



**Inclusion** is at the **heart** of our trust

## Long Term/Curriculum Plan

**School:**

**Crosshill School**

**Subject:**

**Creative Curriculum**

# Curriculum Planning

at Oak Learning Partnership



## Long Term Plans

(Year/Pathway Group Overviews)

- Curriculum content on what students will learn about the subject content and about the logical order for teaching the content.
- Clear five/three year progression through the curriculum, which includes: key topics, termly knowledge and skills.
- Each year group/pathway individually broken down with unit overviews.
- Details around prior learning required.
- Clear end points and assessment information.
- Adaptations and key concepts mapped out.



## Medium Term Plans

(Unit of Work for Each Year Group/Pathway)

- Each unit broken down by individual lessons.
- Specific pedagogical choices detailed, with links to appropriate resources.



## Phase Lesson Plans

Lesson by lesson planning, using all of the above to achieve curriculum aims, adapted for class needs.

<b>Curriculum Leadership</b>	This scheme of learning is a collaborative piece of inter departmental work that combines the skills and knowledge from across subjects and pathways. The subject middle leaders include; Charlie Turner – Creative Lead, Katie Phillips – Science and Technology Lead and Matt Crawford – Humanities Lead. Furthermore the scheme of learning has been heavily planned by Primary Lead, Laura Whittle and supported by Senior Leaders.
<b>School Intent</b>	<p>Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: <b>Inspire, Explore and Discover</b>. Within these pathways students needs are identified as formal, semi-formal and emergent learning styles. Each pathway has a bespoke curriculum and particular learning approach that enables all of our students to flourish. Throughout all pathways we build the curriculum around 6 main outcomes to ensure our students will:</p> <ul style="list-style-type: none"> <li>• <b>Know themselves</b></li> <li>• <b>Possess functional skills</b></li> <li>• <b>Be independent</b></li> <li>• <b>Be good communicators</b></li> <li>• <b>Be curious learners</b></li> <li>• <b>Be prepared for adulthood</b></li> </ul> <p>The outcomes above are personalised around the three identified pathways and leaders carefully craft personalised curriculum provision to meet the needs of the learners within the pathways. Students may transition into different pathways whilst they are at Crosshill. We recognise that as our young people develop and grow, so does their need for different skills, learning approaches and experiences. We are a responsive provision and review individual students' needs.</p>
<b>Subject Intent</b>	<p>The Creative Curriculum is designed for pupils working within our Discover and Explore pathways, and it aims to provide rich, multisensory, and meaningful learning experiences through a carefully structured thematic approach. Through engaging topics, students develop their knowledge, skills, and understanding across a wide range of subjects, including art, music, drama, product design, science, computing, history, and geography.</p> <p>Central to the Creative Curriculum is our commitment to the six key outcomes that underpin all learning at Crosshill School whilst also placing a strong emphasis on the development of speaking and listening skills, recognising them as vital tools for</p>

