Curriculum Policy

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1.0 Introduction

Mont 21Hub is a hybrid micro school where children aged 7 to 11 learn in our physical hub or online or a combination of both, depending on their needs and family lifestyle.

2.0 Vision and Aims

We envision a small community that celebrates a learner-centred approach through autonomy, respect and democracy, where adults act as mentors to support every child whatever their need, fostering a sense of belonging and a love of learning. We promote collaborative working where both learner and mentor work together to achieve high standards of education and personal development and to encourage learner's voice and choice in learning and daily life of the school.

We aim through our innovative and dynamic curriculum, to educate all children to succeed and thrive and to make a positive contribution to society in the 21st Century.

3.0 Our Curriculum

Our curriculum blends Montessori principals with the national curriculum providing the knowledge, personal, social, emotional development and those essential human skills children will need when they venture into a world that is continuing to rapidly evolve with advances in technology, climate change and society.

We treat every learner as a unique individual who has their own inherent personality, creativity, interests, passions and opinions that need to be nurtured, encouraged and celebrated. As we understand the importance of the Equality Act 2010, our curriculum aims to bring equality of opportunity, inclusion and diversity to all in our community.

At Mont21hub, we implement curriculum coverage with equal and high expectations for all children to progress and succeed to their fullest potential regardless of starting point, prior learning, age-related expectation or special educational need. We use different methods of assessment - see assessment policy- to track, establish next steps, improve planning and teaching to ensure good outcomes. To provide clear delivery strategies, subject sequencing, progression and connections between content, knowledge and skills. We use adaptive teaching across all year groups.

There are six core pillars which we follow; Montessori pedagogy, mastery, interdisciplinary, sustainability, health & wellbeing and community.

Our curriculum is designed to:

- Master knowledge and understanding of the core subjects of English, Mathematics and Science and the secondary subjects of key stage 2 of the national curriculum.
- Acquire relevance of knowledge through project based learning, entrepreneurship and community connections.
- Personal, social and emotional development including respect, independence, responsibility, self-confidence, self-esteem, empathy and a life long love of learning.
- Acquisition of essential human skills: critical thinking/problem solving, collaboration, communication and creative thinking.
- To develop environmental and social conscience and global awareness.
- A high level of physical and mental wellbeing.

We embrace technology advances in education as we consider digital literacy, artificial intelligence and virtual reality can be used for the benefit of all children's development and which will be common place when they leave school. However, as we equally consider it essential to foster those human skills and attributes that will not be able to be replicated by technology, the use of AI and devices are a tool only and not a replacement for adaptive teaching and learning and assessment of next steps.

We have adopted Century Tech as our primary generative AI driven learning platform, supported by other digital applications. A leading UK based digital developer for education where, combining the latest research in learning science, artificial intelligence and neuroscience, is currently used in 1,200 schools in England and internationally.

This provides a personalised learning pathway centred on continuous assessment and mastery of concepts and learning outcomes of the national curriculum. As based on ability, learners progress at their own pace as far as they wish beyond their normally expected year group by securing each concept/nugget before moving onto the next. These are automatically selected and assessed by AI with continuous feed to the mentor's dashboard on both an individual and overall class basis. Learning is continuously supervised either in-person and/or online to provide real-time help and guidance with either one-to-one or small group intervention as considered to be required by the mentor at any point in time, independent of the platform.

As part of our integral learning of the national curriculum and progressive educational concepts, we ensure that through our planning, learners understand and experience links between the various subjects together with the use of specific terminology eg. in maths and science, and the correct use of vocabulary.

As a small school, we foster good behaviour through restorative practice - see our good behaviour policy.

The school does not have a religious ethos but which instead is delivered in circle time where learners acquire understanding of the main religions, encouraging them to reflect on their own beliefs and respect those of others both in the UK and around the world.

We actively promotes the fundamental British values of democracy, individual liberty, the rule of law and tolerance of different belief systems. These are actively promoted, discussed and embedded into the behaviours of all our leaners and staff of the school through circle time, whole community meetings, praise and apology, SMSC and our chosen PSHE curriculum.

4.0 Mastery

4.1 English

We focus on developing our learner's ability to read, write and listen in a way that lets them communicate effectively and make sense of the world.

- We use the AI digital learning platform Century Tech https://www.century.tech to support reading, writing (spelling/vocabulary/punctuation and grammar) and listening skills.
- We provide mentor led weekly writing sessions.
- We use phonics and Montessori materials to support reading and for those learners where English is not their native language (EAL).
- Spelling is additional taught using the national curriculum for English, Appendix Spelling lists together with writing in a sentence to understand context. Weekly tests are set as homework.
- All learners following the Oxford Reading Tree Level 1 to 20 https://www.oxfordowl.co.uk and take home a book for reading each day; daily progress is recorded and book reviewed. All learners have one-to-one reading with their mentor or assistant at least once a week.
- There is a class reader chosen by the learners each term.
- All learners provide evidence of writing skills and extended/creative writing through the termly topic and interdisciplinary subjects as evidence in their journals. There is termly levelled assessment.
- We ensure a broad coverage of fiction and non-fiction genres in our physical library and online at Epic https://www.getepic.com that is appropriately 'levelled' which enriches and enhance the core reading scheme.
- There is the facility for parents to purchase books of appropriate age/level in different genres to further enrich reading experiences.

