



WHOLE SCHOOL MATRIX 2025-2026

Jupiter Pathway – RACCOONS (EYFS)

2025-6 /TOPICS	MY COMMUNICATION Communication, Language & Literacy	MY COGNITION Mathematical Development, Understanding The World	MY BODY Physical Development, incl. 1 x swimming per week	MY INDEPENDENCE Cooking skill, Play Skills In addition to continuous provision	MY COMMUNITY Personal, Social & Emotional Development	MY CREATIVITY Expressive Arts & Design
AUTUMN 1 TOYS & GAMES	Phonics (sound discrimination/Rocket Phonics) and personalised communication targets Texts: Where's my Teddy, This is the bear, My presents Labelling, Descriptive writing	Number People & Communities: Toys I like Technology: Cause & effect The World: Toys now & in the past	Personalised Physical Development targets & Music and movement Dance	Desserts (crushing, folding, beating, mixing, chopping) Role play Construction area	Emotions and relationships Social Skills Self-care skills	Art: Painting / art tools Music: Instruments
AUTUMN 2 PIRATES	Phonics (sound discrimination/Rocket Phonics) and personalised communication targets Texts: Portside pirates, polly parrot picks a pirate Rhymes	Shape & patterns People & Communities: Different families Technology: Sequencing The World: Contrasting country	Personalised Physical Development targets & Music and movement Ball Skills	Breakfast (pouring, chopping, spreading) Dressing up Play dough	Emotions and relationships Social Skills Self-care skills	DT: Paper crafts Music: Singing
SPRING 1 TRAVEL & TRANSPORT	Phonics (sound discrimination/Rocket Phonics) and personalised communication targets Texts: Who's driving, The journey home from Grandpas, We all go travelling by, Big blue train, My first things that go Photo books	Number People & Communities: Going on a bus Technology: Digital maps The World: Modes of transport	Personalised Physical Development targets & Music and movement Gymnastics (Floor)	Festival Foods (chopping, grating, mashing, mixing, kneading, shaping, baking) Small world Messy play	Emotions and relationships Social Skills Self-care skills	Art: Printing / texture Music: Instruments
SPRING 2 COLOUR & SHAPE	Phonics (sound discrimination/Rocket Phonics) and personalised communication targets Texts: Wow said the Owl, The colour monster, What colour is love	Sequence & Ordinals People & Communities: LGBTQ history month Technology: Digital painting The World: Pride celebrations around the globe	Personalised Physical Development targets & Music and movement Gymnastics (Apparatus)	Festival Foods (chopping, grating, mashing, mixing, kneading, shaping, baking) Role play Construction	Emotions and relationships Social Skills Self-care skills	DT: Fabrics Music: Pace



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	Retelling stories, creating stories					
SUMMER 1 IF YOU GO DOWN TO THE WOODS...	Phonics (sound discrimination/Rocket Phonics) and personalised communication targets Texts: Hansel & Gretel, The Gruffalo, We're going on a bear hunt Understanding & creating stories	Position & Location People & Communities: The natural world Technology: Photography The World: Growing, plants and trees	Personalised Physical Development targets & Music and movement Trampolining or space navigation	Picnic food (spreading, cutting, grating) Small world Animals	Emotions and relationships Social Skills Self-care skills	Art: Colour mixing Music: Volume
SUMMER 2 UNDER THE SEA	Phonics (sound discrimination/Rocket Phonics) and personalised communication targets Texts: Rainbow fish, Tiddler, Commotion in the ocean, Under the sea Understanding & retelling stories	Measure People & Communities: Famous explorers & the titanic Technology: Making things happen The World: Sea animals	Personalised Physical Development targets & Music and movement Athletics	Baking (Mixing, pouring, measuring) Small world Sea animals	Emotions and relationships Social Skills Self-care skills	DT: Junk modelling Music: Composition



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Flying Scotsman – FITZEBRA (KS2-5)

2025-2026	Topic	Fitzwilliam Accreditation ASDAN Units / Extension	MY COMMUNICATION Communication Individual targets plus Suggested Texts	MY COGNITION & MY CREATIVITY Cognition	MY BODY Physical (Gross motor: individual pupil targets)	MY INDEPENDENCE Social	MY INDEPENDENCE Self-care and independence
AUTUMN 1	Opposites	KS4 Lifeskills (KS5 to be accredited for any they also participate in) Engaging with Supportive Objects Linked to a Story (1537) Experiencing different cultures (1136)	Big and little a story of opposites My Mum and Dad make me laugh The Hueys in What's the Opposite Big Bear Small Mouse Where is Green Sheep (massage)	Outdoor: Finding opposites in nature Hot cold, wet dry, shiny dull, thick thin, hard soft, noisy quiet, sweet and sour etc Opposites in art including Pablo Picasso monochrome contrast work Cooking: Recipes with melted chocolate Cultural engage topic: Black History (history, literature, music and film) Cultural engagement date: International Day of Sign Language	Contrasting sensory experiences Sensory music - Journey through opposites Massage Story: Where is Green Sheep	Individually planned based on individual pupil need. Topic related opportunities: Finding opposites in Linton (big houses small houses etc)	
AUTUMN 2	Greece	Communicating Choices in a Creative Project (4659) KS5 Towards Independence Meal Prep Sensory	(not Aesop's fables) Mr. Semolina-Semolinus: A Greek Folktale (online) The Orphan: A Cinderella Story from Greece So you think you've got it bad: kids life in Ancient Greece Theseus and Minotaur (My First Greek Myths) The Trojan Horse (My First Greek Myths)	Outdoor: Mini olympics Greek culture stories, music, food, dance etc, Greece then and now, religion, Greek sculpture, art and mosaic, sea and ship themed art Cooking: Greek yoghurt fools (beating and folding) Cultural engagement date: Hannukah	Construction Greek buildings resonance board: My Greek holiday Greek myths massage story	Individually planned based on individual pupil need. Topic related opportunities: Greek artefacts- Fitzwilliam museum	
SPRING 1	A Pirates Life for Me (Northern Ireland unit)	KS4 Lifeskills (KS5 to be accredited for any they also participate in) Communicate a wish for an activity to stop or continue (3846)	Buried treasure sensory story (NI) The Pirates are coming The Night Pirates Pirates love Underpants The Pirates next Door Daniela the Pirate	Outdoor: Treasure hunts Ships, treasure, eye patches, sand, telescopes Cooking: savoury muffins (egg prep) Cultural engage topic: School Values 'Collaborate' Cultural engagement date: Chinese New Year	Role play stories resonance board: The Lazy Pirate patting story The Night Pirates massage story	Individually planned based on individual pupil need. Topic related opportunities:	
SPRING 2	Saturday Night at the Movies	Experiencing activities linked to health and hygiene (2060) Playing with toys (1224)	Current popular children films (avoid Disney ones covered above) Will change each time taught. Disney Back to Books	Outdoor: Outdoor film viewings Themes explored in the films Film posters Cooking: pop corn toppings Cultural engagement date: International Women's Day	Painting / mark making posters Sensory music What's on at the cinema? Lion King Massage Story	Individually planned based on individual pupil need. Topic related opportunities: Visiting cinema	



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		KS5 Towards Independence Developing Communication Sensory	Frozen Disney Back to Books: Moana Disney Back to Books Lion King Mirabel's Gifts Sound Book			
SUMMER 1	Yesterday, today, tomorrow	KS4 Lifeskills (KS5 to be accredited for any they also participate in) Awareness of Object Permanence (1887) Experience and participate in music and movement activities	Victorians – NI unit Alice Adventures in Wonderland Queen Victoria's Bathing Machine - massage The Owl and the Pussycat Oliver Twist	Outdoor: Victorian games Comparing Victorian culture to now (food, toys, inventions etc) and what it might be in future. Host a great exhibition of inventions, Joseph Mallord William Turner (landscape art), Julia Margaret Cameron (photographic artist) Cooking: Victorian sweets Cultural engagement date: Elmer Day	Cutting skills resonance board: Alice in Wonderland Queen Victoria's Bathing Machine Massage story	Individually planned based on individual pupil need. Topic related opportunities: Victorian dress up day
SUMMER 2	Safari Adventures	(3555) Joining in a Group Sensory Story (3805) KS5 Towards Independence Starting Out	(Not Handa's Surprise) Bringing the Rain to Kapiti Plain Gerry the Giraffe - massage Handa's Hen Lion who wanted to Love African Animal Tales series Amazing animals – Safari Adventure Lofty Safari Adventure sensory story	Outdoor: Safaris set up outdoors Animals found on safari, weather, sounds of safari , art by elephants. Cooking: tropical fruit punch (peeling) Cultural engage topic: Global Diversity Awareness (including but not exclusively pride) Cultural engagement date: World Environment and Oceans day	Character / small world animals Sensory music: Bringing the rain to Kapti plain Gerry the Giraffe Massage Story	Individually planned based on individual pupil need. Topic related opportunities:



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Emerald Isle – DALMATIAN (KS1)

2025/26	TOPIC	MY COMMUNICATION	MY COGNITION	MY CREATIVITY	MY BODY	MY COMMUNITY	MY INDEPENDENCE
		Communication scripts and pre-phonics / Storytelling	Maths, working world (topic), digital literacy	Expressive art and design	Body awareness, outdoor learning, fine motor, swimming	cultural development, PSHE	Identiplay , community experiences, cooking, engaging with my senses
AUTUMN 1	Family	<p>Me and My Family Tree by Joan Sweeney</p> <p>Stella brings the Family by Miriam B. Schiffer</p> <p>In every house in every street by Jess Hitchman</p> <p>Pre-phonics:</p> <p>Aspect 1 environmental sounds</p> <p>Aspect 7: Oral segmenting and blending / finding items from a label (ass appropriate for individual pupils)</p> <p>Vocab building: 'Who' and 'what doing'</p>	<p>Maths: Number including 1:1 correspondence</p> <p>Topic: Same and different, then and now, old toys and new toys, Family make ups, family trees, living things growing up babies, children, adults changes</p> <p>Digital Literacy: Exploring cause and effect toys</p>	<p>Making family portraits/ self portraits,</p> <p>Creating picture frames</p> <p>Resonance Board: In every house, in every street</p> <p>Family themed action songs</p> <p>Creating music with household instruments</p>	<p>Gross motor / PE: Group games / playground activities, old vs new, bean bag game, duck duck goose</p> <p>Fine motor: Velcro fruit chopping, fastenings and dressing buttons, zips etc, opening containers</p> <p>Outdoor: Making family trees with trees and adding pictures</p> <p>Swimming</p>	<p>Cultural engagement topic: Black History</p> <p>Cultural engagement date: International Day of sign language</p> <p>PSHE: Different types of relationships</p>	<p>Identiplay: doll/ baby bathing, dressing, brushing hair,</p> <p>Cooking: Chopping making salads</p> <p>Community Experiences: hold an in-school family afternoon</p> <p>Exploring the senses with family: deodorants, perfumes, hair brushing and styling</p> <p>Massage Story: In Every House in Every Street</p> <p>Self-help dressing skills</p>
AUTUMN 2	Traditional Tales: Classics	<p>Ladybird First Billy Goats Gruff by Irene Yates (Resonance board)</p> <p>Red Riding Hood* (storytelling)</p> <p>Gingerbread man* (Massage Story)</p> <p>*from Rhymingsensorystories.com</p> <p>Aspect 2 Instrument sounds</p> <p>Aspect 7: Oral segmenting and blending / finding items from</p>	<p>Maths: Shapes</p> <p>Topic: Courtyard Farm experience linked to goats, bridge building, changes of state (mixing ingredients to make a dough, dissolving items in water), floating and sinking</p> <p>DL: Cause and effect toys (press and go, switch toys, light and sound etc),</p>	<p>sound stories, sound effects e.g. something to represent the gingerbread man running or the goats on the Bridge</p> <p>designing gingerbread man</p> <p>printing with goat toys making pictures as they go over the bridge</p> <p>Resonance Board 3 Billy Goat's Gruff</p>	<p>Gross motor / PE: Balance and stability-themed sensory circuits e.g. don't fall off the bridge exploring balance on different heights, big bad wolf obstacle course</p> <p>Fine motor: bridge building, sorting buttons, sticker 'gum drops', rolling and cutting playdoh</p> <p>Swimming</p>	<p>PSHE: playing and working together - activities involving being part of a group, supported turn-taking and collaborative activities working towards a shared goal</p> <p>Cultural Development – Hannukah .</p>	<p>Cooking: baking and decorating biscuits including gingerbread</p> <p>Community experience: bakery for gingerbread / bridge for enacting trip trapping over the bridge</p> <p>Identiplay: puppets of the stories, Velcro dressing</p> <p>Exploring the senses: massage story, baking scents,</p>



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		a label (ass appropriate for individual pupils) Vocab building: 'Who' and 'what'	Exploring make a scene fairy tales app - environments of the stories (forests, river etc)	performance and movement- BBC: Red Riding Hood Cbeebies Red riding hood song	Outdoor: Focused around red riding hood. Following directions, finding the character trail, picnic role-play		body brushes with different textures Gingerbread Man Massage Story
SPRING 1	Dinosaurs	Dirty great dinosaur by Martin Waddell and Leoni Lord The Dinosaur who Came to Dinner Dinosaur sound book by Usborne usborne sound book collection Aspect 3 Body Percussion Aspect 7: Oral segmenting and blending / finding items from a label (ass appropriate for individual pupils) Vocab building: 'Who' and 'what doing'	Maths: Number and measure, Topic: naming parts, fossils, exploration, role play, digging up dinosaur bones, Mary Anning, archaeology DL: photography	dinosaur eggs slime melt the eggs making footprints make a pasta dinosaur fossil art straw dinosaur Music and Pre-phonics	Gross Motor / PE: music and movement - Dinosaur stomp mother goose Fine motor: playdoh fossil printing, cutting skills, dabbers, cutting straws Outdoor Learning: excavation, digging, footprints	Cultural development: school values collaborate Cultural Development Date: Chinese New Year PSHE: self care support and safety	Identiplay: small world dinosaur figures in different environments Exploring the senses: surfaces, wet/dry, massage linked to dinosaur movements Cooking: Dinosaur shapes, crushing and mashing Community Experiences: Set up dinosaur trails off site for pupils to follow Massage Story
Spring 2	The Environment	Touch the Earth – Interactive Earth Day Book – Julian Lennon We Planted a Tree – Diane Muldrow Clean Up – Nathan Bryon Recycling is Fun - Charles Ghigna Oi Get off Our Train – John Burningham Aspect 4 Rhythm and Rhyme Aspect 7: Oral segmenting and blending / finding items from	Maths: Measurement: Mass/Weight Topic: Looking after the environment, recycling, planting, materials and sorting, animal extinction, the local environment of Linton DL: Programmable toys	Recycled art e.g. Derek Gores Leaf and nature printing Bark rubbing Junk modelling / making something new from something old Sensory music Oi get off My Train	Fine Motor: threading leaves, painting on leaves, collage or painting with natural materials, using cloths peg to pick up natural materials, playdough with natural materials (taking imprints) Gross Motor / PE: Simple ball games. Swimming	Cultural engagement date: International Women's Day Self-care, support and safety – Keeping Safe	Community Experiences: Visiting recycling centres, caring for local environment Cooking: flapjacks Identiplay: Caring for an animal role play Sensory exploration: Natural materials, materials with different properties



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		a label (ass appropriate for individual pupils) Vocab building: Vocab building: 'Who' and 'what doing'		Making instruments from junk modelling and exploring sound	Outdoors: Caring for outdoor environment (planting, litter picking etc)		Massage story: We Planted a Tree Independent Living: Navigating around the school signs/labels
SUMMER 1	Heroes	Fictional Heroes: SuperTato – Sue Hendra Super Duck – Jez Alborough Real Life Heroes: Busy People: Firefighter / Vet - Lucy George Great Fire of London Sensory Story *from Rhymingsensorystories.com Aspect 5: Alliteration Aspect 7: Oral segmenting and blending / finding items from a label (ass appropriate for individual pupils) Vocab building: : 'Who' 'what' and 'what doing'	Maths: addition and subtraction Topic: Fictional Heroes: superhero characters, masks, capes, rescues Real life Heroes: great fire of London activities (*from Rhymingsensorystories.com), pushing and pulling, people who help us, fictional DL: drawing skills, finger tracking	Potato printing making masks role play super heroes fire painting activities (*from Rhymingsensorystories.com), bounce patrol Lets be super heroes action songs superhero theme tunes	fine motor: water spray, rolling dough for hoses, potato mashing dough Gross Motor / PE: heavy work, sensory circuit involving pushing, pulling, ladders Outdoor: great fire of London	PSHE: Jobs people do Cultural Development: Elmer Day	Identiplay: mr potato head dressing, green grocers shopping Cooking: spreading, and cutting pizza toppings Exploring Senses: Thames Treasure, hot / cold / burnt / resources (*from Rhymingsensorystories.com) Community Experiences: Visiting people in school who have specific job / visits from people in professions e.g. firefighter, police. Visiting fire station Massage Story: Super Duck
SUMMER 2	African Adventures	We're going on a lion hunt - David Axtell We all went on safari: a counting journey through Tanzania - Laurie Krebbs Why Anansi has 8 Thin Legs – Leah Osei	Maths: number, capacity and volume sand/water filling and pouring Topic: Animals including humans, parts of animals, lifecycles, habitats same and different, elements of African culture	landscapes / sunsets / silhouettes desert scenes African fabric patterns Animal patterns tribal masks	Gross Motor / PE: African dance Outdoor: go on safari fine motor: creating patterns, cutting stripes and circles	PSHE: bereavement loss and change, change for me and my family Cultural development: global diversity Cultural Development Date: World Environment and Ocean's Day	Identiplay: small world safari cars/jeeps Cooking: Fruit desserts Exploring senses: African spices in playdough, hand creams etc fruit scents Community Engagement: Visit to local



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		<p>Aspect 4 and 5 – Rhythm and Rhyme and Voice sounds (where applicable)</p> <p>Aspect 7: Oral segmenting and blending / finding items from a label (ass appropriate for individual pupils)</p> <p>Vocab building: ‘Who’ ‘what’ and ‘what doing’</p>	<p>DL: Seesaw animation of African animals</p>	<p>exploring African drums</p> <p>African drumming and rhythms</p> <p>instruments to represent animal sounds</p>			<p>community to look and similarities and differences to Africa</p> <p>Massage Story: Why Anansi has 8 Thin Legs</p> <p>Community Inclusion: Personal Safety in our local community</p>
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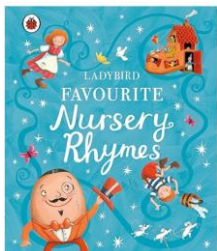
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Eurostar – PUFFIN (KS1)

YEAR 2025-26	MY COMMUNICATION Communication & Literacy (links to NC English)	MY BODY Physical Skills (1 swim weekly / links to NC PE and swimming)	MY INDEPENDENCE Skills for Life (links to NC food tech)	MY COMMUNITY Personal Development (link to NC PSHE / RSE, citizenship)	MY COGNITION Digital literacy / Maths. Working world (link to NC digital literacy, maths, science, history and geography)	MY CREATIVITY Creativity (links to NC art, DT and music)
AUTUMN TERM 1 FAMILY	<p>Fiction: Familiar settings</p> <p><u>Key Texts:</u></p> <ul style="list-style-type: none"> • <i>5 Minutes Peace – Jill Murphy</i> • <i>The Tiger Who Came to Tea – Judith Kerr</i> <p><u>Coverage</u></p> <ul style="list-style-type: none"> • Explore stories with a familiar 'home' setting • Link events in story to own experiences in family homes • Sequencing events from a story • Label pictures from stories. Use pictures to make predictions about what might happen in the story through labelling • Re-tell events in story • Write a story with a familiar setting. • Focus on nouns and expanded noun phrases using colourful semantics <p>Experience capital letters and full stops (without expectation they will use them themselves unless appropriate)</p>	<p>Fundamental movement skills</p>	<p>Skills for Life: Independent Living:</p> <p>Self-help skills</p> <p>Dressing skills – dressing dolls / teddies</p> <p>Exploring simple fasteners (Velcro, zips, buttons where appropriate)</p> <p>Dressing up activities exploring putting on simple clothing (hats, glasses, skirts etc)</p> <p>Managing clothing (putting in bags, on pegs, in drawers etc when taking off)</p> <p>Assessment Framework: Dressing / managing belongings</p>	<p>PSHE: Changing & growing, different types of relationships</p> <p>CD: Black History</p>	<p>DL: Cause and effect/mouse skills/minimash, seesaw</p> <p>(Framework: Cause and effect / mouse Skills)</p> <p>Connected world: Copyright and ownership</p> <p>M: Number: Number & Place Value</p> <p>★ (<=5 / <=10)</p> <p>-Number names</p> <p>-Reciting numbers (inc. f-orwards and backwards)</p> <p>-Representing number concrete/representational)</p> <p>-Recognising numerals – matching to names</p> <p>Sc: Animals including Humans 1</p> <p>NC Coverage: Identify parts of the body, which is linked to which sense, humans have offspring, basic needs for survival, importance of food and exercise</p> <p>H:Toys</p> <p><u>Key conent:</u></p> <p>explring familiar to, exploring sources to find toys of the past, comparison of toy today vs the past e.g. Lego and Mario</p>	<p>Art: Autumn, Fruit and Veg</p> <p>Key artists: Matisse, Karl Warner, Caravaggio</p> <p>Key stimuli: 'Green Pumpkin' by Matisse, Matisse patterns for pumpkin decoration, Karl Warner foodscapes, Caravaggio still life</p> <p>Key skills: collage / cutting and sticking, drawing, printing, create fruit and veg in malleable materials to reflect fruit still life</p>



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					<p><u>Skills:</u> Look at pictures, artefacts and stories from the past See what is the same and different Say what we have found out</p> <p><u>Historical threads:</u> Art & culture Homes & lifestyles Technology</p>	
<p>AUTUMN TERM 2</p> <p>TRADITIONAL TALES - classics</p>	<p>Poetry Traditional rhymes <u>Key Texts:</u></p> <ul style="list-style-type: none"> Ladybird Favourite Nursery Rhymes - Action rhymes - Animal rhymes  <p><u>Coverage</u></p> <ul style="list-style-type: none"> Share traditional poems / rhymes Explore rhyming words Join in 'performing' poems, joining in with words, actions, using symbols, signs or language Using symbols and writing frames to make choices in writing own poetry Use images from text to work on adjectives / labelling pictures 	Multi skills focus on throwing and catching	<p>Food Tech: Exploring Preferences</p> <p>Exploring/Choosing your own recipe with sugar biscuits Flavourings and essences e.g. vanilla, mint Textures e.g. chocolate chips, raisins Decoration e.g. icing, sprinkles</p> <p>Technical Content Understanding where flavours come from</p> <p>Assessment Framework Mixing and stirring</p>	<p>PSHE: Self-Awareness playing and working together</p> <p>RE: Celebrations of light – Christmas, Hannukah and Diwali</p> <p>Key features: features of Celebrations in Christianity, Judaism, Hinduism</p> <p>-core concept. Multifaith</p>	<p>DL: Cause and effect skills – cause and effect toys/switch toys/early bee bot equivalent Technology Outside School (1.9 / KS1 Unplugged (Framework: Cause and effect / mouse Skills, Artificial Intelligence, computers and computer networks)</p> <p>Connected world: online reputation -sharing information with others including using technology</p> <p>M: Measurement Length & Height -Compare, describe and solve practical problems -Recognising specific attributes (long, short, tall, short) -Compare amounts of continuous quantities (longer, shorter, taller / than)</p> <p>Mastery focus: Number and place value</p> <p>Sc: Plants Parts of plant, plants in local environment, what plants needs to grow G: Field Study: At the Farm</p>	<p>Music: Composing - sound stories – rainmakers and soundmakers</p> <p>Music Express – A Tale From Long Ago Sky Music Hub – Traditional Tales</p>



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					<p><u>Key content:</u> Place knowledge- Geographical comparison of farming locations in east Anglia vs New Zealand</p> <p>Human and physical geography- Using geographical vocabulary to refer to physical and human geographical features e.g. hill, soil, vegetation/farm, house, shop Understanding the different ways that farms can be used</p> <p>Skills and fieldwork- Use observational skills to study the geography of a farm location and identify key human and physical features of its surrounding environment.</p>	
<p>SPRING TERM 1</p> <p>DINOSAURS</p>	<p>Fiction : dinosaurs Key Texts: •The Dirty Great Dinosaur by Martin Waddell and Leonie Lord • The Dinosaur who Came to Dinner</p> <p><u>Coverage</u></p> <ul style="list-style-type: none"> • Explore texts including dinosaurs • Sequence events from the story • Answer simple what / where questions about texts • Reference similarities to tiger who came to tea story <p>Write own version of text about dinosaur who came to school – focus on verbs using colourful semantics. What</p>	<p>Gymnastics : Balancing on one leg, jumping, rolling</p>	<p>Skills for Life: Independent Living: Navigating around the school signs/labels</p> <p>Explore photos, symbols or object cues to represent different rooms. Match them to the rooms. Explore activities which might take place in different rooms</p> <p>Explore routes round school, finding destinations, following simple trails or routes round school</p> <p>Explore labels and symbols found around school e.g. door signs, toom signs, symbols</p> <p>Assessment Framework: Moving around school</p>	<p>PSHE: Self care support and safety</p> <p>CD: School values - Collaborate</p>	<p>DL: Photography and digital art</p> <p>Leo AR Camera</p> <p>(Framework: Photography and Digital Art)</p> <p>Connected world: Privacy and security – photos of themselves and trusted adults</p> <p>M: Number: Number & Place Value ★ (<=5 / <=10) -Counting with 1:1 correspondence (inc. irregular arrangements and items with varied attributes) -Sorting and comparing groups (one, lots, more, less, the same)</p>	<p>DT: Moving Pictures</p> <p><u>Key content:</u> Explore and create a simple sliding mechanism for a picture Use levers and pivots (split-pins) to create a moving mechanism Create a wheel mechanism Design, make and evaluate a dinosaur-themed moving picture using a combination of explored techniques</p>



