

AEM

Sutherland House School



Sutherland House School

Curriculum Intent

2025-2026

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Curriculum Intent

At Sutherland House School we provide and deliver an individualised and aspirational curriculum. We understand that the needs of every child are unique, and we work closely with parents, carers and families to ensure a holistic approach to our education this ensures the needs of every child are met.

Positive Behaviour Support (PBS) is at the heart of everything at Sutherland House School. This values led data driven person centered approach means that our focus is on improving pupils' lives. This embraces co-production and therefore ensures parents/ carers, relevant stakeholders and all staff involved with that pupil can work coherently and consistently to achieve the best outcomes for the pupil.

Our curriculum is designed to be meaningful, engaging, and motivating with clearly structured lessons suitably differentiated to pupils' needs and exciting outcome led community visits.

The intent of the curriculum is to **enable** autistic pupils to engage in learning which is meaningful, enriching and specific to their talents and interests. Educational, Health & Care Plan outcomes inform the Individual Learning Plan (IEP) targets.

The Sutherland House School curriculum provides a holistic approach to developing cognitive learning, emotional learning and functional learning. This is achieved through the multi-disciplinary approach of educational and therapeutic approaches with particular focus on developing Communication, Social Relationships, Thought Processing and Sensory Processing.

We value and celebrate each pupil's individuality and achievements. We want our pupils to have a voice and be actively engaged in their learning and life. Our aim is to support each pupil to improve their life opportunities and ensure their preparation for adulthood is specific to them, their hopes and dreams and to living a meaningful and fulfilled life. The curriculum supports pupils in preparation for adulthood by offering learning which encompasses cognitive, emotional and functional development. This focuses on strengths and areas of need, with the intention of also supporting good mental health.

Our curriculum is divided into two pathways, pathway 1 and pathway 2. The pathway 1 curriculum enables young people who are engaged in non-subject specific learning to develop their communication, numeracy, creative arts, physical development and independent living skills. The pathway 2 curriculum prepares young people to access qualifications to help them secure college, work placements, apprenticeships and to live independently.

The curriculum is split into three distinct parts which allows our young people to **learn** the foundations (primary), **practice** their skills (KS3) and then to **apply** this prior knowledge to support transition into a post-16 setting (KS4/KS5). The three curriculum stages are therefore referred to as learn, practice and apply to show the progression of learning from primary to post-16.

Pathways for learning need to consider each pupil's starting points and aspirations for adulthood. EHCP plan outcomes need to be well defined and directly related to 'targets / outcomes. Sixth Form learning needs to have a distinct focus on transition towards adulthood (accredited courses; next steps into further education). Therapeutic learning with input from speech and language therapists, occupational therapy, educational psychology and Emotional Literacy Support Assistants and any other relevant therapies need to be an integral part of joint planning, implementing and assessing. Termly multi-disciplinary team meetings take place to ensure the whole child is developed alongside academic skills.



Curriculum Implementation

Curriculum	Pathway 1		Pathway 2
The two curriculum pathways at Sutherland House School are designed to meet the wide range of learners with an EHCP. Each pupil is provided with a bespoke educational experience which allows our pupils to work towards curriculum and EHCP outcomes with therapeutic support.	An education at Sutherland House School enables our young people to thrive and achieve to reach their potential into adulthood		
	Intent	<p>To enable our pupils, giving opportunities to progress towards thriving and develop independence.</p> <p>Developing methods of communication and engagement through multi-sensory activities.</p> <p>To learn, practice and apply in all aspects of the curriculum as pupils' progress through the school.</p>	<p>To reach academic potential whilst developing independence and life skills to be independent, safe and thrive.</p> <p>Progress through school achieving key milestones and developing a positive work ethic and skills for employment.</p> <p>Working towards qualifications (L1 or L2) to build on next steps to access college courses and build future aspirations.</p>
	Implementation	<p>Implementation of a sensory based curriculum utilising different therapies, based around 6 core areas including therapies.</p> <p>Evidence tracked and recorded using BSquared. Photographic evidence to record progress.</p>	<p>Adapted national curriculum and statutory assessments. Accreditation to include GCSE.</p> <p>Curriculum that is broad, balanced with a focus on develop life skills and independence skills to support life beyond school.</p> <p>Supporting young adults to develop independent living skills</p>
	Impact	<p>Happy, safe and secure young people with increased communication and independence skills who feel celebrated for their individuality.</p> <p>Opportunity to learn, practice and apply learning throughout their education at Sutherland House School.</p>	Independent, happy and secure young people who have gained a place at college, employment or apprenticeship.

Core Subjects

The curriculum is planned and sequenced so that the key concepts are understood and applied throughout the pupils' time at Sutherland House School. The curriculum is designed and underpinned by the National Curriculum, which is supported by our B-Squared assessments and tailored to the interests of our pupils. The sequence of our curriculum has a clear progression with key terms and knowledge identified and revisited where appropriate to allow pupils to retain, deepen and transfer their knowledge to variety of different situations and prepare pupils to use in everyday life. To ensure pupils are well supported and prepared, staff ensure pupils have clear systems and routines in place to support independence and growth of pupils, whilst individualising systems to meet individual needs. If any misconceptions or areas of concerns are noticed pupils are supported through their individualised timetable to get the right support implemented at the right time.

The curriculum offers pupils a range of learning experiences to enrich and engage pupils in their learning journey. The curriculum is reviewed and updated annually to reflect the needs, interests and age ranges the school supports in that academic year.

In English we offer language and literature teaching through termly topics and ability appropriate lessons. The use of 'Monster Phonics' and 'Pearl Phonics' is a motivating DfE approved systematic synthetic phonics scheme that encourages and engages pupils to enjoy reading and writing with confidence. Within English we aim, first and foremost, to embed the skills required to develop fundamental skills for speaking, reading and writing across a wide range of settings. The text types are revisited each year as pupils' progress through Primary to build on key skills and delve deeper into the themes, features and structure associated with each text type.

By the end of primary education, pupils will feel confident with a variety of text types and their purposes. This will then enable pupils to move through school with the core skills that will be enhanced as pupils work towards suitably recognised qualifications and accreditations matched to their abilities.

In Math's we offer a broad and balanced curriculum covering: Number, Measurement & Geometry and Statistics and probability. All these areas are carefully placed over a three-year cycle for each key stage to ensure core skills are developed and consolidated. We aim, to embed the core skills needed within Math's that enable our pupils to feel confident and see how these skills transfer to the real world. These skills are then applied in the community, via role play or scenarios discussed within lessons. This aims to allow pupils to move through school with the core skills and progression that will be enhanced as pupils work towards suitable qualifications matched to their abilities.

Formative Assessment

- Our curriculum for core subjects is sequenced and structured using milestone targets.
- B Squared progression framework is used to assess and identify gaps in learning.
- Each assessment statement identifies the skills the pupil can demonstrate.
- Progress is mapped against the objectives on the progression maps, through Individual Education Plans (IEP) that map the progress against the 'I can' targets and stages.
- Data is formally submitted termly and progress is reviewed and analysed. Data should be live and updated as and when progress is made.
- Where pupils are identified as not making progress, intervention is put in place to narrow any gaps developing.
- IEP data is reviewed termly and EHCP outcomes are updated in line with progress against IEP targets.

Summative Assessment – Qualifications

Pupils accessing post-14 education will access a wide range of qualifications which are individual and relevant to the needs of the pupil. Qualifications range from Entry Level to GCSE, and we have a wide range of subject specialists available to support with the delivery of these.

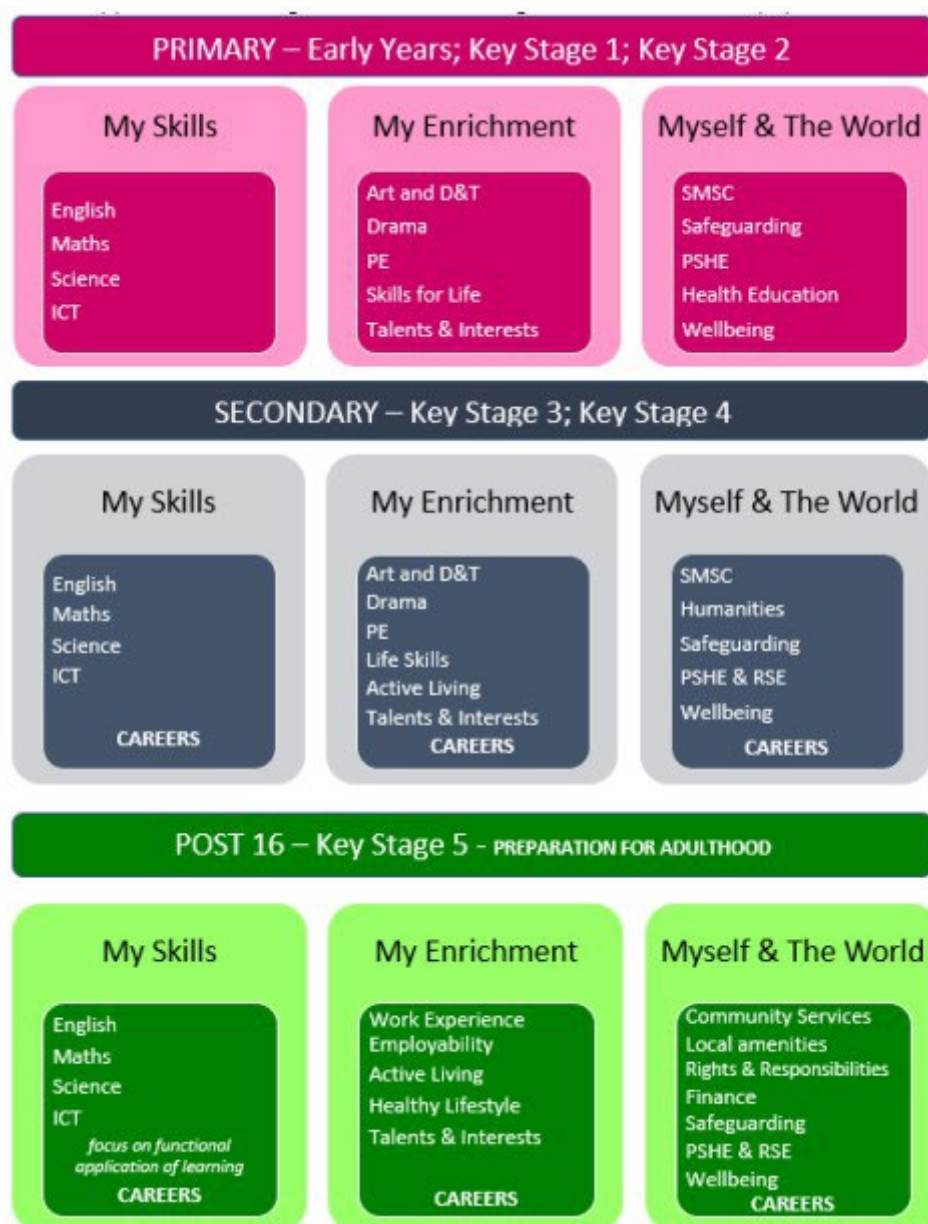
As well as academic qualifications, pupils can access ASDAN qualifications linked to independent living, Duke of Edinburgh awards, climbing skills as well as many others linked to individual interests.



Curriculum Implementation: Person-centered curriculum

The Sutherland House School Curriculum has been organised into three phases: primary, secondary and post-16.

Each phase has three Modules: My Skills; My Enrichment; Myself & The World. The Sutherland House School Curriculum is designed to offer sequenced learning through structured steps which build supporting our pupils to apply their skills. Each subject has specific curriculum maps to demonstrate progression over time. The Sutherland House Curriculum has a distinct approach to post-16 with focus on preparation for adulthood. Post-16 pupils have the option to access external college placements, work experience and placements.



Curriculum Implementation: Pathways

Curriculum Coverage Pathway 1

- Communication
- Numeracy
- Attention Autism
- Dance
- Movement
- Sensory Story
- Bamboozle
- Swimming
- Horse-riding
- Gymnastics
- TAC PAC
- Individualised Targets
- TEACCH
- Preparation for Adulthood

• Curriculum Coverage Pathway 2

- English
- Maths
- Science
- PSHE
- PE
- Active Living
- Computing/
- Preparation for Adulthood
- Humanities
- Careers
- Personal Targets
- Music
- Art and Design

Curriculum Implementation – EHCP and IEPs

Education, Health and Care Plans (EHCPs) are reviewed annually and the EHCP outcomes are reflected in the Individual Education Plans (IEPs) which are reviewed three times per school year. The IEPs facilitate learning across the curriculum and are personalised to the individual needs of each pupil. Summative assessments of pupil progress at Cognitive, Emotional and Functional levels take place three times per school year at the end of each term (Autumn, Spring, Summer) in line with the IEP target review. In addition to this, there are mid-term reviews of progress at the end of each half term. These reviews focus on tracking progress and making any adjustments needed. Summative assessment of cognitive levels supports the setting of IEP targets by identifying the attainment levels of each pupil and informing differentiation of learning through the different Learning Pathways. The Multi-disciplinary Team (MDT) meetings offer opportunities for formative and summative assessments of pupil progress and contribute to a holistic approach to assessment. The MDT meetings offer invaluable qualitative evidence of progress and identification of areas of need for each pupil in the school. There are opportunities for pupils to reflect on their learning at their level of ability and, in doing so, they are empowered to contribute to their own learning journey. Formative assessment takes place every day through direct observations of learning by all education staff, pupil reflection on learning at plenary and other suitable opportunities.

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Learning Approaches

At Sutherland House School we offer personalised learning that strikes a balance between challenge and repetition. We do this, in line with our teaching and learning policy:

- By enabling choice and offering more than one way for our pupils to demonstrate that they know, understand and can do.
- By enabling pupils to work together in peer groups.
- By enabling differentiated pace and learning styles.
- By referencing to prior knowledge and learning to ensure long-term learning and generalisation of knowledge and skills.
- By enabling learning environments that offer low arousal to suit sensory processing styles of autistic pupils.
- By enabling opportunities for pupils to develop resilience and to manage potentially challenging situations.
- By encouraging the use of technology where appropriate to support pupils' learning, talents and interests.
- By being creative with teaching and the learning activities offered.
- By encouraging independent learning projects to develop pupils' talents and interests.
- By offering a well-coordinated approach to learning with the support of a strong clinical team.
- By offering interventions where needed, led by detailed functional analysis and systematic analysis of progress data.
- By offering pupils, where appropriate, the opportunity to develop self-assessment techniques and by encouraging pupils to set their own challenges.
- Above all, developing independence and preparation for adulthood skills.

What does our curriculum offer?

Accreditation opportunities

There are opportunities for pupils to gain accredited qualifications, where relevant. These are always used to support transition in adulthood and will form part of a bespoke curriculum tailored to meet individual needs.

- GCSE English, Maths, Science, Art, Physical Education, History, Geography, RE, Computing
- OCR Unit Award Scheme
- AQA Unite Award
- Entry Level Qualifications
- Pre-entry level qualifications
- ASDAN Short courses
- Duke of Edinburgh

Work Experience

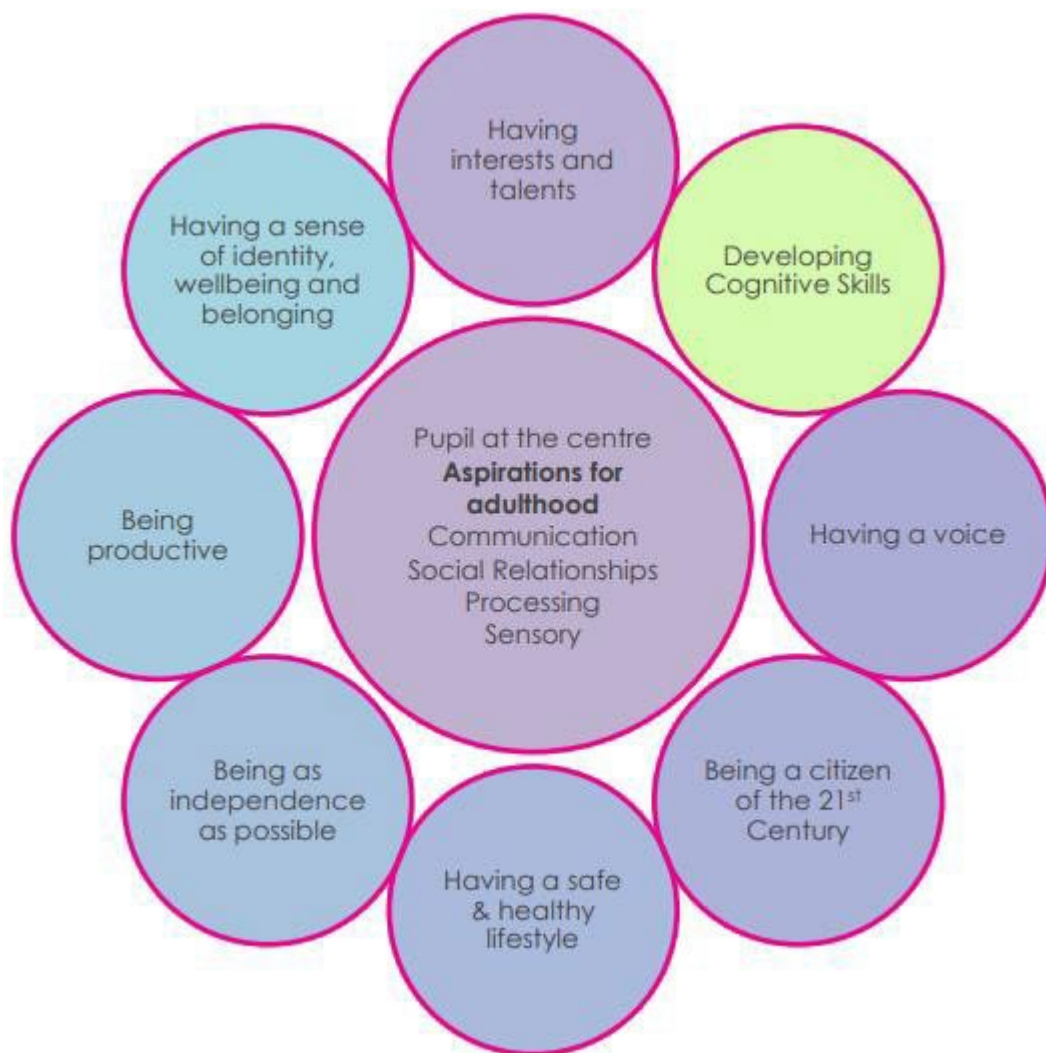
We work closely with local businesses and employer to develop relevant and meaningful opportunities for our pupils to engage with work experience placements. As a setting in Nottingham City Centre, we are in a unique position to widen our pupils experiences and develop meaningful relationships to support young people with their lives beyond school. All placements are designed to develop a range of transferable skills which may be adapted to education or work beyond school.

