



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.

Curriculum Leadership	<p>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.</p>
School Intent	<p>Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: Inspire, Explore and Discover. 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"> • Know themselves • Possess functional skills • Be independent • Be good communicators • Be curious learners • Be prepared for adulthood <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>
Subject Intent	<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>

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.

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.

Key Stage 2, National Curriculum Aims

- **Speak clearly and confidently** in a range of contexts.
- **Listen and respond appropriately** to others, including asking relevant questions.
- **Participate in discussions**, presentations, debates, and performances.
- **Use spoken language effectively** for different purposes – e.g., to explain, describe, narrate, persuade, or entertain.
- **Develop vocabulary and grammar** through speaking and listening.
- **Adapt speech** to suit formal and informal situations.
- **Work collaboratively in groups**, taking turns and showing respect for others' ideas

Key Stage 3, National Curriculum Aims

- **Speak fluently and confidently** in formal and informal contexts.
- **Use Standard English** where appropriate.
- **Participate actively** in discussions, debates, and presentations.
- **Listen and respond thoughtfully** to others' ideas and viewpoints.
- **Build on others' contributions**, asking questions and challenging ideas respectfully.
- **Adapt language and tone** for audience, purpose, and context.
- **Express ideas clearly and persuasively**, using evidence where needed

Primary Explore/Discover	KS3 Explore/Discover	KS4 Explore/Discover
Autumn Term		
Text: When I was a Child	Text: Stubby: A Story of True Friendship	Text: The Lion and the Unicorn
<p>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.</p>		
<p>Knowledge: In Art, they can express their own memories or feelings through drawing, painting, or collage. Drama allows them to act out past and present experiences, building confidence, communication, and emotional understanding. In Music, students can explore songs from different times or cultures, using rhythm and sound to connect with emotions and personal stories.</p>	<p>Knowledge: In Humanities, they learn about World War I, life in the trenches, and the real role of animals in wartime, building historical understanding and empathy. In Art, students can explore wartime imagery and express themes like bravery and loyalty through drawing or sculpture. Drama offers opportunities to role-play scenes, helping develop communication, emotion recognition, and storytelling. In Music, students can explore the sounds of war and peace through rhythm, percussion, and mood, enhancing sensory awareness and emotional expression.</p>	<p>Knowledge: Art, they explore symbolism and emotional expression through visual imagery like the unicorn statue and the secret garden. In Drama, they develop empathy and communication through role-play and character exploration. In Music, they interpret mood and setting using soundscapes. Through Humanities, they learn about World War II, evacuation, identity, and personal resilience, helping them connect history to human experiences and emotions.</p>
Spring A		
Text: Whatever Next!	Text: Jack's Fantastic Voyage	Text: One Plastic Bag
<p>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.</p>		
<p>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-</p>	<p>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 drama and music. The</p>	<p>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</p>

<p>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.</p>	<p>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 arctic and arctic animals. Students will learn about the past and people who have impacted on sea history, 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, arctic, pirates, seaside towns, jobs linked to coastal towns and artistic landscape work.</p>	<p>cross-curricular approach encompassing art, music, drama, science, product design, humanities and computing. The book will also allow opportunities for pupils to explore food technology and PHSE. Key themes of learning include: geographical features, African culture/music/art/dance/food/animals, impact of litter/plastic to the environment, recycling.</p>
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Spring B

Text: The Snail and the Whale	Text: Leo and the Octopus	Text: One World: 24 Hours on Planet Earth
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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.

<p>Knowledge: Exploring the key themes in <i>The Snail and the Whale</i> helps primary autistic children develop a wide range of knowledge and skills across the curriculum. Through drama they learn to communicate, role-play, express emotions and understand simple story sequences. Art activities teach them to explore textures, colours and materials while designing the animals included in the story and ocean scenes. Music enables them to recognise sounds, create rhythms and express feelings through instruments. Technology activities support their understanding of</p>	<p>Knowledge: Students will take part in a series of creative lessons around the book <i>Leo and the Octopus</i>. They will have the opportunity to listen to the story and explore it through drama and music. The 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, learners will explore marine animals through biological science, focusing on Octopus facts. There will be opportunities for students to practice emotional regulation and resilience going somewhere new. Students will be</p>	<p>Knowledge: Pupils will explore the story of <i>One World: 24 Hours on Planet Earth</i>. They will have the opportunity to listen to the story and explore it through drama and music. The students will discuss a range of relationships and explore different artists and how their styles can be used to create a range of landscapes. Through the story, learners will be introduced to diverse cultures will be explored through music and</p>
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cause and effect, using buttons, lights, and simple digital tools to link with ocean 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.	given the opportunity to experience marine life with possible aquarium trips, including opportunities to practice their friendship and social skills.	humanities. Throughout, the book explores the diversity of the ecosystem linking to the study of animals and their connection to earth through science. The book will also allow opportunities for pupils to explore food technology and PHSE. Students will be given the opportunity to experience marine life with possible aquarium trips, including opportunities to practice their friendship and social skills.
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Summer A

Text: Walking through the Jungle

Text: The Curse of the Tomb Robbers

Text: Escape from Pompeii

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 *Animal Boogie* helps primary autistic children develop a wide range of knowledge and skills across the curriculum. Through **drama** they learn to communicate, role-play, express emotions and understand simple story sequences. **Art** activities teach them to explore textures, colours and materials while designing the animals included throughout the story. **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 jungle exploration. Across all areas, children build important speaking and listening skills by

