

*Ready, Respectful, Safe*

# ACE Schools



## ACE Primary Curriculum Guidance



## ACE Schools Primary Curriculum



At ACE we are committed to offering specialised, short to medium-term educational support for children and young people with complex needs, many of whom have experienced significant trauma. Our trauma-informed approach ensures that we provide a safe, nurturing environment where pupils can heal, learn, and grow.

ACE operates across four geographically separate provisions, each with a distinct area of specialism. Our primary goal is to deliver tailored interventions that help learners transition back into mainstream education, specialist placements, or post-16 destinations.

Our provisions are designed to serve as a stepping stone, not a long-term destination, ensuring that each student can move forward confidently in their educational journey.

### Specialised Provisions

Our four provisions are:

1. **Health and Wellbeing**

This provision supports pupils who are unable to attend school due to illness or mental health. We offer flexible educational delivery, with students receiving tutoring at home, on hospital wards, online, or through outreach services. This ensures continuity of education during periods of ill health, while recognising and responding to the additional emotional and mental health needs that may arise.

2. **WRAPS (Alternative Provisions)**

WRAPS provides a break for students temporarily unable to attend mainstream school. Many of these students struggle with undiagnosed SEND, unmet needs, emotional regulation, and our SEND and trauma-informed approach is key to helping them develop coping strategies and resilience. The aim is to support students in building the confidence and skills required for a successful return to their regular school or to transition into another suitable setting.

3. **Primary Pupil Referral Unit (PRU)**

Our primary PRU serves pupils who have been excluded from mainstream primary schools. Many of these young learners face significant emotional and behavioural challenges, often rooted in trauma or undiagnosed needs. By offering a therapeutic, nurturing environment, we help pupils manage their behaviours, rebuild trust in educational structures, and address the causes behind their exclusions. Our goal is to provide these children with the emotional and academic tools they need to move forward.

4. **Secondary Pupil Referral Unit (PRU)**

Similarly, our secondary PRU supports students who have been excluded from mainstream secondary schools providing Day 6 Provision for Plymouth Schools. Through a trauma-informed lens, we address the root causes of their behaviour, providing both academic and therapeutic support to ensure a more positive educational experience. Our programme is designed to prepare students for reintegration into mainstream settings or successful transition to specialist or post-16 provision or other suitable destination.

### Trauma-Informed Approach and Tailored Intervention

Recognising that many of our pupils have experienced trauma, we are deeply committed to a trauma-informed approach across all provisions. Upon entry to our school, we conduct comprehensive assessments of each pupil's needs, taking into account their emotional and mental health, as well as any undiagnosed Special Educational Needs and Disabilities (SEND). We triage the situation and implement bespoke support strategies that focus not only on academic learning but also on emotional healing and resilience-building.

Our multidisciplinary team, including therapists, educators, and external agencies, works closely with pupils and their families to develop tailored intervention plans. These plans are designed to ensure that students receive the right

support, both within our school and beyond, allowing them to thrive and move confidently into the next stage of their education.

### Our Commitment

At ACE, we believe that every child has the potential to succeed when given the right support. Our role is to provide a bridge for pupils in challenging circumstances, offering them the safety, stability, and care they need to overcome trauma and other barriers to learning. We are dedicated to preparing each learner for reintegration into mainstream education or their next step, ensuring they are equipped with the skills, resilience, and self-belief needed to flourish in life.

### Curriculum Intent and Rationale

At ACE Schools we aim to provide a high-quality inclusive education for all our learners. We provide all our learners an ambitious curriculum designed to deliver not only the National Curriculum but to provide each of our learners with the specialist, therapeutic support that they need to access the curriculum and the life skills and experiences that they need to go on and flourish in the next stage of their education journey.

Our ethos is grounded in the principles of Ready, Respectful, Safe and this mantra reflects our core values and influences every aspect of our educational community.

At ACE Schools we meet learners' individual needs with specialist support. All of our staff have high ambitions for learners' academic achievement and value the essential role that they play in preparing them for adulthood.

Our curriculum is designed to equip each learner with the skills, knowledge and resilience that they need to succeed and to have every chance to go and make a positive contribution to society.

We see every behaviour as a form of communication and treat every interaction as an intervention. Positive working relationships lie at the heart of everything that we do.

The key knowledge, skills, and aspirations that we want learners to experience and develop during their time with us have been identified at Trust level and are encapsulated in our Three Strand Curriculum.



The Three Strand Curriculum enables all teachers from EYFS and KS1-KS4 to adapt the school's curriculum according to the learner's individual needs and goals. The model is designed to equip teachers and learning mentors to meet learners' needs with a relentless and ambitious learning programme based upon catch up, recovery and challenge.

For optimal learning, staff are encouraged and supported to use their knowledge, expertise and understanding of each learner, to embrace the concepts of The Three Strand Curriculum. Teachers and learning mentors make intelligent adaptations and informed pedagogical choices to ensure that learners can thrive.

ACE Schools provide an ambitious and personalised curriculum which allows learners to develop socially, morally, and academically, ensuring that they are prepared for post 16 education and adulthood. We aim to provide personalised pathways of development to ensure that learners have the skills and knowledge they need to make informed decisions about their next steps.

**Learners are with us for varying amounts of time. Some will have a very short time with us (days/weeks) while others may remain for more than 1 year. Therefore, our curriculum is flexible, personalised, and designed to enable learners to progress to the next stage of their educational journey.**

We have high expectations of our learners and are committed to improving life chances. The curriculum offers opportunities to develop socially, morally, and academically, whilst also developing employability and life skills.

### Specialist

Reflecting the specialist educational and therapeutic need of every pupil.

#### Strand 1

#### Specialist / Therapeutic

ACE Universal Provision  
1:1 support  
Emotion Coaching / 5 Point Scale  
TIS / PACE

**Supporting good learning behaviours & attitudes**

#### LOTC Focus:

- Directly linked to individual learner's identified sensory, emotional or social needs. (identified in EHCP particularly prime area of need e.g. SEMH).
- Medical and Mental Health needs (e.g. those seen by CAHMs, Dreadnaught, White Gold, bereavement).
- For new learners or those with EBSA, activities designed to encourage engagement, **regular attendance** and to build trusting relationships.

### Learning & Development

Reflecting high ambitions for pupils' academic achievement.

#### Strand 2

#### Pedagogy

A broad curriculum adapted to the individual learner's needs.  
Supported by interventions to support learning.  
Building to 5+ qualifications.  
Metacognition  
Personal Development

#### LOTC Focus:

- Start or end point for a unit of work.
- Visits designed to enrich or exemplify aspects of learning e.g. *use of labs or sports facilities*
- Bringing learning to life e.g. Historical, geographical visits.



### Preparation for Adulthood

Reflecting our intentions for all pupils to recover and be prepared for life beyond the school gates and their next steps.

#### Strand 3

#### Preparation for Adulthood / Destinations \*

Personal Development / Life Skills  
All transitions – KS2/KS3, KS3/KS4, KS4/KS5  
Vocational, ACE to Mainstream, ACE to Special  
Careers Education Information and Guidance,  
Qualifications, next steps and skills for life.

#### LOTC focus:

**Life Skills** encompasses aspects of Skills Builders and **PSHE** but its core focus is on practical skills and knowledge that learners need to live independent lives. This includes:

- **Personal Finance:** opening a bank account, managing money, budgeting, paying bills.
- **Healthy Eating:** cooking, planning a weekly menu, food shopping.
- **Self-Care:** washing clothes, booking a medical appointment, making a bed.
- **Travel:** catching a bus, planning a journey.
- **Applying for employment:** CV writing, applications, looking for a job.

**Voc.** - Vocational learning opportunities

- Vocational Opportunities
- Work Experience
- Experience Of Work,
- Exploring Post 16 Options
- College Courses

**Qualifications:**

- Vocational qualifications
- Courses
- Post 16 Options

### \*Destinations

We believe that students should remain in our provisions for as short a time as possible, but as long as necessary, typically ranging from 3 to 18 months or until the next natural Key Stage transition if they are ready.

This period allows us to provide the intensive support required to address their individual needs and prepare them for a successful transition to their next destination.