Careers and Preparation for Adulthood

Sutherland House School employs a Careers Advisor who works with our pupils to support them with their transition beyond school life. All pupils are supported by the careers advisor from year 9 onwards. The career advisor attends annual reviews from year 9 onwards to support with next steps and support with preparation for adulthood outcomes.

Sutherland House School also works with guest speakers and outside providers to talk to pupils about their options when leaving school. Careers Fairs also provide opportunities for pupils to learn about options available to them. Weekly careers and preparation for adulthood lessons also help to prepare our young people for the world beyond school.

Personal Development is at the heart of everything we do and our structured personal development calendar helps staff to highlight careers and events taking place throughout the year.



Curriculum Impact

The impact of the curriculum at Sutherland House School is demonstrated through evidence of learning against aspirational expectations for each pupil. We look at impact in an integrated way:

- Pupils are engaged, enjoy learning and develop a sense of pride in their achievements.
- Pupils' make good progress at cognitive, emotional and functional levels from their starting points.
- Pupils develop emotional resilience and as much independence as possible from their starting points.
- Pupils access learning opportunities through a rich curriculum with differentiated Learning Pathways in line with their EHCP outcomes.
- Pupils develop reading Skills through phonics and other approaches where relevant.
- Pupils learn about life in a multi-cultural society where equality and diversity are celebrated.
- Pupils' learning is validated through accreditation routes such as OCR, AQA and GCSE.
- Pupils develop self-esteem, learn to value their identity and have opportunities to develop their talents and interests.

- Pupils learn to keep themselves safe and to have a healthy lifestyle.
- Pupils are prepared to transition into adulthood to suitable destinations which offer opportunities and support at the right level.
- Pupils have opportunities to be productive and to access employability in adulthood.

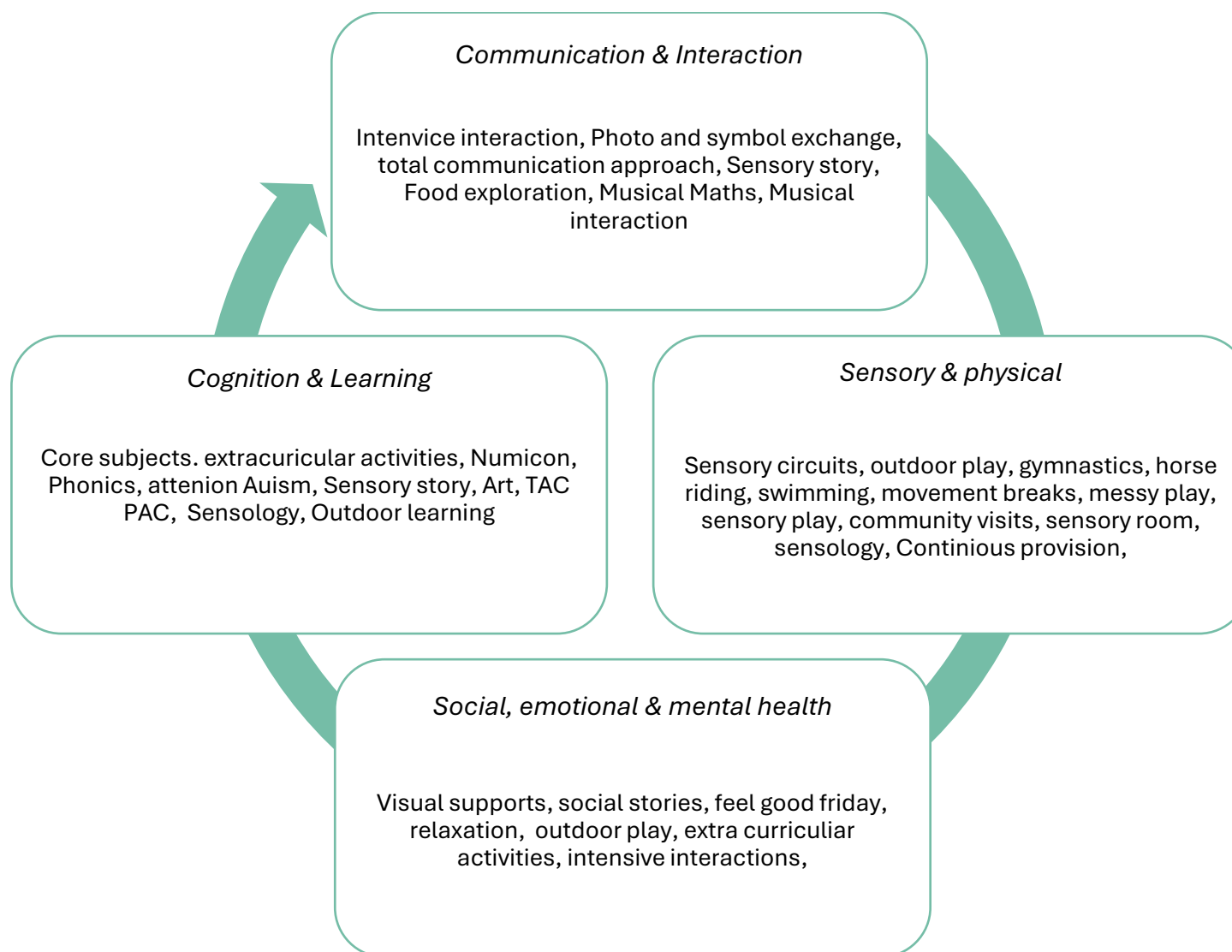


Pathway 1

Strand 1

Strand 2

Pathway 1 curriculum



Pathway 1 curriculum

	Strand 1	Strand 2	KS 4+
Literacy	Sensory stories Communication aids Curiosity programme Sensology TAC PAC Mark making Morning greetings Afternoon greetings Continuous provision Art Topic Transitions Community visits (where appropriate) Bamboozle Snack	Sensory stories Phonics books (where appropriate) Attention Autism Sensology Structured literacy sessions Communication café Fine motor skills Communication systems Phonics Phase 1 & 2 (where appropriate) Morning greetings Sensory tuff trays Bamboozle Art Topic	Structured literacy sessions Literacy accreditations Daily reading Library sessions Sensory stories Communication café Communication aids Sensory stories Morning greetings Community visits Art
Numeracy	Musical maths Continuous provision Sand and water play Sensory play Community visits (where appropriate) Art Bamboozle Topic Curiosity programme Morning greetings Afternoon greetings TAC PAC Bamboozle Outdoor play Snack	Structured Numeracy sessions Sensory tuff trays Sensory play Community visits Communication café Bamboozle Art Topic	Structured numeracy sessions Numeracy accreditations Community visits Sensory play Art Communication café Accreditations Morning greetings

Strand 1

Intent	<p>Our curriculum is thoughtfully designed to encourage our pupils to engage with a variety of activities and experiences while fostering positive relationships with those around them. It emphasises exposing our pupils to a range of communication styles tailored to meet their individual needs. By building on early social, emotional, and cognitive skills, which are the foundations of learning, the curriculum aims to equip pupils with the ability to self-regulate effectively, ensuring they are ready for learning. It also helps our pupils begin to understand and participate in essential routines, such as toileting, dining, snacks, and morning activities. Play and movement are an important and valued part of our curriculum and ensures that our pupils have access to outdoor spaces throughout their day, sparking curiosity and providing real-life experiences that enable them to build upon their engagement and transfer skills across different environments. The curriculum is aspirational and personalised to each pupil's preferences and needs, ensuring accessibility and focusing on building essential skills, knowledge, and concepts relevant to each pupil's future opportunities. Clear outcomes are set for each pupil, emphasising individual progress in all areas of their need. Our pupils are provided with a wide range of experiences to support holistic development, empowering them to make progress against their EHCP outcomes. All of this will support and promote independence whilst developing skills to secure meaningful preparation for adulthood for life beyond school.</p>
Implementation	<p>Our curriculum is designed to provide a structured classroom setup, with continuous provision offered where appropriate. This allows pupils to engage in free-flow activities alongside their structured personalised timetables. Staff understand the critical role of intensive interaction to enhance communication, ensuring a strong emphasis on effective communication throughout the entire day. Personalised object of reference timetables are displayed at appropriate heights for each student and can evolve to include photos and symbols when students are ready.</p> <p>Learning is facilitated through encountering experiences, exploration, modelling and copying play; seamlessly integrating the curriculum throughout the week. Pupils participate in a variety of sessions, including TAC PAC, Attention Autism, Sensology, sensory play, and sensory stories. The timing of each session is flexible and adapts to meet the individual needs of each pupil, maintaining a person-centred approach.</p> <p>Regular and child-led movement breaks are incorporated into the timetable. With a focus on functional movement activities such as swimming, gymnastics, outdoor play, and sensory circuits, our curriculum emphasises the importance of physical engagement and sensory exploration for our pupils. Independence is encouraged throughout the day through personal care routines, transitions, making choices, snack and dinner times, morning greetings, and community visits where appropriate.</p>
Impact	<p>Our curriculum has a positive/profound impact on pupils by fostering an environment where they feel happy, safe, and secure. This approach enhances communication and independence skills, allowing pupils to feel celebrated for their individuality. The curriculum's success is evident in improved outcomes for all pupils, where even small steps are meticulously tracked and celebrated. This tracking ensures that accurate next steps are identified, maintaining appropriately high expectations for each pupil. Assessment of progress is conducted through Bsquared engagement steps, EHCP outcomes, and IEP targets. Additionally, students' small achievements are highlighted in their learning journals, which are shared with parents during EHCP reviews and parents' evenings. Effective communication with parents is a cornerstone of this approach, facilitated through regular updates via</p>

	home-school diaries, emails, phone calls, and Evisense. This ensures that home and schoolwork together effectively to support each pupil's growth and development.
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Strand 2

Intent	<p>The focus of the curriculum is to ensure learning builds cumulatively in complexity, skill and depth across areas of learning and experience:</p> <ul style="list-style-type: none"> • To support personalised learning whilst maintaining high expectations for all learners • To guide planning, teaching and assessment so pupils can move forward meaningfully • To ensure all lessons are meaningful and engaging to secure meaningful outcomes • Person-centred and remove barriers to learning <p>Our curriculum is designed specifically for autistic children, focusing on building learning cumulatively in complexity, skill, and depth across various areas of learning and experience. By aligning with B Squared progression steps, the curriculum supports personalised learning while maintaining high expectations for all learners. It guides planning, teaching, and assessment to ensure pupils move forward meaningfully. Lessons are crafted to be engaging and meaningful, with a person-centred approach that removes all barriers to learning, ensuring each child's educational journey is both inclusive and effective.</p>
Implementation	<p>Learning is taught through short, structured content rich learning activities that motivate, engage and inspire all students. The curriculum ensures there is sufficient time for students to repeat and practise their learning in a range of contexts. Sensory exploration and learning through play continue to be embedded within the curriculum where appropriate. Movement breaks are built into the school day but continue to be child led to ensure all students are ready to learn. Communication rich environment to promote independence within pupils learning. Teachers plan sequenced lessons and learning experiences. Regular formative assessment identifies pupils current skills and what their next steps should be. Cross-Curricular collaboration ensures skills are developed holistically. Structured core lessons are built into the timetable alongside extracurricular activities. We capture individuality of each child through regular observations and use these to inform immediate and future planning.</p> <p>The implementation of our curriculum is characterised by short, structured, content-rich learning activities that motivate, engage, and inspire all pupils. The curriculum design ensures ample time for pupils to repeat and practice their learning across various contexts, reinforcing knowledge and skills. Sensory exploration and learning through play are seamlessly embedded within the curriculum where appropriate, enhancing engagement and understanding. Movement breaks, which are child-led, are integrated throughout the school day to ensure pupils are prepared and eager to learn. A communication-rich environment fosters independence in learning, while teachers meticulously plan sequenced lessons and learning experiences. Regular formative assessments are conducted to identify pupils' current abilities and their next steps in learning. Cross-curricular</p>

	collaboration is emphasized to ensure skills are developed holistically. The timetable includes structured core lessons alongside extracurricular activities, providing a balanced educational experience. Individuality is captured through regular observations, which inform both immediate and future planning, ensuring that each child's unique needs and strengths are addressed.
Impact	<p>Improved learning outcomes, the curriculum aligns with pupils needs, strengths, and pace, to promote better engagement and knowledge retention.</p> <p>A curriculum that validates pupils' experiences and is achievable fosters confidence and motivation to learn.</p> <p>Preparing pupils for transitions beyond Sutherland House School and into adulthood</p> <p>Improved quality of life</p> <p>This is all assessed and tracked through BSquared Progression steps</p> <p>We strive for pupils to achieve the goals set out in the EHCP and IEP making progress from their starting points</p> <p>Our curriculum improves learning outcomes by aligning with pupils' individual needs, strengths, and pace, thereby promoting enhanced engagement and knowledge retention. By validating pupils' experiences and providing achievable learning outcomes, the curriculum fosters confidence and motivation to learn. It effectively prepares pupils for transitions beyond Sutherland House School and into adulthood, emphasising the importance of lifelong learning and adaptability. Developing independence is at the heart of our curriculum.</p> <p>Quality of life is a central focus, assessed through B Squared Progression steps, ensuring pupils make meaningful progress from their starting points. The curriculum is designed to help pupils achieve the goals outlined in their Education, Health and Care Plan (EHCP) and Individual Education Plan (IEP), further supporting their personal development and success.</p>

Steps 4 Life

Intent	<p>To develop functional life skills tailored to each pupil's unique needs and ability. To support independence and preparation for adulthood to include but not limited to daily routines and transitions, social interactions, safety and engagement within the community and confidence in every day tasks advocacy</p> <p>The Curriculum takes a holistic approach to teaching and learning, supporting pupils' progress based on individual needs, aspirations, interests and ability. Pupils will access meaningful experiences and be promoted to make informed choices to promote self-</p> <p>It aims to develop effective communicators, foster independence, and prepare pupils for well-rounded lives beyond Sutherland House School.</p>
Implementation	<p>The curriculum is organised into strands with each broken down into small measurable steps aligned with Steps4life progression framework</p> <p>Teaching and assessments are tailored to individual pupils through EHCP outcomes</p> <p>Progress is continuously recorded using Steps4Life framework, providing data on the pupil's development across core life skills areas and enables next steps to be consistently planned</p> <p>Collaboration to ensure consistency across all settings</p> <p>Learning takes place in school and within the community to enable pupils to apply skills in real world situations</p>
Impact	<p>Improved pupil outcomes</p> <p>Evidenced progress through clear trackable steps which are shared with parents / carers frequently</p> <p>Increased engagement due to relevant, meaningful and practical content</p> <p>Pupils leave Sutherland House school empowered, with a voice, are better prepared for transitions and the ability to reach their ,maximum potential</p>

Pathway 1

Strand 1

Strand 1
Key stage 1 & 2

Year 1 & 3	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Nottingham	Animals	Food	Families	Transport	Fun Fair
Cross curricular links	Geography. History, Music	Science, Geography	DT, Science, RE	RE, History, PSHE	History, Science, Geography	Drama, Music, Art, History
Art	Outdoor patterns	Body part mark making	Edible art	Crinkle & crunch art	Wheel art	Sand art
Sensory story	The gingerbread man	Little fox	The very hungry caterpillar	Goldilocks and the three bears	Brm brm off we go	At the fair
Music	Rhythm with everyday objects	Animal sound songs	Rhythm & bounce	Musical story telling	Instrument exploration	Rhyme time
	On going action & number rhymes					
Sensory play	Outdoor environment	Habitats	Vegetables	Homes	Car & buses	Ice cream
RSHE	Me and my relationships	Valuing difference	Keeping safe	Rights and respect	Being my best	Growing and changing
Sensology	5 senses PowerPoint following pathway 1 topic					
TAC PAC	On going through set 1-6 as appropriate					
Attention Autism	On going through stage 1- 4 as appropriate					
Curiosity programme	On going element 1-4 as appropriate					
Personal targets	On going personalised IEP outcomes					

Strand 1
Key stage 1 & 2

2 & 5	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Seasons	Healthy bodies	Our world	Clothes	Space	Holidays
Cross curricular links	Science, Art, Geography	Science	Geography	Science, RE	Geography	Science, Music
Art	Weather	Body painting	Rocks	Textured painting	Tin foil	Water painting
Sensory story	Summer garden	Magical Christmas	Back to earth with a bump	Happy Easter	Zooming into space	Ernie's seaside adventure
Music	Sound makers	Bubble time	Cause & effect musical toys	Parachute music game	Rain maker	Finger puppets
	On going action & number rhymes					
Sensory play	Mud garden	Fruit	Scent exploration	Edible playdoh	Ice	Sand and water
RSHE	Me and my relationships	Valuing difference	Keeping safe	Rights and respect	Being my best	Growing and changing
Sensology	5 senses PowerPoint following the topic					
TAC PAC	On going through set 1-6					
Attention Autism	On going through stage 1-4 as appropriate					
Curiosity programme	On going element 1-4 as appropriate					
Personal targets	On going personalised IEP outcomes					