- We develop listening and speaking skills in daily circle, group and democratic discussion, drama, role play and the showcase of projects.

4.2 Mathematics

We introduce our learners to mathematical concepts, skills and thinking strategies essential to their lives. This includes the ability to make sense of numbers, perform calculations, make sense of pattern and shape and to develop their capacity to think logically, critically think and problem solve.

- We use the AI digital learning platform Century Tech https://www.century.tech to develop mathematical knowledge and understanding.
- We use Montessori materials to support abstract learning.
- We use Mathletics http://www.mathletics.com
- We integrate mathematics in project based learning, entrepreneurship and community projects to practice application and demonstrate real-life relevance.

4.3 Science

We deliver the foundations for understanding of the world through biology, chemistry and physics. through established concepts, investigation and experimentation, prediction, observation, measurement, recording and analysis of findings. Our learners will learn about how scientific ideas and discovery have contributed to societal change and that science is vital for the future.

- We use the AI digital learning platform Century Tech https://www.century.tech to develop scientific knowledge and understanding.
- We use Montessori materials to support learning.
- Science skills are delivered and developed through project based learning.
- We arrange visits to leading research establishments in Cambridge and to invite experts into school to contribute to our project based approach.

5.0 Interdisciplinary

5.1 Overarching and Thematic Topic

We explore history and geography through a thematic topic that is designed to excite and engage our learners in these subjects. The topic is tentatively linked to a Sustainable Development Goal in Project Based Learning to provide an overarching termly theme.

- We deliver a planned termly topic encompassing both history and geography through a cyclical plan to provide coverage of the national curriculum.
- The topic content is extended to cover other national curriculum subjects including English, maths and science to demonstrate meaningful and relevant connections.
- Additional supported by Pearson Interactive Library http://www.pearsonschoolsandfecolleges.co.uk providing online learning resources.

5.2 Project Based Learning

A project based approach provides cross-curriculum learning and relevance to already acquired knowledge to solve real-life problems as well as developing essential human skills of critical thinking, collaboration, communication and creativeness. This also fosters agency, learner-centred and deep dive learning. We follow the established strategy of launch, plan, create, critique, exhibit and reflection.

- Projects are planned using the Sustainable Development Goals and ‘free choice’ once a year to broadly coincide with the termly topics, to demonstrate real world relevance. Free choice is where learners choose a topic relating to some aspect of the today’s world which they wish to explore.

- Scaffolding will be used in the first year of the school and the lower academic years to enable learners to acquire the requisite skills necessary for authentic project based learning.
- We also use courses for our online community designed by leading Montessorian, Gavin McCormack, Upschool https://www.upschool.co e.g 'Cultures Around the World', 'Social Scenarios' and 'The Power of One'.

5.3 Entrepreneurship

This extends our relevant approach to learning by developing a resilient and innovative entrepreneur like positive mindset, where learners develop ideas that benefit society through knowledge already gained and the acquisition of essential human skills.

- Learners are free to provide voice and choice in their choice of enterprise.
- We also use the online platform, https://www.8billionideas.com for physical and virtual learners.
- Funding is available from the school bank on delivery of a successful pitch.
- Businesses are presented to the school community and invited guests.
- Entrepreneurs from the local community are invited to come into school to share their knowledge and experiences.

6.0 Creative Fridays

At Mont21hub, we believe creativeness is an essential part of our learner's development. We discretely teach the programme of study for design technology, music, computing, art & design and Spanish every Friday. Focus is on creating, inventing, and composing that encourages creativity, imagination and practical responses. Music and Spanish is delivered by external specialist teachers.

7.0 Physical Education

We focus on developing our learner's physical control and coordination as well as their tactical skills, team work and to help them to evaluate and improve their performance. They also acquire knowledge and understanding of the basic principles of various sports, to foster enjoyment from physical activity and a concern for personal health.

- We plan a rolling programme of different individual and team sports and activities under the guidance and supervision of external professional coaches.
- We attend local indoor and outdoor sport venues.
- All learner's take part in swimming and water safety lessons where they learn to swim competently and confidently and proficiently to a minimum of at least 25 metres as well as perform safe self-resume in the water.
- We partake in local inter-school sport competitions and events.
- All learners practice Yoga with an external specialist teacher.
- Online learners will attend a recognised sporting facility who will provide relevant reports, including images/video to the school for verification of attendance at the end of each term.

8.0 Religious Education

We provide religious education through discussion during circle time underpinned by annual events and celebrations of all religions.

9.0 Personal, Social, Health and Economic (PSHE) Education (& Relationships Education)

We aim to:

- Ensure children are able to identify the people who take care of them and explore what different families look like.