	<p>communication, social interaction, and learning. Pupils are supported to express themselves confidently, engage in collaborative learning, and use language purposefully in a range of contexts.</p> <p>Our curriculum is underpinned by opportunities to foster independence, encouraging students to make choices, solve problems, and manage their own learning as far as possible. We also prioritise preparation for adulthood, embedding practical life skills, personal development, and opportunities for creativity and expression throughout the thematic content.</p>
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<b>Key Stage 2, National Curriculum Aims</b>	<ul style="list-style-type: none"> <li>• <b>Speak clearly and confidently</b> in a range of contexts.</li> <li>• <b>Listen and respond appropriately</b> to others, including asking relevant questions.</li> <li>• <b>Participate in discussions</b>, presentations, debates, and performances.</li> <li>• <b>Use spoken language effectively</b> for different purposes – e.g., to explain, describe, narrate, persuade, or entertain.</li> <li>• <b>Develop vocabulary and grammar</b> through speaking and listening.</li> <li>• <b>Adapt speech</b> to suit formal and informal situations.</li> <li>• <b>Work collaboratively in groups</b>, taking turns and showing respect for others' ideas</li> </ul>	<b>Key Stage 3, National Curriculum Aims</b>	<ul style="list-style-type: none"> <li>• <b>Speak fluently and confidently</b> in formal and informal contexts.</li> <li>• <b>Use Standard English</b> where appropriate.</li> <li>• <b>Participate actively</b> in discussions, debates, and presentations.</li> <li>• <b>Listen and respond thoughtfully</b> to others' ideas and viewpoints.</li> <li>• <b>Build on others' contributions</b>, asking questions and challenging ideas respectfully.</li> <li>• <b>Adapt language and tone</b> for audience, purpose, and context.</li> <li>• <b>Express ideas clearly and persuasively</b>, using evidence where needed</li> </ul>
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Primary Explore/Discover	KS3 Explore/Discover	KS4 Explore/Discover
<b>Autumn Term</b>		
<b>Text: When I was a Child</b>	<b>Text: Stubby: A Story of True Friendship</b>	<b>Text: The Lion and the Unicorn</b>
Skills: The intent of the scheme of learning is for the students to develop and acquire key skills and application of Speaking and Listening, English. Skills are assessed through Crosshill milestones for Speaking and Listening Speaking and listening skills focus on developing pupils' ability to communicate clearly, listen attentively, and respond appropriately. Through this SOL students will learn to express ideas, ask and answer questions, take turns in conversation, and adapt their speech and communication for different purposes and audiences. They will also build confidence in group discussions, role-play, storytelling, and presenting information orally. Listening involves understanding and responding to others with increasing attention and sensitivity.		
Knowledge: In <b>Art</b> , they can express their own memories or feelings through drawing, painting, or collage. <b>Drama</b> allows them to act out past and present experiences, building confidence, communication, and emotional understanding. In <b>Music</b> , students can explore songs from different times or cultures, using rhythm and sound to connect with emotions and personal stories.	Knowledge: In <b>Humanities</b> , they learn about World War I, life in the trenches, and the real role of animals in wartime, building historical understanding and empathy. In <b>Art</b> , students can explore wartime imagery and express themes like bravery and loyalty through drawing or sculpture. <b>Drama</b> offers opportunities to role-play scenes, helping develop communication, emotion recognition, and storytelling. In <b>Music</b> , students can explore the sounds of war and peace through rhythm, percussion, and mood, enhancing sensory awareness and emotional expression.	Knowledge: <b>Art</b> , they explore symbolism and emotional expression through visual imagery like the unicorn statue and the secret garden. In <b>Drama</b> , they develop empathy and communication through role-play and character exploration. In <b>Music</b> , they interpret mood and setting using soundscapes. Through <b>Humanities</b> , they learn about World War II, evacuation, identity, and personal resilience, helping them connect history to human experiences and emotions.
<b>Spring A</b>		
<b>Text: Whatever Next!</b>	<b>Text: Jack's Fantastic Voyage</b>	<b>Text: One Plastic Bag</b>
Skills: The intent of the scheme of learning is for the students to develop and acquire key skills and application of Speaking and Listening, English. Skills are assessed through Crosshill milestones for Speaking and Listening Speaking and listening skills focus on developing pupils' ability to communicate clearly, listen attentively, and respond appropriately. Through this SOL students will learn to express ideas, ask and answer questions, take turns in conversation, and adapt their speech for different purposes and audiences. They will also build confidence in group discussions, role-play, storytelling, and presenting information orally. Listening involves understanding and responding to others with increasing attention and sensitivity.		
Knowledge: Exploring the key themes in <i>Whatever Next!</i> helps primary autistic children develop a wide range of knowledge and skills across the curriculum. Through drama they learn to communicate, role-	Knowledge: Students will take part in a series of creative lessons around the book Jack's Fantastic Voyage. They will have the opportunity to listen to the story and explore it through <b>drama</b> and <b>music</b> . The	Knowledge: Pupils will explore the story of One Plastic Bag. They will develop their knowledge, skills and understanding of key themes in the book through a