Strand 1
Key stage 1 & 2

Year 3 & 6	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	My school	Minibeasts	Reduce, reuse, cycle	Rainforests	Under the sea	This is me
Cross curricular links	History, Art	Science, Art	Science	Science, Art	Science, Geography	RSHE, Literacy
Art	Scented art	Nature painting	Shapes	Mud art	Ice painting	Portraits
Sensory story	People who help us	Winter	The three little pigs	The zoo vet	Under the sea	We are all different
Music	I hear with my little ear	Mirror music play	Up & down movement songs	Moving to the beat with balloons	Nature sound exploration	Sensory sound boxes
	On going action & number rhymes					
Sensory play	Shredded paper	Snow	Foam & water	Nature soup	Rock pool	Frozen fruit
RSHE	Me and my relationships	Valuing difference	Keeping safe	Rights and respect	Being my best	Growing and changing
Sensology	5 senses PowerPoint following the topic					
TAC PAC	On going through set 1-6					
Attention Autism	On going through stage 1-4					
Curiosity programme	On going element 1-4 as appropriate					
Personal targets	On going personalised IEP outcomes					

Strand 1

KS3

Year 1	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Nottingham	Animals	Food	Families	Transport	Fun Fair
Cross curricular links	Geography, History, Music	Science, Geography	DT, Science, RE	RE, History, RSHE	History, Science, Geography	Drama, Music, Art, History
Art	Outdoor patterns	Body part mark making	Edible art	Crinkle & crunch art	Wheel art	Sand art
Sensory story	Town & country	Snow bear: A winter sensory story	Hot & cold	Sorting socks	Public transport	At the fair
Music	Rhythm with everyday objects	Animal sound songs	Rhythm & bounce	Musical story telling	Instrument exploration	Rhyme time
Sensory play	Outdoor environment	Habitats	Vegetables	Homes	Car & buses	Ice cream
RSHE	Me & my relationships	Valuing difference	Keeping safe	Rights & respect	Being my best	Growing & changing
Sensology	5 senses PowerPoint following pathway 1 topic					
TAC PAC	On going through set 1-6 as appropriate					
Attention Autism	On going through stage 1- 4 as appropriate					
Curiosity programme	On going element 1-4 as appropriate					
Personal targets	On going personalised IEP outcomes					
PE	On going gymnastics & swimming sessions. Outdoor play & sensory circuits					

Strand 1

KS3

Year 2	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Seasons	Healthy bodies	Our world	Clothes	Space	Holidays
Cross curricular links	Science, Art, Geography	Science, Art, RSHE	Geography, Art, RSHE	Science, RE, RSHE	Geography, Art	Science, Music
Art	Weather	Body painting	Rocks	Textured painting	Tin foil	Water painting
Sensory story	The autumn forest	The human body	The sun will come out tomorrow	Exploring colours	Washing up	The sea and seaside
Music	Sound makers	Bubble time	Cause & effect musical toys	Parachute music game	Rain maker	Finger puppets
Sensory play	Mud garden	Fruit	Scent exploration	Edible playdoh	Ice	Sand and water
RSHE (Y8)	Me & my relationships	Valuing difference	Keeping safe	Rights & respect	Being my best	Growing & changing
Sensology	5 senses PowerPoint following the topic					
TAC PAC	On going through set 1-6					
Attention Autism	On going through stage 1-4 as appropriate					
Curiosity programme	On going element 1-4 as appropriate					
Personal targets	On going personalised IEP outcomes					
PE	On going gymnastics & swimming sessions. Outdoor play & sensory circuits					

On goin

Strand 1

KS3

Year 3	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	My school	Minibeasts	Reduce, reuse, cycle	Rainforests	Under the sea	This is me
Cross curricular links	History, Art	Science, Art	Science, Art	Science, Art	Science, Geography	RSHE, Literacy
Art	Scented art	Nature painting	Shapes	Mud art	Ice painting	Portraits
Sensory story	The Autumn forest	Walking in winter wonderland	Are you a monster?	I can get ready	Am I a pirate?	Lily lace & the silly socks
Music	I hear with my little ear	Mirror music play	Up & down movement songs	Moving to the beat with balloons	Nature sound exploration	Sensory sound boxes
Sensory play	Shredded paper	Snow	Foam & water	Nature soup	Rock pool	Frozen fruit
RSHE (Y9)	Me & my relationships	Valuing difference	Keeping safe	Rights & respect	Being my best	Growing & changing
Sensology	5 senses PowerPoint following the topic					
TAC PAC	On going through set 1-6					
Attention Autism	On going through stage 1-4					
Curiosity programme	On going element 1-4 as appropriate					
Personal targets	On going personalised IEP outcomes					
PE	On going gymnastics & swimming sessions. Outdoor play & sensory circuits					

Key stage 4 & 5

Year 1	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Nottingham	Animals	Food	Families	Transport	Fun Fair
Cross curricular links	Geography, History, Music	Science, Geography	DT, Science, RE	RE, History, PSHE	History, Science, Geography	Drama, Music, Art, History
PFA	Personal care routines	Healthy lifestyles	Personal safety	My Interests	My world	Making a snack
RSHE	Me & my relationships	Valuing difference	Keeping safe	Rights & respect	Being my best	Growing & changing
Sensology	5 senses PowerPoint following the topic					
TAC PAC	On going through set 1-6					
Attention Autism	On going through stage 1-4					
Curiosity programme	On going element 1-4 as appropriate					
Personal targets	On going personalised IEP outcomes					
PE	On going gymnastics & swimming sessions. Outdoor play & sensory circuits					
Qualifications to be delivered where appropriate						
Sensory learning through touch and music AQA 123026 Sensory stories, different types of families AQA 116805 Sensory geography – the farm AQA 77476						

Key stage 4 & 5

Year 2	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Seasons	Healthy bodies	Our world	Clothes	Space	Holidays
Cross curricular links	Science, Art, Geography	Science	Geography	Science, RE	Geography	Science, Music
PFA	Personal care routines	Healthy lifestyles	Personal safety	My Interests	My world	Making a snack
RSHE	Me & my relationships	Valuing difference	Keeping safe	Rights & respect	Being my best	Growing & changing
Sensology	5 senses PowerPoint following the topic					
TAC PAC	On going through set 1-6					
Attention Autism	On going through stage 1-4					
Curiosity programme	On going element 1-4 as appropriate					
Personal targets	On going personalised IEP outcomes					
PE	On going gymnastics & swimming sessions. Outdoor play & sensory circuits					
Qualifications to be delivered where appropriate						
Multisensory experiences associated with colour with support AQA 118082 Multi-sensory experiences associate with food AQA 116835 Sensory science AQA 84606						

Key stage 4 & 5

Year 3	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	My school	Minibeasts	Reduce, reuse, cycle	Rainforests	Under the sea	This is me
Cross curricular links	History, Art	Science, Art	Science	Science, Art	Science, Geography	RSHE
PFA	Personal care routines	Healthy lifestyles	Personal safety	My Interests	My world	Making a snack
RSHE	Me & my relationships	Valuing difference	Keeping safe	Rights & respect	Being my best	Growing & changing
Sensology	5 senses PowerPoint following the topic					
TAC PAC	On going through set 1-6					
Attention Autism	On going through stage 1-4					
Curiosity programme	On going element 1-4 as appropriate					
Personal targets	On going personalised IEP outcomes					
PE	On going gymnastics & swimming sessions. Outdoor play & sensory circuits					
Qualifications to be delivered where appropriate						
Introduction to sensory story massage AQA 119076 Multisensory approach to water AQA 110153 Sensory and expressive art AQA 111340						

Key stage 4 & 5

Year 4	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Nottingham	Animals	Food	Families	Transport	Fun Fair
Cross curricular links	Geography, History, Music	Science, Geography	DT, Science, RE	RE, History, PSHE	History, Science, Geography	Drama, Music, Art, History
PFA	Personal care routines	Healthy lifestyles	Personal safety	My Interests	My world	Making a snack
RSHE	Me & my relationships	Valuing difference	Keeping safe	Rights & respect	Being my best	Growing & changing
Sensology	5 senses PowerPoint following the topic					
TAC PAC	On going through set 1-6					
Attention Autism	On going through stage 1-4					
Curiosity programme	On going element 1-4 as appropriate					
Personal targets	On going personalised IEP outcomes					
PE	On going gymnastics & swimming sessions. Outdoor play & sensory circuits					
Qualifications to be delivered where appropriate						
Sensory English AQA 78287						
Early communication responding to sensory stimulation AQA 88264						
The zoo keeper, sensory experience AQA 123343						

Key stage 4 & 5

Year 5	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Seasons	Healthy bodies	Our world	Clothes	Space	Holidays
Cross curricular links	Science, Art, Geography	Science	Geography	Science, RE	Geography	Science, Music
PFA	Personal care routines	Healthy lifestyles	Personal safety	My Interests	My world	Making a snack
RSHE	Me & my relationships	Valuing difference	Keeping safe	Rights & respect	Being my best	Growing & changing
Sensology	5 senses PowerPoint following the topic					
TAC PAC	On going through set 1-6					
Attention Autism	On going through stage 1-4					
Curiosity programme	On going element 1-4 as appropriate					
Personal targets	On going personalised IEP outcomes					
PE	On going gymnastics & swimming sessions. Outdoor play & sensory circuits					
Qualifications to be delivered where appropriate						
Multisensory experience of the seasons AQA LE5173 Sensory session, touch AQA 122556 Pre-writing skills: Mark making AQA 81829						

Pathway 1

Strand 2

Strand 2
Key stage 1 & 2

Year 1 & 4	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Nottingham	Animals	Food	Families	Transport	Fun Fair
Cross curricular links	Geography, History, Music	Science, Geography	DT, Science, RE	RE, History, PSHE	History, Science, Geography	Drama, Music, Art, History
English	Reading Word reading	Writing Composition	Spoken language Expressive	Reading Comprehension	Writing Transcription	Spoken language Receptive
Maths	Number <i>Number and place value</i> Sorts, counts, compares, represents objects	Measurement and geometry <i>Measurement</i> Weight, length, capacity, temperature	Statistics and probability Records data	Number Addition, subtraction, multiplication, division and fractions	Measurement and geometry <i>Properties of shape</i> 2D 3D shapes	Measurement and geometry Position and direction
Science	Biology Animals	Chemistry Materials	Physics Seasonal changes	Biology Plants	Chemistry States of matter	Physics Earth & space
Physical education	Physical competence Dance, parachute games	Physical activity Yoga	Competition Invasion games	Physical competence Targets	Physical activity Athletics	Competition Group games
RSHE	Me and my relationships	Valuing difference	Keeping safe	Rights and respect	Being my best	Growing and changing
ICT	Computer science Switches	Information & communication Mouse skills	E-safety	Computer science Robots	Information & communication Keyboard skills	E-safety

Strand 2
Key stage 1 & 2

Year 2 & 5	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Seasons	Healthy bodies	Our World	Clothes	Space	Holidays
Cross curricular links	Science, Art Geography	Science	Geography	Science, RE	Geography	Geography, Science
English	Reading Word reading	Writing Vocabulary, Grammar, Punctuation	Spoken Language Expressive	Reading Comprehension	Writing Transcription	Spoken language Receptive
Maths	Number <i>Number and place value</i> Counting, more / less	Measurement and geometry <i>Measurement</i> Time	Statistics and probability Asks and solves questions relating to data	Number Addition, subtraction, multiplication. Division and fractions	Measurement and geometry Properties of shape Draws, finds, matches, create patterns 2D 3D shapes	Measurement and geometry Position and direction
Science	Biology Evolution and inheritance	Chemistry Materials	Physics Forces & magnets	Biology Living things and their habitats	Chemistry States of matter	Physics Light, sound & electricity
Physical education	Physical competence Jumping & balancing	Physical activity Running & climbing	Competition Group games	Physical competence Throwing, catching, bating	Physical activity Circuits	Competition Obstacle courses
RSHE	Me and my relationships	Valuing difference	Keeping safe	Rights and respect (Y2)	Being my best	Growing and changing
ICT	Computer science Switches	Information & communication Sounds	E-safety	Computer science Interactive games	Information & communication Inputting data	E-safety

Strand 2
Key stage 1 & 2

Year 3 & 6	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	My school	Minibeasts	Reduce, reuse, cycle	Rainforests	Under the Sea	This is me
Cross-Curricular links	Geography, PSHE	Science	Science	Science, Geography	Science	PSHE
English	Reading Word reading	Writing Composition	Spoken language Expressive	Reading Comprehension	Writing Transcription	Spoken language Receptive
Maths	Number <i>Number & place value</i> Ordering & groups	Measurement and geometry <i>Measurement</i> Money	Statistics and probability Sorting and comparing	Number Addition, subtraction, multiplication, division & fractions	Measurement and geometry Properties of shape Names, Sorts, and creates 2D 3D shapes	Measurement and geometry Position and direction
Science	Biology Animals, living things and their habitats	Chemistry Materials	Physics Seasonal changes	Biology Plants	Chemistry States of matter	Physics Light, sound & electricity
Physical education	Physical competence Gymnastics	Physical activity Multi-skills	Competition Invasion games	Physical competence Striking and hitting	Physical activity Ball games	Competition Circuits
RSHE	Me and my relationships	Valuing differences	Keeping safe	Rights and respect	Being my best	Growing and changing
ICT	Computer science Programming	Information & communication Cameras	E-safety	Computer science Algorithms	Information & communication Pictures	E-safety

Strand 2
Key stage 1 & 2

Strand 2
Key stage 3

Year 1	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Nottingham	Animals	Food	Families	Transport	Fun Fair
Cross curricular links	Geography, History, Music	Science, Geography	DT, Science, RE	RE, History, PSHE	History, Science, Geography	Drama, Music, Art, History
English	Reading Word reading	Writing Composition	Spoken language Expressive	Reading Comprehension	Writing Transcription	Spoken language Receptive
Maths	Number Number and place value	Measurement and geometry Measurement	Statistics and probability	Number Addition, subtraction, multiplication, division and fractions	Measurement and geometry Properties of shape	Statistics and probability Position and direction
Science	Biology Animals	Chemistry Materials	Physics Seasonal changes	Biology Plants	Chemistry States of mater	Biology Earth and space
Physical education	Physical competence	Competition	Healthy active lives	Physical activity	Physical competence	Physical activity
RSHE	Me and my relationships	Valuing difference	Keeping safe	Rights and respect	Being my best	Growing and changing
PFA	Employability People who help us	Independence What do we mean by safe?	Community Places in the community that help us	Health Healthy food choices	Relationships Who is important to me	My rights and Identity Pupil voice/EHCP all about me

Strand 2
Key stage 3

Cooking	Creative, technical and practical expertise	Designing and making	Evaluating and testing ideas and products	Principles of nutrition and cooking	Designing and making	Evaluating and testing ideas and products
Art	Design and make a piece of art based on Nottingham	Christmas play props	Pop art (Drawing and 3D model making)		Design and make an urban/graffiti inspired vehicle	Summer fair
ICT	Computer science	Information & communication	E-safety	Computer science	Information & communication	E-safety

Strand 2
Key stage 3

Year 2	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Seasons	Healthy bodies	Our World	Clothes	Space	Holidays
Cross curricular links	Geography	Science	Geography	Science	Geography	Geography, Science
English	Reading Word reading	Writing Vocabulary, Grammar, Punctuation	Spoken Language Expressive	Reading Comprehension	Writing Transcription	Spoken language Receptive
Maths	Number Number and place values	Measurement and geometry Measurement	Statistics and probability	Number Addition, subtraction, multiplication. Division and fractions	Measurement and geometry Properties of shape	Measurement and geometry Position and direction
Science	Biology Evolution and inheritance	Chemistry Materials	Physics Forces & magnets	Biology Living things and their habitats	Chemistry States of matter	Physics Light, sound & electricity
Physical education	Physical competence	Competition	Healthy active lives	Physical activity	Physical competence	Physical activity
RSHE	Me and my relationships	Valuing difference	Keeping safe	Rights and respect	Being my best	Growing and changing
PFA	Employability Money	Independence Being safe in the community	Community What is in my community	Health Looking after my body	Relationships asking for help	My rights and Identity Pupil voice/EHCP all about me
Cooking	Creative, technical and practical expertise	Designing and making	Evaluating and testing ideas and products	Principles of nutrition and cooking	Designing and making	Evaluating and testing ideas

Strand 2
Key stage 3

Art	Design a scene based on a season	Christmas play props	Art from around the world		Design and make a lantern	Summer fair
ICT	Computer science	Information & communication	E-safety	Computer science	Information & communication	E-safety

Strand 2
Key stage 3

Year 3	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	My school	Minibeasts	Reduce, reuse, cycle	Rainforests	Under the Sea	This is me
Cross-Curricular links	Geography, PSHE	Science	Science	Science, Geography	Science	PSHE
English	Reading Word reading	Writing Composition	Spoken language Expressive	Reading Comprehension	Writing Transcription	Spoken language Receptive
Maths	Number Number & place value	Measurement and geometry Measurement	Statistics and probability	Number Addition, subtraction, multiplication, division & fractions	Measurement and geometry Properties of shape	Measurement and geometry Position and direction
Science	Biology Animals, living things and their habitats	Chemistry Materials	Physics Seasonal changes	Biology Plants	Chemistry States of matter	Physics Light, sound & electricity
Physical education	Physical competence	Competition	Healthy active lives	Physical competence	Competition	Healthy active lives
RSHE	Me and my relationships	Valuing differences	Keeping safe	Rights and respect	Being my best	Growing and changing
PFA	Employability My skills in practice	Independence Understanding road safety	Community Practising road safety	Health Looking after my teeth	Relationships Unhealthy relationships	My rights and Identity