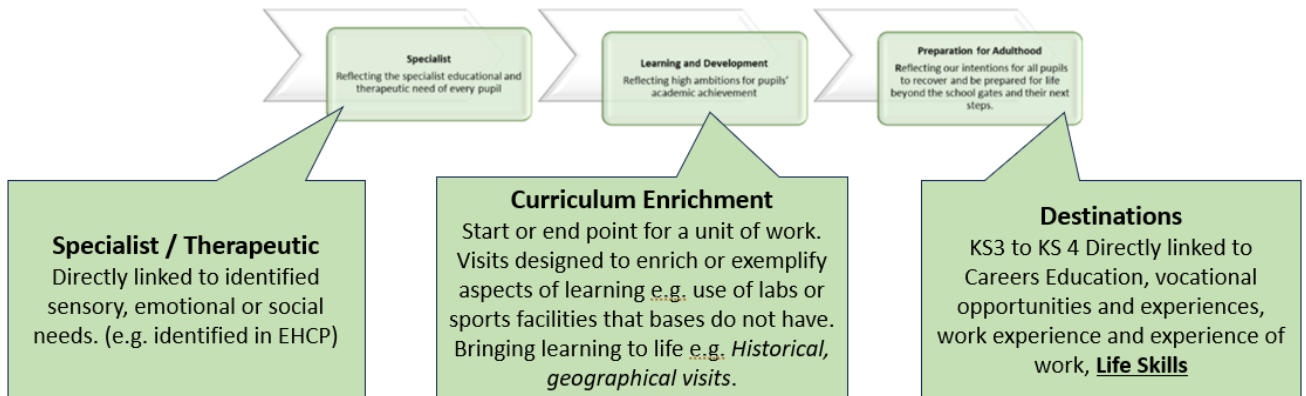
Our focus is always on the learner's long-term success, and we work with the Local Authority to identify a suitable long-term placement and work closely with receiving schools or placements to ensure a smooth transition. This may include a scaffolded transition where we provide ongoing support to the student in their new placement for an extended period or training for the staff at the receiving school. By equipping both the learner and their future educators with the tools needed to manage the transition effectively, we aim to ensure that the placement is both sustainable and successful.

- KS 1 students we aim to integrate them back to KS 2 by Yr 5 or into an appropriate specialist placement.
- KS 2 students we aim to integrate them back within the Key Stage or at the natural point of transition Year 6 into 7 or into an appropriate specialist placement.
- KS 3 students we aim for a placement for KS 4 or Post 16 (possibly supported) or into an appropriate specialist placement.
- KS 4 students we work to set up a post 16 placement at college or in a vocational setting or into an appropriate specialist placement.

## How LOTC fits into the Curriculum



### The Three Strands Curriculum



## How LOTC enriches learning in other curriculum areas

## LEARNING OUTSIDE THE CLASSROOM

**Science Inquiry-Based Learning:** Engage in observational and experimental activities in outdoor settings, fostering curiosity and critical thinking while applying the scientific method to explore natural phenomena.

**English Communication Skills:** Develop and practice effective communication skills through discussions, presentations, or creative writing activities inspired by their offsite experiences.

**Mathematical Applications:** Apply mathematical concepts to solve real-world problems encountered during offsite learning, enhancing their ability to connect math with everyday situations.

**Emotional Awareness:** Identify and express emotions in various outdoor settings, enhancing their ability to recognize emotional triggers and responses.

**Self-Regulation Skills:** Practice techniques for managing stress and anxiety during outdoor activities, promoting resilience and coping strategies.

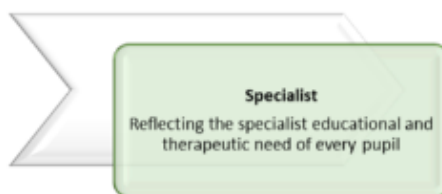
**Teamwork and Collaboration:** Engage in group activities that foster cooperation, communication, and problem-solving skills, essential for effective teamwork.

**Adaptability:** Learn to adapt to changing environments and circumstances during outdoor experiences, enhancing their flexibility and open-mindedness.

**Mindfulness Practices:** Apply mindfulness techniques in nature, improving their focus, presence, and emotional clarity in both outdoor and classroom settings.

**Critical Thinking:** Evaluate their experiences and decisions made during outdoor learning, enhancing their ability to think critically and make informed choices.

**Contextual Learning:** Explore a place of interest related to their curriculum, applying their knowledge to real-world contexts and gaining insights that deepen their understanding of the subject matter.



## **ACE Schools Pastoral**

At ACE, we are passionate about providing the best education and support for pupils who attend our schools. We are ambitious for every child and work together to ensure that learners are in the best place possible to access learning. We have an open and positive culture around safeguarding and believe that a strong pastoral support system that links closely with the curriculum and wider curriculum is crucial in achieving this goal. This underpins Strand 1 of our curriculum which in turn underpins Strand 2 and 3.

Many of our learners have faced and continue to face various challenges and traumas outside of the school environment. Understanding the impact that these experiences have on their emotional well-being and ability to learn, underpins the rationale behind the trauma-informed approaches and interventions that are adopted and take place throughout the school day.

With the help of a dedicated team of teachers, learning mentors and support staff, we create a nurturing and safe environment for the pupils. We focus on building positive relationships, practicing empathy, and creating a sense of belonging for each and every pupil. Through regular check-ins, individual counselling sessions, and individual and small group interventions, pupils are provided with the necessary support to help them try to manage their traumas and develop resilience.

At ACE Schools, we prioritise pastoral support, and recognise the importance of preparing pupils for their future. We believe that a well-rounded education should not only focus on academic and non-academic development but also on preparing pupils for adulthood. This is underpinned by the trusts Three Strand Curriculum. The first strand of The Three Strand Curriculum is 'Specialist Support' and this links in closely with the pastoral support on offer at ACE Schools. It provides tailored assistance to pupils with additional needs. The trauma-informed approaches and interventions seamlessly complement this strand by addressing the emotional and psychological barriers that pupils at ACE Schools face, enabling them to access specialist support and in turn the curriculum more effectively.

The second strand focuses on 'Learning and Development'. Staff understand that for pupils to excel academically, they needed a solid foundation of well-being and emotional readiness. The trauma-informed approaches implemented at ACE Schools not only improve pupils' mental health, but also allow them to develop the necessary self-regulation skills, resilience, and confidence to engage in their learning journey fully. All staff approach every learning episode adopting the ACE Schools Model of Learning and recognise that with reduced levels of anxiety and enhanced emotional well-being, pupils can engage more effectively and make progress academically.

The third strand of the curriculum aims to 'Prepare Pupils for Adulthood'. At ACE schools, we believe that equipping pupils with life skills, such as problem-solving, communication, and emotional intelligence, is essential for their future success. The trauma-informed approaches and interventions, which focus on building resilience and providing coping mechanisms, align well with this strand. Pupils are not only prepared academically but also emotionally and socially for the challenges and opportunities that lay ahead.

The pastoral support system at ACE Schools, with its trauma-informed approaches and interventions, plays a vital role in enabling pupils to be in the best place possible to access learning. By addressing their emotional needs and providing a supportive environment, pupils' learning and development are enhanced. Furthermore, the comprehensive pastoral support on offer combines with the Careers Education Information and Guidance on offer at ACE Schools and prepares pupils for next steps. This ensures that pupils at ACE Schools are ready to face the challenges of adulthood with confidence and resilience.

## **WRAP**

The ACE WRAP service provides personalised, bespoke education package to learners with Education Health Care Plans who have complex needs that are not being met in other schools. We use a Trauma Informed approach together with our Special Educational Needs expertise to design a school experience that will enable them to be successful learners.

Every child always has one to one teaching support and a varied timetable with lessons and activities at our site and out in the community designed to support either their social, emotional, or sensory needs and to help support their learning by making it engaging and relevant to them. Many of our learners are at risk of Permanent Exclusion and they have because of their unmet needs often become disengaged and distrustful of school. As a result, they have often have significant gaps in their knowledge or/and are not school ready. They are often unwilling or unable to take risks or display high levels of work avoidance. To re-build this trust and to re-engage learners we offer a curriculum supported by Learning Outside the Classroom (LOtC) designed to give learners the chance to re-build relationships and trust and to support them to re-engage with learning by offering high interest activities. For further information [click here](#) or visit the ACE Schools website.

### **WRAP referrals**

Referrals to our WRAP schools located in Bodmin, Redruth, Launceston, Exeter and Plymouth are through the local authority. When we receive a referral, we meet with the family, sending school and discuss their needs and how our provision could help them.

### **Supporting Need**

At WRAParound, we aim to offer a broad curriculum with an intense focus on ensuring our learners develop the basic skills and understanding they need in the core subjects of English, maths, science and PSHE.

We are also able to offer a variety of subjects, dependant on learner need and interest, such as geography, IT, art, design and technology or cooking skills. We also have a programme called Star Skills to support learners' personal development.

ACE Schools work in close partnership with other agencies that are involved with the young person with the aim of providing support, guidance and encouragement at every stage of their development throughout their time with us.


We also work with several vocational providers in the Southwest and can offer a variety of universally recognised accreditations through these providers, at a range of different levels. This can be a route into a post 16 course.

As well as recognised accreditations and qualifications our staff will also work to develop learners' life skills, such as shopping, using public transport, and money skills.