- Understand what friendships look and feel like and provide children with the ability to respect others and in particular, protected characteristics under of the Equality Act 2010.
- Ensure children are able to talk about growing up, learning, money and the world of work.
- Ensure children know how to help others and support their community.
- Ensure children are able to talk about their emotions and explore how major life situations can make them feel e.g. happiness, dealing with loss etc.
- Ensure children understand how to keep themselves safe in the real world and the digital world.

As a Montessori inspired school, we place a high emphasis on personal, social and emotional development that will equip our learners with the attributes, knowledge and skills they will need to be healthy, safe and prepared for life after school. In daily circle time, we cover such subjects as, standup to racism, radicalisation, e-safety, the importance of health and wellbeing, different relationships and neurodiversity as supported and planned by the PSHE Association, https://www.pshe-association.org.uk Each subject is extended over several weeks to ensure deep learning and understanding.

10.0 Social, Moral, Spiritual and Cultural Education (SMSC)

The legal requirement to promote SMSC is embedded in all we do on a daily basis and where respect and responsibility are a fundamental principle of Montessori pedagogy. Moreover, SMSC is championed as part of global awareness developed through the delivery of project based learning and entrepreneurship.

11.0 Curriculum Organisation

NC Subject	Primary Delivery Method	Duration - h.m / week
English	Digital Learning Platform	5.0
Mathematics	Digital Learning Platform	5.0
Science	Digital Learning Platform	2.0
Geography	Topic	1.0
History	Topic	1.0
Art & Design	Discreet Lesson	0.40
Computing	Discreet Lesson	0.40
Design Technology	Discreet Lesson	0.40
Music	Discreet Lesson	1.0
Spanish	Discreet Lesson	1.0
Physical Education	Discreet Lesson	2.0
Religious Education	Circle Time	0.30
PSHEE	Circle Time	1.0
		21hrs 30mins

12.0 Access to the Curriculum

We accept children with special educational needs and disabilities (SEND), this includes those with educational and health care plans (EHS) and those with social, emotional or behavioural difficulties (SEBD); each application is considered on a case-by-case basis. The school works with external agencies to provide additional support through parental agreement.

13.0 Assessment and Learner Progress

Assessment including starting points in the core subjects, is undertaken continuously by the AI driven digital learning platform with the publication of results in real-time to both the school and parents/carers.

Mentors also use other methods of formative and summative assessment to track learners progress for secondary subjects delivered thematically and through discreet sessions through documented observation, success criteria and rubrics ('I can statements') and one-to-one conferencing. There is a separate assessment policy.

The results are measured against the national curriculum outcomes as working towards, within and beyond attainment for age and are recorded in our assessment and SIS tracking grid. We also use self and peer assessment where ever appropriate to prompt ownership of learning, reflection and feedback skills.

Project based learning and entrepreneurship are assessed by documented observation, learner conversations whilst working, rubrics and the exhibition of the end product to peers, parents/carers, invited visitors and the school community.

Weekly conferencing between learner and mentor provides an opportunity for reflection and discussion, where learners are made aware of key objectives that they are working towards, strengthens and weaknesses and to highlight any underlying problems that might arise with learning that may need intervention or in their personal development. This is recorded and is used to determine whether any extra support or intervention is required.

Achievement is celebrated thorough community gatherings, 'open doors' when learners show their work to parents in school, termly parent conference evenings and two written progress reports.

14.0 Schemes of Work

We use proprietary schemes of work for computing https://www.teachcomputing.org and create in-house schemes for all remaining secondary subjects including Music, Spanish and P.E taught by external specialists using our standardised template. These are reviewed and retained by the SLT.

15.0 Effective Teaching and Learning

At Mont21hub, we believe that the traditional role of the teacher to impart knowledge and understanding should be extended to one of mentor where one-to-one support is provided to enable each learner to develop their own agency and to develop those skills they will need for a love of life long learning. As each child will have their own uniqueness and learn in different ways, our mentors are responsible for nurturing and developing these characteristics so they fully access the curriculum, to reach their fullest potential and to reach the required outcomes.

The majority of our staff are mainstream PGCE/QTS qualified but who understand and support Montessori pedagogy and who will receive in-house and external/online training in the use of the Montessori materials.

16.0 Monitoring and Evaluation

There will be regular monitoring and yearly evaluation of the curriculum policy by the SLT as the school develops and grows.