Strand 2
Key stage 3

Cooking	Creative, technical and practical expertise	Designing and making	Evaluation and testing ideas and products	Principles of nutrition and cooking	Designing and making	Evaluating and testing ideas
Art	Portraits	Metal insects	Make a final piece with recycled materials		Design and make an under the sea item (Clay)	Summer fair
ICT	Computer science	Information & communication	E-safety	Computer science	Information & communication	E-safety

Strand 2
Key stage 4 & 5

Year 1	Autumn term		Spring term		Summer term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Nottingham	Animals	Food	Families	Transport	Fun fair
Cross curricular links	Geography, History, Music	Science, Geography	DT, Science, RE	RE History, PSHE	History, Science, Geography	Drama, Music, Art, History
Literacy	Sensory Story (AQA 113903)		AQA Towards Literacy 113423		Communication: symbols (AQA 80092)	
Numeracy	<i>Number</i> Early number skills in game activities (AQA 1109988)		<i>Measurement and Geometry</i> Geometry: Shape (AQA 115466)		Patterns with support (AQA 72366)	
Science	Starting to understand animals (AQA 117715)		Biology: Plants (AQA 72174)		Investigating Forces (AQA 106955)	
PE	Music and movement (AQA 72240)		Sensory physical education (AQA 117328)		Introduction to basic Yoga (AQA 121965)	
Digital Skills	Being Safe and Responsible	Communicating	Creating and Editing	Transacting	Using Devices and Handling Information	Being safe and responsible
Preparation for Adulthood	Independence (Chores, Routines and Maintenance)	Preparing Food	Independence (Entertainment, Leisure & Recreation/News and Current Events)	Self-care	Independence (Managing Money)	Travel
Careers	Choosing a job	Getting a job	Knowing your rights	Workplace routines	Workplace Skills/Next steps	
RSHE	Me & my relationships	Valuing difference	Keeping safe	Rights & respect	Beng my best	Growing & changing
Art	Sculpture AQA UAS 123577	Designing and making a container bason on animal forms AQA UAS 72470	Making a collage AQA UAS 967960	Portrait AQA UAS 118963	Designing and making a model of a form of transport AQA UAS 99032	Making a collage AQA UAS 74877

Strand 2
Key stage 4 & 5

Year 2	Autumn term		Spring term		Summer term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Seasons	Healthy bodies	Our world	Clothes	Space	Holidays
Cross curricular links	Geography, History, Music	Science	DT, science, RE	RE, History, PSHE	History, Science, Geography	Drama, Music, Art, History
Literacy	Early Reading skills AQA UAS 86886		sequencing three step daily living tasks with support AQA UAS 114803		Communication and Interaction: Language partner AQA UAS 121642	
Numeracy	Engaging in number activities in a sensory maths environment AQA UAS 87606		Measuring with support AQA UAS 108559		Mathematics patterns unit 1 AQA UAS LE3585	
Science	Seasonal Weather Changes AQA UAS 116163		Science: categories and Properties AQA UAS 110242		Physics (unit 1): Space AQA UAS 115347	
PE	Sensory physical education AQA UAS 113429		Participating in tactile movements AQA UAS 115644		Basic gymnastic skills AQA UAS 111329	
Digital Skills	Being Safe and Responsible	Communicating	Creating and Editing	Transacting	Using Devices and Handling Information	Being safe and responsible
Preparation for Adulthood	Independence (Chores, Routines and Maintenance)	Preparing Food	Independence (Entertainment, Leisure & Recreation/News and Current Events)	Self-care	Independence (Managing Money)	Travel
Careers	Choosing a job	Getting a job	Knowing your rights	Workplace routines	Workplace Skills/Next steps	
RSHE	Me & my relationships	Valuing difference	Keeping safe	Rights & respect	Beng my best	Growing & changing
Art	Making a leaf print AQA UAS 118782	Produce a portrait AQA UAS 84049	Art inspired by religion, cultures and ancient civilisations AQA UAS 119567	AQA UAS 119233	Creating a space scene using spray paints on photo paper AQA UAS 105210	Art and design holidays AQA UAS 13807

Strand 2
Key stage 4 & 5

Year 3	Autumn term		Spring term		Summer term	
	Autumn 1	Autumn 2	Autumn 1	Autumn 2	Autumn 1	Autumn 2
Topic	My school	Minibeasts	Reduce, reuse, recycle	Rainforests	Under the sea	This is me
Cross-Curricular links	Geography, History, Music	Science, Geography	DT, science, RE	Geography, Science, Art	History, Science, Geography	PSHE
Literacy	Developing Communication skills (B7 OCR)		Encountering experience: Being a part of things (B6 OCR)		Interacting in group situations (OCR b4)	
Numeracy	Understanding what money is used for OCR J5		Early Mathematics: Measure OCR J2		<i>Recognising time through regular events OCR J1</i>	
Science	Taking part in a mini beast hunt 121688		A multi-sensory introduction to rainforests 118728		Biology: The human body (Unit 1) 117118	
PE	Participating in Praxis Movements with support AQA 115643		Ten pin bowling AQA 72242		Introduction to dance AQA 118803	
Digital Skills	Being Safe and Responsible	Communicating	Creating and Editing	Transacting	Using Devices and Handling Information	Being safe and responsible
Preparation for Adulthood	Independence (Chores, Routines and Maintenance)	Preparing Food	Independence (Entertainment, Leisure & Recreation/News and Current Events)	Self-care	Independence (Managing Money)	Travel
Careers	Choosing a job	Getting a job	Knowing your rights	Workplace routines	Workplace Skills/Next steps	
RSHE	Me & my relationships	Valuing difference	Keeping safe	Rights & respect	Beng my best	Growing & changing
Art	Responding to pop art style portraits AQA UAS 78912	Exploring nature – minibeast AQA UAS 114377	Junk art, making a model AQA UAS 114970	Making a leaf shaped diva out of clay AQA UAS 117919	Paper mache construction AQA UAS LE2990	Making a mask / headdress AQA UAS 88631

Strand 2
Key stage 4 & 5

Year 4	Autumn term		Spring term		Summer term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Nottingham	Animals	Food	Families	Transport	Fun fair
Cross curricular links	Geography, History, Music	Science, Geography	DT, science, RE	RE, History, PSHE	History, Science, Geography	Drama, Music, Art, History
Literacy	General reading and comprehension skills (unit 1) AQA UAS122651		Literacy skills for life AQA UAS 105745		Literacy: independent living skills AQA UAS 116969	
Numeracy	Multi Sensory experience Maths (AQA 105613)		Recognising and using money AQA UAS 111448		Practical maths: time AQA UAS 120647	
Science	Science: life cycles (AQA 76074)		Science: Human growth and change (AQA 40409)		Solids and liquids AQA UAS 75194	
PE	Dance and drama, movement and gesture AQA 41044		Gross Motor skills, movement in space AQA 119404		Fundamental movement skills AQA 115924	
Digital Skills	Being Safe and Responsible	Communicating	Creating and Editing	Transacting	Using Devices and Handling Information	Being safe and responsible
Preparation for Adulthood	Independence (Chores, Routines and Maintenance)	Preparing Food	Independence (Entertainment, Leisure & Recreation/News and Current Events)	Self-care	Independence (Managing Money)	Travel
Careers	Choosing a job	Getting a job	Knowing your rights	Workplace routines	Workplace Skills/Next steps	
RSHE	Me & my relationships	Valuing difference	Keeping safe	Rights & respect	Beng my best	Growing & changing
Art	Printing and sculpture AQA UAS 119237	Making a mixed media jungle picture AQA UAS 96788	Making a collage using sensory foods AQA UAS 96796	Photography and story telling AQA UAS 121136	Fabric painting AQA UAS 86646	Practising art techniques AQA UAS 78057

Strand 2
Key stage 4 & 5

Year 5	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Seasons	Healthy Bodies	Our world	Clothes	Space	Holidays
Cross curricular links	Geography, history, music	Science	DT, science, RE	RE, history. PSHE	History, science, geography	Drama, music, art, History
Literacy	Communication – Making requests (OCR B1)		Developing Reading skills (OCR B8)		Developing writing skills (OCR B9)	
Numeracy	Number (OCR J3)		Measurement (OCR J2)		Practical maths: cooking AQA UAS 121208	
Science	A sensory exploration of the seasons with support (AQA 120777)		Sensory experience of earth in space (AQA 82176)		Sensory science, the seaside (AQA 74534)	
PE	Gymnastics, basic floor work (AQA 92465)		Basic team games (AQA 117996)		Participating in proprioceptive movements AQA 115641	
Digital Skills	Being Safe and Responsible	Communicating	Creating and Editing	Transacting	Using Devices and Handling Information	Being safe and responsible
Preparation for Adulthood	Independence (Chores, Routines and Maintenance)	Preparing Food	Independence (Entertainment, Leisure & Recreation/News and Current Events)	Self-care	Independence (Managing Money)	Travel
Careers	Choosing a job	Getting a job	Knowing your rights	Workplace routines	Workplace Skills/Next steps	
RSHE	Me & my relationships	Valuing difference	Keeping safe	Rights & respect	Beng my best	Growing & changing
Art	Creating a mixed media picture: Autumn theme AQA UAS CE1728	Fruit and vegetable printing AQA UAS 116530	Using shape and colour in art AQA UAS 116932	Sensory and expressive art unit 2 AQA UAS 90939	Drawing and painting AQA UAS 122443	Layered sand art AQA UAS 118456

Pathway 2
Progression Steps
Qualifications
Post-16

EYFS/KS1 – Pathway 2

Year 1		Autumn Term		Spring Term		Summer Term	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme		Our World/Cultures	Circus	Space	Farm Life	Into the Woods	Holidays
Literacy/ Physical Development	English	Fine and gross motor movements, mark making, CVC words Directional mark making, using different tools Palm or pincer grips, CVC words, marks for meaning Symbols that represent letters, alphabet Letters, sounds, gross motor movements Sound writing, CVC words, my name, consolidation of previous learning					
Communication and Language, Literacy	Reading and Daily Phonics	Books: Children just like me, I am Human, All Are Welcome, The world came to my place one day	Books: The Tiger Who Came to Tea, If I Ran The Circus, Saving Lilly, The Circus Ship	Books: The Dinosaur that Pooped a Planet; roaring rockets, whatever Next, Back to the Future; Meg on the Moon; Aliens Love Underpants, Zog	Books: Farmer Duck; Farmyard Hullabaloo; Old McDonald Had a Farm, Rosie's Walk, the three billy goats gruff, the three little pigs	Books: The Gruffalo, We're Going on a Bear Hunt, Into the Forest	Books: The Mouse Who Sailed the Seas; Sharing a Shell; Oh the Places You'll Go; We're All Going on a Summer Holiday.
Maths	Maths	Number Counting and Number recognition Time Ordering events, recognising key times of the day Number recognition and more and less Money Handling Skills Shapes – 2D Position and Direction					
Understand ing the world	Science	Properties of Materials	Electricity and Lights	Space – Moons and Planets	Life Cycles and Animals	Plants	Food Technology – Heat/Cold
Understanding the World	History/ Geography/RE	Geography - Locational Knowledge	Festivals - Christmas	History – Technology through time	DT – building and mechanisms	Geography – map skills	Food Technology – Foods from around the World

Personal, social and emotional Development	PSHE	Who am I?	Emotions and Feelings	Aiming High	One World	Safety First	Digital Wellbeing
Understanding the world	Computing	Programming Toys	Digital Painting	Computing Skills	Word Processing	Animation	Online Safety
Expressive Arts and Design	Creative	Shading and Different Techniques	Performance Skills – Circus Skills	Mechanism and Movement	Symbols	Cave Paintin	Designing a postcard, Outdoor picnics, packaging food, Holiday role Play, Dressing up
	Music	Introducing Instruments		Exploring Instruments		Choosing Instruments	
Physical Development	PE	Gross Motor Movements – Balance and Travel	Circus Skills	Gross Motor Movements- Jumping and Dance	Catching and Throwing Skills	Gym in the Woods	Skills for Sports Day
EHCP Targets		Individual cycle of working on personalised targets linked to EHC Plans					

EYFS/KS1 – Pathway 2

Year 2		Autumn Term		Spring Term		Summer Term	
Theme		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		People Who Help Us	Winter/Christmas	Environmental Issues	Colour	Jungle and Rainforest	Animals
Literacy/ Physical Development	English	Fine and gross motor movements, mark making, CVC words Directional mark making, using different tools Palm or pincer grips, CVC words, marks for meaning Symbols that represent letters, alphabet Letters, sounds, gross motor movements Sound writing, CVC words, my name, consolidation of previous learning					
Communication and Language, Literacy	Reading and Daily Phonics	Firefighter, A Superhero Like You, Police Officer, Doctor, Emergency, Fireman Fergus, Going to the Dentist	Books: Aliens Love Panta Claus, The Christmas Story, The Polar Express, The Night Before Christmas	Greta and the Giants, Leaf, Peter's Place, Dear Greenpeace	Books: The Boy and the Rainbow, The Emperor Who Hates Yellow, The Day the Crayons Came Home	Where the Wild Things Are, Jungle Song, Tall, We're Going on a Lion Hunt, Tigerella	Books: Poo at the Zoo, The Detective Dog, Meerkat Mail, Dear Zoo, And Tango Makes Three
Maths	Maths	Number Counting and Number Recognition Number recognition and More and Less Time Ordering events, recognising key times of the day Money Handling Skills Geometry Shape and Measure Statistics Data Handling skills					
Understand ing the world	Science	Teeth and Eating	Sound	Everyday Materials	Forces – Push and Pull	Seasonal Changes	Habitats

Understanding the World	History/ Geography/RE	Different Jobs	Creating Crafts	Light and Dark and Weather	Using Senses to Explore Food	Geography – Rainforests and Environment Comparisons	Animals and Plants in Our Local Environment
Personal, social and emotional Development	PSHE	One World	Think Positive	Diverse Britain	Recycling	Money Matters	It's My Body
Understanding the world	Computing	Programming Toys	Computing Skills	Digital Painting	Photography	Cause and Effect	Online Safety
Expressive Arts and Design	Creative	Imaginative play, songs and rhymes Making puppets, boats, instruments	Christmas Performance	Fruit Portraits	Exploring Colour Mixing and Patterns	Dance – Rumble in the Jungle	Painting with natural materials, natural prints, animal patterns Animal songs and rhymes
	Music	Introducing Sway		Introducing March		Introducing Loud and Quiet	
Physical Development	PE	Sensory Circuits	Kicking a Ball	Parachute Games	Games - Sharing	Travelling and Movement	Park Equipment
EHCP Targets		Individual cycle of working on personalised targets linked to EHC Plans					

EYFS/KS1 – Pathway 2

Year 3		Autumn Term		Spring Term		Summer Term	
Theme		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy/ Physical Development	English	Castle and Knights Festivals Dinosaurus Food Rhymes and Fairy Tales Travel and Transport					
		Fine and gross motor movements, mark making, CVC words Directional mark making, using different tools Palm or pincer grips, CVC words, marks for meaning Symbols that represent letters, alphabet Letters, sounds, gross motor movements Sound writing, CVC words, my name, consolidation of previous learning					
Communication and Language, Literacy	Reading and Daily Phonics	Books: Sir Charlie Stinky Socks, The Paper Bag Princess, The Knight Who Wouldn't Fight	The Story of Diwali, Dim Sum For Everyone, Sammy Spider's First Hannukah	The Dinosaur Department Store, Stone Girl Bone Girl, Dinosaur Bones, The Girl and the Dinosaur	Hungry Caterpillar, Pancakes Pancakes, Supertato, The Kitchen Disco	Poems Aloud, Nursery Rhymes, Fairy Tales, Sensory Stories	The Train Ride, The Journey, Wheels on the Bus, Are We There Yet? Let's Take a Train, The Great Explorer
Maths	Maths	Number - Count, Read, write and Order Number - Addition and Subtraction Fractions and telling the time Money Money Handling skills Geometry Shape and Measure Statistics Data Handling skills					
Understand ing the world	Science	Materials – Properties of Building Materials	Chemical Reactions	Fossils and Bones	My Senses – Taste and Smell	Weather	Engines and Machinery

Understanding the World	History/ Geography/RE	History – Castle in Britain (Conisborough Castle)	RE – Diwali/Hinduism	Geography – Famous Fossils and Land	Geography – Food Around the World	History – then and now	Geography – Planning a Journey – Map Skills
Personal, social and emotional Development	PSHE	Justice and Rights	Equality	Accepting Changes	My Choices, My Likes and Dislikes	Relationships	Public and Private
Understanding the world	Computing	Accessing Sensory Room	Cause and Effect – pushing buttons	Immersive Technology – Use of AR	Programming Bee Bots	Online Safety	Using iPads to Communicate
Expressive Arts and Design	Creative	Dressing Up, Sketching Castles, Painting Blocks	Rangoli Patterns	Dance – Dinosaur Stomp	Easter Crafts	Traditional tales role play Masks and dressing Up	Designing a postcard, Outdoor picnics, packaging food, Holiday role paly Dressing up
	Music	Contrast		Imitation		Waltz	
Physical Development	PE	Gross Motor Skills – Climbing	Dance and Movement with Props	Functional Movement Skills	Ball Skills	Gymnastics	Bikeability
EHCP Targets		Individual cycle of working on personalised targets linked to EHC Plans					