We develop learners' social skills by allowing them time to socialise in small groups and through emphasising the difference between formal and informal relationships and knowing when language should be kept appropriate. We also offer a robust Learning Outside of the Classroom programme where learners will experience a range of activities such as football, tennis, moorland walking, woodland walks and visits to the beach. Staff embed core subject learning in the activities, for example carrying out a survey on the beach and writing a description of things they find.

### **Helping Families**


By its nature, Wraparound involves working in close partnership with parents and carers. Our Teaching Assistants are in touch with families by phone daily and each school has a Pastoral Lead who has specialist knowledge around safeguarding and support interventions. Staff develop close working relationships with parents, keeping them informed of how their child is progressing with their learning and development, and to discuss any issues that may have arisen during the day. Families keep us up to date with how things are going at home so staff can support children appropriately in school.




Education  
Endowment  
Foundation

# Universal/OAP/Wave 1

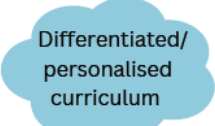
Minimum expectations of what is on offer to all students at ACE




ACE SCHOOLS




Teaching in smaller groups




Differentiated/  
personalised  
curriculum




High levels of  
in class support



Highly specialist  
pastoral team



Trauma  
informed/PACE/  
relational approach for  
all



Core 6/AMOL

Available to any student if they need it.....

Communication and Interaction (C&I) Includes: SpLCN, ASC, DLD	Cognition & Learning (C&L) Includes: SLD, MLD, SLD	Social, Emotional & Mental Health (SEMH) Includes: ADHD, EBSA, Mental health
<ul style="list-style-type: none"> <li>Modelling - explicit instruction</li> <li>Increased visual aids</li> <li>Sensory breaks as required</li> <li>Additional time for processing and task completion</li> <li>Use of writing frames and scaffolding resources</li> <li>Focus on key words and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Increased visual aids</li> <li>Sensory breaks as required</li> <li>Additional time for processing and task completion</li> <li>Use of writing frames and scaffolding resources</li> <li>Text presented clearly</li> <li>Links to prior learning made</li> </ul>	<ul style="list-style-type: none"> <li>Use of motion profiling</li> <li>Sensory breaks as required</li> <li>Additional time for processing and task completion</li> <li>Self-Regulation</li> <li>Low level personalised coping strategies</li> </ul>

In addition some students may need.....

## Targetted/Wave 2

- Alternative programmes/vocational options
- Individual work stations
- Visual timetable
- Support of an EP
- Use of social stories
- Access to ICT
- Small group interventions

## Specialist/Wave 3

- WRAP provision
- 1:1 or 2:1 adult support
- Individualised timetable and provision
- Highly specialist vocational or alternative provision
- Individual enhanced risk assessment and safety plan

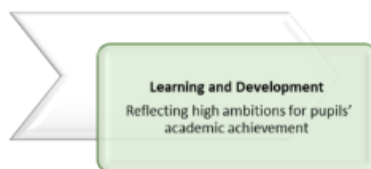
Where pupils have EHCPs we ensure that they are at the heart of their bespoke provision.

Each learner has a handy profile that provides LMs and staff working with them a clear outline their individual needs and the strategies to support them, these are directly linked to EHCPs where learners have them.

The ACE Universal Wave 1 provision is the standard expected in all of our bases regardless of the pupils needs. This ensures that through our carefully planned and monitored Universal Provision we ensure we are meeting all Wave 1 Provisions identified in their individual EHCPs. (See Appendix 4)

Our SENCOs and Pastoral Teams work with our teachers to ensure that all Wave 1 provisions are met with fidelity and that any identified Wave 2 or Wave 3 provisions are in place for individual learners.

Our Assess Plan Do Review processes then checks the impact of the provision for each learner with fortnightly Provision Meetings building into the Annual Review process.



## The ACE primary Curriculum

### Intent

Our curriculum at Primary is focused on providing child-centred, individualised learning opportunities for all children, to help them develop as autonomous learners who are increasingly self-aware. We pride ourselves on a 'stage' not 'age' focus to ensure we support our learners in the best way possible. For learners whose needs are best met by the early year's foundation stage framework, which in some instances may include learners of secondary age, we focus on the **6 areas of learning: Communication, Language and Literacy, Mathematical Development, Personal, Social and Emotional Development, Physical Development, Understanding of the World and Expressive Arts and Design.**

### Implementation

The delivery of the curriculum is based around learning through play and social exploration to engage children with active learning and to become critical thinkers. Our two-year topic cycle ensures breadth and balance of learning. We plan for our learners as individuals or small groups and use goal setting around EHCP objectives, for those who have one. This ensures that learning is relevant, personalised and promotes the balance between SEMH and academic progress. In addition to our classroom curriculum, we offer a bespoke wraparound of learning outside the classroom, with a variety of outdoor opportunities and interventions which link directly to our curriculum.

At ACE Schools, we have a strong desire to understand and foster all our learners as unique individuals, because of this we also explore personal strengths and interests, ensuring these are firmly embedded in parts of our learners' timetables.

### Impact

The restorative curriculum that has been created has a clear focus for all of our learners including those who are short stay. This is, accurate assessment and compensation for lost learning, to narrow the gaps in education they have experienced before arriving with us. This approach helps us to work with our local authority partners to determine next steps in terms of education placement. We believe that students should remain in our provisions for as short a time as possible, but as long as necessary, typically ranging from 3 to 18 months or until the next natural Key Stage transition if they are ready.

This period allows us to provide the intensive support required to address their individual needs and prepare them for a successful transition to their next destination.

Our focus is always on the learner's long-term success, and we work with the Local Authority to identify a suitable long-term placement and work closely with receiving schools or placements to ensure a smooth transition. This may include a scaffolded transition where we provide ongoing support to the student in their new placement for an extended period or training for the staff at the receiving school. By equipping both the learner and their future educators with the tools needed to manage the transition effectively, we aim to ensure that the placement is both sustainable and successful.

- KS 1 students we aim to integrate them back to KS 2 by Yr 5 or into an appropriate specialist placement.
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- KS 4 students we work to set up a post 16 placement at college or in a vocational setting or into an appropriate specialist placement.

Of the pupils who remain with us until the end of Key Stage our focus is on supporting the pupils to achieve 5+ qualifications including English, Maths and Science GCSE. Vocational opportunities and preparing for post 16 destinations.

### **All of our pupils in Key Stage 4 go onto Post 16 destinations.**

At ACE, we believe that every child has the potential to succeed when given the right support. Our role is to provide a bridge for pupils in challenging circumstances, offering them the safety, stability, and care they need to overcome trauma and other barriers to learning. We are dedicated to preparing each learner for reintegration into mainstream education or their next step, ensuring they are equipped with the skills, resilience, and self-belief needed to flourish in life.

### **Themes and Topics**

We run topics on a 2-year rolling programme, this forms some of the many creative elements of our primary curriculum but is used as a thread across all year groups. All wrap learners in Cornwall follow the topics (secondary included) for instance through the focus for LOTC/DT/Cooking etc. and to add creative and breadth in curriculum experience for our learners.

Our themes are an additional feature to the core subjects the topics allow scope for interpretation base to base, to leverage LOTC in our localities and cover areas of history which have not already been covered or can be adapted dependent on cohort. In the case of writing teachers will need to follow the writing frames for those not on interventions but writing lessons can be linked to the current where relevant.

Where learners in Key Stage 1 or 2 have significant gaps in their learning and development (as a result of not being able to access key aspects of early learning) we use the structure and principles of the EYFS framework (adapted for their age/stage) to remediate and we focus on delivering learning and the curriculum for them through exploration, play and nurture principles. This EYFS based content is entitled 'Learning to learn'.

The EYFS content can also be used with our youngest learners. All EYFS topic titles are fully planned to reduce the need to create new content.

As stated above the topics are designed to be used consistently from base to base, however content can be adapted according to need and learner experience. This enables teachers to personalise the topics to their locality and learners' needs.

**For example:** Redruth could cover WW1, but Ford could cover WW2/EYFS. In Cornwall we will probably keep consistency from base to base, but there is opportunity to change/flex content for those learners who stay longer than 2 years.

Bases are expected to have a Topic Display, which is updated each half term, this can be very low maintenance and simply have LOTC linked photos if time is difficult. But we must promote the topics in our classrooms.

**Please be aware our approach is not thematic.** We follow set schemes of work for the core subjects. These schemes provide us with assurance of consistency, high quality approaches and a robust sequential approach to the curriculum. (See below).

Our topics are designed to complement our core curriculum schemes, enriching them and providing opportunities for wider curriculum experience and extracurricular activities and to celebrate and explore the rich unique heritage and history of our Peninsula and individual localities (thus making the link between the curriculum and LOTC even more explicit).

This approach to our topics offers an infinite range of possibilities to explore and focus, to ensure excitement and new learning for our longer stay learners.