Knowledge:
Through the creative curriculum theme inspired by *The Curse of the Tomb Raiders*, pupils will develop a rich understanding of music, art, drama, science and humanities by exploring Ancient Egyptian culture and archaeological discovery. In **music**, they will build knowledge of rhythm, structure and instrumentation to compose atmospheric soundscapes that evoke the tension and mystery of the story. In art, pupils will refine skills in drawing, mixed media and symbolic design to create detailed artefact illustrations, tomb murals and narrative artwork. **Drama** will deepen their ability to use voice, movement and characterisation as they recreate scenes, investigate motivations, and explore

Knowledge:
Through the creative curriculum theme inspired by *Escape from Pompeii*, pupils will deepen their knowledge and skills across music, art, drama, science and the humanities by exploring life in Ancient Rome and the eruption of Mount Vesuvius. In **music**, pupils will develop understanding of tempo and variety as they create soundscapes that reflect the contrasting moods of bustling Pompeii and the dramatic volcanic eruption. In **art**, they will refine techniques in sketching, colour blending and composition to produce Roman-style mosaics, capturing movement and emotion. **Drama** will strengthen pupils' abilities to use voice, expression and improvisation as they re-enact

<p>following instructions, making choices, learning new vocabulary, and expressing ideas about the story.</p>	<p>suspense through performance. In science, pupils will develop enquiry skills by investigating materials, preservation and simple forces linked to tomb construction and archaeological tools. Within humanities, they will expand historical and geographical understanding by examining Ancient Egyptian civilisation, mapping key locations, and interpreting sources to compare past and present. Together, these experiences build creativity, critical thinking and cross-curricular knowledge rooted in the novel's themes of exploration, mystery and cultural heritage.</p>	<p>scenes, explore character viewpoints and convey tension through performance. In science, pupils will build enquiry skills and secure knowledge of rocks, states of matter and natural processes by investigating volcanic activity and its effects on the environment. Within humanities, they will broaden historical and geographical understanding by studying Roman civilisation, reading historical accounts, interpreting primary sources and mapping the impact of Vesuvius across the region. Together, these learning experiences promote creativity, critical thinking and cross-curricular understanding grounded in the story's themes of community, courage and natural disaster.</p>
<h2>Summer B</h2>		
<p>Text: Lucy and Tom at the Seaside</p>	<p>Text: Operation Alphabet</p>	<p>Text: If all the world were ..</p>
<p>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.</p>		
<p>Knowledge: Exploring the key themes in <i>Lucy and Tom at the Seaside</i> helps primary autistic children develop a wide range of knowledge and skills across the curriculum. Through drama they learn to communicate, role-play familiar experiences, express emotions and understand simple story sequences such as preparing for a trip, travelling, and exploring the beach. Art activities teach them to explore textures, colours and materials while creating seaside scenes, including sand,</p>	<p>Knowledge: Through the creative curriculum theme inspired by <i>Operation Alphabet</i>, pupils will develop a rich understanding of music, art, drama, science and humanities through an engaging exploration of mystery, codes and secret missions. In music, they will build knowledge of rhythm, pattern and sound to compose coded sequences and create sound effects that reflect tension, stealth and discovery. In art, pupils will refine skills in drawing, printing and design as they create</p>	<p>Knowledge: Through the creative curriculum theme inspired by <i>If All the World Were...</i>, pupils will deepen their knowledge and skills across music, art, drama, science and the humanities by exploring nature, growth and the interconnectedness of the world. In music, pupils will develop awareness of tempo, pitch and mood as they create gentle soundscapes that reflect changing seasons, weather and natural environments described in the text. In art, they will refine techniques in</p>

<p>shells, water and sky. Music enables children to recognise sounds like waves and seagulls, create simple rhythms, and express feelings through instruments linked to the seaside environment. Technology activities support their understanding of cause and effect through simple digital games, interactive stories and sensory resources related to the beach. Across all areas, children build important speaking and listening skills by following instructions, making choices, learning new vocabulary, and expressing ideas about their own experiences and the story.</p>	<p>secret symbols, coded messages and imaginative spy-themed artwork. Drama will support their ability to use voice, movement and characterisation as they take on roles, act out missions, and explore problem-solving through storytelling and teamwork. In science, pupils will develop enquiry skills by investigating light, shadows, materials and simple technology linked to messages, signals and hidden clues. Within humanities, they will expand their understanding of communication, mapping and historical codes, exploring how messages have been sent and hidden over time. Together, these experiences build creativity, curiosity and critical thinking while developing cross-curricular knowledge rooted in the themes of mystery, communication and discovery.</p>	<p>painting, collage and colour blending to create imaginative representations of landscapes, plants and natural materials. Drama will strengthen pupils' abilities to use voice, movement and imagination as they explore sensory experiences, act out scenes from nature and express emotions linked to the environment. In science, pupils will build enquiry skills and develop knowledge of plants, habitats, weather patterns and life cycles by observing and investigating the natural world. Within humanities, they will broaden geographical understanding by exploring different environments, learning about how people interact with nature, and considering simple ideas of care and responsibility for the planet. Together, these learning experiences promote creativity, curiosity and cross-curricular understanding grounded in the text's themes of wonder, growth and connection to the natural world.</p>
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*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.