KS2 – Pathway 2

Year 1	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Local Area : Braithwell	Books and Stories from Other Cultures	Extreme Earth	Animals	Witches and Wizards	Fantasy
English	Narrative: Describing main characters, character development. Non-Fiction: Sequencing; stories about Adventures	Narrative: Describing main characters, character development. (Books linked The Show Must Go On!) Non-Fiction: Sequencing; celebrations in other cultures.	Narrative: Events and describing setting of the recommended books. Non-Fiction: Sequencing; reading instructions.	Narrative: Events and setting of the recommended books. Non-Fiction: Stories to re-tell; travel writing.	Narrative: Sequencing and plot of the adventurous story. Non-Fiction: Maps.	Narrative: Sequencing and plot of the recommended books. Non-Fiction: Fact files
Reading and Daily Phonics	Books: The Borrowers, the tunnel	Books: Anansi and the Pot of Beans, Rainbow Bird, The Village by the Sea, The Wolf Wilder	Books: Bug's Big Trip, Volcano Blast, Earthquake Shock, Blizzard Night	Books: Five Minute's Peace, Fox, The Story of Black Beauty, Edward the Emu, The Snail and the Whale	Books: The Witch's Cat, Winnie the Witch, What's in the Witch's Kitchen, A Magical Muddle	Books: Around the World with Max and Lemon, Dragonology
Maths	Number Count, Read, write and Order	Number 4 Operations	Fractions and telling the time	Money Handling skills	Geometry Shape and Measure	Statistics Data Handling skills
Science	Grouping & changing Materials Scientific enquiry	Teeth and eating Scientific enquiry	Scientific enquiry Rocks & soil Scientific enquiry	Animals & plants in the local environment	Electricity Scientific enquiry	Light & Shadow Scientific
Geography/ History	Geography – My Local Area	History - The lives of significant individuals Explore influential individuals. Pupils establish what	Geography - Weather patterns and seasons	History – Explore Greek and Roman Myths	RE – Different Types of Faith	Community Visits – What is in our Local Area?

		makes a person significant, explores and compares the lives				
PSHE	Be Yourself	Diverse Britain	Digital Wellbeing	Keeping Safe	Growing Up	Aiming High
Computing	Technology Around Us	Using the Internet	Digital Artists	Online Safety	Using and Applying IT Skills	Technology in the Community
Creative	Dressing Up, Sketching Castles, Painting Blocks	Rangoli Patterns	Dance – Dinosaur Stomp	Easter Crafts	Traditional tales role play Masks and dressing Up	Designing a postcard, Outdoor picnics, packaging food, Holiday role paly Dressing up
Music	March		Loud and Quiet		Boogie Train	
PE	Ball Skills: Hands	Balance and Shapes	Ball Skills	Attacking and Defending	Health and Fitness	Team Sports
EHCP Targets	Individual cycle of working on personalised targets linked to EHC Plans					

KS2 – Pathway 2

Year 2	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	United Kingdom	Exploring Emotions	Environmental Issues	Historical Fiction	Journeys	Carnival
English	Narrative: Reading comprehension - main characters, events and setting – stories from Around the World	Drama – reading out loud, discussing characters – spoken language and communication focus.	Non-fiction – writing about experiences – biography/ autobiography/ diary entries/ postcards.	Narrative: Describing main characters, events and setting (writing focus)	Non-fiction – leaflets about hobbies or interests linked to theme	Poetry – summer and festivals – senses, descriptive language, rhyme, rhythm.
Reading and Daily Phonics	Books: We are Britain, Mother's and Other's Day, Amazing Grace, The Queen's Hat, The Queen's Knickers, The Accidental Prime Minister	Because I Love You, The Magic Bed, Once They Were Giants, Are You Sad Little Bear? The Robot and the Bluebird	Books: Wonderful Earth, The Runaway Iceberg, Michael Recycle, The Polar Bears Home	Samson's Titanic Journey, Don't Say No to Flo, Amelia Earhart, How to Wash a Woolly Mammoth	A River, The Jumblies, The Explorer, The 1000 year old boy	The Man Who Walked Between The Towers, Peter Spier's Circus, Songs
Maths	Number Count, Read, write and Order	Number 4 Operations	Fractions and telling the time	Money Handling skills	Geometry Shape and Measure	Statistics Data Handling skills
Science	Biodiversity – Minibeasts	Use of Everyday Materials	Nature Protectors	Scientists and Inventors	Forces and Magnets	States of Matter
Geography or History	Geography – Our Country	Geography – Our Local Area	History – War and Remembrance	History – Nurturing Nurses	Geography – Let's Go to China	History – Toys
PSHE	Be Yourself	Diverse Britain	Digital Wellbeing	Keeping Safe	Growing Up	Aiming High
Computing	Technology Around Us	Using the Internet	Digital Artists	Online Safety	Using and Applying IT Skills	Technology in the Community
Creative	Music – Moving and Grooving	Music – Sounds Around Us	LS Lowry	Landscapes and Cityscapes	Colour Chaos	Let's Sculpt
Music	Instrument Skills		Right sound, right time		Playing in a group	

PE	Balance, Shape and Rotation	Orienteering	Invasion Games	Run, Jump, Throw	Dance Fundamentals	Field Events – Sports Day
EHCP Targets	Individual cycle of working on personalised targets linked to EHC Plans					

KS2 – Pathway 2

Year 3	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Pirates	Superheroes	Toys	Houses and Homes	Bears	Art and Artists
English	Poetry — senses, descriptive language, rhyme, rhythm.	Narrative: Describing main characters, events and setting (writing focus)	Non-fiction – leaflets about hobbies or places of interest.	Non-fiction – writing about experiences – biography/ autobiography/ diary entries/ postcards.	Creative and narrative writing skills (character development and describing a scene linked to theme)	Narrative: Reading comprehension - main characters, events and setting – stories from Around the World
Reading and Daily Phonics	Books: Pirates in the Supermarket, The Pirates Next Door, How I Became a Pirate	Books: Boris Saves The Show, How to Save a Superhero, Supertato Evil Peas, Superhero School	Books: Brown Paper Bear, Old Bear, Lost in the Toy Museum, Toys Around the World	Books: Six Dinner Sid, Houses Long Ago, In Every House In Every Street, Stuck	Books: Hands Off My Honey, The Bear, The Bear Who Stared, The Bear and the Piano, The Three Bears	Books: Too Much Glue, Katie and the Mona Lisa, Camille and the Sunflowers, The Magical Garden of Claude Monet, Ish
Maths	Number Count, Read, write and Order	Number 4 Operations	Fractions and telling the time	Money Handling skills	Geometry Shape and Measure	Statistics Data Handling skills
Science	Planet Earth	Forces	Properties of Materials	Scientists and Inventors	Animals – Habitats	Light
Geography/ History	Geography – Oceans	History – People Who Changed Society	Geography – Fieldwork – Local Area	History – Victorian Britain	Geography – Rivers and The Water Cycle	History – British Artists
PSHE	Be Yourself	Diverse Britain	Digital Wellbeing	Keeping Safe	Growing Up	Aiming High
Computing	Immersive Experiences – Seas	Using the Internet	Technology in the Community	Online Safety	Using and Applying IT Skills	Digital Artists
Creative	Music – Sea Shanty	Drama – Role Play	Art – Design Challenge	DT – Construction	DT – Building a Habitat	Art and Music – Painting to Music
Music	Directing		Shake-Tap-Ring		Shh!	
PE	Fundamental Movement Skills	Invasion Games	Run, Jump and Throw	Health and Fitness	Orienteering	Athletics
EHCP Targets	Individual cycle of working on personalised targets linked to EHC Plans					

KS3 Pathway 2

Year 1	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Belonging	Industries	Places	Crossroads	Adventures	Endings
English	Ghost Boys by Jewell Parker Rhodes	Winter Poetry	Non-fiction Reading Roald Dahl, PT Barnum Martin Luther King	Non-fiction Writing Super Caley Go Ballistics	Reading The Giver	Writing The Giver
Maths	Number and the number system	Number and the number system	Measures, shape and space	Handling data and Information	Mathematical Problems and decision making	Mathematical Problems and decision making Assessment
Science	Physics - Forces	Chemistry – Separating Mixtures	Biology – Cells and Microscopes	Physics – Energy	Chemistry – Elements and Compounds	Biology – Biogenetics
PfA - OCR	Employability, my aspirations and goals		Independence – My skills, my character, my interests	My community	Managing own health	Relationships within the community
Humanities	History – Medieval Britain	Geography – Case Study UK Vs. Brazil	History – India Under the Empire	Geography – Rocks and Weathering	History –America	Geography – Fieldwork Module
PSHE	Me and My Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being my Best	Relationships and Sex Education: Growing and Changing
Active Living	NIBAS Level 1/2/3: Indoor Climbing and Bouldering					
Active Living – AQA UAS	Planning an Allotment Site		Designing and Constructing an Insect Shelter With Support		Life on the Allotment	
Computing	Clear messaging in digital media	Networks from semaphores to the internet	Programming essentials in scratch	Spreadsheets	Programming 11	Using media: gaining support for a cause
Art & Design	Doncaster	Animals	Food	Food	Transport	Summer Enterprise
PE	Stoolball	Basketball	Badminton	Dodgeball	Athletics	Cricket
EHCP Targets	Individual cycle of working on personalised targets linked to EHC Plans					

KS3 – Pathway 2

Year 2	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Family	Services	Number	Challenges	Misadventures	Transitions
English	Speaking and Listening Steps 4-6	Reading Step 9	Writing Steps 6-8	Speaking and Listening Steps 4-6	Reading Steps 6-8	Writing Steps 6-9
Maths (WT Step 8-9)	Number – Ratio, proportion & rates of change	Measurement & Geometry Position and direction	Number Algebra	Statistics and Probability Statistics	Number Number and Place Value	Measurement & Geometry Angles, rotation and reflections
Science	Biology – Bioenergetics 2 - Photosynthesis	Chemistry – Chemical Reactions	Biology – Genes and Evolution	Biology – Reproduction	Chemistry – Acids and Alkalines	Physics – Waves/Space
PfA	Healthy Living – Personal Skills – M9		Home Cooking Skills – Planning a Simple Meal D1		Managing Money – Using Coins and Notes – J9	
Humanities	History - Norman Invasions & William the Conqueror	Geography – Basic Map Skills	History – War of the Roses	Geography – Weather	History – Changes in Power	Geography – Hazards in the Natural World
PSHE	Volunteering and Responsible Activity		Basic First Aid	Changes in Adolescent Bodies	RSE – Being Safe	RSE – Sexual Health
Active Living	NIBAS Level 1/2/3: Indoor Climbing and Bouldering					
Active Living – OCR Life and Living Skills	Preparing and Planning a Site			Insert Plant Material		Preparing and Planting a Site
Computing	Communication	Web Page Creation	Variables in Games	Spreadsheets	3D Modelling	Sensing
Art & Design	Frontage – Ben Nicholson	Portrait – Julian Opie	3D – Textured Clay Vessels	Painting – Delaunay	Wayne Thiebaud	Collage Richard Hamilton
PE	DofE Bronze - Physical	DofE Bronze - Physical	DofE Bronze - Physical	DofE Bronze - Skills	DofE Bronze - Skills	DofE Bronze - Expedition
EHCP Targets	Individual cycle of working on personalised targets linked to EHC Plans					

KS3 – Pathway 2

Year 3	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Beginnings	Charities	Communities	Successes	Explorations	Destinations
English	Reading Steps 4-6	Writing Steps 4-5	Speaking and Listening Steps 3-5	Reading Steps 5-6	Writing Steps 4-5	Speaking and Listening Steps 3-5
Maths (WT Step 9)	Number The Four Operations	Statistics Probability	Number Fractions (including decimals and percentages)	Measurement & Geometry Shapes, perimeter and area	Number Algebra	Statistics Mean, median, mode and range
Science	Physics – Motion and Pressure	Biology – Ecology	Chemistry – Mixtures	Biology – Digestion	Chemistry – Reactions	Physics – Space
PfA	Independent Travel – Unfamiliar Areas – M12		Accessing Community Services – Personal Safety – M8		Emotional Management – M15	
Humanities	History – Elizabethan Life	Geography – Hydrology and Coasts	History – WW1 – causes, events, impact	Geography – Trade and Development – natural resources, economies	History – Case Study – Africa and Asia	History – WW2 – causes, events, impact
PSHE	Critical Thinking and Debate	Democracy and UK Political System	Mental Wellbeing	Internet Safety and E-Safety	Families	RSE – Respectful Relationships (incl. consent)
Active Living	NIBAS Level 1/2/3: Indoor Climbing and Bouldering					
Active Living – AQA UAS	Exploring Nature: Autumn Pond	Exploring Nature: Autumn Trees	Growing Plants Using Recycled Materials		Visiting a Forest School	
Computing	Physical Computing	Python Programming	Representations: going audiovisual	Animations	Data Science	Cybersecurity
Art & Design	Formal Elements – Kandinsky	Shape – Matisse	Pop Art – Claus Oldenburg	Pop Art – Andy Warhol	Architecture – John Piper	Abstract Still Life – Cubism - Picasso
PE	Me and My World, Get Active	Me and My World – My Interests	Me and My World – My Interests	My Interests, Get Active	My Interest, Get Active	Adventures
EHCP Targets	Individual cycle of working on personalised targets linked to EHC Plans					

Pathway 2 - KS4/5

Year 1	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Belonging	Industries	Places	Crossroads	Adventures	Endings
English	Reading Gothic Literature Entry Level/GCSE	Writing Gothic Literature Entry Level/GCSE	Charities Reading Entry Level/GCSE	Charities writing Entry Level/GCSE/Exam Technique	Pets Reading & writing Entry Level/GCSE – Revision	Pet novel study Akwaeke Emezi writing Entry Level/GCSE – Revision
Maths	Congruency, Similarity and Enlargement, Trigonometry GCSE EL1/EL2/EL3	Equations and Inequalities simultaneous equations and GCSE EL1/EL2/EL3	Angles and Bearings, Working out Circles GCSE EL1/EL2/EL3	Ratio and fractions, percentages and Interest, Probability GCSE EL1/EL2/EL3	Collecting, representing and interpreting data, non-calculator methods GCSE EL1/EL2/EL3	Types, number and sequencing, Indices and Roots, manipulating expressions GCSE EL1/EL2/EL3
Science – GCSE or Entry Level	Biology 1 – Cells and organisation of organisms		Biology 2 – Infection and response, Bioenergetic Homeostasis and response		Biology 3 – Variation and Evolution, Practicals	
PfA – Entry 3	Employability – my aspirations and goals		Independence – Travel Training	Health – Look after your body	Relationships – Local facilities that help me	Rights and Identity
Humanities – Entry Level	History – Thematic Study		Personal Study – Biography/Period Study		Finish Qualification – AQA UAS	
PSHE	Me and My Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Duke of Edinburgh	Duke of Edinburgh Bronze Award					
Computing	Online Safety		Programming - Sequence	Spreadsheets/Digital Skills EL3	Digital Skills EL3/IT and the world of work	IT Project Management
Art & Design	GCSE Art/Entry Level Art Art, craft and Design, Fine Art,					
PE- OCR Entry Level	Invasion Games	Net Games	Invasion Games	Invasion Games	Striking and Fielding	Athletics
EHCP Targets	Individual cycle of working on personalised targets linked to EHC Plans					

Pathway 2 - KS4/5

Year 2	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Family	Services	Number	Challenges	Misadventures	Transitions
English	Entry Level/GCSE	Entry Level/GCSE	Entry Level/GCSE	Entry Level/GCSE/Exam Technique	Entry Level/GCSE – Revision Reading/Writing	Entry Level/GCSE – Revision Reading/Writing
Maths	Working with Number GCSE EL1/EL2/EL3	Ratio and Proportion GCSE EL1/EL2/EL3	Algebra GCSE EL1/EL2/EL3	Working with Number GCSE EL1/EL2/EL3	Revision and Assessment Preparation GCSE EL1/EL2/EL3	Maths in the Workplace
Science – GCSE or Entry Level	Physics 1 – Energy, Forces and Matter		Chemistry 2 – Chemistry in our World		Triple Chemistry Content Revision for Exams/Entry Level	
PfA – Entry 3	Healthy Living: Personal Skills M27		Home Cooking Skills: Home Management		Managing Your Own Money: M30	
Humanities – Entry Level	Geography – Our World		Geography – Project Work		Revision and Assessment – Geography	
PSHE	Critical Thinking and Debate	Democratic Citizens	Mental Wellbeing	Staying Safe Online	Different Types of Families	RSE – Consent, respect
Duke of Edinburgh	Duke of Edinburgh Bronze Award					
Computing	Knowing the Basics of Using Digital Technology		Using Technology to Work With Data		Using Technology to Work With Graphics	
Art & Design	GCSE Art/Entry Level Art					
PE- OCR Entry Level	Invasion Games	Net Games	Invasion Games	Invasion Games	Striking and Fielding	Athletics
EHCP Targets	Individual cycle of working on personalised targets linked to EHC Plans					

Pathway 2 - KS4/5

Year 3	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Beginnings	Charities	Communities	Successes	Explorations	Destinations
English	Entry Level/GCSE	Entry Level/GCSE	Entry Level/GCSE	Entry Level/GCSE/Exam Technique	Entry Level/GCSE – Revision Reading/Writing	Entry Level/GCSE – Revision Reading/Writing
Maths	Shape and Space GCSE EL1/EL2/EL3	Angles and Position GCSE EL1/EL2/EL3	Algebra GCSE EL1/EL2/EL3	Working with Number GCSE EL1/EL2/EL3	Revision and Assessment Preparation GCSE EL1/EL2/EL3	Functional Maths (Life Skills)
Science – GCSE or Entry Level	Biology 2 – Environment, Inheritance, Inheritance		Chemistry 2 – Chemistry in our World		Triple Chemistry Content Revision for Exams/Entry Level	
PfA – Entry 3	Healthy Living: Personal Skills M27		Home Cooking Skills: Home Management		Managing Your Own Money: M30	
Humanities – Entry Level	Geography – Our World		Geography – Project Work		Revision and Assessment – Geography	
PSHE	Volunteering	Work Place Behaviour	Basic First Aid	Changing Adolescent Body	Being Safe – Relationships	Intimate and Sexual Relationships
Duke of Edinburgh	Duke of Edinburgh Bronze Award					
Computing – OCR Functional Skills	Knowing the Basics of Using Digital Technology		Use Digital Technologies to Find Information		Use Digital Technology to Reply and Send Emails	
Art & Design	GCSE Art/Entry Level Art					
PE- OCR Entry Level	Basketball	Basketball	Badminton	Handball	Badminton	Handball
EHCP Targets	Individual cycle of working on personalised targets linked to EHC Plans					

Medium Term Plan Template

Teacher		Class		Term	
Subject					
Unit Title					
Duration					
Unit Overview					
Prior Learning					
Key Learning Objectives					
Assessment Criteria					
Future Learning					

Week	Learning Objective	Knowledge, Skills and Vocabulary	Activities	Assessment Methods
1				
2				
3				
4				
5				
6				

Students Adaptation	Communication and Social Skills	Sensory Considerations

Cross-Curricular Links	Evaluation and Reflection

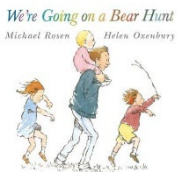
Reading for Pleasure at Sutherland House School

Reading for Pleasure at Sutherland House School

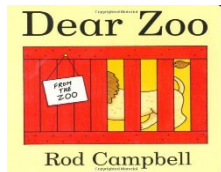
Below are some of the core texts we aim for our children to have access to in our classrooms.

