspects of the curriculum. The curriculum has been developed to align closely with the EHCP areas of need so that life outcomes for pupils are improved. Along with the pupils' individual targets, the curriculum informs the content of the lessons

The aims for all our PMLD pupils are:

- Develop pupils' communication skills so that they are able to communicate basic needs and preferences
- Develop pupils' motivation to learn and engagement within an increasing number of activities, routines, and interactions in varying contexts
- Develop pupils' thinking and early problem-solving skills so that they can take part as independently as possible within routines, activities and shared interactions
- Develop pupils' ability to physically use their arms and hands so that they can engage with objects and stimuli as independently as possible
- Develop pupils' ability to use their whole bodies for mobility, sitting and standing, so that they can be as independent as possible within environments
- Develop pupils' ability to use their hearing and sight within interactions, activities and routines
- Develop pupils' ability to integrate and regulate sensory based input from stimuli and the environment
- Develop pupils' awareness, engagement and active participation and engagement within interdependent care routines
- Develop pupils' positive emotional engagement with activities, routines and interactions
- Develop pupils' ability to share control of activities and interactions with responsive communication partners who can elicit their preferences and what is important to them; so that their 'voice' is heard
- Develop play and leisure skills so that they can actively participate and engage within routines and interactions within the home, school and community

English and Communication

English is essential in providing learners with the communication, reading and writing skills they need for life. The outcomes of this will enable pupils to develop their confidence, fluency and passion for literature through widespread reading for enjoyment, express ideas, views and feelings and be confident to use and apply their English skills effectively inside and outside of the classroom.

Across Key stages 1-3, English is linked to our teaching of topics. Where appropriate, there is a balance of fiction, non-fiction and poetry taught across the year. The teaching of phonics, grammar, punctuation and spelling. Secure development of skills in English provides access to the whole curriculum:

- Read easily, fluently and with good understanding We aim to develop a love for books and reading where pupils choose to read frequently for enjoyment and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge for reading, writing and spoken language
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Develop communication skills to use in discussion in order to learn; they should be able to explain clearly their understanding and ideas
- To develop speaking and listening, making formal presentations, demonstrating to others and participating in debate

Functional Skills

Functional skills at Mayfield School include maths, computing, and science. We emphasise that time needs to be given to developing a learner's ability to transfer skills to real life contexts; meeting the needs of all pupils by Teach-Practise-Repeat-Master and then apply. English and communication are essential skills for Mayfield pupils and therefore allocated a separate strand.

- Our key aim for functional skills mathematics is to develop learner's skills; knowledge and understanding of mathematics apply it to problem solving and life skills. All learners will be provided with engaging and enjoyable real-life learning activities and experiences that demand their active participation. We want learners to be able to apply maths to different contexts, personal development, work place environments and develop skills for everyday living. Maths should also provide opportunities for pupils to work independently and co-operatively.
- Our key aim for functional skills computing is to provide all learners with the confidence and creativity to develop essential ICT skills for life. ICT skills are essential in order to gain employment in modern society and gives access to ideas and experiences from a wide range of people, communities and cultures, allowing you to work together and share information across the world.
- Our key aim for functional skills science is to provide all learners to explore their curiosity about the world and helps them to find explanations. It links practical experience with scientific ideas. Pupils learn that science enhances knowledge and that understanding in science is rooted in evidence. Pupils discover how science and technology affects industry, business and medicine and how science improves the quality of life. Pupils appreciate science worldwide and discover how it relates to their own culture. Students also gain confidence to question and discuss issues that may affect their own lives, their immediate community and the world.
- We have chosen to teach the science topics which are most relevant to our learner's needs and that which will support their knowledge and understanding of the key skills they will need in life to support their journey to independent living and build resilience. This will be reviewed yearly and adapted to meet the needs of our pupils.