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	might the dinosaur do when it visits school				<p>Mastery focus: Shopping role play (Choosing items and exchanging for a token)</p> <p>Sc: Evolution similarities/differences between natural world then and now, similarities between the past and now, linking body parts to need e.g. sharp teeth, exploring rocks/fossils</p> <p>G: Weather explorers</p> <p><u>Key content:</u> Human and physical geography - Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Compare these patterns to those in the location of cold areas of the world in relation to the North and South Poles</p> <p>Use basic geographical vocabulary to refer to physical and human geographical features e.g. season, weather</p>	
SPRING TERM 2 ENVIRONMENT	<p>Non-fiction Captions and non-fiction writing</p> <p>Key Texts:</p> <ul style="list-style-type: none"> • One Little Seed – Usborne • National Trust: Big Outdoors for Little Explorers: Countryside • National Trust: Big Outdoors for Little Explorers: River <p><u>Coverage</u></p>	Dance: following instructions/starting and stopping on request/moving freely to music/experimenting with music	<p>Food Tech: Have a Tea Party</p> <p>Exploring different fillings for sandwiches e.g. jam, cheese sandwiches</p> <p>Exploring different fillings for twists e.g. chocolate, tomato puree</p> <p>Technical Content use the basic principles of a healthy and varied diet (the</p>	<p>PSHE: Managing feelings, identifying and expressing feelings</p> <p>RE: Islam and it's celebrations through the senses</p> <p>Key features: food, music, clothing, Ramadan / Eid,</p> <p>-core concept. Islam</p>	<p>DL: Construction [Adapt Lego Builders unit from Y1 to a construction style activity]</p> <p>(Framework: Computational Thinking)</p> <p>Connected world: health, wellbeing and lifestyle-take part in activities which involve rules</p>	<p>Music: Singing for pleasure: call and response</p> <p>Listening/linking music and movement:</p> <p>Core Song: Western traditions and film Rondo alla Turca1 Mozart Classical Mars from The Planets Holst 20th Century</p>



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	<ul style="list-style-type: none"> • Explore non-fiction texts • Explore structure of captions for images. Pupils to create own captions for images and photos linked to activities they have taken part in in environment topic e.g. growing or watering plants • Use texts and images to practice answering questions, <p>Experience joining clauses together with 'and' using colourful semantics structures</p>		<p>different elements that make up a sandwich and twist)</p> <p>Assessment Framework Spreading</p>		<p>M: Measurement Capacity and Volume</p> <ul style="list-style-type: none"> -Compare, describe and solve practical problems (full/empty, more than/less than) -Compare, describe and solve practical problems -Recognising specific attributes (full, empty) - Compare amounts of continuous quantities (holds more than, holds less than, bigger, smaller) <p>Mastery focus: Spatial vocabulary i.e. on, under, in, out, up, down.</p> <p>Sc: Everyday materials Properties of materials, grouping similar materials, describe properties e.g. hard</p> <p>H: Then and now: Clothes</p> <p><u>Key content:</u> ordering clothing through the decades, exploring sources and role play of clothing today vs past, domestic life of clothing: washing and mending</p> <p><u>Skills:</u> Put events in time order Look at pictures, artefacts and stories from the past See what is the same and different</p> <p><u>Historical threads:</u> Art & culture Homes & lifestyles Technology</p>	Music Express – Our Growing World
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<p>SUMMER TERM 1</p> <p>HEROS</p>	<p>Fiction / poetry – rhyming texts Stories on a theme: Superheroes</p> <p>Key Texts:</p> <ul style="list-style-type: none"> • Superworm – Julia Donaldson • Superhero Baby! – Patricia Hegarty <p><u>Coverage</u></p> <ul style="list-style-type: none"> • Explore rhyming fiction texts • Experience playing with rhyming words and creating own rhymes using colourful semantics • Role play linked to superheroes, taking it in turns to 'speak' about what the hero is doing using language, symbols, signs, switches etc • Explore writing using the past tense – what did the superheroes do in the story? What did peers do when they role-played superheroes – Recall <p>Experience using capital letters for names</p>	<p>Team games : turn taking; scarecrow tig; bean game; duck, duck goose.</p>	<p>Skills for Life: Community Inclusion: Personal Safety in our local community</p> <p>Social interaction with adults through paired or group play, interaction, turntaking and sharing</p> <p>Explore road safety within school grounds (playground): focusing on following instructions, walking with an adult, role playing crossing a road etc</p> <p>Take part in activities in the local community including walking to the river</p> <p>Assessment Framework: Moving around the Community, turntaking, sharing, relationship building with adults</p>	<p>PSHE: World I live in –jobs people do</p> <p>RE: Stories from the Bible- Old Testament.</p> <p>Key texts: Noah's Ark, Joseph and his Dreamcoat, Jonah and the Whale</p> <p>-core concept. Christianity</p>	<p>DL: Drawing Skills</p> <p>SketchesSchool (Framework: Photography and Digital Art/)</p> <p>Connected world: Copyright and ownership</p> <p>M: Number: Addition and Subtraction ★ (≤ 5 / ≤ 10) -One more, one less -Part-Whole – making groups within a given total (conceptual ubitising) -Partitioning a given number into two groups and recombining inverse operations)</p> <p>Mastery Focus: Time</p> <p>Sc: Make things move</p> <p>H: Events Beyond Memory: Great Fire of London</p> <p><u>Key content:</u> explore 17th century London, exploring stories of the great fire of London, who was Samuel Pepys, how the fire began</p> <p><u>Skills:</u> Answer questions Look at pictures and stories from the past look at important events Look at important individuals</p> <p><u>Historical Threads:</u> Homes & Lifestyle Movement of people</p>	<p>DT: Making Vehicles</p> <p><u>Key content:</u> explore modern fire engines explore different ways of attaching the chassis to the axles and wheels to make different bases Investigate different ways of creating the body of a fire engine, using materials such as cardboard boxes, lolly sticks explore how to create features such as ladders and fire hoses Design, make and evaluate a fire engine using a combination of explored techniques</p>
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WHOLE SCHOOL MATRIX 2025-2026

<p>SUMMER TERM 2</p> <p>African Adventures</p>	<p>Non-Fiction / Non fiction picture books Labels</p> <p><u>Key Texts:</u></p> <ul style="list-style-type: none"> We all went on safari: a counting journey through Tanzania by Laurie Krebs National Trust: Big Outdoors for Little Explorers: Safari One Day on Our Blue Planet – in the Savannah. Ella Bailey <p><u>Coverage</u></p> <ul style="list-style-type: none"> Explore images in non-fiction texts Explore structure of labelling of pictures Colourful semantics labelling of nouns and adjectives Use texts and images to practice answering questions <p>Experience past tense (safari text, went, saw etc).</p> <p>Use colourful semantics to explore completing sentence in past tense structure</p>	<p>Athletics: Throwing, running, jumping</p>	<p>Food Tech: Uses of Fruits Fruit Kebabs and Fruit Salads -preparing simple fruits (washing, peeling) chopping prepared fruit presenting chopped and prepared fruits</p> <p>Technical Content Understand the basic principles of a healthy and varied diet (fruit is a healthy food we should try to eat) Understand where food comes from (fruits grow on trees / bushes)</p> <p>Assessment Framework Peeling / Chopping</p>	<p>PSHE: Bereavement, loss & change- changes for me and my family</p> <p>CD: Global diversity awareness</p>	<p>DL: Animation</p> <p>ChatterPix Kids/ See Saw, find easy animation apps</p> <p>(Framework: Animation)</p> <p>Connected world: Copyright and ownership</p> <p>M: Geometry: Properties of Shape -Exploring simple 2D shapes (handling/matching/comparing) -Exploring simple patterns ((AB pattern) – inc. continuing, copying, making and spotting an error) -Making constructions, patterns and pictures showing shape awareness</p> <p>Mastery focus: Number and place value</p> <p>Sc: animals incl humans 2 name different animals, looking after animals, basic animal needs</p> <p>G: Exploring Continents</p> <p><u>Key content:</u> Place knowledge – Explore the world's seven continents and what can be found in different locations</p> <p>Human and Physical Geography – Geographical comparison of England to Kenya including human and physical geography features</p>	<p>Art: Landscapes and cityscapes</p> <p>Key artists: Monet, Van Gogh, Metzinger</p> <p>Key stimuli: Monet's Garden, Van Gogh Landscapes including 'Starry Night', Metzinger Mosaic</p> <p>Key skills: Mark-making, painting, mosaic</p>
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WHOLE SCHOOL MATRIX 2025-2026

					Skills and fieldwork - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries and continents we have been studying	
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WHOLE SCHOOL MATRIX

2025-2026



Emerald Isle – PANDA (KS2)

2025-2026	TOPIC	MY COMMUNICATION	MY COGNITION	MY CREATIVITY	MY BODY	MY COMMUNITY	MY INDEPENDENCE
		Comm scripts and pre-phonics Storytelling	Maths, working world , digital literacy,	Expressive art and design	Body awareness, outdoor learning, fine motor, swimming	cultural development, PSHE,	Identiplay , community experiences, cooking, engaging with my senses
AUTUMN 1	Traditional tales: Disney	<p>Tangled https://www.worldofbooks.com/en-gb/collections/read-along-storybook-and-cd-book-series</p> <p>Little Mermaid https://www.worldofbooks.com/en-gb/collections/read-along-storybook-and-cd-book-series</p> <p>Winnie the Pooh Winnie The Pooh</p> <p>Disney Film extracts of the texts above DO NOT COVER ADDITIONAL DISNEY FILMS AS CORE TEXTS</p> <p>Aspect 1 and 2 environment and instrument sounds</p> <p>Aspect 7: Oral segmenting and blending / finding items from a label (ass appropriate for individual pupils)</p> <p>Vocab building: 'who' 'where'</p>	<p>Maths: Number skills</p> <p>Topic: Light and dark, reflection off surfaces, sun and shadows, sun safety, old and new, same and different, visual imagery, themes depicted in texts</p> <p>Digital literacy: Exploring animation images- seesaw animation https://tinyfingers.net/</p>	<p>-Disney animators and visual artists</p> <p>- flip book animation</p> <p>-Disney Parade Sensory Music Songs from Disney films</p>	<p>Gross Motor / PE: Dance linked to Disney parade</p> <p>Fine Motor: Character / small world play, scissor skills, mark making, playdoh</p> <p>Outdoor learning: Woodland themed experiences</p>	<p>Cultural engagement topic: Black History</p> <p>Cultural engagement date: International Day of sign language</p> <p>Self-awareness topic: Getting on with Others- Tolerating others, sharing and turn taking</p>	<p>Community Experiences: In-school- cinema experiences</p> <p>Identiplay – water play, small play characters, exploring hobbies</p> <p>Exploring Senses: Touch, visual, sound, smell, taste and exploring senses – Little Mermaid</p> <p>Cooking: sweet treats</p> <p>Massage Story: Tangled</p> <p>Managing belongings and keeping things tidy-</p>
AUTUMN 2	Traditional tales: Pantomime	<p>Campbell First Stories Aladdin (storytelling)</p> <p>Usborne first reading Dick Whittington by Russell Punter Jack and the Beanstalk* * rhyming multisensory stories (massage story)</p>	<p>Maths: Shape</p> <p>Topic: Growing beanstalks, Exploring pushes and pulls on different road materials, slow/fast, Making tracks through different surfaces/thicknesses, Flying paper magic carpets, using</p>	<p>-Making scenery and small theatre</p> <p>- Watch/participate in a puppet show</p> <p>- Role play/dressing up in costumes</p> <p>- Create a lava lamp using oil, water, food colouring, and an effervescent tablet.</p>	<p>Gross motor / PE: Gymnastics – travelling</p> <p>Developing spatial awareness, following directions and travelling using different body parts</p> <p>Fine motor: finger puppets, mark making and collage designing magic carpets, building duplo</p>	<p>Cultural engagement: Hannukah.</p> <p>Self-care, support and safety: Keeping Safe. Stop and go, simple instructions, requesting help</p>	<p>Identiplay: puppet theatre</p> <p>Community: Theatre visit / visiting performances</p> <p>Cooking: Ice cream/ice lollies</p>



WHOLE SCHOOL MATRIX 2025-2026

		<p>Aspect 3: Body percussion</p> <p>Aspect 7: Oral segmenting and blending / finding items from a label (ass appropriate for individual pupils)</p> <p>Vocab building: 'Doing what' 'who'</p>	<p>magnets to make magic carpets move, themes in stories</p> <p>DL: Taking photographs of characters, props or scenery</p>	<p>-symmetry and patterns through magic carpet designs Shape identification and exploration through wooden block castle building</p> <p>-Sung versions of stories / songs feature in familiar pantomimes</p>	<p>beanstalks in shaving foam 'clouds'</p> <p>Outdoor: Making beanstalks with different materials, rope ladder, giants footprint hunting, bean collecting and pouring,</p>		<p>Exploring the senses: Jack and Beanstalk sensory experiences * rhyming multisensory stories, Aladdin (spices, reflections, colours and patterns), Dick Whittington (sounds of London, fur, shoes / boots)</p> <p>Jack and the beanstalk massage story * rhyming multisensory stories</p>
SPRING 1	In the Wild: Plants and growing	<p>The Tiny Seed – Eric Carle</p> <p>Rainbow Stew -Cathryn Falwell</p> <p>Oliver's Vegetables - Vivian French</p> <p>Oliver's Fruit Salad - Vivian French</p> <p>Aspect 2 Instrumental Sounds</p> <p>Aspect 7: Oral segmenting and blending / finding items from a label (ass appropriate for individual pupils)</p> <p>Vocab building 'what' 'where'</p>	<p>Maths: Number: Addition and Subtraction</p> <p>Topic: Vegetables, flower, plant identification, parts of flowering plants, requirements of plants for life and growth, cress growing, plants / fruit / veg from different countries, animals found in the garden (not minibeasts)</p> <p>DL: Using Clicker</p>	<p>-Georgia o'Keefe flower Art</p> <p>-Illustrations of plants in texts being studied</p> <p>-Listening to a range of soothing music including Waltz of the Flowers</p> <p>-Exploring instruments and sound</p>	<p>Gross motor / PE: Throwing and catching</p> <p>Outdoor: gardening activities, nature hunt in forest school,</p> <p>Fine motor: Velcro build a plant, playdough seeds, tweezers with edible seeds,</p>	<p>Cultural engagement topic: School values 'Collaborate'</p> <p>Cultural engagement date: Chinese New Year</p> <p>PSHE: Mental Wellbeing- Managing feelings, zones of regulation</p>	<p>Identiplay: Gardening – role play planting seed, watering, digging</p> <p>Food preparation – washing, cutting and serving food role play</p> <p>Community experiences: Looking at different gardens in the community, helping take care of a shared green space</p> <p>Exploring senses – soil, seeds, leaves, colours, floral scents to explore</p> <p>Cooking: veg sticks and tzatziki</p> <p>Smiling flower massage story (story massage website)</p> <p>Independent Living: Personal Grooming</p>
SPRING 2	In the Wild: The Wild west	<p>Cowboy small – Lois Lensky</p> <p>Metis like Me – Tasha Hilderman</p> <p>Buckaroo Beau lives on a Ranch – Kacy Burke</p> <p>That is a Hat - Betty Casey</p> <p>Powow Day Traci Sorell</p>	<p>Maths: Big, small, long, short</p> <p>Topic: Life in wild west American compared to now, Pan for 'gold' learn about animals in Wild West climate, Metis like Me to support learning about Indigenous American culture</p>	<p>-Country and Western music</p> <p>-making and playing stringed instruments</p> <p>-3D art sculpture totem poles</p> <p>-Native American symbols art</p>	<p>Gross motor: Target activities linked to lassoo e.g. using hoola hoop to 'hook' stuffed animals, hoola activities, line dancing style activities</p> <p>Outdoor: totem poles, wig wams, rock art</p>	<p>Cultural development: Key Date. International Women's Day</p> <p>PSHE: Healthy eating, food types</p>	<p>Identiplay: Sand play, Small world cowboy and horse play</p> <p>Community experiences: visit stables / in school Native American experience day</p>



WHOLE SCHOOL MATRIX 2025-2026

		<p>Aspect 4: Rhyme and Rhythm</p> <p>Aspect 7: Oral segmenting and blending / finding items from a label (ass appropriate for individual pupils)</p> <p>Vocab building: 'Who' 'what'</p>	DL: Grouping and sorting categorisation		<p>Fine motor: Decorating bandana designs, painting with straw, lasso shapes with string, playdough snakes, dream catchers</p>		<p>Sensory experiences. Sand, rocks (included some painted gold), spiky things for cactus, strings, feathers, furs – link to Powow Day Traci Sorell</p> <p>Cooking: Granola / trail mix style snacks</p> <p>That is a Hat Massage Story</p>
SUMMER 1	My world: Great Britain	<p>What the Ladybird Heard on Holiday – Julia Donaldson</p> <p>Nessie the Loch Ness Monster – Richard Brassey</p> <p>Katie in London (Katie Morag story) – Mairi Hedderwick</p> <p>Dilwyn the Welsh Dragon- Samuel Langley Swain</p> <p>A Dublin Fairytale – Nicola Colton</p> <p>Aspect 5: Alliteration</p> <p>Aspect 7: Oral segmenting and blending / finding items from a label (ass appropriate for individual pupils)</p> <p>Vocab building: 'where' 'what doing'</p>	<p>Maths: Number. Sharing amongst groups, counting in groups</p> <p>Topic: Different countries of Great Britain and associated culture, music, food, traditions, Saints etc.</p> <p>Famous landmarks in UK e.g Stonehenge and linked art / architecture. Isaac Newton famous British scientist – gravity, forces and motion</p> <p>DL: Mouse and trackpad skills</p>	<p>-John Constable art of landscapes</p> <p>-Popular British music</p> <p>-Composing - Create musical sound effects and short sequences of sounds in response to stimuli</p> <p>-Moving to traditional music</p>	<p>Gross motor / PE: A traditional British sports day – activities which would be featured in sports day e.g. races, throwing, individual and group activities</p> <p>Outdoor: Nature in Great Britain, traditional games and outdoor activities in Britain</p> <p>Fine motor: tartan pattern activities, weaving, potato printing, coin rubbing</p>	<p>Cultural engagement date: Elmer Day</p> <p>PSHE World I Live in – The Environment</p>	<p>Identiplay: Car play, Train play, Loch ness monster water play</p> <p>Community experiences: Visitors from or visits to different areas in UK. Visit to church</p> <p>Sensory experiences: Colours linked to flags, foods linked to countries and their smells, textures of loch ness monsters</p> <p>Cooking: traditional dishes, shortbread</p> <p>Massage Story – Nessie and the Loch Ness Monster</p> <p>Community Inclusion: Participating in shared activities</p>
SUMMER 2	My World: Where in the world	<p>A Gift For Amma – Meera Sriram</p> <p>Horton Hears a Who - Dr Seuss</p> <p>Pinocchio by DK - Italian</p> <p>Aspect 6: Voice sounds and Rhythm and Rhyme</p> <p>Aspect 7: Oral segmenting and blending / finding items from</p>	<p>Maths: Capacity and volume</p> <p>Topic: Culture of countries being explored (India, America, Italy) including food, music, dress, culture, religion and weather</p> <p>DL: Cause and effect toys / activities</p>	<p>-Journey around the World exploring music, props and animals from around the world</p> <p>-Patterns and motifs from different countries / world religions</p> <p>-Fabric art – batik and weaving</p>	<p>Gross motor / PE: Olympics including athletics activities</p> <p>Outdoor: games, action songs and dance from around the world</p> <p>Fine motor activities: cutting and sticking to make flags, crafts around the world</p>	<p>Cultural engagement topic: Global Diversity Awareness</p> <p>Cultural engagement date: World Environment and Oceans day</p> <p>PSHE Self-care, support and safety: Safety and privacy</p>	<p>Identiplay: Airport / aeroplane play , Wild animal play</p> <p>Community experiences: Visitors in with connections to different countries, visiting religious building linked to different world religions</p> <p>Sensory experiences: smells of spices and foods from around the</p>



WHOLE SCHOOL MATRIX 2025-2026

		a label (ass appropriate for individual pupils) Vocab building: 'doing what' 'who'					world, around the world sensology Massage story: Horton hears a who Cooking: French butter cookies
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WHOLE SCHOOL MATRIX 2025-2026

Eurostar – PENGUIN (KS2)

YEAR	MY COMMUNICATION	MY BODY	MY INDEPENDENCE	MY COMMUNITY	MY COGNITION	MY CREATIVITY
2025-2026	Communication & Literacy (links to NC English)	Physical Skills (links to NC PE and swimming) (Each KS2 class swims every half-term)	Skills for Life (links to NC Food Tech) (Each term some lessons may also be set aside for Enterprise projects, work experience and food tech)	Personal Development (links to NC PSHE, RSE, RE)	Maths/Digital Literacy/Working World (links to NC Maths, science, computing, history, geography)	Creativity (links to NC art and design, design technology, music)
AUTUMN TERM 1	<p>Fiction Repeating Patterns: African Settings</p> <p><u>Key Texts:</u></p> <ul style="list-style-type: none"> We're Going on a Lion Hunt By David Axtell Handa's Hen By Eileen Brown <p><u>Coverage:</u></p> <ul style="list-style-type: none"> Make predictions using images from texts Read, sequence and demonstrate understanding of repeating pattern story. Prepositions (over, under) Use describing language (adjectives) Answer simple 'what' questions about a text Create own patterned texts 	<p>Gymnastics</p> <p>Swimming</p>	<p>Skills for Life: Independent Living: Managing belongings and keeping things tidy</p> <p>Sorting or matching items in order to put away e.g. all pencils in the pot</p> <p>Explore packing items from a list, locating and then packing them in a bag or box. Unpack items and put away in the correct location</p> <p>Explore finding the right object for a specific task e.g. brush for painting</p> <p>Assessment Framework: Managing belongings</p>	<p>PSHE: Self awareness getting on with others</p> <p>CD: Black history</p>	<p>DL: Animation (Framework: Animation)</p> <p>Connected world: – Copyright and ownership – recognising that their name / photo represents them, supported to label their own work to demonstrate ownership</p> <p>M: Number: Number & Place Value – (<=5+ / <=10+) – Counting forwards and backwards, beginning with 0 or 1, or from any given number – Identifying and representing numbers using objects and pictorial representations – Recognising equal to, more than, less than (fewer), most, least in groups</p> <p>Mastery focus: Positional and directional vocabulary</p> <p>Sc: <u>States of matter 1</u> solids, liquids, and gases ELEMENTS OF 3.1.2 Changing Materials</p>	<p>DT: Making Monsters</p> <p><u>Key content:</u> Investigate a variety of familiar objects that use air to make them work making simple pneumatic systems Explore different techniques for joining and fixing components Design, make and evaluate a monster including a simple moving pneumatic system e.g. syringe</p>



WHOLE SCHOOL MATRIX 2025-2026

					<p>H: Early-Britain: Roman Life</p> <p><u>Key Content:</u> Recap of how Romans came to Britain, exploring what mosaics can tell us about daily life, comparing roman homes, technology and employment to today including music and roads. Roman religion beginnings of Christianity</p> <p><u>Skills:</u> compare an event/individual Use a range of sources Recall what has been found out</p> <p><u>Historical Threads:</u> Movement of people Art and Culture Dwellings and Lifestyles Technological Development Religion</p>	
AUTUMN TERM 2	<p>Poetry Anthologies: Fantastic First Poems</p> <p><u>Key texts:</u></p> <ul style="list-style-type: none"> The Puffin Book of Fantastic First Poems edited by June Crebbin Sounds Good! The Dinosaur's Dinner The Pancake <p><u>Coverage</u></p> <ul style="list-style-type: none"> Read and appreciate poems about the five senses Work together to present / perform a class poem (spoken language, signs, switches, actions etc) 	Gymnastics swimming	<p>Food Tech: Potatoes and their uses Rostis combining with a different vegetable e.g onion, carrot, courgette Mash combining different flavourings e.g. cheese, chive</p> <p>Technical Content Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p>Assessment Framework Mashing / Grating</p>	<p>PSHE: self care support & safety keeping safe</p> <p>RE: Who is in our community</p> <p>Key features: Special people and places in our home and school community. Incl. visit to special places in Linton e.g. war memorial</p> <p>Core concept-multifaith</p> <p>[see cambs unit]</p>	<p>DL: Photography / Digital painting twinkl / (EY)</p> <p>Sketches school (use photos to trace on app and chatterpix to animate)</p> <p>LEO AR camera</p> <p>Mr P DARES Emoji Avatars</p> <p>Keynote or Powerpoint (Framework: Photography and Digital Art)</p> <p>(Framework: Augmented and</p> <p>Connected world: – Copyright and ownership – recognising that their name / photo represents them, supported to label their own work to demonstrate ownership</p>	<p>Music: Listening/ linking music and movement: cultural focus – Brazil, the Samba</p> <p>Core Song: Fanfarra (Cabua-Le-Le) Sérgio Mendes/Carlinhos Brown</p> <p>Sky Music Hub – Sounds all Around Twinkl Samba Activities</p>