Adults read to the children for at least 15 minutes a day and the children are involved in choosing the text they would like to hear.

EYFS



We're going on a Bear Hunt
By Michael Rosen



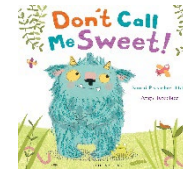
Dear Zoo
By Rod Campbell



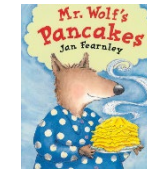
Stuck
By Oliver Jeffers



The Tiger who came to Tea
By Judith Kerr



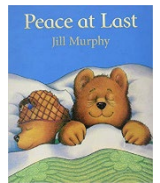
Don't call me sweet!
By Smriti Prasadam-



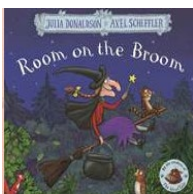
Mr Wolf's Pancakes
By Jan Fearnley



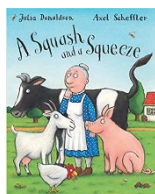
Open very carefully – A book with bite!
By Nick Bromley



Peace at Last
By Jill Murphy



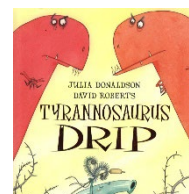
Room on the Broom
By Julia Donaldson



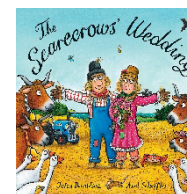
Squash and a Squeeze
By Julia Donaldson



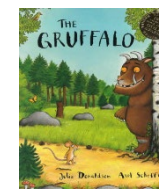
The Smeds and The Smoos
By Julia Donaldson



Tyrannosaurus Drip
By Julia Donaldson



The Scarecrow's Wedding
By Julia Donaldson



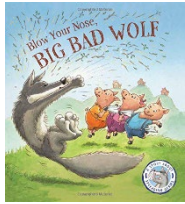
The Gruffalo
By Julia Donaldson



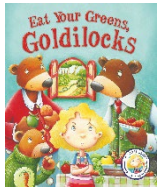
Stickman
By Julia Donaldson



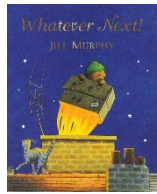
After the Fall
By Dan Santat



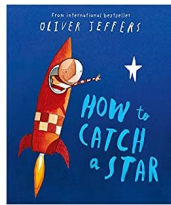
Blow your nose, Big Bad Wolf
By Lucy Curthrew



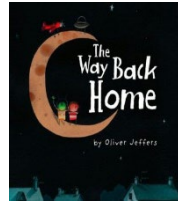
Eat your greens, Goldilocks
By Steve Smallman



Whatever Next!
By Jill Murphy



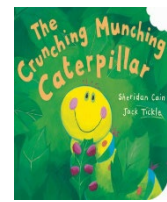
How to Catch a Star
By Oliver Jeffers



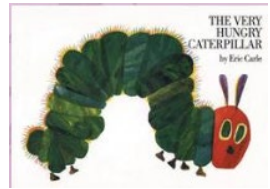
The way back home
By Oliver Jeffers



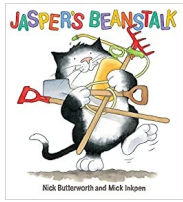
Aliens love Underpants
By Claire Freedman



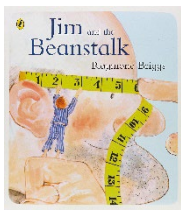
The Crunching Munching Caterpillar



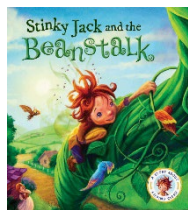
The Very Hungry Caterpillar
By Eric Carle



Jasper's Beanstalk
By Nick Butterworth



Jim and the Beanstalk
By Raymond Briggs



Stinky Jack and the Beanstalk
By Steve Smallman



Keep Running, Gingerbread Man
By Steve Smallman

Traditional Tales E.g:

Goldilocks and the Three Bears

The Three Little Pigs

Jack and The Beanstalk

The Enormous Turnip

Various Nursery Rhymes

E.g:

Baa Baa Black Sheep

Row, Row, Row your boat

Wheels on the bus

Old MacDonald had a farm

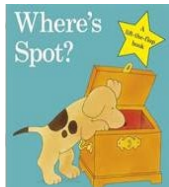
Hickory Dickory Dock

Ten in the bed

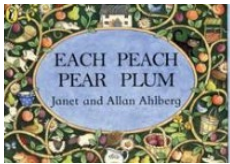
I'm a little Teapot

Incy Wincy Spider

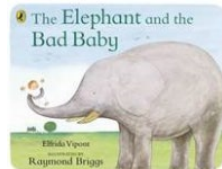
5 Little monkeys



Where's Spot?
By Eric Hill



Each Peach Pear Plum
By Alan Ahlberg



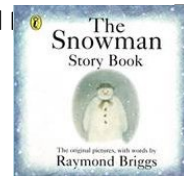
The Elephant and the Bad Baby
By Elfrida Vipont



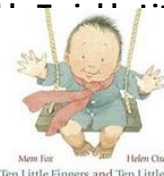
Little Mouse's Big Book of Fears
By Emily Gravett



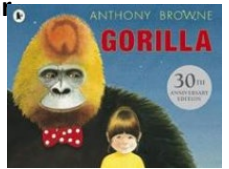
I will NOT ever NEVER eat a tomato



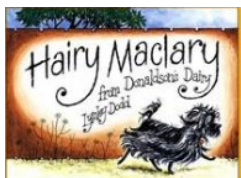
The Snowman
By Raymond Briggs



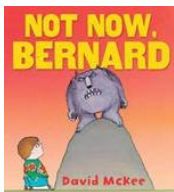
Ten Little Fingers and Ten Little Toes



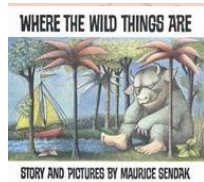
Gorilla
By Anthony Browne



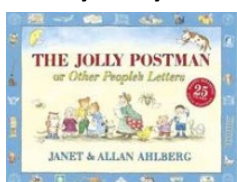
Hairy Maclary
By Lynley Dodd



Not now, Bernard
By David McKee



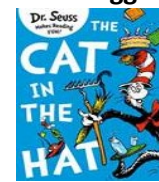
Where the wild things are
By Maurice



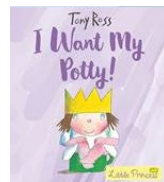
The Jolly Postman
By Alan Ahlberg



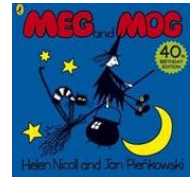
I want my hat back
By Jon Klassen



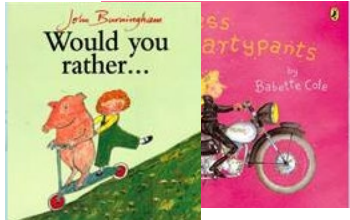
The Cat in the Hat
By Dr Seuss



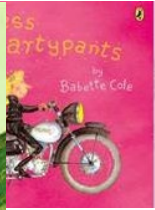
I want my potty
By Tony Ross



Meg and Mog
By Helen Nicholl



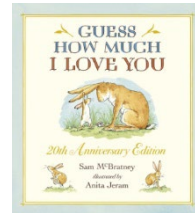
Would you rather
By Jon Burningham



Princess Smartypants
By Babette Cole



There's a ___ in my book
(collection)
By Tom Fletcher



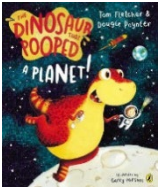
Guess how much I love you
By Sam McBratney

Author suggestions for EYFS

- Julia Donaldson
- Michael Rosen
- Eric Carle
- Steve Smallman
- Alan Ahlberg
- Raymond Briggs

- David McKee
- Eric Hill
- Rod Campbell
- Jill Murphy
- Claire Freedman
- Lauren Child

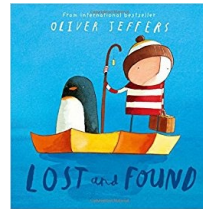
5 to 6 year olds



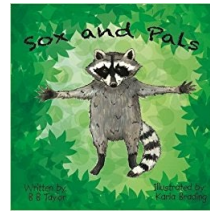
The Dinosaur that pooped... (collection)
By Tom Fletcher & Sophie Hughes



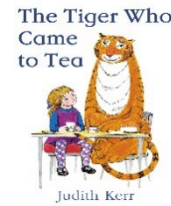
The Giant Jam Sandwich
By John Vernon Lord



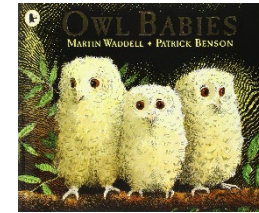
Lost and Found
By Oliver Jeffers



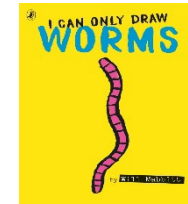
Sox and Pals
By B B Taylor



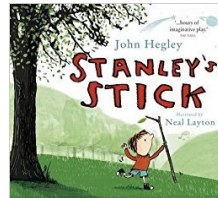
The Tiger who came to Tea
By Judith Kerr



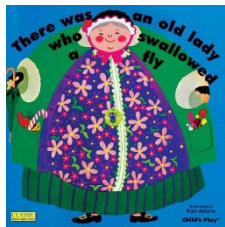
Owl Babies
By Martin Waddell



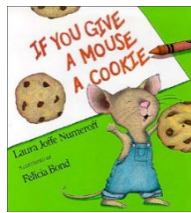
I can only draw worms
By Will Mabbutt



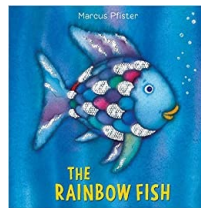
Stanley's Stick
By John Hegley



There was an old lady who swallowed a fly.
By Pam Adams



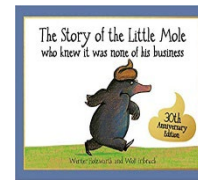
If you give a mouse a cookie
By Laura Joffe



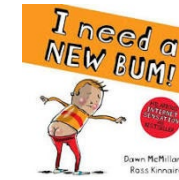
The Rainbow Fish
By Marcus Pfister



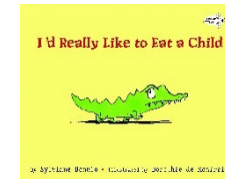
The Snowlambs
By Debbie Gliori



The Story of the little mole
By Werner Halzwarth



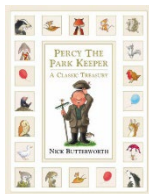
I need a new bum!
By Dawn McMillan



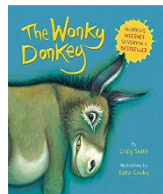
I'd really like to eat a child
By Silvine Donnio



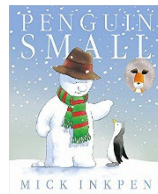
This is not my hat
I want my hat
By John Klassen



Percy the Park Keeper
By Nick Butterworth



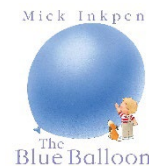
The Wonky Donkey
By Craig Smith



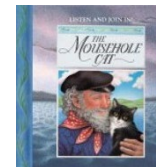
Penguin Small
By Mike Inkpen



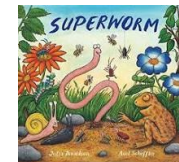
Kipper
By Mike Inkpen



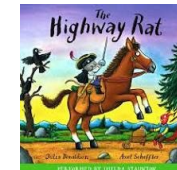
Blue Balloon
By Mike Inkpen



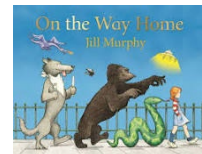
The Molehouse Cat
By Antonia Barber



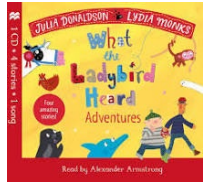
Superworm
By Julia Donaldson



The Highway Rat
By Julia Donaldson



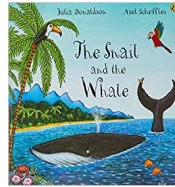
On the way home
By Julia



**What the
ladybird heard**
By Julia



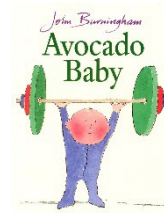
**The Gruffalo's
child** By
Julia Donaldson



**The Snail and the
Whale** By
Julia Donaldson



Mr Bump
By Roger
Hargreaves



Avocado Baby
By John
Burningham



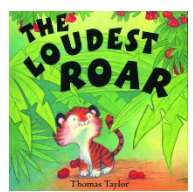
Here we are
By Oliver Jeffers



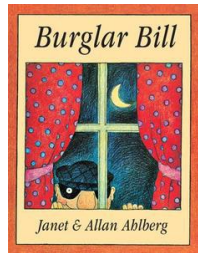
Meerkat Mail
By Emily Gravett



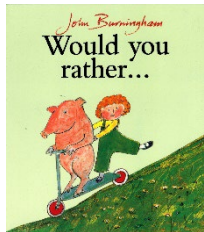
Pumpkin Soup
By Helen Cooper



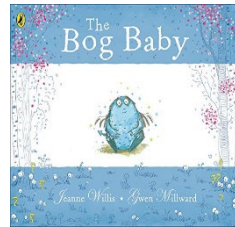
The Loudest Roar
By Thomas Taylor



Burglar Bill
By Janet and Allan
Ahlberg



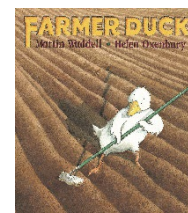
Would you rather...
By John
Burningham



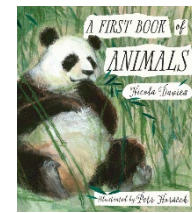
The Bog Baby
By Jeanne Willis
and Gwen Millard



**The Bear who
Stared**
By Duncan Beedle



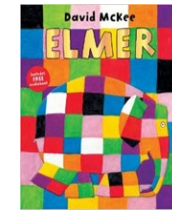
Farmer Duck
By Martin Waddell
and Helen Oxbury



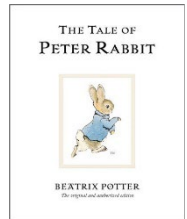
**A first book of
animals**
By Nicola Davies



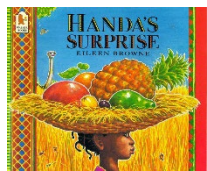
Funnybones
By Janet and Allan
Ahlberg



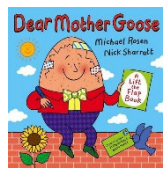
Elmer
By David McKee



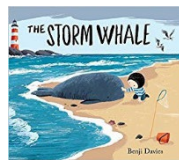
**The Tale of Peter
Rabbit**
By Beatrix Potter



Handa's Surprise
By Eileen Browne



Dear Mother Goose
By Michael Rosen and
Nick Sharratt

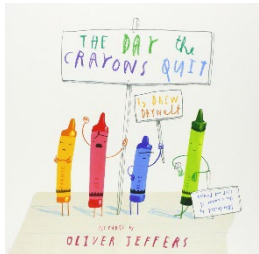


The Storm Whale
By Benji Davies

Author suggestions Year 5 to 6 year olds

- Emily Gravett
- Dr Seuss
- Nick Butterworth
- John Klassen
- Mike Inkpen
- Marcus Pfister
- Judith Kerr
- Debbie Gliori
- Roger Hargreaves
- Beatrix Potter
- John Burningham
- Craig Smith

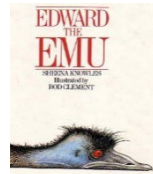
6 to 7 year olds



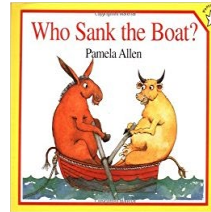
The Day the Crayons Quit
By Drew Daywalt