Appendix A - Century Tech Curriculum

The generative AI driven digital learning platform will provide the following national curriculum courses delivered via personalised learning plans (PLP)

	Year 3	Year 4	Year 5	Year 6
English	SPAG	SPAG	SPAG	SPAG
	Reading Comprehension	Reading Comprehension	Reading	Reading
Mathematics	Yes	Yes	Yes	Yes
			Arithmetic Multiplication Tables	Arithmetic Multiplication Tables
Science	Yes	Yes	Yes	Yes

Course mapping is available at https://www.century.tech

Appendix B - Curriculum Planning

	Year 3	Year 4	Year 5	Year 6
Autumn Y1				
English	PLP	PLP	PLP	PLP
Mathematics	PLP	PLP	PLP	PLP
Science	PLP	PLP	PLP	PLP
History	Topic	Topic		
Geography			Topic	Topic
Art & Design	Still Life Sketching, the students will choose an object which will be discussed and teach them how to sketch in different mediums including shading, blending and other skills in their sketch books.	Still Life Sketching, the students will choose an object which will be discuss ed and teach them how to sketch in different mediums including shading, blending and other skills in their sketch books.	Different Medium, Experiment with different medium and methods, block painting, collage, layering, embellishing, foiling, stencilling. Making cards for Christmas sold for charity.	Different Medium, Experiment with different medium and methods, block painting, collage, layering, embellishing, foiling, stencilling. Making cards for Christmas sold for charity.
Design Technology				
Computing	Internet/Safety, use technology safely and respectfully, keeping personal information private: identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Internet/Safety, use technology safely and respectfully, keeping personal information private: identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Input & Output Programmes, use sequence, selection and repetition in programs work with variables and various forms of input and output.	Input & Output Programmes, use sequence, selection and repetition in programs work with variables and various forms of input and output.
Religious Education	Religion & Rituals, the first introduction lesson will be to talk to the group about what religion and spiritual belief means, not everybody has one and we will be looking at various world religions.	Religion & Rituals, the first introduction lesson will be to talk to the group about what religion and spiritual belief means, not everybody has one and we will be looking at various world religions.	Judaism, the Ten Commandments, The Jewish Day called Shabbat, Bar Mitzvah and the Star of David.	Judaism, the Ten Commandments, The Jewish Day called Shabbat, Bar Mitzvah and the Star of David.
Music	History of Music, to learn about different genres, how they developed and where they belong in history.	History of Music, to learn about different genres, how they developed and where they belong in history.	Music Instrument, students learn an instrument with increasing skill and confidence	Music Instrument, students learn an instrument with increasing skill and confidence
Spanish	Listen & Respond, the students will listen to a range of different recordings and visitors speaking early Spanish, they will be encouraged to start learning simple vocabulary.	Listen & Respond, the students will listen to a range of different recordings and visitors speaking early Spanish, they will be encouraged to start learning simple vocabulary.	Conversation, engage in conversation, ask and answer questions:express opinions and respond to those of others, seek clarification and help, speak in sentences, using familiar vocabulary, phrases and basic language structures.	Conversation, engage in conversation, ask and answer questions:express opinions and respond to those of others, seek clarification and help, speak in sentences, using familiar vocabulary, phrases and basic language structures.
Physical Education	Football, develop the skill of attacking and defending, how to communicate with their peers and to work as a team.	Football, develop the skill of attacking and defending, how to communicate with their peers and to work as a team.	Football, develop the skill of attacking and defending, how to communicate with their peers and to work as a team.	Football, develop the skill of attacking and defending, how to communicate with their peers and to work as a team.
PSHEE	PSHEE Planning	PSHEE Planning	PSHEE Planning	PSHEE Planning

Spring Y1				
English	PLP	PLP	PLP	PLP
Mathematics	PLP	PLP	PLP	PLP
Science	PLP	PLP	PLP	PLP
History			Topic	Topic
Geography	Topic	Topic		
Art & Design				
Design Technology	Structure/Design/ Research Discovering different types of building design. Ie home/ school/leisure/industrial	Structure/Design/ Research Discovering different types of building design. Ie home/ school/leisure/industrial	Textiles Select from a wide range of materials and textiles, together with the components, tools to make something. Cutting, shaping, joining and finish. This may accumulate in making a garment using a sewing machine, a bird box or something more elaborate	Textiles Select from a wide range of materials and textiles, together with the components, tools to make something. Cutting, shaping, joining and finish. This may accumulate in making a garment using a sewing machine, a bird box or something more elaborate
Computing	Algorithms use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Algorithms use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Analysis and Evaluating of Data, design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems,	Analysis and evaluating of data, design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems,
Religious Education	Christianity looking at the how christianity differs in different countries, how it started and grew around the world. Good Friday and Easter Sunday.	Christianity looking at the how christianity differs in different countries, how it started and grew around the world. Good Friday and Easter Sunday.	Dawali, Festival of light, celebration, fireworks, festival of new beginnings	Dawali, Festival of light, celebration, fireworks, festival of new beginnings
Music	Musicianship, understands between creating a rhythm pattern and a pitch pattern, look at pulse/beat/temp, start using percussion. Study pitch also use parts of the body to make music i.e. hands and feet	Musicianship, understands between creating a rhythm pattern and a pitch pattern, look at pulse/beat/temp, start using percussion. Study pitch also use parts of the body to make music i.e. hands and feet	Music Instrument, students learn an instrument with increasing skill and confidence	Music Instrument, students learn an instrument with increasing skill and confidence
Spanish	Patterns & Sounds, students will continue to develop their understanding of spoken vocabulary including role play and games.	Patterns & Sounds, students will continue to develop their understanding of spoken vocabulary including role play and games.	Verbal & Structure, engage in conversations: ask and answer questions, express opinions and respond to those off others, seek clarification and help write phrases from memory and adapt these to create new sentences to express ideas clearly. Describe people, places, things and actions orally and in writing.	Verbal & Structure, engage in conversations: ask and answer questions, express opinions and respond to those off others, seek clarification and help write phrases from memory and adapt these to create new sentences to express ideas clearly. Describe people, places, things and actions orally and in writing.
Physical Education	Gymnastics, warm up and flexibility cardiovascular exercises and the importance of preparing the body for exercise, rolls and rotations, balance, jumps and leaps, vaulting and flight, Apparatus skills.	Gymnastics, warm up and flexibility cardiovascular exercises and the importance of preparing the body for exercise, rolls and rotations, balance, jumps and leaps, vaulting and flight, Apparatus skills.	Gymnastics, warm up and flexibility cardiovascular exercises and the importance of preparing the body for exercise, rolls and rotations, balance, jumps and leaps, vaulting and flight, Apparatus skills.	Gymnastics, warm up and flexibility cardiovascular exercises and the importance of preparing the body for exercise, rolls and rotations, balance, jumps and leaps, vaulting and flight, Apparatus skills.
PSHEE	PSHEE Planning	PSHEE Planning	PSHEE Planning	PSHEE Planning

