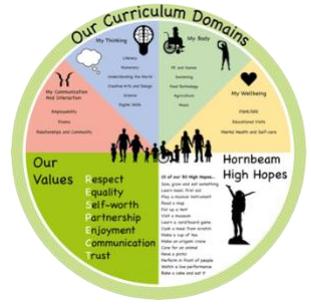


Curriculum vision: Shaping lives — a lesson at a time.

Our leadership team set out the vision of our curriculum offer, based on our aspirations for our learners. The result was a broad curriculum set across four core domains which focus on meaningful experiences and sequenced learning. We devoted more curriculum time to the personal development of our learners to ensure that they can lead fulfilling lives after leaving Hornbeam.



Pathway Overviews — Our aims, content and delivery.

Each subdomain within the curriculum has been carefully considered to ensure that the aims, content and delivery of lessons is closely matched to the learner characteristics found in their pathway. This resulted in the emergence of three distinct pathways: Everest, Fuji and Snowdon. Our extracurricular offer is also set out with a focus on personal development.



Study Programmes — mapping out our subdomains.

Each subdomain is broken down into key topics to cover over the course of the academic year for our Everest and Fuji challenge pathways. Our Fuji explore and Snowdon pathways utilise a thematic approach to lessons, which heavily promotes cross-curricular learning and enables pupils to embed learning through revisiting knowledge and skills in different contexts.

		PSHE/SRE		
		Autumn Term	Spring Term	Summer Term
1 st Half	Self-Awareness	Growing and Changing	Committed relationships	
	Things we enjoy Personal strengths Skills for learning Managing pressure	Baby to adult Change of puberty Dealing with touch Different types of relationships Puberty	<ul style="list-style-type: none"> Long term relationships Type of families (biological, same gender, etc) Babies, children and their needs 	
2 nd Half	Self-Awareness	Intimate Relationships	Prejudice and discrimination	
	Kind and unkind behaviour Playing and working together People who are special to us Getting on with others	<ul style="list-style-type: none"> Friendship Healthy and unhealthy relationship behaviour Consent and contraception Sexual Intercourse Perpetrators and raped/raped 	<ul style="list-style-type: none"> Stereotypes and misconceptions Gender through time Race through time Discrimination and the law 	



Progression maps — sequencing our learning.

To ensure that our curriculum is properly sequenced, each subdomain has a tailor-made progression map to outline the skills and knowledge that learners have at a given stage. This is mapped out over ten stages with four sub-levels and can be used for assessment and planning.

Domain: My Thinking	Subdomain: Literacy	Skill: Reading	Securing	Mastering
Stage 1 Equipment Sheet EYES	Emerging Learners experience reading through a variety of teacher led interactive activities.	Developing Learners are exposed to a range of different stories by being read to and enjoying musical stories.	When read to, learners display behaviours which familiar adults consider to be "surprised", "delight" or "enjoyment"	Learners begin to show an understanding of how a book works e.g., holding the book independently.
	The learners' engagement is monitored through the areas of exploration, realisation, anticipation, persistence and initiation.	Learners begin to display some consistent behaviours towards story activities.	When read to, learners are able to sustain their attention for the majority of a story.	Learners actively want to read and more and display a determined effort to connect with a storybook.
Stage 2 EYES Pre-1st Stage 1 Standard 1	Emerging Learners demonstrate the enjoyment of reading through listening to and responding to familiar rhymes and stories.	Learners can match objects to pictures and symbols e.g., choosing symbol to select required object such as drink.	Learners can show anticipation about what is going to happen in a familiar story.	Learners can say a sound for each letter in the alphabet and at least 10 digraphs.
	When read to, learners correctly indicate pictures of characters and objects.	Learners can apply the common conventions of reading, responding appropriately to instruction e.g., turn the page.	Learners join in with some actions or repeat some words, rhymes and phrases when prompted.	Learners can derive meaning from select familiar words, text or pictures.



Schemes of work — making learning fun

Schemes of work are created to promote engaging lessons with fun activities and effective pedagogy. SOW give examples of activities, assessments and resources which promote a high standard of education for our learners.



SOW Title:				
Pathway:		Domain and sub-domain:		
Number of sessions:		Keywords:		
Aim of programme:				
Lesson number/name	Learning objective and outcomes across all	Activities	Assessment activities	Resources



Medium term plans — personalising our curriculum

Teachers produce medium term plans based on our shared SOW. These plans ensure that teachers are focused on personalising and differentiating their lessons to meet the needs of each of their learners. They should use progression maps and other curriculum documents to inform their planning.