It is the responsibility of the teachers' base to base to plan how they will bring this topic element into the learning week, so it works for the learners in the base.



# ACE Primary Topic

Alongside our robust schemes of core subjects, we offer a flavour of extra curricular experiences through topics for primary and WRAP students where possible. Our topics offer a infinite range of possibilities to explore and focus, to ensure excitement and new learning for our longer stay students



## Earth Matters

Protect our planet- study the cause and effect of climate change, the greenhouse layer and the Earth's atmosphere. Discover all there is to know about the extreme climates which exist across our continents



## World War

A Child's Eye View from the Home Front of Britain's most significant battles. Learn insights into the scope and scale of wars and how many countries were involved



## Exciting Explorers

Discover the excitement of the landscape of our local area. Engage in fieldwork and observational skills and study the geography of the human and physical features of your surrounding environment



## Plant Hunters

From sowing and growing in our gardens to our most magnificent plants, farming and rainforests. An exciting topic with lots of practical scope and learning



## Earliest Civilisations

From the Shang Dynasty to the Ancient Egyptians, discover daily life for our most famous civilisations, typical crime and punishment in history and compare with our own



## Sculpture and photography

Develop photography skills, cover useful artistic concepts in a new context, look at: composition, colour, light, abstract images. Familiarise with new photography artists and gain a new perspective on the way we view people and objects around us



# ACE Primary Topics

Cycle 2



## Fly me to the moon

From Earth, the solar system, day and night, even how to stay alive as an astronaut. Discover all there is to know about space



## The Greatest Show on Earth

Explore traditional English celebrations and celebrations from around the world. Discover major events from the past and learn about how these have shaped the world we live in today



## We are Britain

From the Tudors, to the plague, the royals to our greatest, most significant parts of history. Discover our Britain



## Weather experts

Build knowledge of seasonal and daily weather patterns in the UK. Begin to understand the hot and cold areas of the world as well as developing locational knowledge and early geographical skills



## Invaders and settlers

Anglo-Saxons illustrates key aspects of the nature of invasion and settlement in history. Through a study of the broad social context of the Anglo-Saxon period, children will learn how this important group of settlers fits into the chronology of Britain



## Famous for more than 5 minutes

Meet some of the World's most famous, influential and ground-breaking painters, sculptors, architects and designers. Be inspired by their work to create your own original compositions using their inspirations, styles and techniques to create your own pieces of art and design



# Early Years alternative

Cycle 1



Space



Around the world



Kings and Castles



Weather



Dinosaurs



The Farm

Cycle 2



Under The Sea



Changing Seasons



Transport



Plant Hunters



Safari




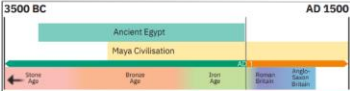

Colour

## Unit Overview

Primary Teachers use a topic overview web to support the planning of each unit of work. This enables them to map out links across the curriculum under each theme.

As stated above, the ACE Primary Curriculum is not a fully thematic curriculum our topics are designed to complement our core curriculum offer, enriching them and providing opportunities for wider curriculum experience and extracurricular activities and to celebrate and explore the rich unique heritage and history of our Peninsula and individual localities (thus making the link between the curriculum and LOTC even more explicit).

ACE Schools, WRAP Primary Unit Planning – Topic Overview		
<b>Topic:</b> Ancient Greece <b>Objective:</b> Develop an awareness of ancient Greece – a study of Greek life and achievements and their influence on the western world To explore the Olympics in ancient Greek times through examining primary sources. To explore the similarities and differences between the Olympic Games in ancient Greek times and the modern Olympic Games.		<b>Term:</b> Summer 2
<b>Communication, Language and Literacy:</b> <ul style="list-style-type: none"> <li><b>Reading:</b> Mythology / Plays / Tragedy / Percy Jackson...</li> <li><b>Writing:</b> Chronological Text / Myth</li> </ul>	<b>Mathematical Development:</b> <ul style="list-style-type: none"> <li>Link: Greek mathematicians particularly shape space and measure, Pi (π)</li> <li>Topics as per White Rose</li> </ul>	<b>PSHE:</b> <ul style="list-style-type: none"> <li>SRE</li> <li>Citizenship – explore the Greek view of citizenship – rights and responsibilities – National Service</li> </ul> <b>Life Skills:</b> <ul style="list-style-type: none"> <li>The Mediterranean Diet</li> </ul>
<b>Understanding the World:</b> <ul style="list-style-type: none"> <li><b>History:</b> How do we know? Looking at primary and secondary sources</li> <li><b>Geography:</b> Where in the world? Map work linked to Greece ancient and modern.</li> </ul>		<b>Science:</b> <ul style="list-style-type: none"> <li>Link to Greek science and <a href="#">philosophy</a> <ol style="list-style-type: none"> <li>Displacement (volume)</li> <li>Parabolic mirrors (linked to light and sound)</li> <li>Fulcrums</li> <li>Changing states linked to <a href="#">alchemy</a></li> </ol> </li> <li>Topics as per Science Bug</li> </ul>
<b>PE:</b> <ul style="list-style-type: none"> <li><b>Athletics</b> – exploring the similarities and differences between the Olympic Games in ancient Greek times and the modern Olympic Games.</li> </ul>	<b>LOTC / Voc:</b> <ul style="list-style-type: none"> <li></li> </ul>	<b>Art and Design:</b> <ul style="list-style-type: none"> <li>Greek Art</li> <li>Decorating Pots</li> </ul> <b>Computing / IT:</b> <ul style="list-style-type: none"> <li>Web Page Creation – look at examples of museum pages about the Greeks and create own.</li> </ul>

Ace School Primary and WRAP topic overview Summer 2 Ancient Greece		LKS2																
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<b>The Ancient Egyptian Empire</b> In c. 3000 BC, King Menes united two Egyptian kingdoms to build the empire of <b>ancient Egypt</b> . It lasted until 30 BC when the Romans took over.																		
<b>The Nile</b> Life revolved around the <b>Nile</b> . Every year, it flooded and left behind a black silt that enriched the soil for growing crops. The river was also used to irrigate fields in other areas. The <b>Nile</b> was used for water, fishing and trade. Mud from the river banks was used to make bricks and papyrus plants were used to make paper. Most people lived along and around the <b>Nile</b> . This is still true in <b>Egypt</b> today.	<b>A Pharaoh's Death</b>  The <b>ancient Egyptians</b> built the pyramids as resting places for the pharaohs. When a pharaoh died, priests would prepare their bodies with a process called mummification. The pharaoh was then placed in a tomb, often under a pyramid, with their most treasured possessions. The <b>ancient Egyptians</b> believed that these treasures would help them in the afterlife.																	

For each unit of work, we develop Knowledge Organisers to support Learning Mentors' subject knowledge and to provide:

- **Clarity and Structure:** They provide a clear, concise overview of essential content, enabling Learning Mentors to understand key concepts quickly.
- **Consistency in Support:** Knowledge organisers ensure that Learning Mentors reinforce the same core information taught by teachers, maintaining alignment.
- **Quick Reference:** Mentors can use them as handy reference tools to assist students effectively, even in unfamiliar subjects.
- **Better Student Guidance:** They help Learning Mentors guide students by reinforcing key facts and making connections across topics.
- **Supports Differentiation:** Mentors can identify difficult concepts and tailor support to meet individual student needs.
- **Boosts Confidence:** They improve the Learning Mentors' own subject knowledge, increasing their confidence in providing support.
- **Encourages Independent Learning:** Mentors can help students use organisers for revision and self-study, promoting autonomy in learning.

## Breadth of Curriculum

6 Areas of Learning	KS 2 Curriculum Subjects	Scheme or Curriculum Support	Links to EHCP Areas
1. Communication, Language and Literacy	Reading	Accelerated Reader	Communication and interaction Cognition and learning
	Writing	ACE Writing Framework	
	SPAG	**	
	Phonics	Read, Write Inc	
	Intervention	Read, Write Inc – Fresh Start	
2. Mathematical Development	Mathematics	White Rose Maths	Cognition and learning
3. Personal, Social and Emotional Development	PSHE	Jigsaw Skills Builder	Social, emotional, and mental health difficulties
	SRE		
	SMSC / British values	TFT People Hub <a href="#">Click Here</a> – The Key guidance <a href="#">click here</a>	
4. Physical Development	PE	ACE Scheme of work and links to LOTC activities and swimming	Sensory and/or physical needs
5. Understanding of the World	Science	Science Bug and Crest Science Award	Cognition and learning
	History	**	
	Geography	**	
6. Expressive Arts and Design	Art & D&T	**ACE Art Scheme of work	Sensory and/or physical needs Social, emotional, and mental health difficulties
Computing	Computing	National Centre for Computing Education	Cognition and learning
LOTC & Life Skills	LOTC / Cooking	ACE LOTC Curriculum, ACE KS2 Catering scheme of work. LOTC supports strand 1 and 2 of the curriculum at KS 1 and 2 before gaining a greater focus on P4C in KS 3 and 4. (e.g. Vocational, Careers Education, Catering)	Sensory and/or physical needs Social, emotional, and mental health difficulties

## **Communication, Language and Literacy – (English)**

At ACE Schools, we aim to promote high standards of communication, language and literacy by equipping learners with a strong command of the spoken and written word, and to develop their love of literature.