Summer Y1				
English	PLP	PLP	PLP	PLP
Mathematics	PLP	PLP	PLP	PLP
Science	PLP	PLP	PLP	PLP
History	Topic	Topic		
Geography			Topic	Topic
Art & Design	Artists, Designers and Architects to visit the local designer and artist of the piece 'Dynamos' by Bushra Fakhouy with her two sculptures in Cambridge, the students will visit her workshop and see how the masterpieces were created then taking what they have learnt, apply to clay work in school.	Artists, Designers and Architects to visit the local designer and artist of the piece 'Dynamos' by Bushra Fakhouy with her two sculptures in Cambridge, the students will visit her workshop and see how the masterpieces were created then taking what they have learnt, apply to clay work in school.	Artists, Designers and Architects explore the history of famous artists. designers and architects and their work in the UK and around the world.	Artists, Designers and Architects explore the history of famous artists. designers and architects and their work in the UK and around the world.
Design Technology				
Computing	Programming, design, write and debug simple programmes, solve problems.	Programming, design, write and debug simple programmes, solve problems.	Newsletter, compile and construct our own newsletter using Canva to be sent to parents.	Newsletter, compile and construct our own newsletter using Canva to be sent to parents.
Religious Education	Pilgrimages, the students will look at sacred journeys undertaken for spiritual purpose, looking at pilgrimage for the purpose of values or truth.	Pilgrimages, the students will look at sacred journeys undertaken for spiritual purpose, looking at pilgrimage for the purpose of values or truth.	Muslim, based on world views, fixed divine verities, values and criteria	Muslim, based on world views, fixed divine verities, values and criteria
Music	Instruments, learn about different instruments and make their own using recycled materials.	Instruments, learn about different instruments and make their own using recycled materials.	Music Instrument, students learn an instrument with increasing skill and confidence	Music Instrument, students learn an instrument with increasing skill and confidence
Spanish	Explore and Link, explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Explore and Link, explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Reading Aloud: a variety of short stories out loud and discussing these in Spanish.	Reading Aloud: a variety of short stories out loud and discussing these in Spanish.
Physical Education	Swimming, Swim at least 25 meters proficiently and confidently, use a variety of strokes such as breaststroke, front crawl and backstroke. Water Safety, entering and exiting the water without assistance.	Swimming, Swim at least 25 meters proficiently and confidently, use a variety of strokes such as breaststroke, front crawl and backstroke. Water Safety, entering and exiting the water without assistance.	Swimming, Swim at least 25 meters proficiently and confidently, use a variety of strokes such as breaststroke, front crawl an backstroke. Water Safety, entering and exiting the water without assistance.	Swimming, Swim at least 25 meters proficiently and confidently, use a variety of strokes such as breaststroke, front crawl an backstroke. Water Safety, entering and exiting the water without assistance.
PSHEE	PSHEE Planning	PSHEE Planning	PSHEE Planning	PSHEE Planning