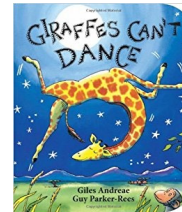
The Book with no pictures
By BJ Novak



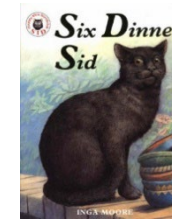
Edward the Emu
By Sheena Knowles



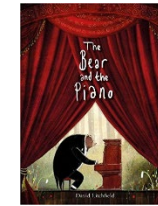
Who sank the boat?
By Pamela Allen



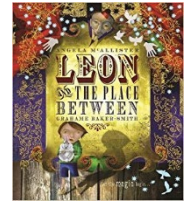
Giraffes can't Dance
By Giles Andreae and Guy Parker Rees



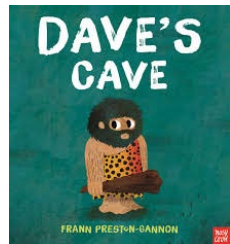
Six Dinner Sid
By Igna Moore



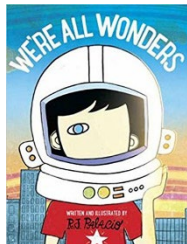
The Bear and the Piano
By David Litchfield



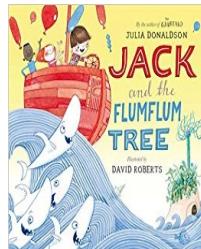
Leon and the place between
By Angela McAllister and Angela McAllister



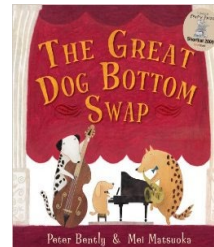
Dave's Cave
By Fran Preston-Gannon



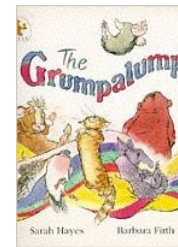
We're all wonders
By RJ Palacio



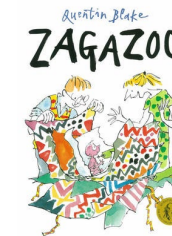
Jack and the Flumflum tree
By Julia Donaldson



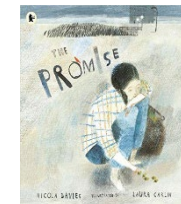
The Great Dog Bottom Swap
By Peter Bently and Mel



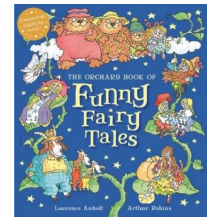
The Grumpalump
By Sarah Hayes



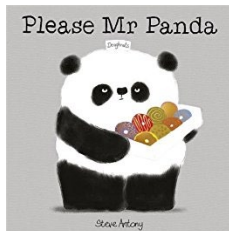
Zagazoon
By Quentin Blake



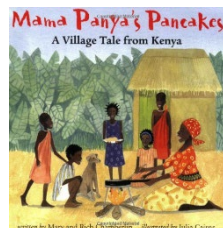
The Promise
By Nicola Davies



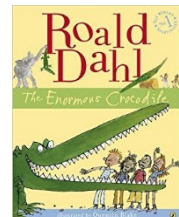
Funny Fairy Tales
By Laurence Anholt and Arthur Robins



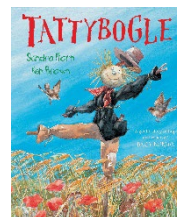
Please Mr Panda
By Steve Antony



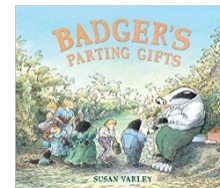
Mama Panya's Pancakes
By Mary and Rich



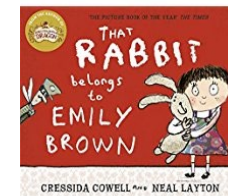
The Enormous Crocodile
By Roald Dahl



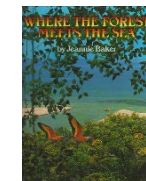
Tattybogle
By Sandra Horn and Ken Brown



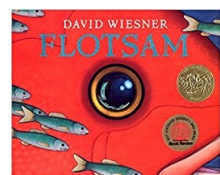
Badger's parting gifts
By Suzanne



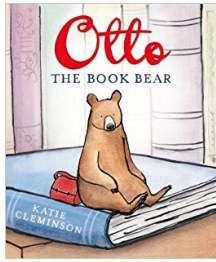
That Rabbit belongs to Emily Brown
By Cressida Cowell and Neal Layton



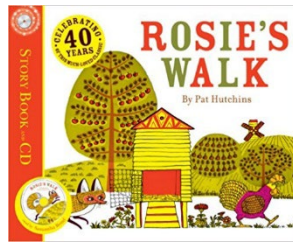
Where the forest meets the sea
By Jeannie Baker



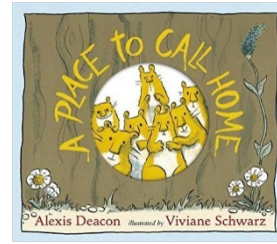
Flotsam
By David



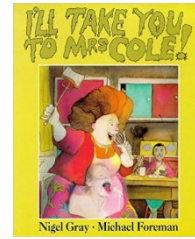
Otto The Book Bear
By Katie Cleminson



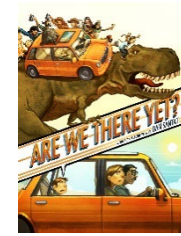
Rosie's Walk
By Pat Hutchins



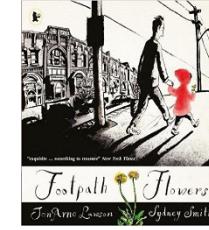
A Place to call home
By Alexis Deacon



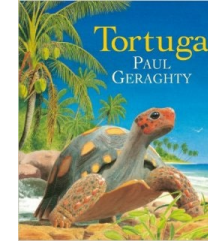
I'll take you to Mrs Cole
By Nigel Gray



Are we there yet?
By Dan Santat



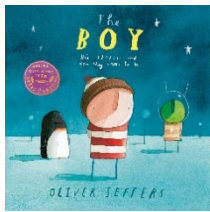
Footpath Flowers
By Jon Arno Lawson



Tortuga
By Paul Geraghty



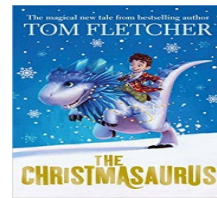
The Great Paper Caper
By Oliver Jeffers



The Boy
By Oliver Jeffers



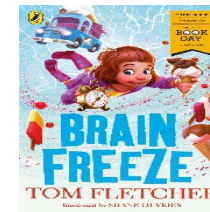
The Creakers
By Tom Fletcher



The Christmasaurus
By Tom Fletcher



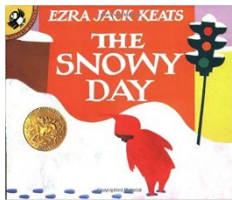
**The Christmasaurus –
Winter Witch**
By Tom Fletcher



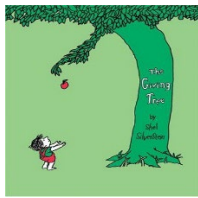
Brain Freeze
By Tom Fletcher



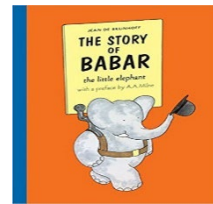
Short story collection
By David Walliams



The Snowy day
By Ezra Jack Keats



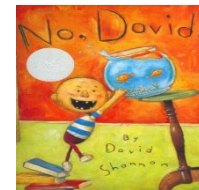
The Giving Tree
By Shel Silverstein



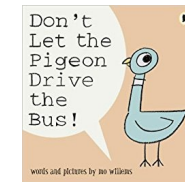
The Story of Babar
By Jean de Brunhoff



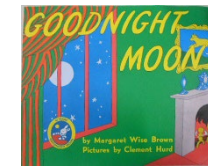
The Polar Express
By Chris Van Allsburg



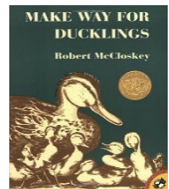
No, David!
By David Shannon



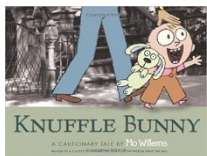
**Don't let the pigeon
drive the bus**
By Mo Willems



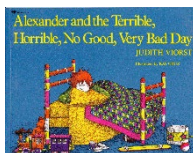
Goodnight Moon
By Margaret Wise Brown



Make way for Duckling
By Robert McCloskey



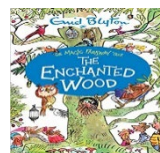
Knuffle Bunny
By Mo Willems



**Alexander and the
terrible, horrible, no good,
very bad day**
By Judith



The Magic Faraway Tree
By Enid Blyton



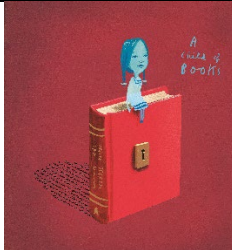
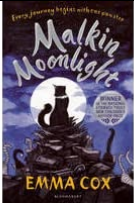
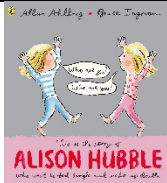

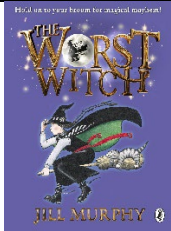

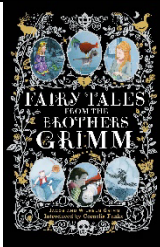
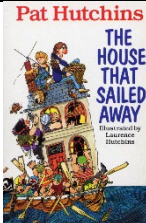


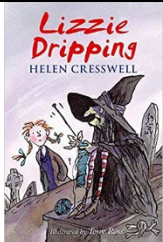
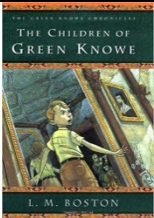
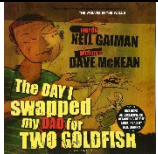

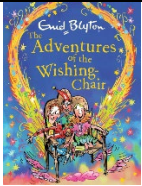
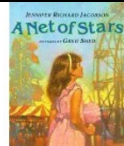

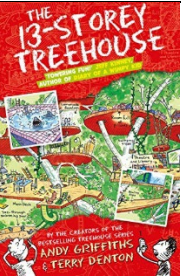
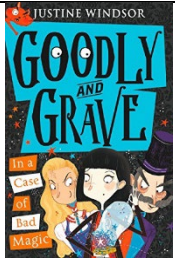
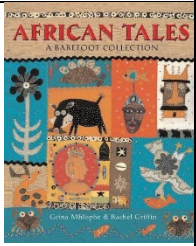
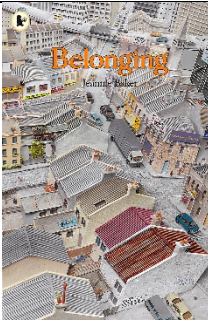
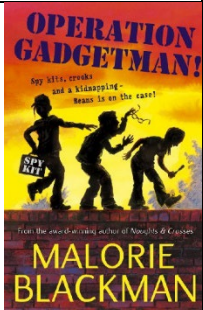
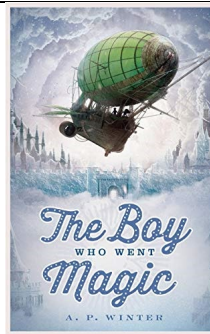
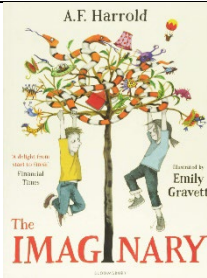

Enchanted Wood
By Enid Blyton


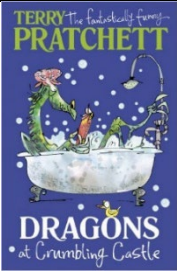
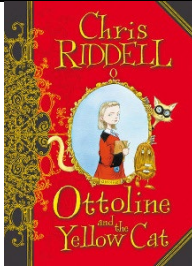

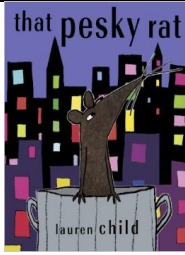
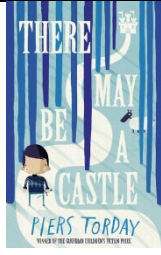
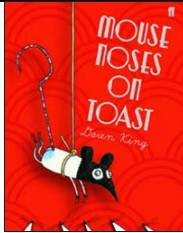
Author suggestions for Year 6 to 7 year olds

- Drew Daywalt
- Tom Fletcher
- Enid Blyton
- Alexis Deacon
- Giles Andreae
- Pamela Allen
- Igna Moore
- Nicola Davies
- Quentin Blake
- Mo Willems
- Oliver Jeffers
- David Shannon

7 to 8 year olds

 <p>The Worlds Worst Teacher By David Walliams</p>	 <p>Grandpa's Great Escape By David Walliams</p>	 <p>Horrid Henry Schools Out by Francesca Simon</p>	 <p>Horrid Henry Secret Club by Francesca Simon</p>	 <p>The Butterfly Lion by Michael Murpurgo</p>	 <p>Stuart Little by E.B White</p>	 <p>The Battle of Bubble and Squeak by Phillipa Pearce</p>	 <p>Wargame by Michael Foreman</p>	 <p>Ug by Raymond Briggs</p>
 <p>The Last Castaway by Harry Horse</p>	 <p>Surf's Up by Kwame Alexander</p>	 <p>Diary of a Wimpy Kid by Jeff Kinney</p>	 <p>The Railway Children by E Nesbit</p>	 <p>The Yearling by Marjorie Kinnan Rawlings</p>	 <p>The Firework Makers Daughter by Phillip Pullman</p>	 <p>A Little Princess by Frances Hodgson Burnett</p>	 <p>My Headteacher is a vampire rat by Pamela Butchart</p>	

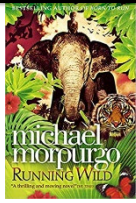
 <p>A Child of Books by Oliver Jeffers</p>	 <p>Malkin Moonlight by Emma Cox</p>	 <p>Alison Hubble by Allan Ahlberg</p>	 <p>The Legend of Captain Crow's Teeth by Eoin Colfer</p>	 <p>The Worst Witch by Jill Murphy</p>	 <p>Billionaire Boy by David Walliams</p>	 <p>Fairy Tales by Brothers Grimm</p>	 <p>The House that Sailed away by Pat Hutchins</p>	 <p>Cliffhanger by Jacqueline Wilson</p>
 <p>Oliver and the Seawigs by Philip Reeve and Sarah McIntyre</p>	 <p>Krindlekrax by Phillip Ridley</p>	 <p>Lizzie Dripping by Helen Cresswell</p>	 <p>The Children of Green Knowe by L.M. Boston</p>	 <p>The Day I Swapped my dad for Two goldfish by Neil Gaiman</p>	 <p>The Secret of Platform 13 by Eva Ibbotson</p>	 <p>The Adventures of the Wishing Chair by Enid Blyton</p>	 <p>A Net full of stars by Jennifer Richard Jacobson</p>	 <p>Perijee and me by Ross Montgomery</p>
 <p>The 13-Storey Treehouse By Andy Griffiths</p>	 <p>Goodly and Grave By Justine Windsor</p>	 <p>African Tales: A Barefoot Collection</p>	 <p>Belonging By Jeannie Baker</p>	 <p>Operation Gadgetman! MALORIE BLACKMAN</p>	 <p>The Boy who went magic A. P. WINTER</p>	 <p>Firebird By Saviour Pirotta</p>	 <p>The Imaginary By A F Harold</p>	 <p>The accidental Prime Minister Tom McLaughlin</p>

		By Gcina Mhlophe		By Malorie Blackman	By AP Winters			By Tom McLaughlin`
								
The Wild Robot By Peter Brown	Dragons at crumbling castle By Terry Pratchett	Ottoline and the yellow cat By Chris Riddell	Smile! By Geraldine McCaughrean	That Pesky Rat By Lauren Child	There may be a castle By Piers Torday	Mouse noses on toast By Darren Fletcher		

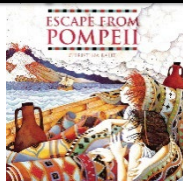
Author suggestions for 7 to 8 year olds

- Roald Dahl
- E B White
- Terry Pratchett
- Jeff Kinney
- David Walliams
- Jacqueline Wilson

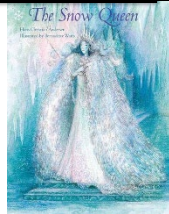
8 to 9 year olds



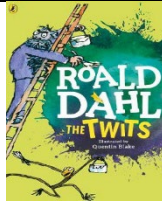
Running Wild
By Michael Morpurgo



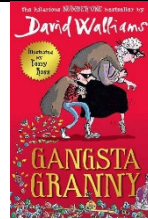
Escape from Pompeii
By Christina Balit



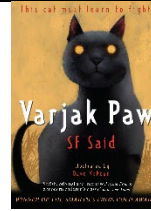
The Snow Queen
By Hans Christian Anderson



The Twits
By Roald Dahl



Gangsta Granny
By David Walliams



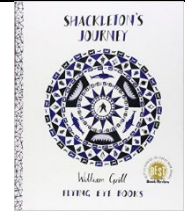
Varjak Paw
By S F Said



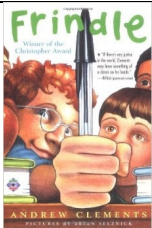
The Invention of Hugo Cabret
By Brian Selznick



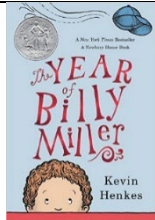
The Shrimp
By Emily Smith



Shackleton's Journey
By William Grill



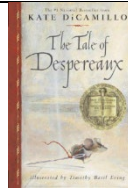
Frindle
By Andrew Clements



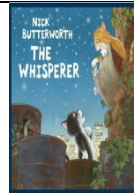
The Year of Billy Miller
By Kevin Henkes



Fergus Crane
By Paul Stewart and Chris Riddell



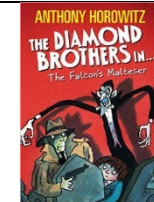
The Tale of Despereaux
By Kate DiCamillo