WHOLE SCHOOL MATRIX 2025-2026

	<ul style="list-style-type: none"> • Explore rhymes, rhyming words and patterns • Write a descriptive poem using the senses about an object or item of interest 				<p>M: Geometry: Properties of Shape</p> <ul style="list-style-type: none"> -Recognising, naming and describing properties of a range of 2D shapes in different orientations and sizes – including rectangles (including squares), circles and triangles -Identifying similarities and relationships between shapes -Recognising 2D shapes in environment <p>Mastery focus: Number and place value</p> <p>Sc: <u>Evolution and Inheritance</u></p> <p>living things – changes over time, fossils, offspring variations, animal and plant adaptation to suit environments</p> <p>ELEMENTS OF</p> <p>2.4.1 Living Things</p> <p>2.4.2 Variation</p> <p>2.4.5 Living Things & Environments</p> <p>G: The Mediterranean</p> <p><u>Key Content:</u></p> <p>Locational Knowledge -</p> <p>using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>developing more in-depth knowledge of Italy and then Bologna</p> <p>Place Knowledge -</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country</p>	
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WHOLE SCHOOL MATRIX 2025-2026

					Skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and label features and symbols	
SPRING TERM 1	<p>Non-fiction Information Texts: Animals</p> <p><u>Key Texts:</u></p> <ul style="list-style-type: none"> • Usbourne Beginners Night and Day <p><u>Supportive texts for pupil research</u></p> <ul style="list-style-type: none"> • First Explorers Night Animals • Night Animals by Susan Meredith • Discovering the Hidden World of Nature at Night (Happy Fox Books) • Usbourne beginners animals • Usbourne Wild Animals sound book • Usbourne Pop up animals • Usbourne My Very First Animals Book <p><u>Coverage</u></p> <ul style="list-style-type: none"> • Read about and research nocturnal animals using non-fiction texts to research fun facts • Use simple writing frame to 'plan' writing about their chosen animal • Draw and infer information from non-fiction texts and the images within them • Write and respond to simple questions 	<p>Dance</p> <p>Swimming</p>	<p>Skills for Life: Independent Living: Personal Grooming</p> <p>Handwashing. Understanding when it is important to do it properly and how to do it properly</p> <p>Hygiene, understanding what tasks are important for personal hygiene, how often / when we should do them, what tools we need and how Including washing dolls</p> <p>Assessment Framework: Personal hygiene</p>	<p>PSHE: Mental wellbeing, based on zones of regulation building on KS1</p> <p>CD: School values 'Collaborate'</p>	<p>DL: Presenting information using clicker (Framework: word processing skills)</p> <p>Online reputation – explore using tech to save things and putting things on the internet in safe spaces e.g. purple mash or on dojo story</p> <p>M: Number: Addition and Subtraction – (<=10 / <=20) – Number bonds: knowing which pairs make a given number (+) – Identifying one more and one less (+/-) (from a given number) – Comparing groups of items (with 1:1 correspondence) to find the difference (-)</p> <p>Mastery focus: Money</p> <p>SC: <u>Animals and Humans 2</u> digestive system, teeth, food chains 2.2.1 Food and Exercise 2.1.2 Teeth and Dental Care_</p> <p>H: Britain beyond 1066: Leisure and entertainment in the 20th century</p> <p><u>Key Content:</u> Explore the themes across different periods across the 20th</p>	<p>Art: British Artists-illustrations</p> <p>Key artists: Nick Sharratt, Quentin Blake, Sonia Boyce, Anish Kapoor</p> <p>Key stimuli: Illustrations from children's books, The Ticket Machine postcards, Ishi's Light</p> <p>Key skills: Illustrating stories, using pictures to re-tell stories, multimedia art</p>



WHOLE SCHOOL MATRIX 2025-2026

	<ul style="list-style-type: none"> Experience Joining clauses together using 'and' Write non-fiction text about an animal Write questions to ask a peer about their writing 				<p>century (from Victorians to 1990s) including holidays, golden age of cinema, music, television and gaming including finding out about games family members used to play.</p> <p><u>Skills:</u> Asking and answering questions Comparing events Putting evidence in chronological order</p> <p><u>Historical Threads:</u> Art & Culture Technological Development</p>	
SPRING TERM 2	<p>Fiction Traditional Tales and Fables: Fairytale</p> <p><u>Key Texts:</u></p> <ul style="list-style-type: none"> Cinderella: Ladybird First Favourite Tales by Allie Busby Snow White and the Seven Dwarfs by Tanya Maiboroda <p><u>Coverage</u></p> <ul style="list-style-type: none"> Explore Cinderella and Snow White including role play / acting out lines from the stories Explore character Explore setting Recall events in a story (experiencing past tense) Use adjectives to describe people and settings Write own text using familiar elements e.g. using the familiar characters, settings or key 	<p>Dance</p> <p>Swimming</p>	<p>Food Tech: Making Breakfast Toasts and different toppings</p> <p>Cereal / breakfast bars</p> <p>Technical Content understand and apply the principles of a healthy and varied diet</p> <p>Assessment Framework Spreading / mixing and stirring</p>	<p>PSHE: healthy lifestyles, healthy eating</p> <p>RE: Why is Jesus important to Christians?</p> <p>Key features: Jesus is found in the Bible and an important person in Christianity, how he is important in story of Easter and Christmas, stories about Jesus in the Bible incl Loaves the the Fishes and Jesus Calms the Storm</p> <p>Core concept-Christianity</p>	<p>DL: Grouping and Sorting (1.2 Y1 unplugged unit) / Safety and Privacy</p> <p>(Framework: computational thinking) (Framework: safety and privacy)</p> <p>Connected world: Safety and Privacy – impact of too much screen time (EY) Managing online information Health, wellbeing</p> <p>M: Measurement Length & Height -Awareness of comparison in estimating and predicting -Comparing directly and indirectly -Relationship between size and number of units -Using units (non-standard/standard) to estimate, measure and compare -Recording measurements</p> <p>Mastery focus: Money</p>	<p>DT: Stable Structures</p> <p><u>Key content:</u> Explore the features of stable structures, e.g. toy car garages Choose a stable structure they would like to build and its purpose Explore the properties of different materials and think about which ones are suitable for each section of their stable structure exploring strength, stability and malleability Design and plan a stable structure Test and evaluate their stable structure</p>



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	features (such as choosing what turns into the carriage)				<p>Sc: <u>Electricity 1</u> appliances, simple circuits, switches, conductors, insulators ELEMENTS OF 4.1.1 Electricity</p> <p>G: Global trade where does our food come from?</p> <p><u>Key content:</u> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water including -Where do the food products we buy come from? Exploring the concept of What do different countries import and export through role play.</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their land use patterns including <u>what</u> resources do different regions have?</p> <p>Skills and fieldwork: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans e.g. visiting an allotment or farm shop to identify British food</p>	
SUMMER TERM 1	<p>Letters and Postcards: Letters</p> <p><u>Key Texts:</u></p> <ul style="list-style-type: none"> Can I be your dog- Troy Cummings Dear Teacher -Amy Husband 	<p>Fundamentals – run, change direction, stop, throw catch</p> <p>Swimming</p>	<p>Skills for Life: Community Inclusion: Participating in shared activities</p> <p>Take part in paired / small group activities involving turntaking and sharing</p>	<p>PSHE: The world I live in taking care of the environment</p> <p>RE: How should we treat each other?</p>	<p>DL: Mouse and trackpad skills (EY)</p> <p>(Framework: Cause and effect / mouse Skills)</p> <p>Connected world:</p>	<p>Music: Composing - Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or midnight woodland</p>



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	<p><u>Coverage</u></p> <ul style="list-style-type: none"> • Explore letter convention • Explore sentence building and punctuation (full stop) • Write letters using 'to' and 'from' conventions • Role play letter writing (delivering to someone and reading a letter) 		<p>Take part in activities or play with toys enjoyed by others (early introduction to hobbies)</p> <p>Take part in activities working towards a common goal e.g. a group art project</p> <p>Assessment Framework: Relationship building with peers / adults, sharing, turntaking</p>	<p>Key features: Looking at charity, volunteering, and giving and how this goes across all faiths and world views</p> <p>Core concept – multifaith</p> <p>[see cambs unit]</p>	<p>Self image and identity – exploring likes and dislikes, communicating preferences, communicating 'no', stop or I'll tell when feeling uncomfortable</p> <p>M: Number: Multiplication and Division ★ (<=5+ / <=10+)</p> <ul style="list-style-type: none"> -Solving practical problems involving doubling (x) -Solving practical problems involving halving (÷) -Exploring odd and even numbers -Sharing / grouping objects equally (÷) -Counting repeated groups of the same number of objects (in steps) to find the total (x) <p>Mastery focus: Time</p> <p>SC: <u>Plants 2</u> how water is transported within plants, lifecycle of flowering plants ELEMENTS OF 2.4.4 Plants</p> <p>H: Britain beyond 1066: Transport</p> <p><u>Key content:</u> Ordering the different ways people have travelled from before the invention of cars to the modern day, why people needed to travel both in the past and today, the invention of the car/boat/train /aeroplane, exploring old fashioned vs modern examples, relating to their own transport experiences</p> <p><u>Skills:</u> Putting evidence in chronological order Comparing sources</p>	<p><i>Sky Music Hub – Travelling Around</i> <i>Music Express – Midnight Wood</i></p>
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WHOLE SCHOOL MATRIX 2025-2026

					Asking and answering questions Historical Threads: Movement of people Technological Development	
SUMMER TERM 2	<p>Poetry Humorous Poems:</p> <p><u>Key Texts:</u></p> <ul style="list-style-type: none"> Caterpillar Cake – Matt Goodfellow Hide and Seek Zany Zoo Little Boat <p><u>Coverage</u></p> <ul style="list-style-type: none"> Explore humorous poetry Explore rhyme Answering questions about poems they have read use as a stimulus to writing Explore expanded noun phrases (putting more than one adjective together to describe a noun) Creating and sharing own poetry 	<p>Fundamentals – run, change direction, stop, throw catch</p> <p>Swimming</p>	<p>Food Tech: Delicious Dough Pizzas exploring different ingredients that affect the consistency of the dough e.g. yoghurt, wholegrain flour</p> <p>Dough balls with sweet fillings e.g. chocolate, jam</p> <p>Technical Content Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Assessment Framework Kneading / weighing and measuring</p>	<p>PSHE: Self care, support and safety public & private</p> <p>CD: Global Diversity Awareness (including but not exclusively pride parade)</p>	<p>DL: Pictograms (Framework: Coding and Programming)</p> <p>Connected world: Health, wellbeing and lifestyle – take part in activities which have rules working within rules, identifying simple rules for tech use in class e.g. no food near them or only when an adult says it is time for free choice</p> <p>M: Measurement Capacity and Volume -Awareness of comparison in estimating and predicting -Comparing directly and indirectly using fraction vocabulary – full, half, ull. empty) -Relationship between size and number of units -Using units (non-standard/standard) to estimate, measure and compare -Recording measurements</p> <p>Mastery focus: Time</p> <p>SC: <u>Sound and vibration</u> vibrations, pitch, volume and distance ELEMENTS OF 4.1.4 Sound</p> <p>G: Field Study: River Granta</p>	<p>Art: Fabricate Key artists: Gunta Stölzl, Beth Evans</p> <p>Key stimuli: Stolz examples of weaving, Evans examples of batik</p> <p>Key skills: weaving, batik</p>



WHOLE SCHOOL MATRIX **2025-2026**

					<p><u>Key content:</u> Human and physical geography: describe and understand key aspects of: physical geography, including: rivers, and the water cycle Enquiry based learning: What are rivers and where do they come from / go to? What happens there? describe and understand key aspects of rivers and the water cycle</p> <p>Skills and fieldwork: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
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WHOLE SCHOOL MATRIX 2025-2026

Orient Express – BADGER & ORCA (KS2)

2025-2026	MY COMMUNICATION	MY BODY	MY INDEPENDENCE	MY COMMUNITY	MY COGNITION	MY CREATIVITY
	Communication & comprehension (links to NC English)	PE (links to NC PE and swimming) (each KS2 class swims every half-term) Cambridgeshire Scheme of work for PE is the basis for the units	Skills for life (links to NC Food Tech) (Each term some lessons may also be set aside for Enterprise projects, work experience an food tech)	RSE/PSHE (links to NC PSHE and Citizenship, RSE, RE)	Maths, Science, Computing, History, Geography (links to NC maths, science, computing, history, geography)	Art and Design, Music (links to NC art and design, design technology, music)
AUTUMN TERM 1	<p>Fiction Fantasy: Stories about Dragons</p> <p><u>Key texts:</u></p> <p>-The Dragon Machine by Helen Ward and Wayne Anderson</p> <p>-A Small Dragon by Brian Patten (in resources)</p> <p><u>Unit Coverage</u></p> <p><u>Core & Communication:</u></p> <p>Understanding and composing: responding to fiction</p> <p><u>Reading & Comprehension:</u></p> <p>Comparing different versions of a traditional tale – St George and the Dragon</p> <p><u>SPAG</u></p> <p>Identifying and using expanded noun phrases in descriptive writing</p> <p><u>Writing & Composition:</u></p> <p>creating and writing a story closely based on one read in class</p> <p>Dragons are ancient & fascinating mythical creatures. Read, sequence, compare & review dragon stories; produce a version</p>	<p>Gymnastics: Patterns & Pathways (hand apparatus, ribbons, balls, hoops)</p> <p>Swimming</p>	<p>Food Tech: Potatoes and their uses</p> <p>Rostis combining with a different vegetable e.g onion, carrot</p> <p>Mash combining different flavourings e.g. cheese, chive</p> <p>Potato nuggets</p> <p>Sweet potato tots with different flavours e.g. garlic powder or chilli powder</p> <p>Technical Content</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p>Assessment Framework</p> <p>Mashing / Grating</p>	<p>PSHE: Self awareness getting on with others</p> <p>CD: Black history</p>	<p>M: Number: Number & Place Value</p> <p>-(≤ 10+ / ≤ 20+))</p> <p>-Counting forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>- Identifying, representing and estimating numbers using different representations</p> <p>- Using comparative language to compare quantities and numbers and solve simple problems</p> <p>Mastery focus: Positional and directional vocabulary</p> <p>SC: States of matter – Changes of State</p> <p>heating and cooling, dissolving, water cycle</p> <p>DL: Using Purple Mash with an Individual Login (1.9)</p> <p>Keyboard Skills (EY)</p> <p>Mr P Dares Speech bubbles</p> <p>Balloon Stickies +</p>	<p>DT: Making Monsters</p> <p><u>Key content:</u></p> <p>Investigate a variety of familiar objects that use air to make them work</p> <p>making simple pneumatic systems</p> <p>Explore different techniques for joining and fixing components</p> <p>Design, make and evaluate a monster including a simple moving pneumatic system e.g. syringe</p>



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	of Paper Bag Princess. Use noun phrases & conjunctions.				<p>Google Slides (Framework: Word Processing Skills)</p> <p>Connected world: Privacy and security – rules for safe use of technology in school – using own logins</p> <p>G: Significant events: Titanic</p> <p><u>Key Content:</u> Understanding the context of the time period (Belfast in 1910), how, where and why the Titanic was built, what travelling on the Titanic was like including the differences between classes, the events that led up to the sinking of the Titanic, why it is historically important today</p> <p><u>Skills:</u> Ask a variety of questions Sequence events chronologically Use and compare a range of sources explain what has been found out</p> <p><u>Historical Threads:</u> Movement of people Art & Culture Dwellings/Lifestyles Technological Development</p>	
AUTUMN TERM 2	<p>Non-fiction Instructions</p> <p><u>Key texts:</u> -Instructions by Neil Gaiman and illustrated by Charles Vess</p> <p><u>Unit Coverage</u> <u>Core & Communication:</u> Reading and writing instruction</p>	<p>Multi-skills: Invasion games</p> <p>Swimming</p>	<p>Skills for Life: Independent Living. Managing belongings and keeping things tidy</p> <p>Sorting / categorise items in order to put away e.g. stationary, crockery</p>	<p>PSHE: self care support & safety keeping safe</p> <p>RE: Who is in our community</p> <p>Key features: Special people and places in our home and school community. Incl. visit to special</p>	<p>M: Geometry: Properties of Shape</p> <p>-Recognising and naming common 2D and 3D shapes (inc. different orientations)</p> <p>-Identify and describe the properties of 2D shapes and 3D shapes (inc. different orientations)</p>	<p>Composing: Recognise how graphic notation can represent created sounds. Explore and invent own symbols</p> <p>Rainforest Sounds</p> <p>Music Express – Life at Sea</p>



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	<p><u>Reading & Comprehension:</u> Reading and writing instructions SPAG identifying and using different types of sentence – questions, statements, commands and exclamations</p> <p><u>Writing & Composition:</u> Write instructions to accompany a fairy-tale map</p> <p>Using Instructions by Neil Gaiman, explore reading, giving, planning and writing instructions. Learn about different sentence types and revise sentence punctuation.</p>		<p>Explore packing items, making a list of what would be required for certain situations, packing from a list, locating and then packing them in a bag or box. Unpack items and put away in the correct location</p> <p>Explore finding the right objects and materials required for a specific task e.g. glue, scissors and paper for a collage activity. Plan and locate what would be required for specific tasks such as making snack</p> <p>Assessment Framework: Managing belongings</p>	<p>places in Linton e.g. war memorial</p> <p>Core concept-multifaith [see cambs unit]</p>	<p>& vertical and horizontal line symmetry) -Identifying 2D shapes on the surface of 3D shapes -Drawing, making, comparing and sorting common 2D and 3D shapes and everyday objects</p> <p>Mastery focus: Number and place value</p> <p>SC: Animals and Humans – Changes over time Changes in humans as they age</p> <p>DL: Photography / Digital painting twinkl / (EY) Sketches school (use photos to trace on app and chatterpix to animate) LEO AR camera Mr P DARES Emoji Avatars Keynote or Powerpoint (Framework: Photography and Digital Art)</p> <p>(Framework: Augmented and Virtual Reality) Connected world: Copyright and ownership – saving own work, recognising things online may belong to other people</p> <p>G: The Mediterranean <u>Key Content:</u> Locational Knowledge - using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities developing more in-depth knowledge of Italy and then Bologna</p>	
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WHOLE SCHOOL MATRIX 2025-2026

					<p>Place Knowledge - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country</p> <p>Skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and label features and symbols</p>	
<p>SPRING TERM 1</p>	<p>Poetry – Poems on a Theme: How to Poems</p> <p><u>Key texts:</u></p> <p>-The Proper Way to Meet a Hedgehog and Other How-to Poems by Paul B. Janeczko</p> <p><u>Unit Coverage</u></p> <p><u>Core & Communication:</u></p> <p>Exploring poetic form</p> <p><u>Reading & Comprehension:</u></p> <p>Read and understand poems</p> <p><u>SPAG</u></p> <p>Use prepositional phrases and subordinate clauses</p> <p>Different types of sentence</p> <p><u>Writing & Composition:</u></p> <p>Poem composition, drafting and editing</p> <p>Explore a selection of poems and study poetic form and devices and create new poems inspired by those read. Grammar includes extending sentences and understanding and punctuating different types of sentence.</p>	<p>Dance: From different cultures: Spanish Flamenco, Scottish Folk Dance, Dorset Ring Dance</p> <p>Swimming</p>	<p>Food Tech: Making Breakfast Toasts and bagels and toppings</p> <p>Cereal / breakfast bars</p> <p>Breakfast muffins with different flavours</p> <p>Oatmeal cookies</p> <p>Technical Content understand and apply the principles of a healthy and varied diet</p> <p>Assessment Framework</p> <p>Spreading / mixing and stirring</p>	<p>PSHE: Mental wellbeing, based on zones of regulation building on KS1</p> <p>CD: School values 'Collaborate'</p>	<p>M: Number: Addition and Subtraction</p> <p>~(<=10+ / <=20+)</p> <p>-Represent and use number bonds and related subtraction facts within 20 u</p> <p>-Adding and subtracting numbers using pictorial representations and mental calculation U&U / TU&U / TU&T / TU&TU / U+U+U</p> <p>Mastery focus: Patterns</p> <p>SC: Animals and Humans – Eating and Digesting</p> <p>Digestive systems, use of teeth, food chains</p> <p>DL: Online Safety (2.2/Y2 unplugged)</p> <p>Presenting information: How to use clicker tools including spider diagram function.</p> <p>Mr P Dares Spider Diagram</p> <p>Connected world: Online relationships – what might we need to ask permission / discuss</p>	<p>Art: British Artists-illustrations</p> <p>Key artists: Nick Sharratt, Quentin Blake, Sonia Boyce, Anish Kapoor</p> <p>Key stimuli: Illustrations from children's books, The Ticket Machine postcards, Ishi's Light</p> <p>Key skills: Illustrating stories, using pictures to re-tell stories, multimedia art</p>



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					<p>with an adult before doing things</p> <p>H: World History: Ancient Egypt</p> <p><u>Key Content:</u> Research and discover key facts about ancient Egypt through historical enquiry, The pyramids include how and why they were built, daily life in Ancient Egypt including homes, trade and the River Nile, the beliefs of ancient Egyptians including royalty, mummification and the afterlife including comparing to what we know about other ancient gods e.g. Rome and Greece, local context: Tutankhamun discovery and Howard Carter and links to Swaffham Museum, Norfolk</p> <p><u>Skills:</u> Ask a variety of questions Sequence events chronologically Use and compare a range of sources explain what has been found out</p> <p><u>Historical Threads:</u> Art & Culture Religion Dwellings/Lifestyles</p>	
SPRING TERM 2	<p>Fiction Stories by the same author: Anthony Browne</p> <p><u>Key texts:</u> All by Anthony Browne -Willy the Wimp -Willy the Champ -Willy the Wizard -Willy the Dreamer</p>	<p>Multi-skills: Net games Swimming</p>	<p>Skills for Life: Employment. Spring themed Enterprise Project</p> <p>Mindmap ideas for project. Agree as a class on what the project will be and how money raised will be used</p> <p>Design and make product for project</p>	<p>PSHE: healthy lifestyles, healthy eating</p> <p>RE: Why is Jesus important to Christians?</p> <p>Key features: Jesus is found in the Bible and an important person in Christianity, how he is important in story of Easter and Christmas,</p>	<p>M: Measurement Length & Height -Comparing, recording and ordering -Choosing and using appropriate standard units to estimate, measure and compare to the nearest appropriate unit using rulers, measuring tapes and metre sticks</p> <p><u>Key content:</u> Explore the features of stable structures, e.g. toy car garages Choose a stable structure they would like to build and its purpose Explore the properties of different materials and think about which</p>	<p>DT: Stable Structures</p>



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	<p><u>Unit Coverage</u> <u>Core & Communication:</u> Introducing the work of Anthony Browne <u>Reading & Comprehension:</u> <u>SPAG</u> Identify adjectives and noun phrases and use in own descriptive writing <i>Writing & Composition:</i> Introducing the work of Anthony Browne</p> <p><i>Anthony Browne's books epitomise creativity and quirkiness and will stimulate higher level writing, reading and comprehension skills. Study noun phrases and conjunctions</i></p>		<p>Advertise product including exploring cost</p> <p>Advertise and sell product</p> <p>Assessment Framework: Enterprise</p>	<p>stories about Jesus in the Bible incl Loaves the the Fishes and Jesus Calms the Storm</p> <p>Core concept-Christianity</p>	<p>-Calculating to solve simple problems</p> <p>Mastery focus: Addition and subtraction</p> <p>SC: Electricity – Simple Circuit Uses Simple circuit, switches, what runs in electricity, safety</p> <p>DL: Grouping and Sorting (1.2 Y1 unplugged unit)</p> <p>(Framework: Data Handling)</p> <p>Connected world: Online Bullying – what is online bullying, how do we recognise it and make sure we are not doing it?</p> <p>G: Global trade where does our food come from?</p> <p><u>Key content:</u> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water including -Where do the food products we buy come from? Exploring the concept of What do different countries import and export through role play.</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their land use patterns including what resources do different regions have?</p> <p>Skills and fieldwork:</p>	<p>ones are suitable for each section of their stable structure exploring strength, stability and malleability</p> <p>Design and plan a stable structure</p> <p>Test and evaluate their stable structure</p>
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WHOLE SCHOOL MATRIX 2025-2026

					use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans e.g. visiting an allotment or farm shop to identify British food	
SUMMER TERM 1	<p>Information texts: Dinosaurs</p> <p><u>Key texts:</u></p> <p>-The Dorling Kindersley First Dinosaur Encyclopedia, Penguin Random House</p> <p><u>Unit Coverage</u></p> <p><u>Core & Communication:</u></p> <p>Distinguish between fiction and non-fiction; read and compare non-fiction texts about dinosaurs</p> <p><u>Reading & Comprehension:</u></p> <p>Comprehension: understand how to research dinosaurs using non-fiction texts;</p> <p><u>SPAG</u></p> <p>Identify adjectives and noun phrases and use these in descriptions of dinosaurs</p> <p><u>Writing & Composition:</u></p> <p>use research to produce a class non-fiction book on dinosaurs</p> <p>Using Harry and the Bucketful of Dinosaurs, explore differences between fiction and non-fiction. Research and create fact files using noun phrases. Study sentence types.</p>	<p>Athletics: Multi-Skills</p> <p>Swimming</p>	<p>Food Tech: Delicious Dough</p> <p>No rise pizza dough</p> <p>Exploring different ingredients that affect the consistency of the dough e.g. yoghurt, wholegrain flour</p> <p>Dough balls with sweet fillings e.g. chocolate, jam</p> <p>No rise cinnamon rolls</p> <p>Technical Content</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Assessment Framework</p> <p>Kneading / weighing and measuring</p>	<p>PSHE: The word I live in taking care of the environment</p> <p>RE: How should we treat each other?</p> <p>Key features: Looking at charity, volunteering, and giving and how this goes across all faiths and world views</p> <p>Core concept – multifaith</p> <p>[see cambs unit]</p>	<p>M: Number: Multiplication and Division</p> <p>~(<=10+ / <=20+)</p> <p>-Counting, unitising and coins</p> <p>-Structures: multiplication representing equal groups</p> <p>-Groups of 2, 5 and 10 / factors of 0 and 1</p> <p>-Commutativity</p> <p>-Doubling and halving</p> <p>-Structures: quotitive and partitive division</p> <p>-Recalling \times/\div facts (2, 5, 10) including odd and even numbers</p> <p>Mastery focus: time</p> <p>SC: Living things and their habitats/ Plants – Life Cycles</p> <p>Life cycles of different types of animals, reproduction animals and plants</p> <p>DL: Mouse and trackpad skills (EY)</p> <p>(Framework: Cause and effect / mouse Skills)</p> <p>Connected world:</p> <p>Online reputation – Once information is online it is permanent</p>	<p>Music: Listening/music and movement:</p> <p>Popular music –funk/Jazz:</p> <p>Core songs</p> <p>I Got You (I Feel Good) James Brown</p> <p>Take the 'A' Train4 Billy Strayhorn/Duke Ellington Orchestra</p> <p>Music Express</p> <p>sounds/environment /poetry</p>