Autumn Y2				
English	PLP	PLP	PLP	PLP
Mathematics	PLP	PLP	PLP	PLP
Science	PLP	PLP	PLP	PLP
History			Topic	Topic
Geography	Topic	Topic		
Art & Design				
Design Technology	Design, introduction to research and team work, evaluation and brainstorming, students will generate a model and communicate their ideas through discussion, covering sketches, cross-sections, prototypes, pattern pieces etc.	Design, introduction to research and team work, evaluation and brainstorming, students will generate a model and communicate their ideas through discussion, covering sketches, cross-sections, prototypes, pattern pieces etc.	Healthy Eating, looking at different types of food and food categories, looking at the food pyramid, designing a menu for the week of nutritious benefit to a range of people and needs. Looking at the how to combine the food pyramid. Keeping a diary of our own eating. Making a snack that is both healthy and nutritious and sharing it. (Mini Masterchef).	Healthy Eating, looking at different types of food and food categories, looking at the food pyramid, designing a menu for the week of nutritious benefit to a range of people and needs. Looking at the how to combine the food pyramid. Keeping a diary of our own eating. Making a snack that is both healthy and nutritious and sharing it. (Mini Masterchef).
Computing	Storage, use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Storage, use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Internet, students learn about misinformation, disinformation, fake news, scams, AI fake images etc and how to spot these.	Internet, students learn about misinformation, disinformation, fake news, scams, AI fake images etc and how to spot these.
Religious Education	Buddhism, learn about the religion of Buddhism about Nirvana Day and Annual festivals.	Buddhism, learn about the religion of Buddhism about Nirvana Day and Annual festivals.	Sikhism, uncut hair, s steel bracelet, a wooden comb, cotton underwear, steel sword.	Sikhism, uncut hair, s steel bracelet, a wooden comb, cotton underwear, steel sword.
Music	Sounds & Rhythm, develop an understanding of musical composition, organising and manipulating ideas within musical structures	Sounds & Rhythm, develop an understanding of musical composition, organising and manipulating ideas within musical structures	Singing and Expression different styles, play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Singing and Expression different styles, play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Spanish	Pronunciation, develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Pronunciation, develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Composition, writing short stories and reading these out loud with increasing confidence.	Composition, writing short stories and reading these out loud with increasing confidence.
Physical Education	Dance: Different styles of dance from around the world. Specialist teacher/s will teach the children for end of term show.	Dance: Different styles of dance from around the world. Specialist teacher/s will teach the children for end of term show.	Dance: Different styles of dance from around the world. Specialist teacher/s will teach the children for end of term show.	Dance: Different styles of dance from around the world. Specialist teacher/s will teach the children for end of term show.
PSHEE	PSHEE Planning	PSHEE Planning	PSHEE Planning	PSHEE Planning

Spring Y2				
English	PLP	PLP	PLP	PLP
Mathematics	PLP	PLP	PLP	PLP
Science	PLP	PLP	PLP	PLP
History	Topic	Topic		
Geography			Topic	Topic
Art & Design	Painting: Different Methods, students will use various methods of painting, screen/block/ watercolour/oil/canvas/ paper/wood etc	Painting: Different Methods, students will use various methods of painting, screen/block/ watercolour/oil/canvas/ paper/wood etc	Sculpting, design and create sculptures in a variety of materials including using clay, paper mache, metal etc.	Sculpting, design and createsculptures in a variety of materials including using clay, paper mache, metal etc.
Design Technology				
Computing	Networks/apps apply their understanding of computing to program, monitor and control their products, Analysis success/ failure	Networks/apps, apply their understanding of computing to program, monitor and control their products, Analysis success/ failure	Computer Science, select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting date and information.	Computer Science, select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting date and information.
Religious Education	Islam, the five pillars of Islam, The Quar/an, The Prophet Muhammad, The Mosque Festivals of Islam, Early Islam civilisation.	Islam, the five pillars of Islam, The Quar/an, The Prophet Muhammad, The Mosque Festivals of Islam, Early Islam civilisation.	Places of Worship explore different places of worship around the world and how they are designed for religion.	Places of Worship explore different places of worship around the world and how they are designed for religion.
Music	Reading Music, learn to read musical notation for a range of different music and purposes.	Reading Music, learn to read musical notation for a range of different music and purposes.	Composition, students compose a short piece of music to play.	Composition, students compose a short piece of music to play.
Spanish	Conversation, engage in conversation, ask and answer questions:express opinions and respond to those of others, seek clarification and help, speak in sentences, using familiar vocabulary, phrases and basic language structures.	Conversation, engage in conversation:ask and answer questions, express opinions and respond to those of others, seek clarification and help, speak in sentences, using familiar vocabulary, phrases and basic language structures.	Drama, students will write and perform a series of short pieces of drama in Spanish.	Drama, students will write and perform a series of short pieces of drama in Spanish.
Physical Education	Tennis, footwork, how to control a ball with a racket, backhand, serving,	Tennis, footwork, how to control a ball with a racket, backhand, serving,	Tennis, footwork, how to control a ball with a racket, backhand, serving,	Tennis, footwork, how to control a ball with a racket, backhand, serving,
PSHEE	PSHEE Planning	PSHEE Planning	PSHEE Planning	PSHEE Planning