We are a RWI/Fresh start school and all learners on entry (after a nurtured transition), have a reading assessment. Primary learners usually then follow one of these reading programmes, which also incorporate key writing skills.

Additional literacy sessions are built around our topics and learner interests. They focus on considered and specific interventions which are intuitively planned to meet individual needs, provide writing opportunities, level appropriate SPAG and handwriting.

### **Reading**



At ACE, we strongly believe that reading is a fundamental life skill. Having a strong command of the English language enables young people to speak and express themselves clearly, listen to others and to read and write for a wide range of purposes. Through reading, children are able to communicate and express themselves and their ideas coherently, creatively and imaginatively. Through reading a wide range of texts in different genres, cultures and different times in history, children gain the opportunity to become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction, media texts and graphic novels. It is our intention to ensure that all learners read widely and confidently with accuracy, fluency and comprehension appropriate to their stage.

#### **Key Principles:**

- To provide a language rich environment that promotes a culture of reading and writing.
- To develop an interest and a love of books and literature, which will not only support their learning across the curriculum but also enrich their lives.
- To value and use books as a basis for learning, pleasure, talk and play.
- To value and celebrate diversity in culture and language
- To help learners become confident, independent readers, through an appropriate focus on phonics, word, sentence text-level knowledge and the reading of pictures.
- To develop enthusiastic and reflective readers, through contact with engaging, challenging and substantial texts.

### **Accelerated Reader**

At Ace, we make use of Accelerated Reader. It is available for learners of all ages and across all our different locations. Accelerated Reader enables young people to have a personalised reading book which is matched to their reading ability.

Accelerated Reader is an online programme that encourages and monitors a young person's independent reading. The programme works by using 'Star Reader' tests to identify a learner's ZPD (Zone of Proximal Development) range, signposting children to a selection of books that will not only match their reading ability but also challenge and develop their vocabulary. Once a learner finishes the book they are reading, they can then take a short online quiz which checks for reading and understanding of the text before choosing their next book.

If you would like to know more about Accelerated Reader you can follow this link:  
<http://www.renlearn.co.uk/accelerated-reader/>

From the Accelerated Reader website, you can also download the Accelerated Reader App and the Book Finder.

## **Read Write Inc.**

For learners in Reception, Year 1, 2 or in the early stages of learning to read and write we use the reading / writing and phonics programme Read Write Inc. this provides a structured and systematic approach to teaching literacy.

Learners are taught to read by breaking words down into sounds or 'phonemes'. They are then taught how to blend these sounds together to read the whole word. At the same time, learners are taught how to write the letters that match each sound. They are taught how to form every letter correctly. The systematic teaching of phonics has a high priority at ACE and most especially for those learners at the beginning of their school journey. However, if a learner in one of the later years might also benefit from phonics, then this can be structured into their learning programme as well.

The program is designed to create fluent readers, confident speakers and willing writers.

## **Read Write Inc. - Fresh Start**

For learners aged 9-13+ who are struggling with reading and writing we use Fresh Start, a systematic synthetic phonics programme designed to accelerate progress for struggling readers it provides a catch-up and intervention programme for learners who are still developing their reading skills. It offers a simple but powerful solution to accelerate reading progress. Learners are taught at their challenge point, so they learn to read accurately and fluently. They are also given opportunities to develop comprehension, spelling and punctuation skills through targeted activities.

The programme has been developed by Ruth Miskin and follows the appropriate guidance and recommendations put forward by the DfE.

The following link directs to the site: <https://www.ruthmiskin.com/programmes/fresh-start/>

## **Reading Cannon**

Rationale for a Primary Reading Cannon

- Focus on and prioritise the pupils who are unable to read
- Sharing and talking about books is important for children of all ages
- Vocabulary knowledge is vital for reading

Having a publicised whole school literary canon, that both pupils and staff are aware of, supports reading widely and promotes the idea of a reading journey that continues throughout our student's school journey and into and through adulthood.

With the reading cannon we hope every pupil knows the books by either having read the book themselves or through having the book read to them, for example, this could be a chosen text for the teaching of reading or a book that is used for class story-time.

It is also important the children have the opportunity to immerse themselves in a wide range of subject specific non-fiction books in order to appreciate information texts and deepen their understanding.

## **Word of the Week**

At ACE, Word of the Week is a strategy consisting of a series of resources sent out each week to provide a range of reading material accessible by learners. Each week there is a Word Poster to display in classrooms and learning areas, as well as some additional resources to support, encourage and promote reading.

An option is provided for additional literacy support where needed.

Word of the Week helps learners to become more comfortable and familiar with reading a greater range of different texts over time.

## **Writing**

Many of our learners are very reluctant writers. Their experiences to date mean that the majority (while capable of doing so) avoid writing or engaging in writing activities. We work to personalise the writing experience for each learner building on their interests and making the process more accessible. We therefore focus on breaking down barriers and on building our learners skills and stamina in writing (this starts with the use of Read, Write Inc.). If needed our learners have access to support from scribes or the use of IT. We also focus on helping our learners to organise their writing so that it is meaningful and purposeful. By doing this we aim to increase each learner's confidence and as a result their levels of engagement in writing – we make it safe.

At ACE, our primary setting employs a tailored approach that emphasizes the features of writing across various genres, focusing on individual developmental stages rather than age. Our teaching strategies are always adapted individually for students who are usually at different points in their writing journey, allowing differentiated instruction, meets their unique needs. We use a collaborative approach across bases to ensure consistent content delivery while considering individual requirements in how we teach objectives. Through engaging, hands-on activities, we introduce key elements such as character development in narratives, persuasive language in opinion pieces, and organisation in informational texts. Scaffolded support—such as visual aids, word banks, and knowledge organisers—helps students grasp these concepts, enabling them to express their ideas creatively and confidently. We celebrate each student's progress by completing a 'big write' task at the end of each unit which is always an interpretation of the stage the student is at and can be in a variety of formats, this fosters a positive writing environment, encouraging self-expression within a supportive framework.








To structure the acquisition of writing skills and knowledge The Primary Writing Genres Overview provides a sequential approach to teaching for those learners who have progressed beyond Read Write Inc.

**Knowledge organisers are being developed for each genre to support no subject specialists and LMs.**

The writing overview is currently being revised and added to so that each genre unit only last six weeks enabling more genres to be covered and to ensure that learners working at or close to age-related expectations are challenged.

Additionally, work is being done with the English HOD/CL to carry the scheme into KS3 and in so doing increases the number of genres the learners experience and increasing their technical understanding of each, and to prepare learners for the demands of GCSE. By ensuring a clear progression in complexity and style, from KS2 to KS 3 that aligns with expectations needed for GCSE preparation. (See ACE SIDP).

Through improving writing skills, this raises literacy attainment and further prepares learners for adulthood.







	<h2 style="margin: 0;">KS2 – Our Writing Journey</h2> <h3 style="margin: 0;">Lesson Structure</h3>	
<p><b>Each session/lesson within the genre unit should follow the AMOL with exception of the initial hook lessons and the final drafting.</b></p>		
	<p><b>Activate:</b> Retrieval based starter (verbal, question, scenario, worksheet, screen, whiteboard) ready for learners when they arrive.</p> <ul style="list-style-type: none"> <li>The starter activates prior knowledge and makes clear links with previous learning/lesson.</li> <li>Address errors/misconceptions from the previous lesson.</li> </ul>	
	<p><b>Instruct:</b></p> <ul style="list-style-type: none"> <li>Skills based, unpick an aspect of the genre e.g.: key feature, style, or specific word/sentence level skills.</li> </ul>	
	<p><b>Model:</b></p> <ul style="list-style-type: none"> <li>Demonstrate the new concepts or key feature taught above.</li> </ul>	
	<p><b>Practise:</b></p> <ul style="list-style-type: none"> <li>Enable learners to apply and rehearse, process modelled and to elaborate and innovate.</li> </ul>	
	<p><b>Reflect:</b></p> <ul style="list-style-type: none"> <li>Review the completed task with the learner and ask them to reflect on the WWW and EBI. Provide sensitive feedback to help improve the work. Focus on editing skills.</li> </ul>	



# KS2 – Our Writing Journey Unit Overview



This structure offers a generic map for delivering a unit of writing, it can be adapted to be completed in a few days or a few weeks depending on the genre. It can be repeated in cyclical fashion for a topic like 'Fairy Tales' with each run through being a separate book. The map is designed to be flexible so that it can be adapted by a non-specialist. Each unit should be focused on a specific genre ([see guidance here](#) or [here](#)).