WHOLE SCHOOL MATRIX 2025-2026

					<p>H: Britain Beyond 1066: Leisure and entertainment in the 20th century</p> <p><u>Key Content:</u> Explore the themes across different periods across the 20th century (from Victorians to 1990s) including holidays, golden age of cinema, music, television and gaming including a historical enquiry into one theme involving research within own families</p> <p><u>Skills:</u> Ask a variety of questions Sequence events chronologically Carry out historical enquiry Use and compare a range of sources</p> <p><u>Historical Threads:</u> Art & Culture Technological Development</p>	
SUMMER TERM 2	<p>Poetry – Poems by the Same Poet: Zoro Weil</p> <p><u>Key texts:</u> Cherry Moon by Zoro Weil -A boy and his Dog -How to get an idea -Tell me shadow</p> <p>Unit Coverage Core & Communication: Read, enjoy and explore features of poems. Compare poems by the same poet Reading & Comprehension: Reading and responding to poems and recognising similar and different features of poems</p> <p>SPAG Understanding and using questions, adjectives and noun</p>	<p>Multi skills- striking and fielding games</p> <p>Swimming</p>	<p>Skills for Life: Community Inclusion: Managing money – going shopping with a list</p> <p>Road safety and rules for moving and behaving safely in the community including simple problem solving e.g. what can you do if you get separated from the group</p> <p>Coins, their value and exchange</p> <p>Preparing list of items to be bought in local shop. Visiting shop and buying items</p> <p>Assessment Framework: Moving around the community / Shopping / Managing money</p>	<p>PSHE: Self care, support and safety public & private</p> <p>CD: Global Diversity Awareness (including but not exclusively pride parade)</p>	<p>M: Financial education Money -Recognising and knowing the value of coins and notes -Recognising and using pounds (£) and pence (p) -Using different combinations of coins to make the same amount -Combining coins to make a particular value -Solving simple practical problems involving money of the same unit (+/- inc. giving change)</p> <p>Mastery focus: time</p> <p>SC: sound & vibration Vibration, pitch, volume, distance</p>	<p>Art: Fabricate Key artists: Gunta Stölzl, Beth Evans</p> <p>Key stimuli: Stolz examples of weaving, Evans examples of batik</p> <p>Key skills: weaving, batik</p>



WHOLE SCHOOL MATRIX 2025-2026

	<p>phrases within poetry</p> <p>Writing & Composition: Read and write poems in the style of Zoro Weil.</p>				<p>DL: Coding (1.7 / Y1 unplugged unit) Scratch junior app (Framework: Coding and Programming)</p> <p>Connected world: Self- image and identity – saying no to something uncomfortable online – self advocacy</p> <p>G: Field Study: River Granta</p> <p><u>Key content:</u> Human and physical geography- Enquiry based study around rivers including what are rivers and where do they come from / go to? What happens there? Describe and understand key aspects of rivers and the water cycle</p> <p>Skills and fieldwork: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
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WHOLE SCHOOL MATRIX 2025-2026

Emerald Isle – SEAHORSE (KS3)

2025-2026	Topic	MY COMMUNICATION	MY COGNITION	MY CREATIVITY	MY BODY	MY COMMUNITY	MY INDEPENDENCE
		Communication scripts and pre-phonics / Storytelling	Maths, working world (topic), digital literacy	Expressive art and design	Body awareness, outdoor learning, fine motor, swimming	cultural development, PSHE	Identiplay , community experiences, cooking, engaging with my senses
AUTUMN 1	Travelling through time and space: Victorians	<p>Alice Adventures in Wonderland Book and CD</p> <p>Queen Victoria's Bathing Machine – Gloria Whelan</p> <p>NI unit sensory story Book Link</p> <p>Aspect 1 Environmental sounds</p> <p>Aspect 7: Oral segmenting and blending / finding items from a label (ass appropriate for individual pupils)</p> <p>Vocab building: 'Who', 'when'</p>	<p>Maths: Number multiplication (counting in groups) and division (sharing into groups)</p> <p>Topic based on NI unit 'Victorian Historians.'</p> <p>Then and now (toys, games, school etc), Inventions through exploring exhibits linked to great exhibition (NI unit)</p> <p>Digital literacy: Using technology to communicate- preferences for activities, giving and receiving messages school and home (switches), Twinkl Symbols APP,</p>	<p>-Making and performing puppet shows</p> <p>-Singing traditional Victorian rhymes</p> <p>-Van Gogh starry Night</p> <p>-Music hall experience</p>	<p>Fine Motor: building towers, spinning tops, train sets,</p> <p>Swimming</p> <p>Outdoor learning: Alice and Wonderland</p> <p>Gross Motor / PE Victorian games: croquet, quoits, skittles, hoop and stick rolling,</p> <p>Music and movement: Alice and wonderland Dance https://www.bbc.co.uk/teach/school-radio/articles/z6922sg</p>	<p>Cultural engagement topic: Black History</p> <p>Cultural engagement date: International Day of sign language</p> <p>PSHE: Taking care of my environment (school based), recycling exhibition</p>	<p>Community Experiences: In-school experience – Victorian fayre and Victorian dress up day (NI unit)</p> <p>Sensory Experiences: Bathing machine bubble, bathing, foot spa</p> <p>Identiplay- dolls house, Washing dolls and changing clothes, cleaning my hands,</p> <p>Massage story: Queen Victoria's Bathing Machine</p> <p>Cooking: Sweet Shop (NI Unit)</p> <p>Independent Living: Looking after my classroom, jobs and responsibilities, cleaning etc</p>
AUTUMN 2	Travelling through time and space: To Infinity and Beyond: Space	<p>The Darkest Dark – Chris Hadfield</p> <p>Goodnight Spaceman – Michelle Robinson</p> <p>How to Catch a Star – Oliver Jeffers</p> <p>Planets Roll Call (story massage)</p> <p>Aspect 2 Instrumental sounds</p> <p>Aspect 7: Oral segmenting and blending / finding items from a label (ass appropriate for individual pupils)</p>	<p>Maths: capacity and volume</p> <p>Topic: Planets and space, rockets, space travel, famous astronauts</p> <p>DL: Sound scapes (electronic sounds and sound effects), space art digitally</p>	<p>-Charles Bittinger Space Art</p> <p>-Paper mache planets</p> <p>-Junk model rockets</p> <p>-Sensory music - Journey through space</p> <p>-Holst 'the Planets' - listen and respond</p> <p>-Space themed music.</p> <p>-Composing own space music.</p>	<p>Fine motor: Decorating planet outlines with small items (pincer grip), constellation activities (using chalk, star stickers etc)</p> <p>Outdoor learning: Rocket launching, shadow pictures, frisbee (UFO's) based on 5 Little Men in a Flying Saucer, gravity activities, moving like an orbits around a central point to represent the sun</p>	<p>Cultural engagement date: Hannukah</p> <p>Keeping myself and my belongings safe (following simple instructions / directions, recognising my belongings)</p>	<p>Community experiences: Dome / inflatable planet and stars experience (bought in or set up in lightroom)</p> <p>Sensory Experiences: Planets sensory experiences (temperatures, colours etc)</p> <p>Massage Story: Planet roll call</p> <p>Cooking: Rock cakes, marshmallow krispie cakes</p>



WHOLE SCHOOL MATRIX 2025-2026

		Vocab building: 'What doing' 'where'			Gross Motor / PE Movement stories based on Time to Move – 10 Pieces, Planet Mars BBC Dance resources Swimming		Identiplay: space small world role play
SPRING 1	Where in the world: Polar regions	The Great Explorer – Chris Judge Lost and Found – Oliver Jeffers The Journey Home - Frann Preston-Gannon The Last Polar Bears – Harry Horse Aspect 3 Percussion Aspect 7: Oral segmenting and blending / finding items from a label (ass appropriate for individual pupils) Vocab building: 'what', 'what like'	Maths: Number addition and subtraction Topic: Arctic and Antarctic including weather, animals, light and dark, conservation (melting of ice caps) Inuit culture (religion, foods, traditions etc), freezing and melting – freezing small items in ice and 'excavating' them out DL: Clicker – labelling pictures linked to Polar Regions	-Glacier landscapes- Janet Johnson -Ice art –painting with ice, freezing paints -Purple Mash Polar Regions digital art -Sensory music Journey Home -Sounds of the arctic -Designing and creating an igloo	Fine motor: igloo building (ice cubes, marshmallows or sugar cubes), painting with cotton wool balls or small world polar animal toys, Outdoor: Large scale environment exploration - link to Scott's expedition. Packing bags, going to a destination, pulling sleds e6c Gross Motor / PE – travelling and movement, pulling / dragging Swimming	Cultural engagement topic: School values 'Collaborate' Cultural engagement date: Chinese New Year PSHE – mental wellbeing regulation strategies (link to expeditions and long journeys, how might it feel, how could we regulate if we feel tired, angry, scared etc)	Community experiences: Planning and going on an expedition into the local area. Mark making for diary entries following the expedition Cooking: Fruit slushies Massage Story: Lost and Found Identiplay: Polar animals small world Sensory Experiences: Water of different temperatures and ice sensory exploration, white materials (flour, fake snow, silver foil etc)
SPRING 2	Where in the world: Safari adventures	Bringing the Rain to Kapiti Plain – Verna Aardema The Leopard's Drum - Jessica Souhami Handa's Hen – Eileen Browne Sleep Well Siba and Saba - Nansubuga Nagadya Isdahl Aspect 4 Rhythm and Rhyme Aspect 7: Oral segmenting and blending / finding items from a label (ass appropriate for individual pupils)	Maths: shape and pattern Topic: African culture, foods, religions, safaris, weather, animals (types, patterns, camouflage, adult and baby) DL: Following instructions using African resources e.g. put crocodile in water, TTS easy cars (driving a safari)	-Tracey Rose art. -Art by elephants -Art using animal patterns -Junk model safari (car or animals) -Sensory music - the Leopard's Drum -African music including drumming -sounds of safari	Fine motor: dots and stripes mark making, malleable materials pots, paint dabber animals, weaving activities Outdoor Learning: Mud huts and African crafts, safari in outdoor environment Gymnastics – balancing, rolling, animal body shapes / movements Swimming	Cultural Development Date: International Women's Day Healthy Lifestyles: Healthy Eating including safe and unsafe to touch / eat	Community experiences: visitors in to explore African culture e.g. foods, dancing or music, visit to Linton Zoo or Shepreth Cooking: tropical fruit punch Identiplay: safari with small world animals Massage Story: Sleep Well Siba and Saba Sensory experiences: sand, seeds, hot/ warm items, binoculars and looking through them, visual patterns



WHOLE SCHOOL MATRIX 2025-2026

		Vocab building: 'what', 'what like'					Community Inclusion: Using a post office
SUMMER 1	Fantasy World – A Pirates Life for Me (NI)	<p>Buried treasure sensory story (NI) The Pirates are coming – John Condon The Night Pirates – Peter Harris Pirates love Underpants – Claire Freedman</p> <p>Aspect 5: Alliteration</p> <p>Aspect 7: Oral segmenting and blending / finding items from a label (ass appropriate for individual pupils)</p> <p>Vocab building: 'what' 'to who'</p>	<p>Maths: Money and exchange</p> <p>Topic: Ships, treasure, eye patches, sand, telescopes, floating and sinking, finding coins and treasure, journeys, walking the plank (See NI unit for more information)</p> <p>Digital Literacy: purple mash pirate paint resources / dress the pirate (touch screen or mouse control as appropriate)</p>	<p>-The Lazy Pirate patting story / song -Pirate action songs e.g. pirates life for me, -Junk modelling pirate ship and treasure chest -Treasure maps -Pirate flags -Parrot themed art (colours, patterns and textures)</p>	<p>Fine motor: posting coin / treasure, dough coins / treasure, digging in sand, pouring water, scrunching silver foil to make pirate jewellery</p> <p>Outdoor: Pirates love underpants forest school activities</p> <p>Gross Motor / PE: Orienteering in the form of following paths, trails, walking along lines etc</p> <p>Swimming</p>	<p>Cultural Development Date: Elmer Day</p> <p>PSHE: Teamwork and turn taking</p>	<p>Cooking: savoury muffins</p> <p>Community Experiences: Setting up and following treasure hunts in different environments</p> <p>Massage Story: The Night Pirates massage story</p> <p>Identiplay: Pirates and ships small world,</p> <p>Sensory experiences: water, cold things, shiny 'treasure', sand, feathers (parrot) finding, coins and treasure in different materials, sunken treasure sensory bottles,</p>
SUMMER 2	Fantasy world: Fantastic Lands and Creatures	<p>Millie the Mermaid who cannot swim Pete Wells</p> <p>Cloudy with a chance of meatballs – Judi Barrett</p> <p>Where the Wild Things Are – Maurice Sendak</p> <p>Sugarlump and the Unicorn – Julia Donaldson</p> <p>Aspect 4 and 6 Rhythm and Rhyme and speech sounds</p> <p>Aspect 7: Oral segmenting and blending / finding items from a label (ass appropriate for individual pupils)</p>	<p>Maths: Measures, length and height</p> <p>Topic: Different environments / settings, different beasts (mermaids, unicorns, dragons, etc), creating own magical beasts, wishes (what would we wish for?), foods and food types, inventions,</p> <p>DL: 'Make a Scene' app, taking photos of creatures they create to stick in pictures of different fantasy environments to create own scenes</p>	<p>Pablo Picasso abstract art</p> <p>Sensory Music / role play Where Wild Things are Creating own beasts / imaginary creatures. Making up stories / events featuring their own creatures.</p> <p>Making sound makers to create sound to accompany fantasy lands / creatures. Musical composition (purple mash/garage band)</p>	<p>PE: Sensory Circuits (sports day style activities)</p> <p>Swimming</p> <p>Fine motor: water sprays, pipettes, plastic syringes water activities, tweezers / tongs / mashers / plastic knife food themed activities, playdough monsters including using scissors / plastic knives to cut monster hair.</p> <p>Outdoor Learning: Where the Wild things are (forest school)</p>	<p>Cultural engagement topic: Global Diversity including Pride</p> <p>Cultural engagement date: World Environment and Ocean Day</p> <p>PSHE: Puberty bodies, changing and growing</p>	<p>Community Experiences:</p> <p>Cooking: pancakes and toppings</p> <p>Sensory Engagement: under the sea themed (water, fish, seaweed, sea creatures), different foods, leaves, flowers, twigs,</p> <p>Identiplay: water play / under the sea, tea set role play</p> <p>Massage Story: Sugarlump and the Unicorn</p> <p>Employment: Experiencing horticulture – growing indoors</p>



WHOLE SCHOOL MATRIX

2025-2026

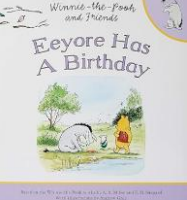
		Vocab building: 'where' 'what like'					
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WHOLE SCHOOL MATRIX

2025-2026

Eurostar – STARFISH (KS3)

2025-26	MY COMMUNICATION Communication & Literacy (links to NC English)	MY BODY Physical Skills (links to NC PE and swimming) (Each KS2 class swims every half-term)	MY INDEPENDENCE Skills for Life (links to NC Food Tech) (Each term some lessons may also be set aside for Enterprise projects, work experience and food tech)	MY COMMUNITY Personal Development (links to NC PSHE , RSE, RE)	MY COGNITION Maths/Digital Literacy/Working World (links to NC Maths, science, computing, history, geography)	MY CREATIVITY Creativity (links to NC art and design, design technology, music)
AUTUMN TERM 1	<p>Fiction Classic fiction: A.A.Milne</p> <p><u>Key texts:</u> -Eeyore has a birthday -Piglet Does a Very Grand Thing -Pooh Invents a New Game</p> <p>Use this series of books:</p>  <p><u>Coverage:</u> -Character study of the main characters – compare and contrast including work on adjectives to describe the characters -Re-visit verbs and explore ‘doing words’ in the stories -Sequence events from the story -Write own stories using characters studied</p>	Team Games: Unihoc	<p>Food Tech: World Foods</p> <p>Mexico Guacamole / Salsa</p> <p>Greece: Tzatziki / Hummus</p> <p>Technical Content: understand the source, seasonality and characteristics of a broad range of ingredients</p> <p>Assessment Framework: Crushing and mashing</p>	<p>CD: Black History (history, literature, music and film)</p> <p>PSHE: World we Live in – Taking care of the environment</p>	<p>M: Number -Number & Place Value -(<=20 / <=50) -Reading and writing numbers numerals and words 0-100) -Recognising the place value of each digit in a two-digit / three-digit number (hundreds, tens, ones) -Grouping objects to count effectively</p> <p>Mastery focus: Position and direction</p> <p>SC: Everyday Materials How materials can be changed, reversible and irreversible changes, changing materials to suit a purpose</p> <p>Squash, bend, twist and stretch</p> <p>Bridge blunder</p> <p>DL: Email including purple mash email safety (3.5) (including 2 respond activities) Using tech to communicate –intro to email</p>	<p>MU: Listening/music and movement: popular music – Caribbean cultural focus calypso</p> <p>Core Song: Tropical Bird Trinidad Steel Band</p> <p><i>Music Express – Our Bodies</i></p>



WHOLE SCHOOL MATRIX 2025-2026

					<p>(Framework: Online relationships)</p> <p>Connected world: Online relationships – how tech may be used to communicate with known people and what info is safe to share in this way</p> <p>G: Racing Rivers</p> <p><u>Key content:</u> Exploring where rivers come from including the change in climate from the Ice Age to the present and glaciers Participating in activities linked to the water cycle Identifying why rivers are important to the environment Naming rivers local to use Stating how humans use rivers and what can happen when things go wrong e.g floods</p>	
AUTUMN TERM 2	<p>Non-fiction Recounts- Daily Life</p> <p><u>Key Texts:</u> -This is how we do it by Matt Lamothe -All Through the Night: The People Who Work While We Sleep – Polly Faber</p> <p><u>Coverage</u> -Explore features of a recount -Experience past and present tense -Write a recount about an experience -Take part in a shared activity - share a recount about the shared experience using past tense 'I did x', I saw x etc -Experience work on conjunctions to join ideas together</p>	<p>Gymnastics: travel, rotation, balance, sequences</p>	<p>Skills for Life: Employment: Experiencing horticulture – growing indoors</p> <p>Activities based on teamwork and working together in pairs or small groups. Activities based on working together to a shared goal</p> <p>Activities based on following instructions (visual as well as verbal)</p> <p>Activities based on planting / growing</p> <p>Assessment Framework: Teamwork / Following instructions</p>	<p>PSHE: Self-care, support and safety – Keeping Safe Online</p> <p>RE: Islamic beliefs:</p> <p>Key features: Mosques and their features, Prophet Muhammad and his teaching, prayer and prayer mats, importance of the Qur'an and Arabic language, 5 pillars</p> <p>Core Concept – Islam</p>	<p>M: Geometry and Measures: <i>Measurement Capacity and Volume (l, ml)</i> -Measuring capacity and volume using standard units and simple scales -Comparing and ordering capacity and volume -Solving problems related to capacity and volume using addition and subtraction</p> <p>Mastery Focus: Number and place value</p> <p>SC: Seasonal Changes Observing changes across the seasons, exploring the impact on weather on the wider world Wild Weather</p> <p>Rainbow collectors</p>	<p>ART: South American Art Key artists: Joaquin Torres Garcia, Diego Rivera, Beatriz Milhaze Key stimuli: Doctrina Constructivista, Making a Fresco, Mistura Sagrada Key skills: symbol art drawing, murals, printing</p>



WHOLE SCHOOL MATRIX 2025-2026

					<p>Useless umbrella Windy Ways</p> <p>DL: Photography and editing images Photoshopping MR P DARES Digital self portrait Robot Avatars Keynote Makr (Framework: Photography and Digital Art)</p> <p>Connected world Copyright and ownership – content which should not be used without permission and why, ownership of own work / Managing online information – not all information online is as it first seems</p> <p>G: Eastern European Explorers</p> <p><u>Key content:</u> Explore different examples of map to identify areas of eastern Europe Identify physical features of places in eastern Europe e.g. climate, plants, animals, mountains Explore what life is like and identify key features of human geography e.g major cities and landmarks including: Moscow, Russia Warsaw, Poland Riga, Latvia</p>	
<p>SPRING TERM</p> <p>1</p>	<p>Poetry - Humorous Poems: I Can Make You Laugh</p> <p><u>Key Texts:</u> -Crazy Mayonnaisy Mum- Julia Donaldson</p>	<p>Dance: Circus and funfair</p>	<p>Food Tech: Eggs and their uses Egg bakes Egg muffins with different flavours</p> <p>Technical Content: cook a repertoire of predominantly</p>	<p>PSHE: Healthy Lifestyles – Mental Wellbeing</p> <p>CD: School Values 'Collaborate'</p>	<p>M: Number Addition and Subtraction ~(<=20 / <=50) -Recalling and using addition and subtraction facts - deriving and using related number facts u -Commutative property (+/-)</p>	<p>DT: Marble Run</p> <p><u>Key content:</u> Investigate different types of marble run, labelling features and stating preferences</p>



WHOLE SCHOOL MATRIX 2025-2026

	<p><u>Coverage</u></p> <ul style="list-style-type: none"> -Explore features and structure of humorous poetry -Compare similarities and differences between poems -Construct poetry based on those explored -Experience performing poetry (own and those in the texts) -Explore nouns and expanded noun phrases using colourful semantics 		<p>savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>Assessment Framework: Preparing Eggs</p>		<p>-Using calculator / technology (+/-)</p> <p>Mastery focus: Money</p> <p>SC: Balanced forces and forces in motion Floating, sinking, density</p> <p>Oceans and Seas Crafty rafts</p> <p>DL: Graphing and Databases (3.8) 5.4 (Framework: Data Handling)</p> <p>Connected world: Privacy and security – how we can use passwords to keep info same, what makes a good password, what to do if we forget a password</p> <p>H: Neolithic Hunters</p> <p><u>Key content:</u> Exploring hunter-gather societies and how they worked through role-play Investigate sources of tools that were used in these times e.g. photographs Awareness of the Neolithic revolution including: - domestication of plants and animals - early farming techniques</p>	<p>Explore different materials for making a marble run and test their properties including strength, stability, malleability</p> <p>Draw and label a plan for a marble run</p> <p>Follow the plan, test and evaluate the marble run</p>
SPRING TERM 2	<p>Fiction Humorous stories: squashed spaces</p> <p><u>Key texts:</u> -A Squash and a Squeeze by Julia Donaldson and Axel Scheffler. -Alone by Barry Falls</p>	Sensory circuits	<p>Skills for Life: Community Inclusion: Using a post office</p> <p>Activities based on the post office and what role it plays. Include work delivering messages internally in school</p>	<p>PSHE: Healthy Lifestyles – Drugs, alcohol and tobacco</p> <p>RE: How was the world created?</p>	<p>M: Geometry and Measures Geometry: Properties of Shape</p> <ul style="list-style-type: none"> -Comparing and sorting 2D shapes (inc. everyday objects) -Drawing and making – 2D shapes -Vertical line symmetry in 2D shapes -Perimeter of simple 2D shape 	<p>ART: Insects/plants and flowers</p> <p>Key artists: Louise Bourgeois, Henri Rousseau</p> <p>Key stimuli: Maman, The Equatorial Jungle</p> <p>Key skills: mosaic, collage</p>



WHOLE SCHOOL MATRIX 2025-2026

	<p>Coverage:</p> <ul style="list-style-type: none"> -Share and sequence events from the stories -Explore prepositions for time (at lunch), place (n the table) or direction (out the door) -Work on adjectives describing the animals etc <p>Create own versions of one of the texts using writing frames – share / present stories to someone else</p>		<p>Safety rules for moving safely in the community</p> <p>Visit the local post office to post items</p> <p>Assessment Framework: moving around the community / using community services</p>	<p>Comparing the creation stories of Christianity, Hinduism and the Scientific theory</p> <p>Core concept – multifaith</p> <p>[see cambs unit]</p>	<p>Mastery focus: Money</p> <p>SC: Relationships in ecosystems</p> <p>Food chains, adaptations to environments, inheritance</p> <p>chromosomes genes and DNA</p> <p>DL: Giving and receiving instructions</p> <p>Logo (explore turtle logo) (4.5)</p> <p>Mr P Dares Invent a toy Tinkercard</p> <p>(Framework: Coding and Programming)</p> <p>Connected world: Online reputation – digital footprint,</p> <p>G: Field Study:</p> <p>Map reading in our local area (This should include at least one community visit linked to the topic)</p> <p><u>Key Content:</u></p> <p>Recognise and use symbols on simple maps</p> <p>Follow basic directions and turns with support</p> <p>Explore aerial maps of the local area and identify a well-known feature e.g. park</p> <p>Plan a route in our local area using a map and symbols</p> <p>Follow the planned route with support</p>	
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WHOLE SCHOOL MATRIX 2025-2026