Summer Y2				
English	PLP	PLP	PLP	PLP
Mathematics	PLP	PLP	PLP	PLP
Science	PLP	PLP	PLP	PLP
History			Topic	Topic
Geography	Topic	Topic		
Art & Design				
Design Technology	Mechanisms Investigate and analyise a range of existing products, understand how electricity systems work and the connection of batteries and wheels. `look at switches and bulbs, buzzers and motors, Design a prototype of something that will be useful and has a purpose, monitor and control of their prototype.	Mechanisms Investigate and analyise a range of existing products, understand how electricity systems work and the connection of batteries and wheels. `look at switches and bulbs, buzzers and motors, Design a prototype of something that will be useful and has a purpose, monitor and control of their prototype.	Prepare a Savoury Dish, produce and research local food producers. Research different cultures and their preference of foods look at the BMI of different cultures ultimately preparing a nutrious lunch based on previous research.	Prepare a Savoury Dish, produce and research local food producers. Research different cultures and their preference of foods look at the BMI of different cultures ultimately preparing a nutrious lunch based on previous research.
Computing	Search Engines, use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.	Search Engines, use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.	Design a Website, this will take into account all they have learnt in the computing lessons, the students will brainstorm their ideas and take on opinions, this can either be worked on as a group a pair or an individual. The websites will be available for the parents to view at the end of year exhibition.	Design a Website, this will take into account all they have learnt in the computing lessons, the students will brainstorm their ideas and take on opinions, this can either be worked on as a group a pair or an individual. The websites will be available for the parents to view at the end of year exhibition.
Religious Education	Humanism, Non-religious, focus on human well-being, rational, evolution, mortality,	Humanism, Non-religious, focus on human well-being, rational, evolution, mortality,	Catholicism, Learning the rosary, church roles, Catholic Saints, Roman Catholic prayer, Apostles.	Catholicism, Learning the rosary, church roles, Catholic Saints, Roman Catholic prayer, Apostles.
Music	End of Year Performance, students learn a piece of music to perform at the end of year show.	End of Year Performance, students learn a piece of music to perform at the end of year show.	End of Year Performance, students learn a piece of music either individually or as a group to play at the end of year show.	End of Year Performance, students learn a piece of music either individually or as a group to play at the end of year show.
Spanish	Understanding & using Grammar in Sentences, broaden the us of vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a dictionary and the correct use of grammar.	Understanding & using Grammar in Sentences, broaden the use of vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a dictionary and the correct use of grammar.	People, Places, Objects. study the regions of Spain, the words and language used for certain objects and their uses. Also look at culture, food, dance national and regional holidays and why and how they are celebrated.	People, Places, Objects. study the regions of Spain, the words and language used for certain objects and their uses. Also look at culture, food, dance national and regional holidays and why and how they are celebrated.
Physical Education	Track Events, students will continue to apply and develop broader range of skills, develop an understanding of how to improve in different physical activities and how to evaluate and recognise their own success	Track Events, students will continue to apply and develop broader range of skills, develop an understanding of how to improve in different physical activities and how to evaluate and recognise their own success	Track Events, students will continue to apply and develop broader range of skills, develop an understanding of how to improve in different physical activities and how to evaluate and recognise their own success	Track Events, students will continue to apply and develop broader range of skills, develop an understanding of how to improve in different physical activities and how to evaluate and recognise their own success
PSHEE	PSHEE Planning	PSHEE Planning	PSHEE Planning	PSHEE Planning

Appendix C - Overarching Themes, Topic and PBL

	Year 3 & 4		Year 5 & 6	
	Topic	**PBL/SDG Goal**	**Topic**	**PBL/SDG Goal**
Autumn Term	Neolithic, Bronze and Iron Age	9 - Innovation	Physical Features	Learner Choice
Spring Term	Europe & The Americas	11 - Sustainable Cities	Ancient Egypt	2 - End Hunger
Summer Term	The Inca Empire	16 - Peace	Urban Development & Land Use	9 - Industry
Autumn Term	The UK	7 - Clean Energy	Kings & Queens	6. Clean Water
Spring Term	Anglo Saxons & Vikings	Learner Choice	The Amazon Rainforest	13 - Climate Change
Summer Term	The Globe	12 - Responsible Consumption	Historic London	1 - Poverty
Autumn Term	Roman Empire	Learner Choice	The Oceans	14 - Conservation
Spring Term	Europe	10 - Reduce Inequalities	World War 1 & 2	16 - Peace & Justice
Summer Term	Shang Dynasty & Ancient China	8 - Decent Work & Economic Growth	Climate & Natural Disasters	13 - Climate Change
Autumn Term	Weather	13 - Climate Change	Ancient Greece	4 - Quality Education
Spring Term	Mayan Civilization	Learner Choice	Immigration	5 - Gender Equality
Summer Term	Local Geography Study	3 - Good Health & Wellbeing	Field Skills and PGL Trip	15 - Life on Land

Subject to adaptation & planning depending on extent of subject content and time required for completion.

Appendix D - Project Based Planner

Project Planner

Title:	
Grade/Subject:	Time:

The **Launch Phase** is the introduction to the project for students. The purpose is to get students excited and interested in the themes of the project and also to give students an overall understanding of what they will be doing and learning.