	<p><b>1. Activate: Hook the children/Introduce the stimulus (1 Session)</b></p> <ul style="list-style-type: none"> <li>Each Unit should begin with a stimulus designed to 'hook' the learners in. This should be an interesting or exciting experience that sets the scene for the unit and brings it to life. The idea of the hook is to provide a 'theme' to enthuse learners to write. This may be an elaborate scene setting (crashed spaceship, a break in, treasure map, a learning walk, a letter, a message in a bottle, a national or local event, a picture that provokes lots of discussion, a story or event (<a href="#">for example</a>). <b>The hook should match the genre.</b></li> </ul>
	<p><b>2. Model: Model writing is shared (1 Session)</b></p> <ul style="list-style-type: none"> <li>Start with the end in mind. Share a quality model of writing of the genre being explored. The text should be age appropriate and pitched above the learner's attainment level.</li> <li>This model may link directly to the hook - text/stimulus or may be more generic.</li> </ul>
	<p><b>3. Instruct: Skills based lessons unpick the model, (1 to 4 sessions)</b></p> <ul style="list-style-type: none"> <li>look in depth at the specific/key features of the genre (see Unit exemplars/guides Ref.1, Ref.2), specific skills to be taught, the style of writing (formal or informal), the typical format, intend audience.</li> <li>Word/sentence level skills needing to be taught relevant to the genre.</li> <li>It may be appropriate to model/part of the model to refer to during some of these sessions.</li> </ul>
	<p><b>4. Practise: Plan writing (1 to 3 sessions)</b></p> <ul style="list-style-type: none"> <li>Model the planning process or work through together – noting ideas, using ideas from skills-based lessons. This may be a simple sequencing activity, a storyboarding activity designed to help structure the learners writing.</li> <li>(Teachers should review completed plans before children begin their writing to check children have a good understanding of the writing outcome, and to check that their ideas are clear).</li> </ul> <p><b>Create first draft (1 to 5 sessions)</b></p> <ul style="list-style-type: none"> <li>Breaking the writing outcome into chunks to be completed one session at a time, referring to the plan (adapting it as new ideas occur) and <b>reflecting the style and features of the genre.</b></li> <li><b>For example</b> - Day 1: the introduction, with the expectation that children just write their own introduction, and so on.</li> </ul>
	<p><b>5. Reflect: Review, Feedback and Edit (1 to 2 Sessions)</b></p> <ul style="list-style-type: none"> <li>Review the learners writing with them, check to ensure that they have a secure understanding of the writing outcome (e.g. text-specific features). Provide feedback – either oral or written.</li> <li>Work with the learner to edit and improve their writing, model adding/removing and changing vocabulary and/or punctuation to enhance the overall quality of the piece. Together reread and reflect on their first draft before and encourage or support them to edit their own writing.</li> <li>This also provides an opportunity for teachers to assess understanding and identify areas for development and to target and take forward into the next teaching sequence.</li> </ul>
	<p><b>Publish final draft</b></p> <ul style="list-style-type: none"> <li>If time allows, give learners to publish a final version of their work. This could be typed.</li> </ul> <p><b>Celebrate / Share writing</b></p> <ul style="list-style-type: none"> <li>If appropriate give the learner the opportunity to share their writing, this may be through display.</li> </ul>



## ACE Schools Primary Writing Genres Overview (Under Review)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>C1</b>	Earth Matters	World @ War	Exciting Explorers	Plant Hunters	Earliest Civ.	Sculpt & Photo
<b>C2</b>	Fly Me to The Moon	Greatest Show on Earth	We are Britain	Weather Experts	Invaders & Settlers	Famous
<b>1</b>	<b>Fairy tales</b> <ul style="list-style-type: none"> <li>sequencing</li> <li>simple retells fairy traditional tales some simple innovations</li> </ul>		<b>Instructions</b> <ul style="list-style-type: none"> <li>simple giving and following of verbal instructions,</li> <li>sequencing of instructions writing / sequential commands</li> </ul>		<b>Non-Chronological reports</b> simple fact files	
<b>2</b>	<b>Story Writing</b> <ul style="list-style-type: none"> <li>Retells of more detailed stories</li> <li>Innovations / Alternative Sections (endings)</li> <li>Expanded noun phrases</li> </ul>		<b>Recounts</b> <ul style="list-style-type: none"> <li>Based on experiences of others (fiction &amp; non-fiction)</li> </ul>	<b>Diaries</b> <ul style="list-style-type: none"> <li>Diaries, letters, postcards</li> </ul>	<b>Non- Chronological reports</b> <ul style="list-style-type: none"> <li>Reports linking to cross curricular topics.</li> <li>Fact files</li> <li>Persuasive language</li> </ul>	
<b>3</b>	<b>Story Writing</b> <ul style="list-style-type: none"> <li>alternative additional sections</li> <li>chapters - own simple stories based on those read character and setting</li> </ul>		<b>Recounts</b> <ul style="list-style-type: none"> <li>simple based on own experiences or others</li> <li>both real and fictional</li> <li>letters, diaries, simple newspaper reports</li> </ul>	<b>Instructions</b> <ul style="list-style-type: none"> <li>written instructions based on a concrete idea / notion</li> </ul>	<b>Non- Chronological reports</b> <ul style="list-style-type: none"> <li>adverts</li> <li>simple leaflets</li> <li>cross curricular content or content simple fact files</li> </ul>	
<b>4</b>	<b>Story Writing</b> <ul style="list-style-type: none"> <li>alternative sections</li> <li>simple own stories</li> <li>character and setting beginning to compare and contrast</li> </ul>		<b>Recounts</b> <ul style="list-style-type: none"> <li>simple based on own experiences or others</li> <li>both real and fictional</li> <li>letters, diaries, newspaper report</li> </ul>	<b>Instructions</b> <ul style="list-style-type: none"> <li>detailed with precise language</li> <li>simple explanations with cyclical diagrams content</li> </ul>	<b>Persuasion</b> <ul style="list-style-type: none"> <li>adverts, leaflets, brochures</li> <li>cross curricular content or content</li> </ul>	<b>Non chronological reports</b> <ul style="list-style-type: none"> <li>non-chron. reports linking to cross curricular topics</li> </ul>
<b>5</b>	<b>Story Writing</b> <ul style="list-style-type: none"> <li>own stories - additional / alternative sections character and setting compare and contrasts</li> </ul>		<b>Recounts</b> <ul style="list-style-type: none"> <li>simple based on own experiences or others</li> <li>both real &amp; fictional letters, diaries, witness accounts, newspapers</li> </ul>	<b>Instructions</b> <ul style="list-style-type: none"> <li>written instructions based on a concrete idea</li> <li>written instructions with fictional content</li> </ul>	<b>Non- Chronological reports</b> <ul style="list-style-type: none"> <li>discussions based on cross curricular content</li> <li>leaflets, brochures, letters</li> <li>cross curricular content non-chron. reports linking to cross curricular topics</li> </ul>	
<b>6</b>	<b>Story Writing</b> <ul style="list-style-type: none"> <li>own stories following a theme,</li> <li>additional / alternative sections</li> <li>short stories / character and setting</li> <li>complex compare and contrast development and change of characters</li> </ul>		<b>Recounts</b> <ul style="list-style-type: none"> <li>simple based on own &amp; others experiences</li> <li>letters, diaries, news reports, eye-witness accounts, biography and autobiography</li> </ul>	<b>Instructions/explanations</b> <ul style="list-style-type: none"> <li>Instruction and explanations based on cross curricular content or fictional content</li> </ul>	<b>Persuasion</b> <ul style="list-style-type: none"> <li>Leaflets, brochures, letters, speeches</li> </ul>	<b>Discussion</b> <ul style="list-style-type: none"> <li>written balanced arguments debating 2 sides of an issue current affairs, topical issue, cross curricular, content from class text</li> </ul>