Physical Development and Well Being

- Physical development and well-being enables all pupils to explore and develop their personal interests, creativity and build on their core values and key skills. Alongside the social and emotional development strand it supports and nurtures pupils to develop their character and provides them with the opportunities to know, understand and apply ways to keep themselves physically and mentally healthy developmentally at each milestone. Each milestone prepares the learner for success in their next steps and gives them the skills to live in modern Britain. Pupils are provided with the opportunities which give them the knowledge, skills and understanding to prepare them to play a full and active part in society.
- PE helps pupils develop personally and socially. Pupils work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. Pupils learn to take on different roles and responsibilities, including leadership, coaching and officiating. PE develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. This helps them make informed choices about lifelong physical activity. The PE curriculum enables all pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics and strategies to perform successfully. PE enables pupils to develop understanding about the value of healthy, active lifestyles. Through the range of experiences that PE offers, pupils learn how to be effective in competitive, creative and challenging situations
- Healthy diet and lifestyle allows pupils to develop a range of cooking skills and helps pupils to understand nutrition and healthy eating. It helps you to understand food provenance. Pupils will understand why we choose the food we do and understand the scientific properties of food and the processes that it undergoes. There is a strong emphasis on the triangulation between diet, exercise and positive mental wellbeing throughout the curriculum strands.

Social and Emotional Development and Well Being

The social and emotional development strand compliments a number of other curriculum areas in particular the physical development and wellbeing strand and parts of the science curriculum in KS1 and KS2. Through on-going personal, social and emotional development pupils will develop the skills to form relationships and think about relationships with others. This will support and prepare them as part of Relationships & Sex Education (RSE) about the nature and importance of marriage for family life and bringing up children. Pupils also need to understand that there are strong and mutually supportive relationships outside of marriage. Every consideration is taken into account regarding a pupil's home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. The development of self-esteem and relationships does not just take place through the taught curriculum but through all aspects of school life.

In milestone 20 onwards we place a particular emphasis on RSE, as many children experience puberty. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage pupils to ask for help if they need it and teachers answer question sensitively and honestly. Both boys and girls are taught reproduction and menstruation. We always teach these with regard for the emotional development of the pupils. Families and carers are consulted in all aspects of RSE.

Throughout the academic year we run 6 Personal Development Days:

Personal Development Day 1 (Autumn Term 1): Safety and Wellbeing Day

Personal Development Day 2 (Autumn Term 2): Healthy Living: Caring about my body and mind

Personal Development Day 3 (Spring Term 1): Economic Wellbeing and Careers

Personal Development Day 4 (Spring Term 2):

Personal Development Day 5 (Summer Term 1):

Personal Development Day 6 (Summer Term 1):

These days are an opportunity for the whole school to focus on one particular theme and take part in a number of personal, learning and thinking activities which are challenging, fun and apply the learning to real life.

Curriculum Themes Cycle A (Autumn Term)

Suggested KS	Topic Text (s) Cycle A	English	Functional Skills maths	Functional Skills IT	Functional Skills Science	Physical Dev. & well-being PE	Physical Dev. & well-being	Social, Emotional Dev. & well being
KS1	My Life Story	Narrative	Number	How we use technology?	Seasonal Changes	Gym: Body Movement Games: Object Control Dance: Interpretive	Health & self-care	Health & well being
KS2	People who help us	Contemporary fiction	M&S	Key skills: What is a computer? Explore Technology	Plants		Safety	Exploring feelings
KS3	World of work	Information text	Geometry				Healthy Diet & Lifestyle	Relationships What is a friend? Living in the Wider World My Interests - Turn taking and sharing

TEACH → PRACTISE → REPEAT → DEPTH/MASTERY

	Topic Text (s) Cycle A	English	Functional Skills maths	Functional Skills IT	Functional Skills Science	Physical Dev. & well-being PE	Physical Dev. & well-being	Social, Emotional Dev. & well being
KS1	Celebrations	Letters Indian folk tales/myths	Number	How we use technology?	Animals inc. Humans	Games: Locomotion Agility Dance: Performance	Health & self-care	Health & well being
KS2	Festivals		M&S	On line safety			Safety	Physical Attributes
KS3	Cultures		Geometry				Healthy Diet & Lifestyle	Relationships Respect and Cooperation Living in the Wider World Belonging to a Group