<p>SUMMER TERM 1</p>	<p>Non-Fiction: Instructions –Games & Tasks</p> <p><u>Key texts: Folder</u></p> <p>-Examples of instruction playing games</p> <p>-Information carrying word activities</p> <p>Coverage:</p> <p>-Play simple games involving following instructions such as Simon Says</p> <p>-Explore using instructional language to direct a game</p> <p>-Explore using/writing visual instructions for use in simple games e.g. actions for Simon Says</p> <p>-Explore activities using information carrying words (differentiate as appropriate as to how many ICW are used in a sentence)</p> <p>-Explore writing ICW instructions for other people</p> <p>--Take part in familiar tasks following series of simple visual instructions</p> <p>-Sequence/write instructions to direct someone else to take part in a familiar task e.g. make a sandwich or build a tower</p>	<p>Outdoor Adventurous - Orienteering</p>	<p>Food Tech: Salads</p> <p>Fruit salads</p> <p>Summer salads with proteins e.g. cooked chicken, ham or eggs</p> <p>Technical Content: understand and apply the principles of nutrition and health</p> <p>Assessment Frameworks: Chopping</p>	<p>PSHE: Bereavement Loss and Change – Bereavement and Grieving</p> <p>RE: Buddhist beliefs:</p> <p>Key features: Works of sacred art (thankas), mandalas and images of the Buddha (rupas), Jataka (tales told by or about Buddha), 8 fold path</p> <p>Core concept - buddhism</p>	<p>M: Number Multiplication and Division ~(<=20 / <=50)</p> <p>-Recalling and using multiplication and division facts – deriving and using related number facts (2, 5, 10)</p> <p>-Commutative property (x/÷)</p> <p>-Writing, representing and calculating mathematical statements (x, ÷, =, 2, 5, 10)</p> <p>Mastery focus: Time</p> <p>_SC: Chemical reactions Muddy Mess Surprising stains</p> <p>_DL: Simulation (3.7 / y3 unplugged)</p> <p>Explore apps to represent settings for simulations Minecraft education unit</p> <p>(Framework: Augmented and Virtual Reality)</p> <p>Connected world: Self image and identity – people may look and act differently online, what to do if we are upset by something or someone online</p> <p>H: Viking Invasion</p> <p><u>Key content:</u> Focus on the Viking era from around 790 CE to 1066 CE, including:</p> <ul style="list-style-type: none"> - their origins, raids, settlements, and impact on Britain - daily life, leisure and crafts - abilities at sea - their beliefs 	<p>MU: Singing for pleasure: pitch, dynamics and tempo</p> <p>Core Song:</p> <p><i>Voicelinks: The King is in the Castle</i></p> <ul style="list-style-type: none"> • <i>Young Voiceworks: Ebenezer Sneezer</i> • Trad. <i>Oats and Beans and Barley Grow</i> • <i>Singing Sherlock 1: Teddy Bear Rock n Roll</i> • Trad. <i>Oliver Cromwell</i> • Trad. <i>Lovely Joan</i> • Trad. <i>Searching for Lambs</i> <p><i>Music Express – Sleep/ storytime</i></p>
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WHOLE SCHOOL MATRIX 2025-2026

<p>SUMMER TERM 2</p>	<p>Poetry – Concrete poetry</p> <p><u>Key Texts:</u> Come to My Party: And Other Shape Poems by Heidi Roemer</p> <p><u>Coverage</u></p> <ul style="list-style-type: none"> • Explore features of shaped poems where the poem is written in the shape or outline of what it represents • Compare different poems • Experience fronted adverbials through writing frames and colourful semantics (Time: "Before the storm, the sky was blue."), Place: "In the garden, a bird flew" • Construct poetry based on those explored • Experience performing poetry (own and those in the texts) 	<p>Team games – striking, hitting & fielding</p>	<p>Skills for Life: Independent Living: Looking after my classroom, jobs and responsibilities, cleaning etc</p> <p>Experience a variety of jobs in the classroom e.g. washing up, setting up for snack, putting rubbish in bin, sweeping, hoovering, safe cleaning products (lemon, vinegar and bicarb of soda) etc</p> <p>Following visual instructions to complete tasks and responsibilities</p> <p>Exploring right tools for the job e.g. brush for sweeping, cloth for wiping</p> <p>Assessment Following instructions</p>	<p>PSHE: changing and growing; puberty</p> <p>CD: Global Diversity Awareness (including but not exclusively pride parade)</p>	<p>M: Geometry and Measures Measurement Length & Height (m, cm, mm) -Measuring length and height using standard units and simple scales -Comparing and ordering length and height -Solving problems related to length and height using addition and subtraction</p> <p>Mastery Focus: addition and subtraction</p> <p>SC: Sound Music Maker Starting sounds</p> <p>DL: Introducing AI (4.1) P1-8 of Mr P Y1 AI around us / Y2 what's the advantage p1-8 / Do Ink Green Screen / imovie</p> <p>(Framework: Artificial Intelligence)</p> <p>Connected world: Managing online information –opinion and fact online / buying and selling</p> <p>H: Early Islamic civilization</p> <p><u>Key content:</u> The development of Baghdad from AD600 to its destruction in the 13th century Exploring themes such as: - the silk road - Islamic architecture - calligraphy - the house of wisdom - timeline of events during the siege of Baghdad</p>	<p>DT: Packaging</p> <p><u>Key content:</u> Explore different types of packages including their design details and what they are made from Develop fine motor skills in folding and creating 3D models e.g. cubes Through hand-drawn or ICT methods design a 3D box to hold a chocolate bar Follow the plan to make and present the 3D box Evaluate their design</p>
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WHOLE SCHOOL MATRIX

2025-2026



Orient Express – TURTLE & DOLPHIN (KS3)

2025-26	MY COMMUNICATION	MY BODY	MY INDEPENDENCE	MY COMMUNITY	MY COGNITION	MY CREATIVITY
	Communication & comprehension (links to NC English)	PE (links to NC PE and swimming) (each KS2 class swims every half-term) Cambridgeshire Scheme of work for PE is the basis for the units	Skills for life (links to NC Food Tech) (Each term some lessons may also be set aside for Enterprise projects, work experience an food tech)	RSE/PSHE (links to NC PSHE and Citizenship, RSE, RE)	Maths, Science, Computing, History, Geography (links to NC maths, science, computing, history, geography)	Art and Design, Music (links to NC art and design, design technology, music)
AUTUMN TERM 1	<p>Fiction Modern Fiction: The Hodgeheg</p> <p><u>Key text</u> -The Hodgeheg by Dick King-Smith</p> <p>Enjoy Dick King-Smith's The Hodgeheg. Explore plot, character and dialogue. Study speech punctuation and adverbs for time, place and manner. Write a new animal adventure.</p> <p>Start with the core unit to introduce key texts. Then select from comprehension, SPAG and composition units.</p> <p><u>Unit Coverage</u> <u>Core:</u> Introduction to The Hodgeheg: characters, setting, plot and prediction <u>SPAG:</u> Punctuating direct speech; prediction or</p>	<p>Indoor athletics</p> <p>Swimming: one class to swim in public pool once per week</p>	<p>MfL: Sign supported English</p> <p><i>Basic deaf awareness</i></p> <p><i>Colours, numbers to 10, emotions, simple greetings</i></p> <p><i>Simple rhyme and song (signing hands pop song)</i></p> <p>Assessment Framework: Sign Supported English</p>	<p>PSHE: World we live in – Taking care of the environment</p> <p>CD: Black History (history, literature, music and film)</p>	<p>SC: Everyday Materials</p> <p>Compare, group, investigate properties including their hardness, solubility, transparency, conductivity, and response to magnets</p> <p>Particular uses of everyday materials including metal, wood and plastic, the periodic table</p> <p>DL: Email including purple mash email safety (3.5) (including 2 respond activities)</p> <p>Using tech to communicate –intro to email</p> <p>(Framework: Online relationships)</p> <p>Connected world: Online relationships – how tech may be used to communicate with known people and what info is safe to share in this way</p> <p>M: Number</p>	<p>MU: Listening/ music and movement:</p> <p>90s RnB and Singer/Songwriter</p> <p>core songs: Play Dead Björk Say My Name Destiny's Child</p>



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	<p><i>Adverbs for time, place and manner; action scenes (suggested as 3 days)</i></p> <p><u>Comprehension:</u></p> <p><i>Explore plot and tension building; write a book review</i></p> <p><u>Composition:</u></p> <p><i>Write a new animal adventure story</i></p>				<p>Number & Place Value ★(<=100+ / <=1000)</p> <p>-Reading, writing comparing and ordering numbers (numerals and words 0-1000+)</p> <p>-Recognising the place value of each digit in a three-digit / four-digit number (thousands, hundreds, tens, and units)</p> <p>-Counting backwards through zero to include negative numbers</p> <p>Mastery focus: Properties of shape</p> <p>G: Jewel of Arabia – middle east</p> <p><u>Key content:</u></p> <p>Where and what is the 'middle east'</p> <p>Climate and desert landscapes including human use of the desert</p> <p>Major cities of the middle east</p> <p>Socio-economic links between the UK and the middle east</p> <p>Impact of natural resources e.g. oil on countries in the middle east</p> <p>Exploring recent socio-economic decisions and their impacts e.g. Syrian conflict, Qatar 2022 world cup</p>	
AUTUMN TERM 2	<p>Non-fiction Reports: Video games</p> <p><u>Key text</u></p> <p>-All the required texts are in the resources document</p> <p>Explore non-chronological reports about video games. Revise word classes and study dialogue punctuation. Read/write informal</p>	<p>Invasion games: netball</p> <p>Swimming: one class to swim in public pool once per week</p>	<p>Food Tech: World Foods Mexico Guacamole / Salsa</p> <p>Greece: Tzatziki / Hummus</p> <p>India: Thakkali chutney Mango Chutney</p>	<p>PSHE: Self-care, support and safety – keeping safe online</p> <p>RE: Islamic beliefs:</p> <p>Key features: Mosques and their features, Prophet Muhammad and his teaching, prayer and prayer mats, importance of the</p>	<p>SC: Weather</p> <p>Explore and identify different cloud types. Understand the role of a meteorologist. Investigate and record weather patterns including cloud cover, wind, temperature and precipitation. Understand how weather can affect our everyday lives and wildlife including plants.</p>	<p>Art: South American Art</p> <p>Key artists: Joaquin Torres Garcia, Diego Rivera, Beatriz Milhaze</p> <p>Key stimuli: Doctrina Constructivista, Making a Fresco, Mistura Sagrada</p> <p>Key skills: symbol art drawing, murals, printing</p>



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	<p>and formal reports. Design and present a new game.</p> <p><u>Unit Coverage</u></p> <p><u>Core:</u></p> <p><i>Introduction to the features of NCRs; informal game reviews</i></p> <p><u>SPAG:</u></p> <p><i>SPAG: Word classes: nouns, adjectives, verbs, adverbs; video game characters</i></p> <p><u>Comprehension:</u></p> <p><i>Comprehension: Read and write formal reports about computer games</i></p> <p><u>Composition:</u></p> <p><i>Composition: Design a new platform game and present it in a report</i></p>		<p>Technical Content: understand the source, seasonality and characteristics of a broad range of ingredients</p> <p>Assessment Framework: Crushing and Mashing</p>	<p>Qur'an and Arabic language, 5 pillars</p> <p>Core Concept – Islam</p>	<p>DL: Photography and editing images</p> <p>Photoshopping</p> <p>MR P DARES</p> <p>Digital self portrait</p> <p>Robot Avatars</p> <p>Keynote</p> <p>Makr (Framework: Photography and Digital Art)</p> <p>Connected world</p> <p>Copyright and ownership – content which should not be used without permission and why, ownership of own work / Managing online information – not all information online is as it first seems</p> <p>M: Geometry and Measures: Measurement (l, ml)</p> <ul style="list-style-type: none"> -Estimating capacity and volume with increasing accuracy -Comparing capacity and volume (using same and differing units) -Calculating capacity and volume with accuracy using simple scaled divisions -Converting between different units of measure (e.g. l, ml) -Solving problems related to capacity and volume using all four operations (inc. fractions and decimals – 2dp) <p>Mastery focus: Number and place value</p> <p>G: Eastern European explorers</p> <p><u>Key Content:</u></p> <p>Explore different examples of map to identify areas of eastern Europe</p>	
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					<p>Identify physical features of places in eastern Europe e.g. climate, plants, animals, mountains</p> <p>Explore what life is like and identify key features of human geography e.g major cities and landmarks including: Moscow, Russia Warsaw, Poland Riga, Latvia</p> <p>Socio-economic status and their role in the wider world of each country including impact on the UK</p>	
SPRING TERM 1	<p>Poetry Performance poetry: Off by Heart</p> <p><u>Key Texts:</u> <i>'Off by Heart' Roger Stevens</i> ISBN-13:978-1408192948</p> <p><u>Unit Coverage</u> <u>Core & Communication:</u> Introduction to image poetry; performance; expanded noun phrases <u>Reading & Comprehension:</u> Exploration of images in poems; descriptive writing <u>SPaG:</u> Prepositions for time, place & cause; noun phrases, creating characters <u>Writing & Composition:</u> Writing a poem based on those read in class</p>	<p>Net games: Volleyball</p> <p>Swimming: one class to swim in public pool once per week</p>	<p>Skills for Life: Community Inclusion: Using a public bus</p> <p>Explore bus timetables and bus stops</p> <p>Routines and processes involved in using a bus</p> <p>Explore using public bus in the local areas</p> <p>Assessment Framework: Using public transport</p>	<p>PSHE: Healthy lifestyles – mental wellbeing</p> <p>CD: School values 'Collaborate'</p>	<p>SC: Rocks, Fossils and Erosion the composition and structure of the Earth</p> <p>Rocks and their properties Basic rock formation Basic fossil formation The process of erosion</p> <p>DL: Graphing and Databases (3.8) 5.4</p> <p>(Framework: Data Handling)</p> <p>Connected world: Privacy and security – how we can use passwords to keep info same, what makes a good password, what to do if we forget a password</p> <p>M: Number <i>Addition and Subtraction</i> ~ (<=100+ / <=1000) -Commutative property and order of operations (inc +/-x/÷) -Adding and subtracting numbers mentally with increasingly large numbers</p>	<p>DT: Marble Run</p> <p><u>Key content:</u> Investigate different types of marble run, labelling features and stating preferences Explore different materials for making a marble run and test their properties including strength stability, malleability Draw and label a plan for a marble run Follow the plan, test and evaluate the marble run</p>



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					<p>-Developing formal written methods using larger numbers and more complex calculation</p> <p>-Using calculators / technology</p> <p>Mastery focus: Money</p> <p>H: Development of Church, state and society in Medieval Britain: Magna Carta</p> <p><u>Key content:</u></p> <p>The reign of King John including his unpopularity, his conflicts with the barons, and the reasons for their discontent</p> <p>The feudal system</p> <p>Meaning of the Magna Carta and the impact of its key clauses</p> <p>Comparison of its impact then to its impact today</p>	
SPRING TERM 2	<p>Fiction: Myth and legends: Arthurian legends</p> <p><u>Key Texts:</u></p> <p>-King Arthur and the Knights of the Round Table by Marcia Williams</p> <p>Explore Arthurian legends through Marcia Williams's King Arthur and the Knights of the Round Table. Study nouns and pronouns for clarity and cohesion and direct speech.</p> <p>Start with the core unit to introduce key texts. Then select from comprehension, SPAG and composition units</p> <p><u>Unit Coverage</u></p> <p><u>Core:</u></p>	<p>Outdoor and adventurous: orienteering</p> <p>Swimming: one class to swim in public pool once per week</p>	<p>Food Tech: Eggs and their uses</p> <p>Scrambled eggs</p> <p>Omelettes with different fillings</p> <p>Egg wraps</p> <p>Frittatas with fillings</p> <p>Technical Content: cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>Assessment Framework: Preparing Eggs</p>	<p>PSHE: Healthy lifestyles – (Drugs, alcohol and tobacco)</p> <p>RE: How was the world created?</p> <p>Comparing the creation stories of Christianity, Hinduism and the Scientific theory</p> <p>Core concept – multifaith [see cambs unit]</p>	<p>SC: Living things and their Habitats</p> <p>Identify that most living things live in habitats to which they are suited, recognise living things can be grouped in a variety of ways, explore and use classification keys to help group, identify and name a variety of living things, understand the relationships between animals and plants in an ecosystem through use of food chains including terms producer and consumer</p> <p>Compare and contrast three habitats: oceans, rainforests, polar regions</p> <p>DL: Giving and receiving instructions</p>	<p>Art: Insects/plants and flowers</p> <p>Key artists: Louise Bourgeois, Henri Rousseau</p> <p>Key stimuli: Maman, The Equatorial Jungle</p> <p>Key skills: mosaic, collage</p>



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	<p>Introduction to setting, characters and style of Arthurian stories</p> <p><u>SPAG:</u> Nouns or pronouns for clarity and cohesion; retelling legends</p> <p><u>Comprehension:</u> Explore characters, plot and language of legends</p> <p><u>Composition:</u> Write a quest story in the style of an Arthurian Legend</p>				<p>Logo (explore turtle logo) (4.5)</p> <p>Mr P Dares Invent a toy Tinkercard</p> <p>(Framework: Coding and Programming)</p> <p>Connected world: Online reputation – digital footprint,</p> <p>M: Geometry and Measures <i>Measurement (km, m, cm, mm)</i></p> <ul style="list-style-type: none"> -Estimating, calculating and comparing the area of rectilinear shapes (cm²/m²) -Using simple scaled divisions -Recognising and using square numbers and the notation for squared (2) -Estimating the area of irregular shapes -Converting between different units of measure (e.g. km, m, cm, mm) -Solving problems related to length, height, distance using all four operations <p>Mastery focus: Addition and subtraction</p> <p>G: Field Study: Cambridge Botanic Gardens</p> <p>Exploring the worlds biomes (This should include at least one community visit linked to the topic)</p> <p><u>Key content:</u> Understand, physical geography relating to: geological timescales and plate tectonics; weather and climate, including the change in climate from the Ice Age to the</p>	
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					present leading to the creation of the world's biomes Common plant and animal life Human use an impact on each biome	
SUMMER TERM 1	<p>Non-fiction Information Texts: Amazing records</p> <p><u>Key texts:</u> <i>Essential Text</i> -The World's Laziest Duck and other Amazing Records by John Yeoman & Quentin Blake</p> <p>Read, research and write information texts about amazing world records, both real (Guinness) and funny (Quentin Blake). Grammar includes conjunctions and present perfect form. Be inspired to create your own records and blog about them.</p> <p>Start with the core unit to introduce key texts. Then select from comprehension, SPAG and composition units.</p> <p><u>Unit Coverage</u> <u>Core:</u> Introduction to information texts about amazing records <u>SPAG:</u> Simple past and present perfect form Or Conjunctions; elaborating points in persuasion <u>Comprehension:</u> Comprehension: Research and write about world record <u>Composition:</u></p>	<p>Net games: tennis/short tennis</p> <p>Swimming: one class to swim in public pool once per week</p>	<p>Skills for Life: Employment Summer themed Enterprise</p> <p>Mindmap ideas for project. Agree as a class on what the project will be and how money raised will be used</p> <p>Design and make product for project</p> <p>Advertise product including exploring cost</p> <p>Advertise and sell product</p> <p>Evaluate success of project</p> <p>Assessment Framework: Enterprise</p>	<p>PSHE: Bereavement, loss and change - Bereavement and grieving</p> <p>RE: Buddhist beliefs:</p> <p>Key features: Works of sacred art (thankas), mandalas and images of the Buddha (rupas), Jataka (tales told by or about Buddha), 8 fold path</p> <p>Core concept - buddhism</p>	<p>SC: States of Matter</p> <p>Compare and group materials according to state, observe changes of state through heating and cooling and research the temperature at which this happens in degrees Celsius, identify part played in evaporation and condensation in the water cycle and associate rate of evaporation with temperature, chemical reactions, atoms, elements and compounds</p> <p>DL: Simulation (3.7 / y3 unplugged)</p> <p>Explore apps to represent settings for simulations Minecraft education unit</p> <p>(Framework: Augmented and Virtual Reality)</p> <p>Connected world: Self image and identity – people may look and act differently online, what to do if we are upset by something or someone online</p> <p>Number Multiplication and Division → (<=100+ / <=1000) -Recognising and using factor pairs and commutativity in mental calculation -Recalling and using multiplication and division facts</p>	<p>MU: singing for pleasure: sing three- and four-part rounds as part of an ensemble</p> <p>core songs: Junior Voiceworks 1: Calypso Sing Up: Touch the Sky Sing Up: We are the Champions Sing Up: Be the Change Sing Up: One Moment, One People</p>



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	Blog about the Class's Amazing Records				<p>for the 3, 4 and 8 multiplication tables</p> <p>-Calculating mathematical statements (x/÷) using mental and formal written methods (UxU / TUxU)</p> <p>Mastery focus: Time</p> <p>H: Industry and empire: Industrial Revolution</p> <p><u>Key content:</u></p> <p>Development of more productive farming techniques as a result of the agricultural revolution</p> <p>Major technological advancements including canals and waterways and cotton mills</p> <p>Impact on living and working conditions in cities</p> <p>1832 great reform act</p>	
SUMMER TERM 2	<p>Poetry</p> <p>Poetry for a Change</p> <p><u>Key Texts:</u></p> <p>-National Poetry Day Anthology</p> <p>-The Road not Taken by Robert Frost</p> <p>-Poem by T'ao Ch'ien</p> <p>-What if this road by Sheenagh Pugh</p> <p><u>Unit Coverage</u></p> <p><u>Core & Communication:</u></p> <p>Introduction to poetry about change; performance; verbs for impact</p> <p><u>Reading & Comprehension:</u></p> <p>Structure, language and plot in narrative poetry</p> <p><u>SPaG:</u></p> <p>Adverbs for time, manner and place</p> <p><u>Writing & Composition:</u></p>	<p>Athletics: Striking/fielding games - Cricket</p> <p>Swimming: one class to swim in public pool once per week</p>	<p>Food Tech: Salads</p> <p>Fruit salads</p> <p>Summer salads</p> <p>Salads with proteins e.g. cooked chicken or ham</p> <p>Potato salad</p> <p>Technical Content: understand and apply the principles of nutrition and health</p> <p>Assessment Frameworks: Chopping</p>	<p>PSHE: Changing and growing – Puberty</p> <p>CD: Global Diversity Awareness (including but not exclusively pride parade)</p>	<p>SC: Sound</p> <p>Identify how sounds are made, associating them with something vibrating, recognise that vibrations from sounds travel through a medium to the ear, find patterns between the pitch of a sound and features of the object that produced it, find patterns between the volume of a sound and the strength of the vibrations that produced it, recognise that sounds get fainter as the distance from the sound source increases, sound waves</p> <p>DL: Introducing AI (4.1)</p> <p>P1-8 of Mr P Y1 AI around us / Y2 what's the advantage p1-8 /)</p> <p>Do Ink Green Screen / imovie</p>	<p>DT: Packaging</p> <p><u>Key content:</u></p> <p>Explore different types of packages including their design details and what they are made from</p> <p>Develop fine motor skills in folding and creating 3D models e.g. cubes</p> <p>Through hand-drawn or ICT methods design a 3D box to hold a chocolate bar</p> <p>Follow the plan to make and present the 3D box</p> <p>Evaluate their design</p>



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	Extended writing: write and perform a funny poem				<p>(Framework: Artificial Intelligence)</p> <p>Connected world: Managing online information –opinion and fact online / buying and selling</p> <p>M: Financial education</p> <p>Moneyheroes.org.uk</p> <p>-Keeping a record</p> <p>A great way to help children keep track of their money and plan their saving/spending by understanding how to keep a record.</p> <p>-Budget Bonanza</p> <p>Give children the chance to spend a class stationery budget, while making sure they plan their spending carefully.</p> <p>-Shopping Sense</p> <p>Encourages children to think about spending money ethically, and make spending decisions based on all the information about products</p> <p>Mastery focus: Multiplication and division</p> <p>H: Development of Church, state and society in Medieval Britain: Tudor Reformation</p> <p><u>Key content:</u></p> <p>the Catholic Church in the early 1500s and the European context of Martin Luther and Lutheranism</p> <p>Henry VIII and the act of supremacy leading to Religious changes 1536-1539</p> <p>Dissolution of monasteries</p> <p>Impact of reformation on the people</p>	
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Emerald Isle – CORAL (KS4)

2025-2026	Topic	MY COMMUNICATION	MY COGNITION	MY CREATIVITY	MY BODY	MY COMMUNITY	MY INDEPENDENCE
		Communication scripts and pre-phonics / Storytelling	Maths, working world (topic), digital literacy	Expressive art and design	Body awareness, outdoor learning, fine motor, swimming	cultural development, PSHE	Identiplay , community experiences, cooking, engaging with my senses
AUTUMN 1	Materials and construction TISM60 Developing Communication: Sensory – Section E communicating through touch TISM66 section D exploring baking equipment	Individual communication scripts including accreditation: TISM60 Developing Communication: Sensory – Section E communicating through touch Reading for pleasure and pre-phonics: Key text for reading for pleasure: Building a home by Polly Faber Supporting texts: Dig, dump, roll by Sally Sutton Building site sounds book	Maths: Number Working world: uses of materials (waterproof, plumbing, packaging) exploring different places people live different ways of joining materials. exploring materials through photography	Sculpture and construction with various materials Soundscapes and rhythm on a construction site Role play construction careers e.g. builder, architect	PE: heavy work, lifting, pulling, dragging, filling, working as a team Panathlon - Boccia / new age curling Outdoor learning: Making dens and tents Fine motor: cutting skills, threading into shapes, lego / duplo house building	Cultural development: Black history International sign language day PSHE: personal strengths TISM starting out module	Lifeskills role play – clothing fastenings, washing, pegging on the line, sorting, Community visit: Looking for different types of houses in local area Sensology – building a house tac-pac style, tolerance and preference with texture Cooking: Recipes linked to equipment and materials, and techniques e.g. crushing/mashing TISM66 section D exploring baking equipment Massage Story: Dig Dump Roll
AUTUMN 2	Myths and Legends TISM43 section H massage TISM91 section I -consent	Key text for reading for pleasure: Nessie Pete Wells Supporting Texts: Sir Praceabout and the Dragon Pete Wells Battle of Perseus and Medusa Theseus and the Minotaur Philippos Mandilaras	Working World: Different characters / animals from myths and legends Events from stories being studied Archaeology activities, digging in different surfaces	Resonance Board Battle of Perseus and the Medusa Pete Wells Sound effects of stories Greek and Scottish music Designing own monsters	PE: Sensory circuits including elements of Ancient Olympics activities Outdoor Learning: Mazes and trails, hide and seek / treasure hunt style activities Fine motor: playdough snakes, string mazes, mark making patterns on snakes,	Cultural development: Key date Hannukah PSHE: Preparing for adulthood – exploring different occupations and what they entail, occupations different people have at school, tools linked to different occupations	Lifeskills identiplay: Careers – link to roles of different jobs e.g. baking, cleaning etc Community experiences: storytellers Sensology / sensory experiences:



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			Elements of life in Ancient Greece (clothes, music, foods etc). Compare to their life experiences Storytelling apps to create own myths Shape – exploration of 2D and 3D shapes	Medusa activities using different textures for snakes Using printing to create 'visual stories' in style of Greek pottery	painting / markmaking on paper plates		Sir Pranceabout and the Dragon themed tac pac / tactile experiences Cooking Melomakorona (Honey spiced cookies from Ancient Greece) Massage Story: Theseus and the Minotaur TISM43 section H massage TISM91 section I -consent
SPRING 1	Carnival of the Animals TISM 89 – Section E numbers OR TISM64 Section B numbers in centre TISM02 section E my kind of music TISM53 section A special events at your centre	Key text for reading for pleasure: The Story Orchestra: Carnival of the Animals Katie Flint sound book Supporting texts Carnival of the Animals Jack Prelutsky Carnival of the Animals Osborne book	Different animals featured in the story including categories of animals and environments in which they live Fossils Life of Saint Seans including elements of French culture to compare to own home life Number – counting animals, addition and subtraction in practical contexts using animal manipulatives TISM 89 – Section E numbers OR TISM64 Section B numbers in centre Creating music digitally with sounds / animal sounds	Exploring different movements within the Carnival of the Animals, using instruments to reflect how they make us feel and liking to images of the animal it portrays Orchestra instruments and their sounds Put together performance of own music inspired by animals TISM02 section E my kind of music Art printing with different toy animals Animal print art	PE: Panathlon - polybat Dance - Moving like different types of animals in response to different movements, create own 'carnival' Outdoor Learning: searching for different animals in forest schools Fine motor Mark making / painting in response to music, playdough patterns on animals, posting small world animal toys, cutting and sticking animals masks	Cultural development: School Values 'collaborate' (working together, team work) Key Date: Chinese New Year PSHE: Relationships. Different types of relationships / connections between people, getting on with others	Lifeskills identipaly: Caring for animals (brushing, washing, feeding etc) Community experiences: Live musician experience TISM53 section A special events at your centre Sensology/ sensory experiences: textures linked to different animals and patterns Cooking: animal shaped biscuits Massage Story: Carnival of the Animals Jack Prelutsky
SPRING 2	Saturday Night at the Movies TISM60 Developing Communication: Sensory Section C	Current popular children films (May change over time, ensure not to cover films taught in other key stages) Key text for reading for pleasure: Disney Back to Books Frozen	Story settings (jungle, sea, ice and land) and similarities and differences between them Jungle animals Floating and sinking, freezing and melting	What's on at the cinema? Musical journey through different current films and soundtracks. Sound effects to re-tell a story (Mirabel's gift sound book)	PE: Different ways of travelling including using bodies and wheeled vehicles, strength activities based on Louisa (lifting and carrying, pulling, pushing)	Cultural development: Key Date International Women's Day PSHE: Healthy lifestyle. Healthy eating (different types of foods),	Lifeskills identipaly: Food themed – role play cooking / chopping / serving food / laying table Self care – brushing hair, washing hands, washing hair of head and shoulder figures



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	<p>–Communicating with ICT</p> <p>TISM66 section B exploring textures</p>	<p>Supporting texts</p> <p>Disney Back to Books: Moana</p> <p>Mirabel's Gifts Sound Book</p> <p>TISM60 Developing Communication: Sensory Section C –Communicating with ICT</p>	<p>Themes in films</p> <p>Number activities – counting characters and familiar objects from films</p>	<p>Animal sounds</p> <p>Art linked to key characters e.g. costumes and colours including collage activities</p> <p>TISM66 section B exploring textures</p> <p>Art linked to film posters</p> <p>Role playing scenes from films</p>	<p>Outdoor Learning: Jungle book themed activities in forest schools</p> <p>Fine motor: Painting / mark making posters</p> <p>Painting with frozen paint, building igloos (sugar cubes), building 'casita', building boats, cutting puppets</p>	<p>caring for bodies (brushing hair, washing hands, washing clothes etc)</p>	<p>Community experiences: Visiting cinema or setting up cinema in school</p> <p>Sensology/ sensory experiences: smells of cinema (pop corn, crisps, hot dogs, ice cream etc). Mirabel themed tac pac style activities</p> <p>Cooking: pop corn toppings and ice cream</p> <p>Massage Story: Moana</p>
SUMMER 1	<p>Mexico</p> <p>TISM89 section B objects OR</p> <p>TISM64 section F measure shape, space: objects</p> <p>TISM02 Section D –making pictures</p>	<p>Key text for reading for pleasure: Off we go to Mexico an Adventure in the Sun</p> <p>Supporting Texts</p> <p>Off We go to Mexico an adventure in the sun Laurie Krebs</p> <p>The Princess and the Warrior Duncan Tonatiuh</p> <p>Stone Soup Flip up Fairy Tales</p>	<p>Mexican food, culture, traditions, day of dead, religion,</p> <p>Habitats (Mexico compared to England)</p> <p>Number using Mexican themed resources. Multiplication as counting multiple groups</p> <p>TISM89 section B objects OR</p> <p>TISM64 section F measure shape, space: objects</p>	<p>Art in style of Gabriel Orozco</p> <p>Textured cactus art</p> <p>Day of Dead masks</p> <p>TISM02 Section D –making pictures</p> <p>Exploring Mexican music.</p>	<p>PE: bat and ball games,</p> <p>Outdoor Learning: Stone soup activities, outdoor Mexican crafts, Mexican fiesta games</p> <p>Fine motor: cutting and sticking pinata, Mexican eye thread winding, sombrero decorating (mark making), paper taco crafts</p>	<p>Cultural development: Key Date Elmer Day</p> <p>PSHE: Changing and growing – body changes, baby to child to adult</p>	<p>Lifeskills identityplay: Cooking soup – putting 'foods' in a pot, stirring</p> <p>Washing up after making soup</p> <p>Setting table and serving food</p> <p>Community experiences: Invite family in for Mexican fiesta</p> <p>Sensology/ sensory experiences: What can you do with a Paleta? Carmen Tafolla tac pac / sensology style activities</p> <p>Cooking: salsas / guacamole</p> <p>Massage Story: Princess and the Warrior</p>
SUMMER 2	<p>Hobbies and leisure</p>	<p>Key text for reading for pleasure: Spaghetti Hunters Morag Hood</p> <p>Supporting Texts</p> <p>Giraffes can't dance</p> <p>My Amazing Photographs Pete Wells</p> <p>Benjamin Zephaniah Nature Trail</p>	<p>Different types of hobbies, features and equipment needed (cooking, painting, reading, dancing, etc)</p> <p>Exploring photography and digital imagery</p> <p>Money – 1:1 Correspondence, exchange, shopping</p>	<p>Resonance Board. My hobby your hobby – create a story exploring different objects linked to different hobbies</p> <p>Explore different forms of art (painting, sculpture etc based on I am an Artist)</p>	<p>PE: different types of games played as hobbies. Dance / movement</p> <p>Outdoor Learning: Benjamin Zephaniah Nature Trail. Nature trails outside, gardening activities</p>	<p>Cultural development: Global Diversity</p> <p>Key date : World Environment and Oceans day</p> <p>PSHE: change</p>	<p>Lifeskills identityplay: Trying on different clothes (hats, scarves, sunglasses etc)</p> <p>Shopping for clothes</p> <p>Community experiences: Invite people in to share their hobbies. Visit different leisure places</p>



WHOLE SCHOOL MATRIX 2025-2026

		I Am An Artist by Kertu Sillaste	Old and new hobbies and games Caring for the environment, pollution, recycling etc		Fine motor: puzzles, traditional toys		Sensology/ sensory experiences: smells linked to cooking, colours linked to art, different types of music, Cooking: Cakes containing vegetables Massage Story: My amazing photographs
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WHOLE SCHOOL MATRIX

2025-2026

Eurostar – OCTOPUS (KS4)

2025-26	MY COMMUNICATION Communication & Literacy (links to NC English)	MY BODY Physical Skills (links to NC PE and swimming) (Each KS2 class swims every half-term)	MY INDEPENDENCE Skills for Life (links to NC Food Tech) (Each term some lessons may also be set aside for Enterprise projects, work experience an food tech)	MY COMMUNITY Personal Development (links to NC PSHE , RSE, RE)	MY COGNITION Maths/Digital Literacy/Working World (links to NC Maths, science, computing, history, geography)	MY CREATIVITY Creativity (links to NC art and design, design technology, music)
AUTUMN TERM 1	Text focus: 19 th cen fiction The Jungle Book Area of Communicative Learning: -Following instructions Learning Intentions: -To give an instruction using clear vocabulary (2+ words / signs / symbols / pictures) -To follow an instruction and reviewing the process -To give instructions, including explanations Functional Focus: TISM 61 Dev Comm Skills: Intro Section B: Speaking and Listening: Out in the Community OR TISM 62 Dev Comm Skill: Prog Section G: Speaking and listening: taking part in a new activity	Panthalon (Boccia/New age kurling) TISM26 Sports studies: Section D ball control Swimming: TISM 29	Community Inclusion: Socialising in my community Demonstrating socially acceptable language with familiar and unfamiliar people including - using good manners - asking for help World of Work: Energy Saving Ways to keep buildings warm and save energy when leaving rooms How to save water and its uses How to save energy using appliances e.g. dishwasher, kettle <u>Accreditation:</u> TISM39 The environment: Section C Energy saving	PSHE: Self – awareness - managing pressure TISM40: Relationships Section A: Self awareness Yr 10: ASDAN TI Starting Out CD: Black History (history, literature, music and film)	SC: The Human Body: Senses and Body Parts Cells are the basic building blocks of all living organisms; identify the function of the main organ systems; Human life cycle, reproduction and menstrual cycle WW: The Voyages of Discovery 1492-1522 <u>Key Content:</u> The reasons for the voyages of discovery in this period Famous explorers including Columbus, da Gama and Magellan Life in the Aztec Empire Why were the Aztecs conquered? <u>Accreditation:</u> -People and places in History TISM71 History Section A and B DL: Photography and filters TISM45 Photography/Multimedia	DT: Textiles <u>Key Content:</u> Exploring various methods in which fabrics can be joined together e.g. sewing, gluing Using backstitch or blanket stitch to make joins Understanding the use of decorative stitch e.g. cross stitch Exploring applique to make a decoration <u>Useful Planning Resource</u> <u>Accreditation:</u> TISM68: Craft making - Section B and C knit and stitch



WHOLE SCHOOL MATRIX 2025-2026

					<p>Section B and F - Using photos with a computer</p> <p>Connected world: Online reputation – things which are on the internet stay there for a long time, we can find out information about people online</p> <p>M: Number <i>Number & Place Value (Properties of Number)</i> ~(<=50 / <=100) -Reading, writing, ordering and comparing numbers (100+) -Recognising place value – in terms of both place (TU/HTU) and value of the digit -Counting forwards and backwards in multiples of 2, 3, 4, 5, from any starting point -Finding 10 or 100 more or less than a given number</p> <p>TISM64: Developing numeracy skills intro; Section A Number – taking part OR TISM65 Developing numeracy skills prog: Section B Number taking part</p>	
AUTUMN TERM 2	<p>Text focus: Non fiction information leaflets</p> <p>Area of Communicative Learning: -Personalised reading and writing</p> <p>Learning Intentions: -To recognise functional words in different contexts -To communicate effectively with others who are not immediately present</p>	<p>Fitness circuits</p> <p>Swimming: TISM 29</p>	<p>Food Tech:</p> <p>Baking- Biscuits & cupcakes Using a range of baking equipment and appliances Follow a recipe for three different types of biscuit including decoration techniques e.g. icing Follow a recipe for three different flavours of cupcake including decoration e.g. buttercream</p>	<p>PSHE: World we live in / preparing for adulthood</p> <p>RE: Christmas today is it really about Jesus?</p> <p>Key features: Christian Christmas story, nativity and traditions. Modern traditions and how these differ</p> <p>Core concept: Christianity</p>	<p>SC: Community Science: Forensics</p> <p>Practical applications of scientific skills and practices. Setting up investigations and working scientifically</p> <p>WW: Holidays and Tourism</p> <p><u>Key content:</u> Recognise key holidays destinations for people who live in the UK, state reasons why</p>	TISM21: PRINTING Sections A, B, D & E



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	<p>Functional Focus: TISM61 Dev Comm Skills: Intro Section G: Introducing reading – Signs and labels OR TISM 62 Dev Comm Skill: Prog Section K: reading in the community</p>		<p><u>Accreditation:</u> TISM 67 Baking: Section C, E, F</p> <p>Independent living: Sharing Personal Information Being able to identify and share their address and phone number Communicate important information both verbally and in writing Know who are safe people to share information with Filling in forms accurately</p> <p><u>Accreditation:</u> TISM72 Independent Living Progression: Sharing personal information Section C & E</p>		<p>people go on holiday, Understand the positive and negative impacts of tourism</p> <p><u>Accreditation:</u> -Where shall we go for our holiday? TISM 70 Geography Section G</p> <p>DL: 3D modelling /Mr P Dares designing a playground Tinkercard</p> <p>TISM63 Using Computer Technology Section A – Knowing your computer</p> <p>Connected world: Health, wellbeing and lifestyle – rules for using tech safely including age limits</p> <p>M: Geometry and Measures <i>Geometry: Properties of Shape (Geometry)</i> -Recognising, naming and describing 2D and 3D shapes (inc. pentagons, hexagons and octagons, prisms, cylinders and cones) -Recognising and building nets of cubes and cuboids -Understanding angle as a measure of turn (quarter, half, three quarter and whole turn, clockwise and anti-clockwise) -Identifying right-angled triangles -Comparing angles (\leq) a right angle) -Drawing lines of symmetry on shapes and pictures</p>	
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WHOLE SCHOOL MATRIX 2025-2026

					<p>-Understanding and using positional vocabulary, compass points and coordinate</p> <p>TISM64: Section H Measure.shape, space art.</p> <p>Section L: position, pattern and sorting OR TISM65: Section G Measure, shape, space objects</p>	
<p>SPRING TERM 1</p>	<p>Poetry 19th Century Poetry – The Owl and the Pussycat</p> <p>Area of Communicative Learning: -Dynamic communications</p> <p>Learning Intentions: -To actively engage with and initiate dynamic communications</p>	<p>Badminton TISM26: Section E hitting skills</p> <p>Swimming: TISM 29</p>	<p>Community Inclusion: Travelling safely in my community Demonstrate road safety awareness when on a walking journey Recognise and follow come road signs and directions Demonstrate safe behaviours when using public transport e.g. bus Understand how to get help when travelling in their local community</p> <p><u>Accreditation:</u> TISM 72 Independent living Prog Section D: personal safety in my community</p> <p>Independent Living: A Place to live Types of living arrangements that are available and what they mean Exploring what different living arrangements might look like e.g. young person's responsibilities Being safe in your home Understand financial impact of living as an adult, making good financial decisions</p>	<p>PSHE: Managing feelings, expectations of relationships and parenthood</p> <p>TISM40: Section F different kinds of relationships Section H: Healthy and unhealthy relationships</p> <p>CD: School values 'Collaborate'</p>	<p>SC: Everyday Science: Common Materials</p> <p>Metals are good conductors of electricity and thermal energy. Copper has properties that make it useful for electrical wiring and plumbing. Polymers are waterproof, resistant to chemicals, and can be moulded, so they have many useful applications as packaging materials, pipes and containers.</p> <p>AQA Unit award: Introduction to metals at work 70613 Introduction to everyday materials 113526</p> <p>WW: Tectonic Events and Weather</p> <p><u>Key content:</u> Techniques used to measure the weather, examples of extreme weather and exploring how these events happen</p> <p><u>Accreditation:</u> Shaping what we see, what's the weather like? TISM 70 Geography Section B and C</p>	<p>Mu -Composing/performing creating a musical conversation Music Express-Communication</p> <p>TISM24: Section D Making rhythms. Section I Taking part in a musical performance</p>



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					<p>DL: Word processing, Canva – create a poster on a person of interest TISM63 Using computer technology Section C Writing</p> <p>Connected world: Online reputation –we can find out information about people online</p> <p>M: Number <i>Addition and Subtraction (The Four Operations – inc. mental arithmetic)</i> ~(<=50 / <=100) Adding and subtracting whole numbers (including zero) – 2/3 digit numbers -Recognising and applying +, - and = in problem solving -Estimating the answer to a calculation</p> <p>TISM64: Section D number going shopping TISM65: Section C number going shopping</p>	
SPRING TERM 2	<p>Fiction Classic Plays – Shakespeare Romeo and Juliet</p> <p>Area of Communicative Learning: -Formal social interactions with familiar and unfamiliar people</p> <p>Learning Intentions: -To initiate a formal greeting with a familiar adult -To initiate a formal greeting with an unfamiliar person</p>	<p>Gym</p> <p>Swimming: TISM 29</p>	<p>Food Tech: Baking- Baking for celebrations Follow food hygiene procedures including preparing yourself and the work area Find out about cakes for different occasions Bake and decorate a cake in the style of at least three different occasions e.g. birthday, wedding, religious festival</p> <p><u>Accreditation:</u></p>	<p>PSHE: Healthy lifestyles - addictions</p> <p>RE: Which believers can we look to for inspiration?</p> <p>Key features: Explore lives of people who are influential through their religious beliefs EG: Malala Yousafzai (Muslim), Mother Teresa (Catholic) Dalai Lama (Buddhism), Founders Trussell</p>	<p>SC: How things work: Forces and Motion</p> <p>A force is a push or pull that acts on an object; When two magnets are brought close together they exert a force on each other. Two like poles repel each other. Two unlike poles attract each other. Investigating effects on different forces</p>	TISM68: CRAFT making , section G: arts and crafts



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			<p>TISM67 Baking: Sections A & G Celebration cakes</p> <p>World of Work: Being Environmentally Friendly Understand ways to help the environment in a school or workplace Demonstrate practices within the context of a workplace that are environmentally friendly Understand the concept of recycling and making/using recycled products in a workplace Share your findings with others</p> <p><u>Accreditation:</u> TISM39 The Environment Section B & E</p>	<p>Trust Carol and Paddy Henderson (Christian), Stormzy (Christian),</p> <p>Core Concepts: Multi Faith</p>	<p>AQA unit award: Forces and parachutes 86719 Magnets & magnetism 88493</p> <p>WW: Exploring Conflict: World War 2 <u>Key content:</u> What is war and conflict, events leading to the start of World War 1, exploring the lives of British soldiers in the war, visiting local war graves, impact of the war on lives back in Britain</p> <p><u>Accreditation:</u> Changing Lives TISM71 History Section G</p> <p>DL: Coding scratch/swift playgrounds TISM63 – Using Computer Technology Section B Running a program or app</p> <p>Connected world Online bullying – explain what online bullying is, who they can get help from, how our behaviour online might effect other people</p> <p>M: Number <i>Fractions</i> <i>(Ratio)</i> -Understanding equality u -Recognising, finding and naming fractions (1/3, 1/4, 1/2, 2/4 and 3/4) of a length, shape, set, number or quantity (whole number answer)</p>	
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WHOLE SCHOOL MATRIX 2025-2026

					-Counting in fractional steps (1/2, 1/3, 1/4) and completing number patterns -Working out amounts 2x, 3x, 4x the size of a given amount u -Recognising and identifying any simple equivalent fractions -Adding and subtracting simple fractions with the any small denominator (within a whole)	
SUMMER TERM 1	Non-Fiction :Recounts (biographies/ Autobiographies Text focus: Crayon Man: The true story of the invention of Crayola crayons Area of Communicative Learning: -Narratives Learning Intentions: -To retell more than one story with sufficient accuracy -To be involved with working through a factual story related to the learner's own actual experience Functional Focus: TISM 61 Section K: Introducing writing – Your interests OR TISM62 Section Q: Writing a book	Individual games: Tri golf TISM26: Section G: A sporting activity Swimming: TISM 29	Community Inclusion: Exploring local cultural centres Identifying various cultural centres in our communities and why people visit them e.g. gardens, museums, galleries Expressing preferences for cultural centres World of work: Volunteering Choosing a project together as a class to improve our school community outdoor space e.g. flower beds, community art, sensory walk <u>Accreditation:</u> TISM 39 The environment Section A	PSHE: Changing & growing, intimate relationships, consent and contraception TISM40: Section G, section J, K and L RE: Sikhism - teachings and festivals Key features: what happens in Sikh celebrations and ceremonies in the Gurdwara, how do Gurdwaras vary across the world, importance of charity work, Sikh Diwali, Vaisakhi Core concept: Sikhism	SC: Natural World: Habitats Feeding relationships within a community can be represented by a food chain. All food chains begin with a producer. Animals often compete with each other for food, mates and territory AQA unit award: Habitats & the adaptation of living things 110267 WW: Understanding Chronology <u>Key content:</u> Explore key events in our life to understand the concept of chronology and put major life events in order <u>Accreditation:</u> Timelines TISM71 History Section H DL: Spreadsheets / Mr P Dares online questionnaire, use purple mash Online relationships –explore and give examples of ways of	DT: Papercraft <u>Key content:</u> Explore a range of papercraft activities including: - card making - stamping -scrapbooking -origami -decoupage Use these styles to create: -a decoration - a photo frame - a greeting cards <u>Accreditation:</u> TISM68: craft making, section D paper craft



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					<p>communicating via tech with people they don't know</p> <p>M: Number <i>Multiplication and Division</i> <i>(The Four Operation – inc. mental arithmetic)</i> ~(<=50 / <=100) -Multiplying single digit whole numbers (multiply, multiplication, times ... lots of and repeated addition) -Recognising and applying \times, \div and $=$ problem solving -Recalling and using multiplication facts – 2, 5, 10 / 3, 4, 8 -Estimating the answer to a calculation</p>	
<p>SUMMER TERM 2</p>	<p>Poetry 20th Century Poetry – Scranimals by Jack Prelutsky</p> <p>Area of Communicative Learning: -Declarative communications</p> <p>Learning Intentions: -To engage in a declarative 'conversation' engendered by another -To extend communicative engagements that might be focussed on a narrow field of interest</p>	<p>Outdoor and adventurous activities: walk the walk</p>	<p>Food Tech: Baking- savoury bakes Find out about different kinds of savoury bakes Using different techniques make at least four savoury bakes including:</p> <ul style="list-style-type: none"> - Cheese straws - Quiche - Samosa - Pasty <p><u>Accreditation (Yr 10 only):</u> TISM67 Baking: Section H savoury baking</p> <p>World of Work: Enterprise Plan your business enterprise project including who you will sell to and the price Decide on roles for the project and make a list of what needs to be done Advertise your enterprise</p>	<p>. PSHE: Bereavement loss and change: grieving and remembering</p> <p>CD: Global Diversity awareness</p>	<p>SC: Wider World and Beyond: Looking after our planet</p> <p>Pollution of the environment can occur: in water, in air and on land from landfill; We should recycle metals to save resources; Impact on the environment of burning fossil fuels; Energy resources that are renewable and non-renewable.</p> <p>DL: Sounds, motifs and theme tunes</p> <p>Copyright and ownership – to be able to identify their own work as their own, give examples of things online which were created by other people e.g. music videos</p> <p>M: Financial Education <i>(Money)</i></p>	<p>Mu: Listening/music & movement Core songs: Popular music 90s, Indie, Wonderwall Oasis</p>



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			<p>Run the enterprise and calculate the total money made</p> <p>Review your performance</p>		<p><i>See also: Young Money: Financial Education – How to Manage Money (recognising coins and notes and Value of Coins and Notes)</i></p> <ul style="list-style-type: none"> -Making amounts of money using coins (up to £2) -Making amounts of money in multiples of £5, using notes -Exchanging money for an equivalent amount (coins-coins / notes-coins) -Converting £-p-£) -Appreciating the value/purchasing power of money (coins and notes) in an everyday context -Calculating with amounts of money (in pence up to £1 and whole pounds up to £100 and give change) <p>WW: Comparing life in Asia-India v China</p> <p><u>Key content:</u> identify geographical similarities, differences and links between India and China including both physical and human characteristics</p> <p><u>Field Study:</u> Visit Cambridge Botanic Gardens as part of their exploring the worlds biomes school visits, exploring any plants that can be found from the countries studied</p>	
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WHOLE SCHOOL MATRIX 2025-2026

Orient Express – JELLYFISH & NARWHAL (KS4)

