

The Aspire Hub Long Term Curriculum Planning

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------------|---|----------|----------|----------|----------|----------|
| Nurture theory & practice | All children need to feel safe before they are ready to learn, all behaviour is communication, children are given opportunity to get it right in a safe and positive environment. Clear consistent logical consequences are in place for children to understand boundaries. Time and a listening ear is prioritised, activities in basic needs and home care environment are taught before academic learning can start. | | | | | |
| Bucket filling | Bucket filling is an emotional intelligence program that helps children understanding feelings of self and others. It is used as a visual for rewarding and monitoring logical consequences and having a visual awareness of how action impact on others. | | | | | |
| Zones of regulations | Zone of regulation is an emotional program that helps children identify their emotions ant different stages of the day it is used throughout the day to help children identify how they are feeling. Eg when you are in the red zone you can be angry but also identifying that you may also be very excited. | | | | | |
| Interventions | The key to the success of our children is intervention, children will access intervention throughout their day in the classroom small group and individually to support their needs E.g. Volcano in my tummy, Circle Time, Emotional Regulation, Feelings through Art, Social Stories, Lego Challenges, meditation and breathing, Go noodle, Peer massage, Self-soothing & Regulating. | | | | | |
| Literacy | Curriculum planning for all individuals and groups – Purple Mash, Mini Mash, Seesaw, Twinkl Intervention, Phonics Play, Handwriting, SPaG, D.E.A.R. Project Code X, Oxford Reading Tree, Serial Mash, BBC Bitesize, Mighty Writer, Developing Experts. | | | | | |
| Numeracy | Curriculum planning for all individuals and groups – White Rose Maths Curriculum, Top Marks, Twinkl Interventions, Seesaw, Purple Mash, Mini Mash, Number Blocks, Developing Experts. | | | | | |

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| Science | Plants & Animals inc. Humans (Yr1) Living Things and their Habitats & Animals (Yr2) Plants & Light (Yr3) Living Things and their Habitats & Animals inc. Humans (Yr4) Living Things and their Habitats & Earth and Space (Yr5) Living Things and their Habitats & Evolution and Inheritance (Yr6) | Everyday Materials (Yr1) Uses of Everyday Materials (Yr2) Animals inc Humans & Health: Animals inc Humans (Yr3) Material Properties and Changes (Yr4) Forces & Properties and Changes of Materials (Yr5) Animals inc Humans (Y6) | Animals & Plants (Yr1) Health: Animals inc Humans & Plants (Yr2) Forces and Magnets & Rocks (Yr3) Sound & Electricity (Yr4) Properties and Changes of Materials (Yr5) Light & Electricity (Yr6) | | | |
| PHSE& RSE | Our ethos values and nurture principles are threaded not only through the core of the curriculum but embedded through all our learning, tasks, topics and intervention both individual, group and room based. We teach Rights Respect and Responsibility of the individual and for others in the world around us. This will include discussion and activities on safety and that of safeguarding ourselves and each other, anger rules. positive touch, meditation and strategies to regulate and de-escalate our behaviours. We incorporate the difference of others and recognise disability and bringing simple sign language into our everyday communication. Through activity, topic and discussion we accept British values and those of other countries. We incorporate the different cultures, religions, topics of history and geography. We also embrace different languages and children will learn French as a modern foreign language. We respect the art of debate and recognise the strengths and differences of all we touch on and learn. | | | | | |
| Creative Curriculum | In discussion within each Key stage prioritised topical learning is delivered to meet the needs and interests of individual rooms. During each component, a range of foundation subjects are taught to enable all children to have full and relevant access to a variety of engaging activities. Topics include: | | | | | |
| | <ul style="list-style-type: none"> • Human & Physical Geography • People Who Help Us • Light, Shadow & Dark | <ul style="list-style-type: none"> • Great Fire of London • Animals Around the World – Climate • Religious Celebrations • Christmas • Remembrance Day | <ul style="list-style-type: none"> • New Year - New Beginnings • Forces • British Values • The Changes in Britain – Stone Age – Iron Age | <ul style="list-style-type: none"> • Seasons • Rock Cycles • Sound • Living Things & Habitats | <ul style="list-style-type: none"> • Changes in Britain - Romans • British Values • Queens Jubilee • Power | <ul style="list-style-type: none"> • Natural Disasters – Humans & Physical • Holidays – Transport – Trip to the Beach • Vikings and Anglo-Saxon Struggle • Greek Myths & Legends |

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| Physical Education | <p>EYFS/KS1-Master basic movements, develop balance, agility and coordination. Team games, attacking and defending, perform dances using simple movement patterns.</p> <p>KS2- Basic Movement in isolation and combination, competitive games, develop flexibility, strength, technique, control and balance through athletics and gymnastics. Perform dances using a range of movement patterns, outdoor and adventurous challenges, group and individual. Compare performances. Swimming and water safety.</p> | | | | | |
| Music | <p>EYFS/KS1- to use voices expressively and creatively, by singing, chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to live and recorded music. Experiment with, create, select and combine sounds using inter-related dimensions of music.</p> <p>KS2- Play and perform in solo and ensemble contexts, using voices and instruments with increased accuracy, fluency, control and expression. Improvise and compose music for a range of purposes. Listen and recall sounds with increasing aural memory. Use and understand other staff and musical notations. Appreciate and understand a wide range of music drawn from different traditions and from great composers and musicians. Develop and understanding of the history of music.</p> | | | | | |
| Computing | <p>KS1- understand algorithms, how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions, create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>KS2- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how simple algorithms work and to detect and correct errors in algorithms and programs. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively. Select, use and combine a variety of software on a range of devices to create a range of programs, systems and content. Collect, analyse, evaluate and present data and information. Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> | | | | | |
| RE | Hinduism(Diwali) | Christianity (Christmas) | Islam | Christianity(Easter) | Judaism | Christianity |