Big Questions	
Our Questions:	Are your questions: Open ended Not one *right* answer Connected to the real-world Interesting to kids
Launch Event	
Our Launch Event:	Is your Launch Event: Fun and interesting to kids Related to the theme and questions of the project Unique and memorable for students

Tips:

- The Launch Phase should include going over the whole project with students, including the Project Information Hand-Out, Project Calendar, student tools, etc.
- The more excited the teachers are, the more excited kids will be! Don't be afraid to be goofy, playful and creative!

The **Plan Phase** is a time for students to dig into what is needed for them to complete the project.
This should be a **combination** pre- determined learning set by the teacher and student-driven questions/research.

Teacher-Led Learning (Workshops)

Knowledge Workshops: Skills Workshops:	Are workshops: Needed by students to complete the project Exciting for students Designed to spark curiosity

Student Planning

What opportunities will students have to plan their project? (Develop questions, research, plan/ manage time)	Are students: Asking questions Researching Using teachers to get knowledge when it's relevant Planning their time Creating their own learning goals (knowledge and skills)

Tips:

- Teacher-Led workshops should be minimal and should be responsive to the needs of students (at least in theory)
- Students will need time and support to plan their projects, this can be seen as an opportunity to develop skills

The **Create Phase** is when students *"Learn by Doing"* and go through the process of creating their products. This phase works in tandem with the Critique Phase as students create drafts, give and receive feedback and redraft their work. This process is where students discover, try, fail and reflect.

Product 1:

Materials Needed:	Success Criteria (What will students need to include? What quality of work is expected?)

Product 2:

Materials Needed:	Success Criteria (What will students need to include? What quality of work is expected?)

Product 3:

Materials Needed:	Success Criteria (What will students need to include? What quality of work is expected?)

Tips:

- Products can be any outcome that students are creating. They can be physical products (3-D model), virtual products (film) or more traditional things like essays and final presentations.
- Success Criteria can be determined with students by looking at examples of products found it the real world. A lesson could be centered around the idea: "What makes a good _____" to define requirements and quality.
- Products can also be defined by students. Some projects will require that students decide what products they will make, but the teacher should still play a role in determining the Success Criteria with student input.

The **Critique Phase** is how students give and receive feedback on their work to improve the work itself and to share ideas with others. This phase is used in connection with the Create Phase and be integrated formally or informally as many times as necessary. Feedback may be peer-to-peer, teacher-student, self, external expert-student, etc. A variety of models should be used with each project.

Product 1:		
Benchmark:	Critique Focus:	Have we: Provided models Developed Success Criteria with students Student-Student feedback Teacher-Student feedback
Product 2:		
Benchmark:	Critique Focus:	Have we: Provided models Developed Success Criteria with students Student-Student feedback Teacher-Student feedback
Product 3:		
Benchmark:	Critique Focus:	Have we: Provided models Developed Success Criteria with students Student-Student feedback Teacher-Student feedback

Tips:

- Feedback should always be Kind, Helpful and Specific!
- Focus on only **ONE,** specific thing at a time.
- Areas for feedback should come from the Success Criteria to provide consistency with language and goals for the project.
- Model with your own work! Take your project and have students give YOU feedback to model what good feedback is and how the project owner can reflect and use it afterwards.

The **Exhibition Phase** is how students share their learning with an authentic audience. Preparation for Exhibition can be stressful, so it is important to include and engage students in the process as much as possible. It's another opportunity for students to own the project. Exhibition should include a presentation of learning (knowledge, skills) final products and the process.

Audience

Our Audience is:

Event Details

Preparation

How will students be prepared to talk about their learning? Present their projects?

Space

Where will students be during Exhibition?
How will audience members "flow" through the space?
How will we transform the space to fit the theme of the project?

Tips:

- Planning Exhibition can be seen as a "mini-project" if students are involved. Consider forming Exhibition Groups where students plan for food/drink, programs, Social Media, etc.
- As stressful as Exhibition can be, this is the students time to shine! Remember to relax, step back and celebrate the hard work students have done in the project. Take pictures!
- Consider getting feedback from the Exhibition participants: Was student learning evident? What could be better next time?

The final phase of the project is the **Reflection Phase.** This is when students think about their experience in the project and reflect upon the knowledge and skills they have learned. Even if students have not mastered all of the academic content or have struggled with skills, the focus should be on honest discussion around growth. The Reflection Phase is also a perfect time to get feedback on the project and how it can be improved next time.

Individual Reflection

How will students reflect on their learning (knowledge and skills)?

How will students get feedback on their learning (assessment) from the teacher?

Project Feedback

How will you get feedback about what students experienced in this project? (What they enjoyed, what was difficult, what could be done differently next time?)

Tips:

- Students who keep frequent documentation during the project are more likely to engage in deep and meaningful reflection at the end of a project. This can be in the form of a digital (or paper) portfolio, completed each week with written reflections and photos to capture learning.
- Holding individual discussions with each student post-project are a great way to hear how students have experienced a project and an opportunity to give them feedback on their learning.
- It can be tempting to skip the Reflection Phase after a great exhibition, but this is a very crucial step to elevating the rigor of a project and providing opportunities for growth.
- Make sure to allow for significant time for this phase when doing the project calendar.