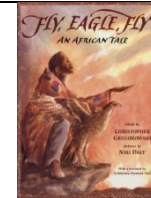
The Whisper
By Nick Butterworth



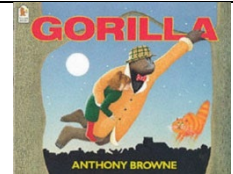
Alex Sparrow and the really big stink
By Jennifer Killick



The Falcon's Malteser
By Anthony Horowitz

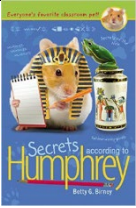
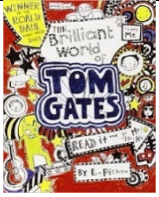

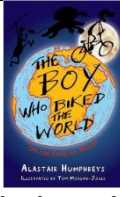
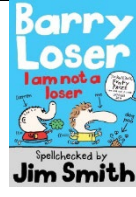
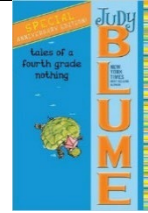


Fly, Eagle Fly!
By Christopher Gregorowski



Gorilla
By Anthony Browne

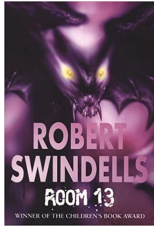
 <p>GREGORY COOL CAROLINE BIRCH</p>	 <p>Running on the roof of the world By Jess Butterworth</p>	 <p>FRANK EINSTEIN ANTIMATTER MOTOR JON SCIESZKA ILLUSTRATED BY BRIAN BIGGS</p>	 <p>Hot Like Fire Valerie Bloom</p>	 <p>Simon James Leon and Bob</p>	 <p>THE GREAT CHOCOPLOT CHRIS CALLAGHAN WHO ARE ALL THE CHOCOLATES?</p>	 <p>THE WHAT ON EARTH WALLBOOK BY CHRISTOPHER LLOYD OF JOSEPH'S CONFESSIONS</p>	 <p>ERIC APPLEBY: ZERO TO HERO Dan Worsley</p>	 <p>The incredible adventures of Professor Branestawn Norman Hunter</p>
 <p>ANNE FINE Bill's New Frock</p>	 <p>KICK OFF DAN FREEDMAN Junior footballer's got a score to settle</p>	 <p>The Hundred and One Dalmatians DODIE SMITH</p>	 <p>Quentin Blake THE GREEN SHIP</p>	 <p>Dick King-Smith The Hodgehog</p>	 <p>ICE PALACE Robert Swindells 3 YEAR BOOK</p>	 <p>THE PEBBLE IN MY POCKET MEREDITH HOOPER</p>	 <p>JENNY NIMMO The Stone Mouse Jenny Nimmo writing series</p>	 <p>THE PHANTOM TOLLBOOTH NORTON JUSTER Illustrations by JULES FEIFFER</p>
 <p>GILLIAN CROSS THE GREAT ELEPHANT CHASE WINNER OF THE CARNEGIE MEDAL</p>	 <p>HANS CHRISTIAN ANDERSEN THE TINDERBOX Illustrated by Michael Foreman</p>	 <p>Kenneth Grahame THE RELUCTANT DRAGON Illustrated by E. H. Shepherd 70c</p>	 <p>THE WOLF'S FOOTPRINT SUSAN PRICE</p>	 <p>ERICA'S ELEPHANT SYLVIA BISHOP Illustrated by Andrew King</p>	 <p>Mr Gum You're a Bad Man Mr Gum!</p>	 <p>THE ADVENTURES OF CAPTAIN UNDERPANTS THE FIRST BOOK OF THE DAY PILKEY</p>	 <p>A WORLD OF INFORMATION LESTER</p>	
<p>Gregory Cool By Caroline Birch</p>	<p>Running on the roof of the world By Jess Butterworth</p>	<p>Frank Einstein and the Antimatter Motor By Jon Scieszka</p>	<p>Hot like fire By Valerie Bloom</p>	<p>Leon and Bob By Simon James</p>	<p>The Great Chocoplot By Chris Callaghan</p>	<p>The what on earth wallbook By Christopher Lloyd</p>	<p>Eric Appleby: Zero to Hero By Dan Worsley</p>	<p>The incredible adventures of professor Branestawn By Norman Hunter</p>
<p>Flour Babies By Anne Fine</p>	<p>The Kick Off By Dan Freedman</p>	<p>The Hundred and One Dalmatians By Dodie Smith</p>	<p>The Green Ship By Quentin Blake</p>	<p>The Hodgehog By Dick King-Smith</p>	<p>Ice Palace By Robert Swindells</p>	<p>The Pebble in my Pocket By Meredith Hooper</p>	<p>The Stone Mouse By Jenny Nimmo</p>	<p>The Phantom Tolbooth By Norton Juster</p>
<p>The Great Elephant Chase By Gillian Cross</p>	<p>The Tinderbox By Hans Christian Andersen</p>	<p>The Reluctant Dragon By Kenneth Grahame</p>	<p>The Wolf's Footprint By Susan Price</p>	<p>Erica's Elephant By Sylvia Bishop</p>	<p>You're a Bad Man Mr Gum! By Andy Stanton</p>	<p>The Adventures of Captain Underpants By Day Pilkey</p>	<p>A world of information By Richard Platt</p>	

 <p>Secrets according to Humphrey By Betty G. Birney</p>	 <p>The Brilliant World of Tom Gates By Liz Pichon</p>	 <p>The Moonshine Dragon By Cornelia Funke</p>	 <p>The Sticky Witch By Hillary McKay</p>	 <p>Great Women who changed the World By Kate Pankhurst</p>	 <p>The Sandwich Thief By Andre Marois</p>	 <p>The boy who biked the world By Alastair Humphreys</p>	 <p>Barry Loser I am not a loser By Jim Smith</p>	 <p>Tales of a fourth grade nothing By Judy Blume</p>
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Author suggestions for 8 to 9 year olds

- Dick King-Smith
- Robert Swindells
- Hans Christian Anderson
- Phillip Reeve
- Anne Fine
- Anthony Browne

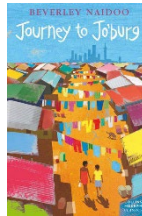
9 to 10 year olds



Room 13
By Robert Swindells



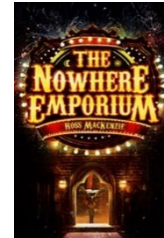
Demon Dentist
By David Walliams



Journey to Jo'burg
By Beverley Naidoo



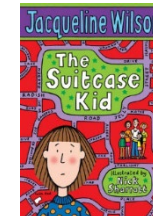
Why the Whales came
By Michael Morpurgo



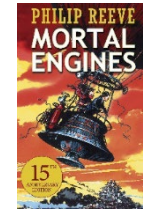
The nowhere Emporium
By Ross Mackenzie



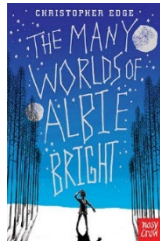
Inside Out and Back Again
By Thannha Lai



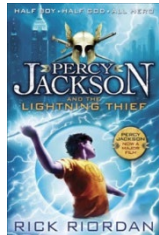
The Suitcase Kid
By Jacqueline Wilson



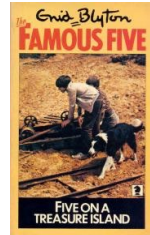
Mortal Engines
By Phillip Reeve



The Many Worlds of Albie Bright
By Christopher



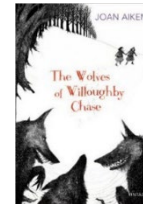
Percy Jackson and the Lightning Thief
By Rick Riordan



Five on a Treasure Island
By Enid Blyton



Time Travelling with a Hamster
By Ross Welford



The Wolves of Willoughby Chase
By Joan Aiken



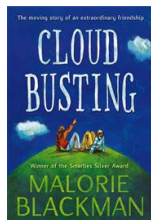
Kick
By Mitch Johnson



Millions
By Frank Cottrell-Boyce



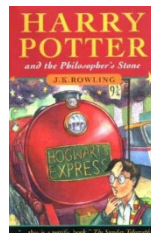
Street Child
By Berlie Doherty



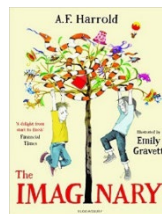
Cloud Busting
By Malorie Blackman



Fire Girl
By Tony Abbott



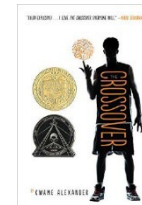
Harry Potter and the Philosopher's Stone



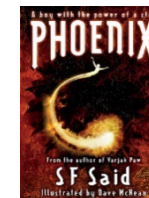
The Imaginary
By A F Harold



Matilda
By Roald Dahl



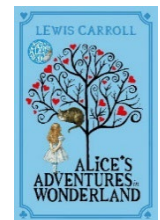
The Crossover
By Kwame Alexander



Phoenix
By S F Said



Charlotte's Web
By E B White



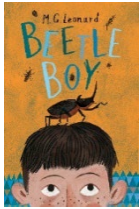
Alice's Adventures in Wonderland
By Lewis Carroll



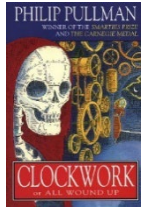
Artemis Fowl
By Eoin Colfer



Five Children and It
By E Nesbit



Beetle Boy
By M G Leonard



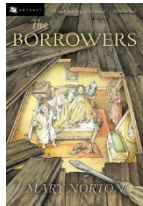
Clockwork
By Phillip Pullman



The Secret Garden
By Frances
Hodgson Burnett



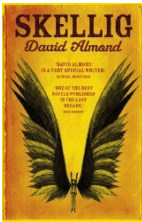
Wonder
By RJ Palacio



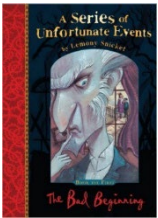
The Borrowers
By Mary Norton



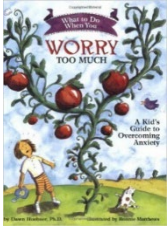
**The Fantastic Flying
Books of Mr Morris
Lessmore**
By William Joyce



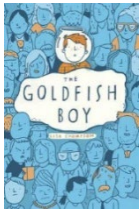
Skellig
By David Almond



**A Series of
Unfortunate Events**
By Lemony Snickett



**What to do when you
worry too much**
By Dawn Huebner



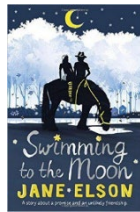
The Goldfish Boy
By Lisa Thompson



The Last Wild
By Piers Torday



**101 Poems for
Children**
By Carol Ann Duffy



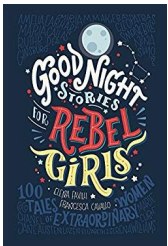
**Swimming to the
Moon**
By Jane Elson



Skulduggery Pleasant
By Derek Landy



Winter Magic
Stories by various
Authors



Author suggestions for 9 to 10 year olds

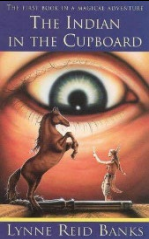
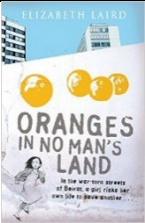
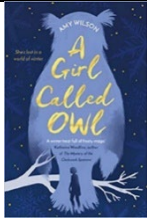
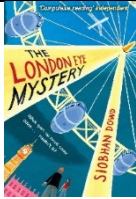
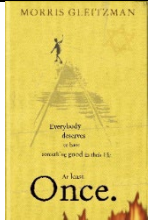
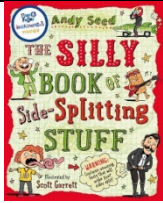
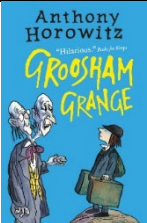
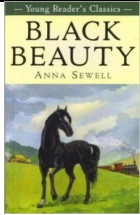

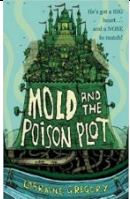
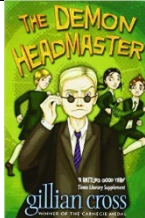

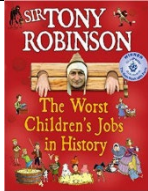

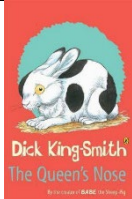
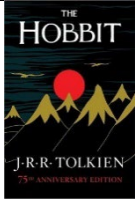
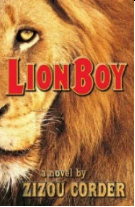
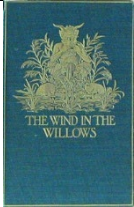
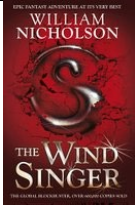

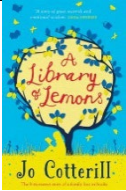

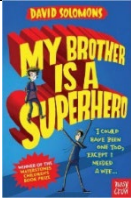
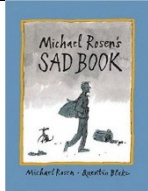
- Lemony Snickett
- Lewis Carroll
- Michael Morpurgo
- JK Rowling
- Michelle Magorian
- Eoin Colfer

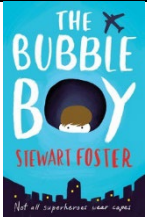
Peter Pan
By JM Barrie

Goodnight Stories
for Rebel Girls
By Elena Favilli and
Francesca Cavallo

10 to 11 years old

 <p>The Arrival By Shaun Tan</p>	 <p>Wallace & Gromit Cracking Contraptions Manual By Derek Smith</p>	 <p>Howl's Moving Castle By Diana Wynne Jones</p>	 <p>Rooftoppers By Katherine Rundell</p>	 <p>Frankenstein By Mary Shelley</p>	 <p>Shadow Forest By Matt Haig</p>	 <p>The Wizard of Oz By Frank Baum</p>	 <p>The Legend of Podkin One Ear By Kieran Larwood</p>
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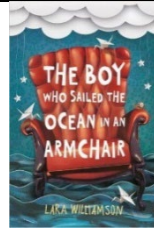
 <p>The Indian in the cupboard By Lynne Reed Banks</p>	 <p>Oranges in No Man's Land By Elizabeth Laird</p>	 <p>A Girl called Owl By Amy Wilson</p>	 <p>The London Eye Mystery By Siobhan Dowd</p>	 <p>Once By Morris Gleitzmann</p>	 <p>The Silly Book of Side-splitting Stuff By Andy Seed</p>	 <p>Groosham Grange By Anthony Horowitz</p>	 <p>Black Beauty By Anna Sewell</p>
 <p>The Dreamsnatcher By Abi Elphinstone</p>	 <p>Mold and the Poison Plot By Lorraine Gregory</p>	 <p>The Demon Headmaster By Gillian Cross</p>	 <p>Flour Babies By Anne Fine</p>	 <p>The Worst Children's Jobs in History By Tony Robinson</p>	 <p>The Amazing Maurice and his Educated Rodents By Terry Pratchett</p>	 <p>The Queen's Nose By Dick King-Smith</p>	 <p>The Hobbit By JRR Tolkein</p>
 <p>Lion Boy By Zizou Corder</p>	 <p>The Wind in the Willows By Kenneth Grahame</p>	 <p>The Wind Singer By William Nicholson</p>	 <p>When Hitler Stole Pink Rabbit By William Nicholson</p>	 <p>A Library of Lemons By Jo Cotterill</p>	 <p>Black Powder By Ally Sherrick</p>	 <p>My Brother is a Superhero By David Solomons</p>	 <p>Sad Book By Michael Rosen</p>



**The
Bubble Boy**
By Stewart Foster



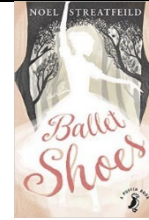
**The
House with
Chicken Legs**
By Sophie
Anderson



**The
Boy who sailed
the ocean in an
armchair**
By Lara
Williamson



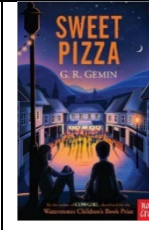
Pax
By Sara
Pennypacker



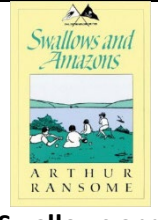
**Ballet
Shoes**
By Noel
Streetfeild



Watership Down
By Richard Adams



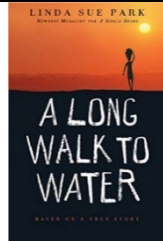
**Sweet
Pizza**
By G R Gremin



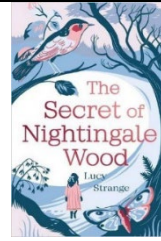
**Swallows and
Amazons**
By Arthur
Ransome



Strange Star
By Emma Carroll



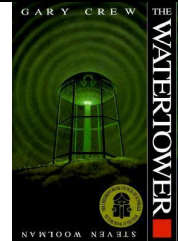
**A
long Walk to
Water**
By Linda Sue Park



**The Secret of
Nightingale Wood**
By Lucy Strange



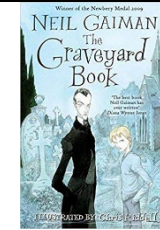
Carrie's War
By Nina Bawden



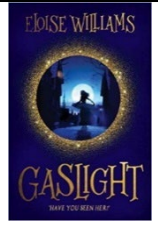
Water Tower
By Gary Crew



**Goodnight Mister
Tom**
By Michelle
Magorian



**The
Graveyard Book**
By Neil Gaiman



Gaslight
By Eloise Williams

Author suggestions for 10 to 11 year olds

- **Matt Haig**
- **Diana Wynne Jones**
- **Gillian Cross**
- **Anthony Harrowitz**
- **Shaun Tan**
- **William Nicholson**