2025-26	MY COMMUNICATION	MY BODY	MY INDEPENDENCE	MY COMMUNITY	MY COGNITION	MY CREATIVITY
	Communication & comprehension (links to NC English)	PE (links to NC PE and swimming) (each KS2 class swims every half-term) Cambridgeshire Scheme of work for PE is the basis for the units	Skills for life (links to NC Food Tech) (Each term some lessons may also be set aside for Enterprise projects, work experience and food tech)	RSE/PSHE (links to NC PSHE and Citizenship, RSE, RE)	Maths, Science, Computing, History, Geography (links to NC maths, science, computing, history, geography)	Art and Design, Music (links to NC art and design, design technology, music)
AUTUMN 1	<p><i>Text study: Fiction</i> <i>20th Century Fiction – The Iron Man</i></p> <p><u>Key Texts:</u> <i>-The Iron Man by Ted Hughes</i></p> <p><i>Functional focus:</i> <i>ELC Component 3 - Reading</i> <i>Reading short extracts, identifying and interpreting information and ideas</i></p> <p><i>Transition Challenge- Knowing How 1</i> <i>Show you can listen to a story including extension activity</i></p>	<p>Invasion Games: football (leadership skills)</p> <p>T/C: Moving forward 13</p> <p>AQA award: Basic football skills 71305</p>	<p>Food Tech: Budgeting, shopping, consumer awareness - Simple Meals</p> <p>Identify a simple meal they could make and find a recipe they could follow</p> <p>Identify the ingredients they would need and the cost</p> <p>Awareness of price comparison to be able to save money</p> <p>Participate in making simple meals including:</p> <ul style="list-style-type: none"> -Macaroni cheese using the hob -Pizza toast or wraps using the grill -Chosen form of eggs and an accompaniment e.g toast - sandwich with a hot filling -their simple meal choice <p><u>Accreditation:</u></p> <p>AQA Unit Award 70054 Preparing simple meals</p> <p>OR</p>	<p>PSHE:Self awareness- Managing Pressure</p> <p>AQA award 141116: Responding to pressure</p> <p>CD: Black History (history, literature, music and film)</p>	<p>SC: Cells, Organs, Tissues and their Functions Including: cell biology, transport systems, coordination and control 3.1.1, 3.1.2, 3.1.4 15200</p> <p>Transition Challenge Knowing How 18</p> <p>DL: Youtubing and Current Social Media Safety</p> <p>Include making presentations on topics (Framework Presentation, web page design and e- books)</p> <p>AQA Unit Award: 105893 –Social Media Training <i>YouTube and your Laptop</i></p> <p>Transition Challenge: Making Choices 17 - <i>Show you know how to share information safely while using social media networks including extension</i></p>	<p>DT: Textiles</p> <p><u>Key Content:</u> Exploring various methods in which fabrics can be joined together e.g. sewing, gluing Using backstitch or blanket stitch to make joins Exploring techniques to dye fabrics Understanding the use of decorative stitch e.g. cross stitch Exploring applique to make a decoration Create a final piece of a soft furnishing e.g. small cushion</p> <p><u>Useful Planning Resource</u></p> <p><u>Accreditation:</u> Arts Award Part C Creation of art work, application of skills Part D – Personal achievements and sharing OR Transition Challenge Making Choices 4 including extension activity</p>



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			Transition Challenge Knowing How 4 including extension activity		<p>Connected world: Online relationships – supported safe way of communicating with unknown people via YouTube, safe use of gaming platforms and social medial platforms</p> <p>H: The Voyages of Discovery 1492-1522</p> <p><u>Key content:</u> The reasons for the voyages of discovery in this period Famous explorers including Columbus, da Gama and Magellan Life in the Aztec Empire Why were the Aztecs conquered?How sailing vessels used to travel abroad in the later fifteenth century were similar or different to sailing vessels used to travel abroad today</p> <p><u>Accreditation:</u> H: Voyages of Discovery 1492-1522 JWEC Entry pathways humanities 6226 Non- British society in the past OR Transition Challenge: Knowing how 15</p>	
AUTUMN 2	<p>Non-Fiction 21st Century Non-Fiction – Letters for different purposes</p> <p><u>Key Texts:</u> Wishyouwas: The tiny guardian of lost letters</p> <p>Functional focus: ELC Component 2 – Writing</p>	<p>Health & Fitness HIIT, circuit training</p> <p>T/C: Taking the lead 13</p> <p>AQA award: 85564 Basic circuit training</p>	<p>Work-related learning: Planning for my future Discussing future options Identifying: -long and short-term goals - own skills and abilities -support needed - demonstrate a small step they can work on now towards their long term goal -contribute to and/or participate</p>	<p>PSHE: World we live in – Preparing for adulthood</p> <p>RE: Christmas today is it really about Jesus?</p> <p>Key features: Christian Christmas story, nativity and traditions. Modern traditions and how these differ</p>	<p>SC: Energy 3.5.1, 3.5.4 15204 (1-3, 10)</p> <p>DL: 3D modelling (5.6)</p> <p>Mr P Dares Designing a Playground Tinkercard</p>	<p>Art: Arts Award Explore Part A – participate in art activities, learning about the arts Part C Creation of art work, application of skills</p> <p>Key artists: E.H Shepherd, Tony Ross Key stimuli: Illustrations for Winnie the Pooh stories, illustrations for David Walliams</p>



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	<p>Writing for different forms, purposes and audiences</p> <p>Transition Challenge – Taking the lead 1</p> <p>Produce written messages including extension activity</p>		<p>in an annual review</p> <p><u>Accreditation:</u> AQA Unit Award 118996 Planning for the future</p> <p>OR</p> <p>Transition Challenge Moving Forward 14</p> <p>Taking the Lead 14</p> <p>Community Inclusion: Socialising in my community Demonstrating socially acceptable language with familiar and unfamiliar people this could include visiting locations linked to planning for the future e.g careers fayre including - using good manners - asking for help</p> <p><u>Accreditation:</u> Transition Challenge Knowing How 9</p>	<p>Core concept: Christianity</p>	<p>(Framework: Photography and Digital Art)</p> <p>Connected world: Copyright and ownership – content that can be re-used and content which must be credited</p> <p>Transition Challenge Taking the Lead 6 – <i>Use technology to prepare for a special occasion</i></p> <p>G: Sustainable Tourism</p> <p><u>NC links:</u> Global ecosystems and biodiversity -distribution and characteristics of large scale natural global ecosystem and issues related to biodiversity and to their sustainable use and management.</p> <p><u>Key content:</u> Features of tourism and changing trends in UK tourism, describe and understand the impact of tourism, identify how tourism can be made more sustainable in the future.</p> <p><u>Accreditation:</u> WJEC Humanities Entry Pathway 6231 Changing trends in tourism</p>	<p>books Gangster Grannie, World's Worst Teacher or There's a Snake in my School</p> <p>Key skills: Drawing for illustrating</p> <p>T/C: moving forward 10</p>
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<p>SPRING 1</p>	<p>Poetry 19th Century Poetry – The Lady of Shalott</p> <p><u>Key Texts:</u> -The Lady of Shalott</p> <p>Functional focus: ELC Component 1: Speaking and Listening Using appropriate language to communicate effectively</p> <p>Transition Challenge – Making Choices 1 Show you know how to get someone’s attention in an appropriate way including extension activity</p>	<p>Net games: badminton</p> <p>T/C: Knowing how 13</p> <p>AQA award: 117922</p>	<p>Food Tech: Nutritional analysis and balanced diet, making healthy meals</p> <p>Recognise the components of the food that they eat and where changes can be made</p> <p>Explore healthy food swaps</p> <p>Discuss preferences and dietary requirements as a group and choose at least 3 healthy meals to make demonstrating understanding of the components and using healthy food swaps e.g. spaghetti Bolognese, curry and burgers</p> <p><u>Accreditation:</u> AQA unit Award 75472 Planning and preparing a balanced meal</p>	<p>PSHE: Managing feelings – Expectations of relationships/abuse. Long term relationships/parenthood</p> <p>Transition challenge moving forward 18</p> <p>AQA 108754: Building healthy relationships</p> <p>CD: School values ‘Collaborate’</p>	<p>SC: Materials and their Uses (including rocks) Including: structure, bonding and properties of matter, the periodic table 3.3.1, 3.3.2, 3.3.4, 3.3.5 15202 (3-4, 7-10) 118742</p> <p>DL: Word Processing (5.8) Canva – create a factfile on a person of interest Include work on bookmarking pages of interest and saving works in folders (Framework: Word Processing Skills)</p> <p>Connected world: Online reputation –what does info we find online tell us about a person and their reputation</p> <p>AQA Unit Award: <i>91303 – Producing an information leaflet and/or poster</i></p> <p>Transition Challenge: Feeling Good 6 - <i>Use technology to communicate an activity with others</i></p> <p>G: Tectonic Events and Their Impacts</p> <p>NC links: Changing weather and climate – The causes, consequences of and responses to extreme weather conditions and natural weather hazards</p> <p><u>Key content:</u></p>	<p>MU: composing/ musicianship: Playing the keyboard including learning to find notes, play rhythmically simple melodies on keyboard instruments, building confidence with recognising dot notation Chord G major/ E minor</p> <p>Arts award: part A & D</p> <p>T/C: Feeling good 10</p>
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					<p>Identify a range of tectonic events and know which areas of the world are vulnerable to these events</p> <p>Know how a tectonic event may impact on people's health and well being and the infrastructure and economy of the area affected</p> <p>Know how people, organisations and the government in the UK can respond to a tectonic event to help reduce the impact of such hazards.</p> <p><u>Accreditation:</u> WJEC Humanities Entry Pathway 6233 Responding to a major tectonic event</p>	
SPRING 2	<p>Fiction Classic Plays - Shakespeare</p> <p><u>Key Texts:</u> -Romeo & Juliet</p> <p>Functional Focus: ELC Component 3- reading <i>Reading short extracts, explaining the use of language and structure</i></p>	<p>Invasion games: Handball</p>	<p>Independent Living: Cost of living independently</p> <p>Types of living arrangements that are available and what they mean</p> <p>Exploring what different living arrangements might look like e.g. young person's responsibilities</p> <p>Understand financial impact of living as an adult, making good financial decisions</p> <p>Awareness of bills and utilities and ways to cost-save</p> <p>Awareness of council tax and house insurance</p> <p><u>Accreditation:</u> AQA Unit Award 122637 Introduction to Finance: Cost of Living</p> <p>OR</p>	<p>PSHE: Healthy lifestyles – Addictions (drugs, alcohol and tobacco, Gambling)</p> <p>RE: Which believers can we look to for inspiration?</p> <p>Key features: Explore lives of people who are influential through their religious beliefs EG: Malala Yousafzai (Muslim), Mother Teresa (Catholic) Dalai Lama (Buddhism), Founders Trussell Trust Carol and Paddy Henderson (Christian), Stormzy (Christian),</p> <p>Core Concepts: Multi Faith</p>	<p>SC: Forces, Movement and Travel 3.5.2, 3.5.3 15204 (4-9)</p> <p>Transition Challenge: Taking the Lead 3 plus extension activity</p> <p>DL: Coding and Binary (6.8) (4.1) scratch / swift playgrounds (coding) /</p> <p>(Framework: Coding and Programming)</p> <p>Connected world Online Bullying – what bullying may look like in different platforms and what we can do about it. :</p>	<p>Art: Arts Award Explore</p> <p>Part B – Exploration of an organisation</p> <p>Part D – Personal achievements and sharing</p> <p>Key artists Steve McCurry, thaumatrope, Eadweard Muybridge</p> <p>Key stimuli: McCurry landscape photos, The Horse in Motion, Woman running, jumpnig straight high jump</p> <p>Key skills Photography – Photo journalism, moving image</p> <p>T/C: knowing how 10, taking the lead 10</p>



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			<p>Transition Challenge Moving Forward 4</p> <p>Community Inclusion: Travelling safely in my community</p>		<p>AQA Unit Award: <i>122050 – Creating a simple project in scratch</i></p> <p>Transition Challenge Moving Forward 17 – <i>Show you know about cyber-bullying including extension</i></p> <p>H: Conflict and upheaval in medieval times <u>Key content:</u> What life was like in medieval England Warfare in medieval England: fighting in the Hundred Years War Short review of The Black Death – causes and effects on people The Peasants Revolt – causes and events <u>Accreditation:</u> JWEC Entry pathways humanities 6225 British Society in the Past OR Transition Challenge: Feeling good 15</p>	
SUMMER 1	<p>Non-Fiction 20th Century Non-Fiction Recounts (Biographies / Autobiographies / Diaries / Blogs)</p> <p><u>Key Texts:</u> -Boy: Tales of Childhood by Roald Dahl</p> <p>Functional Focus: ELC Exam preparation and assessment Yr 10 mock exam Yr 11 final assessment all components</p>	<p>Athletics: maximizing performance</p> <p>T/C: Making choices 13</p> <p>AQA award: 118970 Introduction to Athletics</p>	<p>Food Tech</p> <p>Food Origins, farm to fork, Seasonal Cooking</p> <p>Identifying seasonal summer ingredients and where these come from Describe the process of at least one summer product grown in the UK Identify summer picnic items using at least one UK-grown seasonal item in each dish Follow the chosen recipes to produce the seasonal summer picnic Share with a group</p>	<p>PSHE: Changing and Growing – Intimate relationships, consent and contraception</p> <p>RE: Sikhism - teachings and festivals</p> <p>Key features: what happens in Sikh celebrations and ceremonies in the Gurdwara, how do Gurdwaras vary across the world, importance of charity work, Sikh Diwali, Vaisakhi</p> <p>Core concept: Sikhism</p>	<p>SC: Fossil Fuels and Our World Including: Electromagnetism and the national grid, earth and atmospheric science 3.4.3, 3.4.4, 3.5.1 15203 (5-8) 118863 118342</p> <p>DL: Spreadsheets (3.3) Mr P Dares Online Questionnaire Use google forms (Framework: Data Handling)</p> <p>Connected world:</p>	<p>DT: Graphic Communication</p> <p><u>Key Content:</u> Understanding the role of a graphic designer Artist in focus: Saul Bass and Paula Scher Explore different package designs and their features Use at least two different lettering styles to create different moods or effects using both hand-drawn and ICT designs Explore logos and their features Create a final piece using a choice of hand-drawn or ICT of a product label or poster</p>



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			<p><u>Accreditation:</u> AQA Unit Award 81142 Seasonal Cookery: A Summer Picnic</p>		<p>Privacy and security – increasing privacy on shared devices</p> <p>AQA Unit Award: 122920 – <i>Being safe and responsible online</i></p> <p>Transition Challenge: Knowing How 17 - <i>Show you know about safety on the internet including extension</i></p> <p>G: Field study: Cherry Hinton Chalk Pits - Impact of land use</p> <p><u>NC links:</u> The use of a range of maps, atlases, Ordnance Survey maps, satellite imagery and other graphic and digital material To include making maps and sketches to present and interpret geographical information Analysing 'Data' should include both qualitative and quantitative data and data from both primary and secondary sources: Using data should include its collection, interpretation and analysis, the effective presentation, communication and evaluation of material.</p> <p><u>Key content:</u> Historical land use of the chalk pits and how this changed over time and its impacts, sampling of sections of the pit to identify different qualities e.g. soil and chalk samples, drawing maps of a location creating own keys to show distinct areas,</p>	<p><u>Accreditation:</u> Arts award Part A – participate in art activities, learning about the arts Part B – Exploration of an artist</p> <p>Transition Challenge Taking the Lead 4</p>
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<p>SUMMER 2</p>	<p>Poetry Classic Poems 1623-1922</p> <p><u>Key Texts:</u> –<i>Classic Poetry: An Illustrated Collection</i></p> <p>Functional Focus: ELC Component 1 – speaking and listening <i>Evaluating texts and Comparing ideas</i></p>	<p>Short tennis/tennis</p>	<p>MFL – Sign-supported English Greetings</p> <p>Awareness of the different types of sign-language, who may use these and other assistive technologies for deaf people</p> <p>Understand where and why signing may be useful</p> <p>Principles of finger spelling and the alphabet</p> <p>Sign spelling of familiar names</p> <p>Sign a variety of greetings</p> <p><u>Accreditation (Yr 10 only):</u> AQA unit award 73629 Alphabets and Greetings</p> <p>OR</p> <p>Transition Challenge Knowing How 5</p> <p>Community Inclusion: Exploring local cultural centres Identifying various cultural centres in our communities and why people visit them e.g. gardens, museums, galleries Expressing preferences for cultural centres</p>	<p>PSHE: Bereavement loss and change – grieving and remembering</p> <p>transition challenge taking the lead 18</p> <p>CD: Global diversity awareness</p>	<p>SC: Evolution, inheritance and variation 3.2.3 15201 (8-10 only)</p> <p>Transition Challenge: Knowing How 3 plus extension activity</p> <p>DL: Game Creator (5.5) Mr P DARES Platform Game / Video Game) Scratch Include work on creating theme tune / motif for game) (Framework:Sound) (Framework: Coding and Programming)</p> <p>Connected world: Health, wellbeing and lifestyle – rules for safe use including age restrictions and in game purchases,</p> <p>AQA Unit Award: 112633 - <i>Designing 2D computer games</i></p> <p>Transition Challenge Taking the Lead 17 - <i>Show you know how to safely use two different devices for online gaming</i></p> <p>H: Role and status of women</p> <p><u>Key content:</u> How the experiences of women in the home changed over time including: -Domestic chores - Labour-saving devices from the 1930s -Quality of housing after 1945 -Family life and contraception from the 1960s</p>	<p>MU: listening/music and film: Western Classical Tradition and Film beyond the 1940s</p> <p>core songs: Venturing Forth from Watership Down Angela Morley Music from The Italian Job Music from Star Wars Theme from Emma For the World from Hero</p> <p>T/C: making choice 10</p> <p>Arts award: part B</p>
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					<p>How the experience of women at work changed including:</p> <ul style="list-style-type: none">-Domestic service in the 1900s-War work in WWI and WWII-Jobs in manufacturing and retail in the 1950s and 1960s-Equal opportunities after the 1970s <p>The role of women in politics including:</p> <p>The right to vote - Suffragettes and Suffragists</p> <p>The granting of the vote in 1918 and 1928</p> <p>The feminist movement and Women's Liberation from the 1960s</p> <p><u>Accreditation:</u></p> <p>JWEC Entry pathways</p> <p>humanities 6227 Historical Change over time</p>	
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Emerald Isle – PEMBERTON (KS5)

2025-2026	Topic	MY COMMUNICATION	MY COGNITION	MY CREATIVITY	MY BODY	MY COMMUNITY	MY INDEPENDENCE
		Communication scripts and pre-phonics / Storytelling	Maths, working world (topic), digital literacy	Expressive art and design	Body awareness, outdoor learning, fine motor, swimming	cultural development, PSHE	Identiplay , community experiences, cooking, engaging with my senses
AUTUMN 1	<p>Awesome Authors</p> <p>DWS – developing writing skills</p>	<p>Individual communication scripts including accreditation: <i>DWS – developing writing skills</i></p> <p><i>Reading for pleasure Key Text:</i> Fluff the farting fish by Michael Rosen</p> <p>Supporting Text: The slightly annoying elephant by David Williams Stuck by Oliver Jeffers</p>	<p>Maths: Number</p> <p>Working world: Exploring careers linked to storytelling e.g. illustrator, publisher, life stories of focus authors, themes through the text e.g. exploring prepositions, making preferences for reading, hosting a storytelling session,</p> <p>Digital literacy: publishing their own work</p>	<p>Art in style of illustrator (Axel Scheffler / Maurice Sendak) e.g. Painting (illustrations)</p> <p>Role play – working in a library Adding sound effects as part of an interactive story</p>	<p>PE: Gross motor skills pulling/pushing, throwing skills</p> <p>Outdoor: Stuck themed</p> <p>Fine motor: activities to build muscle strength for mark making and early writing</p>	<p>Cultural development: Black history month International sign language day</p> <p>PSHE: forming and maintaining respectful relationships</p>	<p>Lifeskills: volunteering/looking after the school library</p> <p>Cooking: drinks and snacks to share when reading</p> <p>Community visit: local libraries External story tellers/ online story events</p> <p>Exploring the senses: link to activities or themes within the text, tolerance of sharing a reading space, reading behaviours</p>
AUTUMN 2	<p>The World of Work</p> <p>DWFI – following instructions</p> <p>EWSP sequence and pattern (for pupils it is applicable to)</p>	<p>Individual communication scripts</p> <p>Story telling: Police officers on patrol by Kersten Hamilton When you're fast asleep: who works at night by Peter Arrhenius What do people do all day by Richard Scarry</p>	<p>Maths: Sequence and pattern including accreditation</p> <p>EWSP – Engaging with the world of work sequence and pattern, first and then, ordering events, continuing patterns</p> <p>Topic: Clothes-line clues to jobs people do and what they wear, matching or dressing up people in the job that they wear, key word exploration related to jobs e.g. strong, kind; exploring different activities within job sectors e.g. stacking shelves, scanning objects, fixing items. How to get help in an emergency, making a phone call scenario social-stories</p>	<p>Expressive art and design: Roleplay - Dressing up uniforms 'What do people do all day' creative jobs e.g. dressmaking, paper dolls, woodwork putting a simple kit together</p>	<p>PE: Athletics - walking/jogging/running</p> <p>Outdoor: Gardening jobs, identifying and using tools and equipment preparing the garden over winter, indoor planting</p> <p>Fine motor: using tools e.g. tightening bolts, locks and keys, screws and screwdrivers</p>	<p>Cultural Dev: Exploring the themes of Hannukah</p> <p>PSHE: healthy lifestyles, linked to safe and unsafe products/foods, allergy awareness, medical awareness</p>	<p>Community visits: Visiting locations linked to the what do people do all day topic; police officer visit in school</p> <p>Cooking: Making simple lunches to simulate a cafe environment</p> <p>Lifeskills: role play in a work place Including accreditation DWFI – developing skills for the workplace: Following instructions</p> <p>Exploring the senses: TacPac-style story based on themes from who works at night using the lightroom</p>



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			where you might need help, fishing game activities Digital Literacy: Using clicker to create work logs of the jobs they have explored, selecting from word banks				Employment: personal information / all about me
SPRING 1	Hall of Fame EMM - Measure	Individual communication scripts Reading for pleasure: Little People, Big dreams Helen Keller The Cat who lived with Anne Frank by David Miller Mini movers and shakers: The Wright Brothers	Maths: Measure including accreditation EMM – early mathematics: measure Working world: diary entries, making your name in braille using scrunched up paper or sandpaper, exploring sign-supported English for greetings, den building simulating having to hide, storymapping timelines Digital literacy: Coding – beebots making objects move, following directions	Expressive art and design: making and testing paper aeroplanes, choosing and listening to songs from the famous people's time periods, creating blindfolded artwork	PE: WWII themed dancing e.g jitterbug Outdoor: Captain Tom Moore – outdoor walking linked to fundraising Fine motor: wind up or key operated objects/toys to make things move	Cultural dev: School values: Collaborate PSHE: Managing challenges, coping with change and when things go wrong, regulation strategies, perseverance and resilience	Community: Learning about famous people with local links Cooking: old-time recipes linked to time periods or places they are from of each famous person Exploring the senses: Isolating senses Tac-Pac style linked to Helen Keller story Life skills identiplay: shared resources, working together activities linking to CD and PSHE themes
SPRING 2	Egypt EMSH - Shape	Individual communication scripts Reading for pleasure: Key text: We're sailing down the Nile by Laurie Krebs Supporting texts: Marcy and the Riddle of the Sphinx by Joe Todd Stanton	Maths: Shape, position and direction including accreditation EMSH- early mathematics: shape Topic: exploring the job role of an archaeologist and explorer, mark making hieroglyphics, build a pyramid model, identifying key features of Egypt e.g. river, pyramid, pharaoh Digital literacy: see saw/simple animation apps using images linked to Egypt	Sand art pictures, designing Egyptian masks, making clay canopic jars Walk like an Egyptian movement Ancient Egypt, Egyptian culture (food, music, clothes, religion etc), Hazem Taha Hussein art Cooking: Basboosa (semolina cakes)	Sand exploration Sensory Music / A trip round Egypt Outdoor: Excavation / digging in different materials, planting herbs with links to Egyptian medicine , large scale outdoor construction (foam bricks) PE: Ball games (link to Ancient Egypt)	PSHE: Positive touch, public and private CD: International Women's day	Lifeskills identiplay: Lego / Duplo therapy (roles of builder, engineer, supplier), building from visuals etc Community Experiences: Visit from Belly Dancer Cooking: fig rolls Exploring senses: colours, textures and scents from Egypt Volunteering horticulture
SUMMER 1	Shops and shopping	Key text for reading for pleasure: Pablo goes shopping Supporting texts:	UMF- understanding money Categories of shops and what they sell (bakery selling baked	Explore packaging and food images – use nets of a box to design and make own packaging for enterprise foods to be sold	Outdoors: Garden centre activities / enterprise Different shops and resources	PSHE: Getting on with others, kind and unkind behaviours, etc CD: Elmer day	Community experiences: Visiting different types of shops / shopping centre