# ACE Schools Primary Writing Skills Overview



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>Sit at a table and hold a pen correctly.</li> <li>Distinguish between lower case and capital letters.</li> <li>Form digits 0-9.</li> </ul>	<ul style="list-style-type: none"> <li>Form lowercase letters of the correct size.</li> <li>Start using some of the diagonal and horizontal strokes.</li> </ul>	<ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that are needed to join letters.</li> <li>Increase the legibility, consistency and quality of my handwriting.</li> </ul>		<ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed.</li> </ul>	
<b>Transcription</b>	<ul style="list-style-type: none"> <li>Spell words containing each of the 40+ phonemes.</li> <li>Spell common exception words.</li> <li>Spell days of the week.</li> <li>Name alphabet letters.</li> <li>Use ing, ed, er and -est.</li> <li>Simple sentence writing.</li> </ul>	<ul style="list-style-type: none"> <li>Spell common exception words.</li> <li>Learning the possessive apostrophe.</li> <li>Distinguish between homophones and near-homophones.</li> </ul>	<ul style="list-style-type: none"> <li>Use prefixes and suffixes.</li> <li>Spell further homophones / Spell words that are often misspelt.</li> <li>Place the possessive apostrophe accurately.</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>Write from memory simple sentences, dictated by the teacher.</li> </ul>		<ul style="list-style-type: none"> <li>Use further prefixes and suffixes.</li> <li>Spell some words with 'silent' letters.</li> <li>Use knowledge of morphology and etymology.</li> <li>Use dictionaries to check the spelling and meaning of words.</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>Use a thesaurus.</li> </ul>	
<b>Composition</b>	<ul style="list-style-type: none"> <li>Compose oral sentences before writing them.</li> <li>Sequence sentences to form short narratives.</li> <li>Read and discuss what they have said.</li> </ul>	<ul style="list-style-type: none"> <li>Develop positive attitudes and stamina for writing.</li> <li>Consider what I am are going to write before beginning.</li> <li>Make simple additions, revisions and corrections.</li> <li>Read aloud what I have written.</li> </ul>	<ul style="list-style-type: none"> <li>Plan my writing by:</li> <li>Discussing writing similar to which i am planning to write.</li> <li>Composing and rehearsing sentences orally.</li> <li>Use an increasing range of sentence structures.</li> <li>Organising paragraphs around a theme in narratives, creating settings, characters and plot.</li> </ul>		<ul style="list-style-type: none"> <li>Identify the audience for and purpose of the writing.</li> <li>In writing narratives, consider developing characters and settings.</li> <li>Use a wide range of devices to build cohesion within and across paragraphs.</li> <li>Use further organisational and presentational devices for example, headings, bullet points, underlining.</li> </ul>	
<b>Vocabulary, grammar punctuation</b>	<ul style="list-style-type: none"> <li>Leave spaces between words.</li> <li>Join words using 'and'.</li> <li>Use capital letters, full stops and question marks.</li> <li>Use a capital letter. for names of people, places and days of the week.</li> </ul>	<ul style="list-style-type: none"> <li>Learn how to use:</li> <li>Sentences with different forms: statement, question, exclamation, command.</li> <li>Expanded noun phrases to describe and specify.</li> <li>The present and past tenses correctly.</li> <li>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</li> <li>The grammar for year 2 in english appendix 2.</li> </ul>	<ul style="list-style-type: none"> <li>Extend my range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>Use the present perfect form of verbs in contrast to the past tense.</li> <li>Choosing nouns or pronouns appropriately.</li> <li>Use conjunctions, adverbs and prepositions to express time and cause.</li> <li>Use fronted adverbials</li> <li>Use commas after fronted adverbials</li> <li>Indicate possession by using the possessive apostrophe</li> <li>Use and punctuate direct speech.</li> </ul>		<ul style="list-style-type: none"> <li>Recognise vocabulary and structures that are appropriate for formal speech and writing</li> <li>Use passive verbs</li> <li>Use the perfect form of verbs for time and cause</li> <li>Use expanded noun phrases to convey information</li> <li>Using modal verbs or adverbs to indicate possibility</li> <li>Using relative clauses beginning with who, which, where, when, whose.</li> <li>Using commas to clarify meaning or avoid ambiguity.</li> <li>Use hyphens to avoid ambiguity / Use brackets, dashes or commas / Use semi-colons, colons or dashes.</li> </ul>	

Year 6 Reading			
Word Reading		Comprehension	
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.</li> <li><input type="checkbox"/> Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.</li> <li><input type="checkbox"/> Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.</li> </ul>		<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction.</li> <li><input type="checkbox"/> Show familiarity with different text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.</li> <li><input type="checkbox"/> Recommend books to others, giving reasons for their choices; state preferences.</li> <li><input type="checkbox"/> Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use.</li> <li><input type="checkbox"/> Demonstrate that they have learned a wide range of poetry by heart.</li> <li><input type="checkbox"/> Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning.</li> <li><input type="checkbox"/> Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context.</li> <li><input type="checkbox"/> Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification.</li> <li><input type="checkbox"/> During discussion, ask pertinent questions to enhance understanding.</li> <li><input type="checkbox"/> Make accurate and appropriate comparisons within and across different texts.</li> <li><input type="checkbox"/> Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text.</li> <li><input type="checkbox"/> Distinguish between fact and opinion.</li> <li><input type="checkbox"/> Retrieve, record and present information from non-fiction texts.</li> <li><input type="checkbox"/> Identify key details which support main ideas; summarise content drawn from more than one paragraph.</li> <li><input type="checkbox"/> Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.</li> <li><input type="checkbox"/> Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic.</li> </ul>	
Year 6 Writing			
Transcription		Composition	
<p><b>Spelling</b> Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write from memory, dictated sentences which include words and punctuation from the ks2 curriculum.</li> <li><input type="checkbox"/> Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, -able, -ible, -ably, -ibly, -al, -ial.</li> <li><input type="checkbox"/> Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns.</li> <li><input type="checkbox"/> Spell some challenging homophones from the YR 5-6 spelling appendix.</li> <li><input type="checkbox"/> Spell the majority of words from the YR 5-6 statutory word list.</li> </ul>		<p><b>Handwriting</b> Evidence:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing is legible and fluent. (Quality may not be maintained at speed.)</li> <li><input type="checkbox"/> Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</li> </ul>	
		<p><b>Composition: structure and purpose</b> Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss and develop ideas; routinely use the drafting process before and during writing.</li> <li><input type="checkbox"/> Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.</li> <li><input type="checkbox"/> Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.</li> <li><input type="checkbox"/> Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.</li> <li><input type="checkbox"/> Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.</li> <li><input type="checkbox"/> Integrate dialogue to convey character and advance the action.</li> <li><input type="checkbox"/> Describe characters, settings and atmosphere, with some precision.</li> <li><input type="checkbox"/> Summarise longer passages, when required.</li> <li><input type="checkbox"/> Evaluate own and others' writing; proof read, edit and revise.</li> </ul>	
		<p><b>Vocabulary, grammar and punctuation</b> Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write a range of sentence structures (simple and complex) including relative clauses e.g. using 'that', 'which'.</li> <li><input type="checkbox"/> Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points.</li> <li><input type="checkbox"/> Use modal verbs to indicate degrees of possibility.</li> <li><input type="checkbox"/> Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells.</li> <li><input type="checkbox"/> Understand and use active and passive voice.</li> <li><input type="checkbox"/> Identify the subject and object.</li> <li><input type="checkbox"/> Identify synonym and antonym.</li> <li><input type="checkbox"/> Select vocabulary and grammar to suit formal and informal writing.</li> <li><input type="checkbox"/> Use vocabulary which is varied, interesting and precise.</li> <li><input type="checkbox"/> Use a dictionary and thesaurus to define words and expand vocabulary.</li> </ul>	

## Mathematical Development



At ACE primary we have a firm belief every learner should have the opportunity to develop their understanding of mathematics. This is nurtured by the adults who work with them, both within their scheduled maths lessons but also, throughout their learning outside the classroom and everyday experiences.

We are committed to support our learners with the understanding of mathematical ideas, knowledge and skills, because we recognise the subject’s increasing importance in society.

Through KS1 and 2 our primary team follow The White Rose Maths Curriculum.

The resources provide by the scheme support our learns and LMs to ensure high quality maths lessons are a staple of our offer.

The White Rose assessments are used on entry to ACE and at the start and end of each unit to monitor attainment and understanding and to ensure learners are taught at the appropriate stage.

White Rose ensures that maths is systematically and developmentally planned through its schemes of learning, it breaks down national curriculum objectives into finely tuned steps, providing objective led opportunities ([Maths resources for teachers | White Rose Education](#)).

We ensure real life resources such as: Numicon, cubes, interactive ICT resources, clocks and games are used to support learners in reaching learning outcomes.