TEACH → PRACTISE → REPEAT → DEPTH/MASTERY

Curriculum Themes Cycle A (Spring Term)

Suggested KS	Topic Text (s) Cycle A	English	Functional Skills maths	Functional Skills IT	Functional Skills Science	Physical Dev. & well-being PE	Physical Dev. & well-being	Social, Emotional Dev. & well being
KS1	Journeys	Rhyme & Fiction	Number	Communication: multimedia: Digital & Multimedia	Living things & their habitats	Gym: Floor Exercises Games: sending and receiving	Health & self-care	Health & well being Exploring Environments
KS2	Transport	Structure	M&S		Skeletal & muscular systems		Safety	Relationships Roles of people I know
KS3	Travel	Narratives	Geometry				Healthy Diet & Lifestyle	Living in the Wider World Keeping safe- Safe places

TEACH → **PRACTISE** → **REPEAT** → **DEPTH/MASTERY**

	Topic Text (s) Cycle A	English	Functional Skills maths	Functional Skills IT	Functional Skills Science	Physical Dev. & well-being PE	Physical Dev. & well-being	Social, Emotional Dev. & well being
KS1	Animals	Performance poetry	Number	How we use technology?	Living things & their habitats	Gym: Flight Games: Net/Wall	Health & self-care	Health & well being What makes me special?
KS2	Homes & Habitats	Rhyme	M&S	Communication – Data: Finding & selecting information	Skeletal & muscular systems		Safety	Relationships What is a stranger?
KS3	Save the planet	Information texts	Geometry				Healthy Diet & Lifestyle	Living in the Wider World Safe and unsafe situations

TEACH → **PRACTISE** → **REPEAT** → **DEPTH/MASTERY**

Curriculum Themes Cycle A (Summer Term)

Suggested KS	Topic Text (s) Cycle A	English	Functional Skills maths	Functional Skills IT	Functional Skills Science	Physical Dev. & well-being PE	Physical Dev. & well-being	Social, Emotional Dev. & well being	
KS1	Life cycles	Information text (tables, lists, captions) Reports Fiction adventure stories	Number	Communication – Data Developing, presenting & communicating information	My Body	Games: Striking & fielding Athletics: Indoor & outdoor	Health & self-care	Health & well being Self-esteem and confidence Relationships Growing up Living in the Wider World Rights and responsibilities	
KS2	Growing up		M&S		Nutrition & Digestion				Safety
KS3	Moving on		Geometry						Healthy Diet & Lifestyle

TEACH → PRACTISE → REPEAT → DEPTH/MASTERY

	Topic Text (s) Cycle A	English	Functional Skills maths	Functional Skills IT	Functional Skills Science	Physical Dev. & well-being PE	Physical Dev. & well-being	Social, Emotional Dev. & well being	
KS1	The Sea side	Rhyme	Number	Computer Science Programming & Algorithms Cause & effect Switches	My Body Your Body	Games: Team Athletics: Indoor & outdoor	Health & self-care	Health & well being Exploring emotions Relationships What is a bully? Living in the Wider World Conflict/resolution	
KS2	Holidays	Recounts	M&S		Health				Safety
KS3	Destinations	Poetry- Creating Images	Geometry		Reproduction				Healthy Diet & Lifestyle

TEACH → PRACTISE → REPEAT → DEPTH/MASTERY

Curriculum Themes Cycle B (Autumn Term)

Suggested KS	Topic Text (s) Cycle B	English	Functional Skills maths	Functional Skills IT	Functional Skills Science	Physical Dev. & well-being PE	Physical Dev. & well-being	Social, Emotional Dev. & well being
KS1	My school & friends My home & community My town, your town	Narrative	Number	How we use technology?	Seasonal Changes Plants	Gym: Body Movement Games: Object Control Dance: Interpretive	Health & self-care	Health & well being Looking after myself
KS2		Contemporary fiction	M&S Geometry	On line Safety	Living things & their Habitats		Safety	Relationships Who can help?
KS3		Information text					Healthy Diet & Lifestyle	Living in the Wider World Rules in the community