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	UMF – understanding money MEP – participating in a mini-enterprise	The Shopping Basket Chimpanzees for Tea	goods, greengrocer selling fruit and veg etc), Exchange (give and receive) Sorting into groups Shopping lists – finding items presented on a list Journeys to shops What types of shops are there in Linton? Digital Literacy: Photography – different shops, items in shops, packaging etc	Shrink wrap Printing with items you might buy or find in a shop (fruit, boxes, vegetables etc) Collage with different (clean) packaging e.g. sweet wrappers or crisp packets Sound scapes for shopping – music in a shop, instruments in a music shop, sounds you can make with different items such as tins, boxes, instruments made from packaging and items in a shop e.g. rice in a tube	Cooking: Choose recipe and go shopping for ingredients / 'sell' products Fine motor: opening and closing different types of packaging and containers, sealing things (Sellotape), stacking, Gross motor: strength and stamina building		Exploring senses: boxes / containers / baskets of different shapes and sizes, stacking, scents you might find in different shops (fruit, bakers, vegetables etc), massage story shopping 'I went to the market and I bought....' Cooking: Choose recipe and go shopping for ingredients / Enterprise project making and selling food items. MEP participating in a mini-enterprise Lifeskills/ Identiplay: Enacting roles in shops (shop keeper, shopper, cleaner, stocking shelves etc) Community Inclusion travel within the community
SUMMER 2	Rhyme Time and Pete Wells	Key Text reading for pleasure: Pete Wells Gobbin Hood Supporting Texts: Pete Wells Farticus Pete Wells Lambton Worm Chocolate Cake by Michael Rosen	Maths: Number including sharing equal and not equal, exploring symmetry Same and different concepts, recipe writing for scotch broth, sound bags to explore rhyming words, sounds of Scotland, experience scottish traditions, george and the dragon historical links Digital literacy – Designing their own mythical beasts and adding animation	Legend of Robin Hood through movement and dance (BBC Bitesize) Creating own hand puppets to retell the Gobbin Hood or Sir Pranceabout story Design a dragon face Carboard shield and swords and act out scene from Sir Pranceabout	Outdoors: throwing and target practice linked to Robin Hood themes creating equipment and projectiles using woodland resources, den building, picture orienteering Fine motor: rolling paper balls and blowing through straws, PE: Throwing skills	Cultural Development: Global Diversity Awareness (including but not exclusively pride parade) PSHE: Mental health and emotional wellbeing – self-esteem, exploring wellbeing activities and indicating preferences	Community opportunities: Performance poet visit, participate in an open-air poetry performance Exploring the senses: mindful eating exploring different ingredients of chocolate cake/scotch broth through engaging all their senses Massage story linked to Nessie Cooking: shortbread, chocolate cake (mixing and sharing out ingredients linked to number)



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Eurostar – TRINITY (KS5)

2025-26	PfA: Employment ASDAN Personal Progress English and Maths, ICT, World of Work, Volunteering	PfA: Independent Living PSD / Travel Training/ Food Tech	PfA: Health PE	PfA: Community Inclusion RSE / PSHE Cultural Dev / community visits/enrichment
AUTUMN TERM 1	<p>Fiction – Modern Text Post 1914 Prose Drama - The London Eye Mystery Non-Fiction – Newspaper Reports</p> <p>Key Texts: -The London Eye Mystery by Siobhan Dowd - A range of newspaper report examples</p> <p>Functional Focus: ASDAN PP- Developing reading skills</p> <p><u>Maths:</u> Number (& Problem Solving) Number & Place Value (Properties of Number) -(<=50+ / <=100+) -Counting reliably up to 100 items -Reading, writing, ordering and comparing numbers up to 500+ -Recognising and continuing linear sequences of numbers (<=100) -Reading, writing and using decimals to 1dp -Recognise and sequence odd and even numbers up to 100 -Reading, understanding and using mathematical information and mathematical terms</p> <p><u>ICT:</u> Using technology to communicate with others - Including use of emails, video calls / meetings and popular apps (Framework: Online Relationships)</p> <p>Accreditation: See PSD</p>	<p>ASDAN PSD: Using Technology in the Home and Community</p> <p>Food Tech: Preparing drinks and snacks Throughout all topics themes relating to food hygiene, storage, reading packaging and balanced diet</p> <p>ASDAN PP: Preparing Drinks and Snacks</p> <p>Travel training Work: Personal information/CV</p>	<p>PE –Outdoor and adventurous activities: Team building</p>	<p>PSHE - Forming and maintaining respectful relationships – intimacy in a relationship, the role of pleasure, celibacy</p> <p>CD: Black History (history, literature, music and film)</p> <p>Community visit: Linked to using technology in the home and community</p>



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	<p>Appropriate online behaviour (elements 6.2 Connected world: Online relationships – examples of how to communicate online, what an online community is, asking permission before sharing info of others online</p> <p><u>World of Work:</u> Presenting personal information / CV writing Alongside work experience opportunities</p>			
AUTUMN TERM 2	<p>English: Fiction – Modern Text Post 1914 Prose Drama - The London Eye Mystery Non-Fiction – Newspaper Reports</p> <p>Key Texts: -The London Eye Mystery by Siobhan Dowd - A range of newspaper report examples</p> <p>Functional Focus: ASDAN PP- Developing reading skills</p> <p>Maths: Geometry and Measures Geometry: Properties of Shape / Position, Direction and Movement) y) -Recognising and naming 2D and 3D shapes – in varying orientations and in everyday contexts, recognising and evaluating their uses in line with key features -Describing the properties (and behaviours) of 2D and 3D shapes (inc. numbers of sides, corners, edges, faces, length, right angles, angles, base, lines of symmetry) -Recognising, understanding and using mathematical terms to describe and respond to instruction relating to position and direction – including eight compass points, full/half/quarter turns</p> <p>ASDAN PP: Early Mathematics-Shape</p> <p>ICT: Podcasting including photos for advertising podcast MR P DARES Podcasting</p>	<p>PSD: Using Technology in the Home and Community</p> <p>Food Tech: Preparing drinks and snacks Throughout all topics themes relating to food hygiene, storage, reading packaging and balanced diet</p> <p>ASDAN PP: Preparing Drinks and Snacks</p> <p>Travel training</p> <p>Work: Personal information/CV</p>	<p>PE – Athletics: walking/jogging/running/endurance</p>	<p>PSHE - Healthy lifestyles –drugs, alcohol and tobacco – understanding the law</p> <p>Community visit: Venues for hobbies</p> <p>Enrichment: Creating art work for a whole school display</p>



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	<p>Garageband Keezy (Framework: Sound) (Framework: Photography and Digital art)</p> <p>ASDAN PP – Developing ICT Skills 1.1</p> <p>Connected world: Copyright and ownership – save / label their own work and understand this means it belongs to them, explain why copying someone else's work from internet is not fair, types of content online which should not be copied e.g. photos</p> <p>World of Work: Presenting personal information / CV writing</p> <p>Work experience opportunities</p>			
SPRING TERM 1	<p>Poetry – Worlds and Lives</p> <p>Key Texts: -If I Were In Charge Of The World by Judith Viorst -“In the Bazaars of Hyderabad”, by Sarojini Naidu -Travel by Robert Louis Stevenson</p> <p>Functional Focus: ASDAN PP- Developing reading skills</p> <p>Maths: Number Addition and Subtraction (The Four Operations – inc. mental arithmetic) -(≤ 50 / ≤ 100) -Interpreting and using the symbols +, – and = appropriately in calculation and recording -Adding and subtracting whole numbers (including zero) – 3/4 digit numbers -Checking answers using a calculator</p> <p>ASDAN PP – Early Mathematics: Developing Number Skills</p> <p>ICT: Coding Purple mash game design</p>	<p>PSD: Managing own money</p> <p>Food tech: Bake Sale</p> <p>Throughout all topics themes relating to food hygiene, storage, reading packaging and balanced diet</p> <p>PP planning and preparing food for an event</p> <p>Travel training</p> <p>Work: Enterprise prom fundraising</p>	<p>PE: Rhythmic gymnastics</p>	<p>PSHE - Sexual health</p> <p>CD: School Values 'Collaborate'</p> <p>Community visit: Shopping for events link to PSD managing own money unit</p>



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	<p>Connected world: Health, wellbeing and lifestyle –, impact of too much screen time / unbalanced lifestyle</p> <p>World of Work: Enterprise – Prom Fundraising linked to food tech</p> <p>Work experience opportunities</p>			
SPRING TERM 2	<p>Poetry – Worlds and Lives</p> <p>Key Texts: -If I Were In Charge Of The World by Judith Viorst -“In the Bazaars of Hyderabad”, by Sarojini Naidu -Travel by Robert Louis Stevenson</p> <p>Functional Focus: ASDAN PP- Developing reading skills</p> <p>Maths: Number Fractions – inc. decimals and percentages (Ratio) -Recognising fractions (halves, thirds, quarters (1,2,3) and tenths) of whole numbers and shapes -Reading, writing and understanding (halves, quarters and tenths, including equivalent forms -Working with simple ratio and direct proportions -Finding a simple fraction of small whole number quantities (or measurements)</p> <p>ICT: Animation Mr P Dares Character interview Animated Cartoon Character GIF</p> <p>Connected world: Self image and identity – how people may act and look differently online, positive ways to interact with others online</p> <p>World of Work: Enterprise – Prom Fundraising linked to food tech</p> <p>Work experience opportunities</p>	<p>PSD: Managing own money</p> <p>Food Tech: Bake Sale</p> <p>Throughout all topics themes relating to food hygiene, storage, reading packaging and balanced diet</p> <p>PP planning and preparing food for an event</p> <p>Travel training</p> <p>Work: Enterprise prom fundraising</p>	<p>PE: Team games-Football</p>	<p>PSHE - Contraception and parenthood</p> <p>Community visit: Shopping centres</p> <p>Enrichment: Choosing and watching programmes as a group</p>



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SUMMER TERM 1	<p>English: Fiction - Modern Text Post 1914 Prose Fiction – Animal Farm Non-Fiction – Recounts (Diaries / Journals)</p> <p>Key Texts: -Animal Farm by George Orwell / by Alicia Shaw -A range of diary/journal examples</p> <p>Functional Focus: ASDAN PP- Developing reading skills</p> <p>Maths: Number Multiplication and Division (The Four Operations – inc. mental arithmetic) -(≤ 50 / ≤ 100) -Multiplying whole numbers 0x0-12x12 -Dividing two-digit whole numbers by a single-digit – with a whole number answer (using multiplication facts to make connections with division facts) -Interpreting and using the symbols \times, \div and $=$ appropriately in calculation and recording</p> <p>ASDAN PP – Early Mathematics: Developing Number Skills</p> <p>ICT: Searching for information and presenting findings</p> <p>Connected world: Managing online info – navigate range of webpages, search using variety of tech</p> <p>ASDAN PP – Developing ICT Skills 2.1</p> <p>Work of work – Volunteering: Horticulture linked to PSD environmental awareness</p> <p>Work experience opportunities</p>	<p>PSD: Environmental awareness</p> <p>Food Tech: Family favourites Throughout all topics themes relating to food hygiene, storage, reading packaging and balanced diet</p> <p>Travel training</p> <p>Work: Volunteering horticulture</p>	<p>PE: Individual games: Croquet</p>	<p>PSHE - Bullying, abuse and discrimination – de-escalating aggressive social situations + gangs</p> <p>Community visit: Exploring community events</p> <p>Enrichment: Reporting news in our local community</p>
SUMMER TERM 2	<p>English: Fiction - Modern Text Post 1914 Prose Fiction – Animal Farm Non-Fiction – Recounts (Diaries / Journals)</p> <p>Key Texts:</p>	<p>PSD: Environmental awareness (non-accredited work)</p>	<p>PE: Athletics</p>	<p>PSHE - Mental health and emotional wellbeing – self-esteem, body image, consequences of body alterations</p>



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	<p>-Animal Farm by George Orwell / by Alicia Shaw</p> <p>-A range of diary/journal examples</p> <p>Functional Focus: ASDAN PP- Developing reading skills</p> <p>Maths: Financial Education</p> <p>-How to manage money (A)</p> <p>-keeping track of money</p> <p>-ways to pay</p> <p>-keeping records</p> <p>-foreign currency</p> <p>-simple financial records</p> <p>-Becoming a critical consumer (A)</p> <p>-choices about saving and spending</p> <p>- needs and wants</p> <p>-spending and saving decisions</p> <p>-spending and saving priorities</p> <p>-influences of saving and spending</p> <p>-value for money</p> <p>ICT: Spreadsheets purple mash (4.3)</p> <p>Mr P Dares Google Sheets</p> <p>Connected world: Online relationships – examples of how to communicate online, asking permission before sharing info of others online</p> <p>Work of work – Volunteering: Horticulture</p> <p>Work experience opportunities</p>	<p>Food Tech: Family favourites</p> <p>Throughout all topics themes relating to food hygiene, storage, reading packaging and balanced diet</p> <p>Travel training</p> <p>Work: Volunteering horticulture</p>	<p>CD: Global Diversity Awareness (including but not exclusively pride parade)</p> <p>Community visit: Appropriate communication with unfamiliar people</p>
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Orient Express – DARWIN (KS5)

2025-26	PfA: Employment ASDAN Personal Progress English and Maths, ICT, World of Work, Volunteering	PfA: Independent Living PSD / Travel Training/ Food Tech	PfA: Health PE	PfA: Community Inclusion RSE / PSHE Cultural Dev / community visits/enrichment
AUTUMN TERM 1	Fiction – Modern Text Post 1914 Prose Drama - The Curious Incident of the Dog in The Night Time Non-Fiction – Newspaper Reports Key Texts: -The Curious Incident of the Dog in the Night Time -A range of newspaper report examples Functional Focus: Speaking and Listening E1 1.2, 1.5, 1.6 E2 2.1, 2.3, 2.5 E3 3.1, 3.3, 3.4, 3.7 Adapt as appropriate for L1 and L2 Maths: Number (& Problem Solving) Number & Place Value (Properties of Number) ★(<=100,000+) -Reading, writing, ordering and comparing numbers, recognising place value (up to 1 000 000) -Recognising and using positive and negative numbers -Using negative numbers in context, and calculating intervals across zero -Approximating by rounding numbers - to a whole number or to one or two decimal places -Reading, understanding and using mathematical information and mathematical terms Functional Focus: E1 1.1, 1.2 E2 2.1, 2.2, 2.3	PSD: Using Technology in the Home and Community Food Tech: BTEC Home Cooking Travel training opportunities Work: Personal information/CV	PE –Invasion games: football Rolling Duke of Edinburgh programme	PSHE - Forming and maintaining respectful relationships – intimacy in a relationship, the role of pleasure, celibacy CD: Black History (history, literature, music and film) Community visit: Linked to using technology in the home and community



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	<p>E3 3.1, 3.5, 3.8 Adapt as appropriate for L1 and L2</p> <p>ICT: Online Safety (6.2) Moving from purple mash onto use of Microsoft emails including responding to spam emails</p> <p>Connected world: Online relationships – use of mainstream email platform for communicating with known and unknown people</p> <p>Accreditation: ASDAN PSD – Using technology in the home and community E1-3 AQA Unit Award E1/E2: 95790 – Effective Use of Email OR Functional Skills E3/L1: 1.1, 3.1, 3.2, 3.3, 3.4</p> <p>World of Work: Presenting personal information / CV writing Alongside work experience opportunities with rolling ASDAN Employability unit – Learning Through Work Experience E1-3 Accreditation: AQA unit award E1 122463 – Writing a CV OR ASDAN Employability E2-3: Planning and Reviewing Learning</p>			
AUTUMN TERM 2	<p>Fiction – Modern Text Post 1914 Prose Drama - The Curious Incident of the Dog in The Night Time Non-Fiction – Newspaper Reports</p> <p>Key Texts: -The Curious Incident of the Dog in the Night Time -A range of newspaper report examples</p> <p>Functional Focus: Speaking and Listening E1 1.2, 1.5, 1.6 E2 2.1, 2.3, 2.5</p>	<p>PSD: Using Technology in the Home and Community</p> <p>Food Tech: BTEC Home Cooking</p> <p>Work: Personal information/CV</p> <p>Travel training opportunities</p>	<p>PE –Invasion games: football</p> <p>Rolling Duke of Edinburgh programme</p>	<p>PSHE - Healthy lifestyles –drugs, alcohol and tobacco – understanding the law</p> <p>Community visit: Venues for hobbies</p> <p>Enrichment: Creating art work for a whole school display</p>



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	<p>E3 3.1, 3.3, 3.4, 3.7 Adapt as appropriate for L1 and L2</p> <p>Maths: Geometry: Properties of Shape / Position, Direction and Movement) -Drawing 2D shapes (demonstrating an understanding of line symmetry and knowledge of the relative size of angles) -Interpreting plans, elevations and nets of simple 3D shapes -Using and measuring angles (in degrees) when describing position and direction -Recognising and making use of simple scales on maps and drawings</p> <p>Functional Focus: E1 1.9, 1.10 E2 2.19, 2.20, 2.21 E3 3.19, 3.20 Adapt as appropriate for L1 and L2</p> <p>ICT: Podcasting including photos for advertising podcast</p> <p>Connected world: Online reputation – maintaining online reputation through behaviours words and actions</p> <p>Accreditation: AQA Unit Award E1-2 71158 - PLANNING AND PRESENTING A SHORT RADIO PROGRAMME OR Functional Skills E3/L1: 1.2, 2.2 2.3, 2.4</p> <p>World of Work: Presenting personal information / CV writing Alongside work experience opportunities with rolling ASDAN Employability unit – Learning Through Work Experience E1-3 Accreditation: AQA unit award E1 122463 – Writing a CV OR</p>			
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	ASDAN Employability E2-3: Planning and Reviewing Learning			
SPRING TERM 1	<p>Poetry – Worlds and Lives</p> <p>Key Texts:</p> <ul style="list-style-type: none"> -Name Journeys by Raman Mundair -A Portable Paradise by Roger Robinson -With Birds You're Never Lonely by Raymond Antrobus <p>Functional Focus: Reading</p> <p>E1 1.8, 1.9, 1.10</p> <p>E2 2.7, 2.8, 2.10, 2.11</p> <p>E3 3.8, 3.9, 3.10, 3.11</p> <p>Adapt as appropriate for L1 and L2</p> <p>Maths: Number (& Problem Solving)</p> <p>Addition and Subtraction</p> <p>(The Four Operations – inc. mental arithmetic)</p> <p>★ (<=100,000+)</p> <ul style="list-style-type: none"> -Using addition facts and making connections with subtraction facts to solve problems -Following the order of precedence of operators in more complex calculations -Adding and subtracting, decimal numbers up to two decimal places -Using simple formulae (expressed in words) for one or two-step operations -identifying suitable operations and calculations to generate results <p>Functional focus:</p> <p>E1 1.3, 1.4</p> <p>E2 2.4, 2.5,</p> <p>E3 3.2, 3.8</p> <p>Adapt as appropriate for L1 and L2</p> <p>ICT: Networks</p> <p>(6.6 / y6 unplugged) /</p> <p>Teach Computing y7 from semaphore to internet</p> <p>Connected world: Online Bullying – differences between real life and online bullying, responses to online bullying including block, report and screengrab</p>	<p>PSD: Managing own money</p> <p>Food tech: BTEC Home Cooking</p> <p>Travel training</p> <p>Linking to rolling accreditation:</p> <p>ASDAN PSD Personal safety in the home and community E1-2 travelling elements only</p> <p>Work: Enterprise prom fundraising</p>	<p>PE: Fitness: cardiovascular focus. Power walking/Jogging</p> <p>Rolling Duke of Edinburgh programme</p>	<p>PSHE - Sexual health</p> <p>CD: School Values 'Collaborate'</p> <p>Community visit: Shopping and budgeting linked to managing own money</p>



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	<p>Functional skills E3-L1 1.3, 1.8, 1.9</p> <p>World of Work: Enterprise – Prom Fundraising ASDAN Employability – Working with others E2/3 Alongside work experience opportunities with rolling ASDAN Employability unit – Learning Through Work Experience E1-3</p>			
SPRING TERM 2	<p>Poetry – Worlds and Lives Key Texts: -Name Journeys by Raman Mundair -A Portable Paradise by Roger Robinson -With Birds You're Never Lonely by Raymond Antrobus</p> <p>Functional Focus: Reading E1 1.8, 1.9, 1.10 E2 2.7, 2.8, 2.10, 2.11 E3 3.8, 3.9, 3.10, 3.11 Adapt as appropriate for L1 and L2</p> <p>Maths: Number Fractions – inc. decimals and percentages (Ratio) -Reading, writing, ordering and comparing common fractions and mixed numbers -Finding fractions of whole number quantities and measurements -Reading, writing, ordering and comparing percentages in whole numbers -Calculating percentages of quantities (inc. simple percentage increases and decreases by multiples of 5%) -Estimating answers to calculations using fractions and decimals -Recognising and calculating equivalences between common fractions, percentages and decimals - Analysing and interpreting answers in the context of the original problem</p> <p>Functional Focus: E2 2.10, 2.11, E3 3.7, 3.8, 3.9 Adapt as appropriate for E1, L1 and L2</p>	<p>PSD: Managing own money</p> <p>Food tech: BTEC Home Cooking</p> <p>Travel training</p> <p>Linking to rolling accreditation: ASDAN PSD Personal safety in the home and community E1-2 travelling elements only</p> <p>Work: Enterprise prom fundraising</p>	<p>PE: Fitness: cardiovascular focus. Power walking/Jogging</p> <p>Rolling Duke of Edinburgh programme</p>	<p>PSHE - Contraception and parenthood</p> <p>Community visit: Shopping centres</p> <p>Enrichment: Choosing and watching programmes as a group</p>



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	<p>ICT: Animation Mr P Dares Character interview Animated Cartoon Character GIF</p> <p>Connected world: Copyright and ownership – identify sources of information and references what they use</p> <p>Accreditation: ASDAN PP – Developing ICT Skills OR Functional skills E3-L1: 2.2, 2.3, 2.4</p> <p>Work of work – Prom fundraising ASDAN Employability – Working with others E2/3 Alongside work experience opportunities with rolling ASDAN Employability unit – Learning Through Work Experience E2-3</p>			
SUMMER TERM 1	<p>Fiction - Modern Text Post 1914 Prose Fiction – Lord of the Flies Non-Fiction – Recounts (Diaries / Journals) Key Texts: -Lord of the Flies by William Golding -A range of diary and journal examples</p> <p>Functional Focus: writing E1 1.11, 1.12, 1.15, 1.16 E2 2.13, 2.14, 2.17, 2.19, 2.20 E3 3.13, 3.15 Adapt as appropriate for L1 and L2</p> <p>Maths: Number (& Problem Solving) Multiplication and Division (The Four Operations – inc. mental arithmetic) ★ (<=100,000+) -Using multiplication facts and making connections with division facts to solve problems -Following the order of precedence of operators in more complex calculations -Calculating the squares of one-digit and two-digit numbers -Multiplying and dividing decimal numbers up to two decimal places</p>	<p>PSD: Environmental awareness also linking to world of work volunteering and employability units</p> <p>Food tech: BTEC Home Cooking</p> <p>Travel training</p> <p>Work: Volunteering horticulture</p>	<p>PE: Games: Striking/Fielding: Cricket Rolling Duke of Edinburgh programme</p>	<p>PSHE - Bullying, abuse and discrimination – de-escalating aggressive social situations + gangs</p> <p>Community visit: Exploring community events</p> <p>Enrichment: Reporting news in our local community</p>



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	<p>-Using simple formulae (expressed in words) for one or two-step operations</p> <p>-Identifying suitable operations and calculations to generate results</p> <p>Functional Focus: E2 2.4, 2.6, 2.8 E3 3.3, 3.4</p> <p>Adapt as appropriate for E1, L1 and L2</p> <p>ICT: Making a webpage, Mr P DARES webpage design/search engines/HTML Adobe sparks x-ray googles Glitch include work on bookmarking and finding previously book marked content</p> <p>Connected world: Managing online information – opinion and fact or reliable sources,</p> <p>Accreditation: ASDAN PP – Developing ICT Skills Functional Skills E3-L1 1.4, 1.5, 2.2, 2.3</p> <p>Work of work – Volunteering: Horticulture ASDAN Employability – communicating with others at work Work experience opportunities</p>			
SUMMER TERM 2	<p>Fiction - Modern Text Post 1914 Prose Fiction – Lord of the Flies</p> <p>Non-Fiction – Recounts (Diaries / Journals)</p> <p>Key Texts: -Lord of the Flies by William Golding -A range of diary and journal examples</p> <p>Functional Focus: writing E1 1.11, 1.12, 1.15, 1.16 E2 2.13, 2.14, 2.17, 2.19, 2.20 E3 3.13, 3.15 Adapt as appropriate for L1 and L2</p> <p>Maths: Financial Education How to manage money (A)</p>	<p>PSD: Environmental awareness (non accreditation)</p> <p>Food Tech: Non-accreditation cooking - Family favourites</p> <p>Throughout all topics themes relating to food hygiene, storage, reading packaging and balanced diet</p> <p>Travel training</p> <p>Work: Volunteering horticulture</p>	<p>PE: Games: Striking/Fielding: Cricket</p> <p>Rolling Duke of Edinburgh programme</p>	<p>PSHE - Mental health and emotional wellbeing – self-esteem, body image, consequences of body alterations</p> <p>CD: Global Diversity Awareness (including but not exclusively pride parade)</p> <p>Community visit: Appropriate communication with unfamiliar people</p>



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	<p>-keeping track of money -ways to pay -keeping records -foreign currency -simple financial records Becoming a critical consumer (A) -choices about saving and spending -needs and wants -spending and saving decisions -spending and saving priorities -influences of saving and spending -value for money Managing risks and emotions associated with money (A) -keeping money safe -feelings about money -looking after my money -saving money -using accounts to keep money safe and to save -lending and borrowing -protecting my money -saving and borrowing</p> <p>Including ASDAN PSD managing own money E1 or E2 Functional Focus: E1 1.5 E2 2.12 E3 3.10, 3.11</p> <p>ICT: Spreadsheets (4.3) Mr P Dares Google Sheets Microsoft forms and completing an online form</p> <p>Connected world: Health, wellbeing and lifestyle – strategies for minimising negative impact of tech on our wellbeing.</p> <p>Accreditation: AQA unit Award E1-2 111674 - USING A SPREADSHEET WITH SUPPORT OR Functional Skills E3-L1 1.2, 1.6, 1.7</p> <p>Work of work – Volunteering: Horticulture</p>			
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	Work experience opportunities			
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