play, express emotions and understand simple story sequences. Art activities teach them to explore textures, colours and materials while designing rockets and moon scenes. Music enables them to recognise sounds, create rhythms and express feelings through instruments. Technology activities support their understanding of cause and effect, using buttons, lights and simple digital tools to link with rocket controls and space exploration. Across all areas, children build important speaking and listening skills by following instructions, making choices, learning new vocabulary and expressing ideas about the story.	students will discuss a range of relationships and explore different artists and how their styles can be used to create a range of landscapes. Within this unit, students will explore the art and art animals. Students will learn about the past and people who have impacted on sea <b>history</b> , learn how to use directions and create algorithms. There will be opportunities for students to use their independence in short journeys by foot, using local transport and organising a day trip to a seaside town. The unit will finish with a celebration shared with school, family, and friends, showcasing all their new learnt knowledge and skills about the coast, art, pirates, seaside towns, jobs linked to coastal towns and artistic landscape work.	cross-curricular approach encompassing <b>art, music, drama, science, product design, humanities</b> and <b>computing</b> . The book will also allow opportunities for pupils to explore <b>food technology</b> and <b>PHSE</b> . Key themes of learning include: geographical features, African culture/music/art/dance/food/animals, impact of litter/plastic to the environment, recycling.
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## Spring B

<b>Text: The Snail and the Whale</b>	<b>Text: Leo and the Octopus</b>	<b>Text: One World: 24 Hours on Planet Earth</b>
Skills: The intent of the scheme of learning is for the students to develop and acquire key skills and application of Speaking and Listening, English. Skills are assessed through Crosshill milestones for Speaking and Listening Speaking and listening skills focus on developing pupils' ability to communicate clearly, listen attentively, and respond appropriately. Through this SOL students will learn to express ideas, ask and answer questions, take turns in conversation, and adapt their speech for different purposes and audiences. They will also build confidence in group discussions, role-play, storytelling, and presenting information orally. Listening involves understanding and responding to others with increasing attention and sensitivity.		
Knowledge: TBC	Knowledge: TBC	Knowledge: TBC

## Summer A

<b>Text: Walking through the Jungle</b>	<b>Text: The Curse of the Tomb Robbers</b>	<b>Text: Escape from Pompeii</b>
Skills: The intent of the scheme of learning is for the students to develop and acquire key skills and application of Speaking and Listening, English. Skills are assessed through Crosshill milestones for Speaking and Listening Speaking and listening skills focus on developing pupils' ability to communicate clearly, listen attentively, and respond appropriately. Through this SOL students will learn to express ideas, ask and answer questions, take turns in conversation, and adapt their speech for different purposes and audiences. They will also build confidence in group discussions, role-play, storytelling, and presenting information orally. Listening involves understanding and responding to others with increasing attention and sensitivity.		

Knowledge:TBC	Knowledge: TBC	Knowledge: TBC
<b>Summer B</b>		
<b>Text: Lucy and Tom at the Seaside</b>	<b>Text: Operation Alphabet</b>	<b>Text: If all the world were ..</b>
Skills: The intent of the scheme of learning is for the students to develop and acquire key skills and application of Speaking and Listening, English. Skills are assessed through Crosshill milestones for Speaking and Listening Speaking and listening skills focus on developing pupils' ability to communicate clearly, listen attentively, and respond appropriately. Through this SOL students will learn to express ideas, ask and answer questions, take turns in conversation, and adapt their speech for different purposes and audiences. They will also build confidence in group discussions, role-play, storytelling, and presenting information orally. Listening involves understanding and responding to others with increasing attention and sensitivity.		
Knowledge: TBC	Knowledge: TBC	Knowledge: TBC

\*Please note that because this scheme of learning is just being written the leaders are working year by year in its creation, this scheme of learning will follow a three year cycle.