TEACH → **PRACTISE** → **REPEAT** → **DEPTH/MASTERY**

	Topic Text (s) Cycle B	English	Functional Skills maths	Functional Skills IT	Functional Skills Science	Physical Dev. & well-being PE	Physical Dev. & well-being	Social, Emotional Dev. & well being
KS1	Celebrations	Letters Indian folk tales/myths	Number	How we use technology?	Animals inc. Humans	Games: Locomotion Agility Dance: Performance	Health & self-care	Health & well being Social activities
KS2	Festivals		M&S Geometry	Key Skills: Explore Technology	Skeletal & muscular systems Health		Safety	Relationships Mutual trust, respect and equality
KS3	Cultures						Healthy Diet & Lifestyle	Living in the Wider World What are the risks?

TEACH → **PRACTISE** → **REPEAT** → **DEPTH/MASTERY**

Curriculum Themes Cycle B (Spring Term)

Suggested KS	Topic Text (s) Cycle B	English	Functional Skills maths	Functional Skills IT	Functional Skills Science	Physical Dev. & well-being PE	Physical Dev. & well-being	Social, Emotional Dev. & well being
KS1	Toys	Rhyme & Fiction	Number	Communication: multimedia	My Body/Skeletal	Gym: Floor Exercises Games: sending and receiving	Health & self-care	Health & well being Physical changes
KS2	Games V Gaming	Structure	M&S	Digital & Multimedia	Nutrition & Digestion		Safety	Relationships Peer pressure
KS3	Robots	Narratives	Geometry		Reproduction		Healthy Diet & Lifestyle	Living in the Wider World Making informed choices

TEACH → PRACTISE → REPEAT → DEPTH/MASTERY

	Topic Text (s) Cycle B	English	Functional Skills maths	Functional Skills IT	Functional Skills Science	Physical Dev. & well-being PE	Physical Dev. & well-being	Social, Emotional Dev. & well being
KS1	Pirates & Princesses	Performance poetry	Number	How we use technology?	My body Your Body/Skeletal	Gym: Flight Games: Net/Wall	Health & self-care	Health & well being Exploring identity and stereotypes
KS2	Witches & Wizards	Rhyme	M&S	Communication – Data	Health Light, sound & materials		Safety	Relationships Discrimination
KS3	Science Fiction	Information texts	Geometry	Developing, presenting & communicating information			Healthy Diet & Lifestyle	Living in the Wider World Aspirations

TEACH → PRACTISE → REPEAT → DEPTH/MASTERY

Curriculum Themes Cycle B (Summer Term)

Suggested KS	Topic Text (s) Cycle B	English	Functional Skills maths	Functional Skills IT	Functional Skills Science	Physical Dev. & well-being PE	Physical Dev. & well-being	Social, Emotional Dev. & well being
KS1	Outdoor explorers	Information text (tables, lists, captions) Reports Fiction adventure stories	Number	Computer Science Programming	Living things & their habitats Light sound & materials Nutrients & Digestion	Games: Striking & fielding Athletics: Indoor & outdoor	Health & self-care	Health & well being Leisure time
KS2	Outdoor adventure		M&S				Safety	Relationships 'Good' v 'Bad' touch
KS3	Orienteering & Expeditions		Geometry				Healthy Diet & Lifestyle	Living in the Wider World Social media
TEACH → PRACTISE → REPEAT → DEPTH/MASTERY								
	Topic Text (s) Cycle B	English	Functional Skills maths	Functional Skills IT	Functional Skills Science	Physical Dev. & well-being PE	Physical Dev. & well-being	Social, Emotional Dev. & well being
KS1	Weather reporters	Rhyme	Number	Computer Science Algorithms	My Body- Health	Games: Team Athletics: Indoor & outdoor	Health & self-care	Health & well being Lifestyle choices
KS2	In the news	Recounts	M&S		Independent study/ Enquiry		Safety	Relationships Help and support services
KS3	Mayfield Media Project	Poetry- Creating Images	Geometry		Healthy Diet & Lifestyle		Living in the Wider World Personal achievements, skills and attributes	
TEACH → PRACTISE → REPEAT → DEPTH/MASTERY								