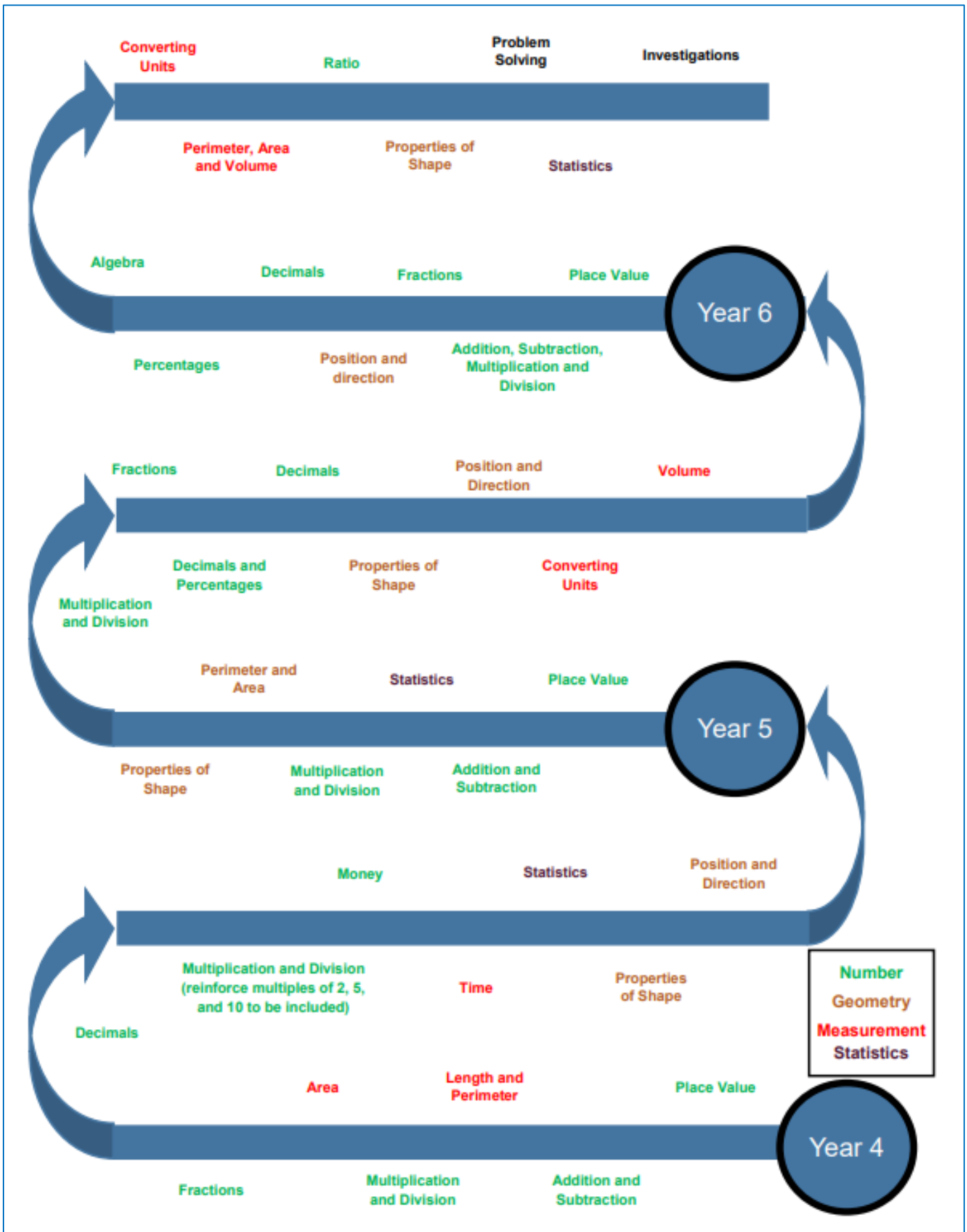
We also consider maths focuses as a team when planning for our learning outside the classroom, one maths lesson each week is taught as part of the wider curriculum to ensure we provide learning opportunities and help learners to connect learning with their lives outside of school.

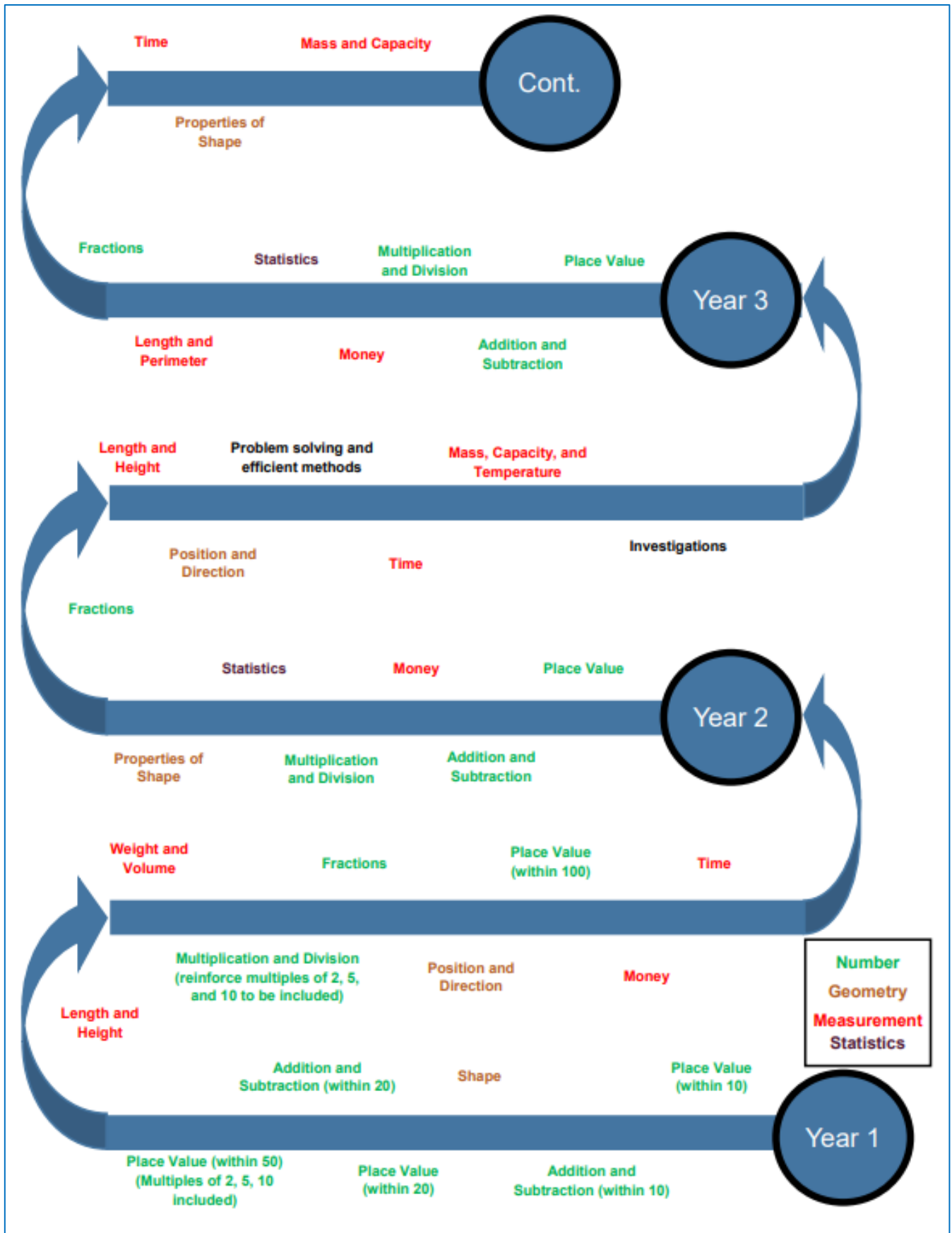
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number: Place Value (within 10, then 20)	Number: Place Value	Number: Place Value	Number: Place Value	Number: Place Value	Number: Place Value
Number: Addition and Subtraction (within 10, then 20)	Number: Addition and Subtraction	Number: Addition and Subtraction	Number: Addition and Subtraction	Number: Addition and Subtraction	Number: Addition, Subtraction, Multiplication, and Division
Geometry: Shape	Measurement: Money	Number: Multiplication and Division	Number: Multiplication and Division	Number: Multiplication and Division	Number: Fractions
Number: Place Value (within 50)	Number: Multiplication and Division	Measurement: Money	Measurement: Length and Perimeter	Measurement: Perimeter and Area	Geometry: Position and Direction
Measurement: Length and Height	Geometry: Shape	Statistics	Number: Fractions	Number: Fractions	Number: Decimals
Measurement: Weight and Volume	Number: Fractions	Measurement: Length and Perimeter	Number: Decimals	Number: Decimals and Percentages	Number: Percentages
Number: Multiplication and Division	Measurement: Length and Height	Number: Fractions	Measurement: Time	Number: Decimals	Algebra
Number: Fractions	Geometry: Position and Direction	Geometry: Shape	Statistics	Geometry: Shape	Measurement: Converting Units
Geometry: Position and Direction	Measurement: Time	Measurement: Time	Geometry: Shape	Geometry: Position and Direction	Measurement: Perimeter, Area, and Volume
Number: Place Value (within 100)	Measurement: Mass, Capacity, and Temperature	Geometry: Position and Direction	Geometry: Position and Direction	Measurement: Converting Units	Number: Ratio
Measurement: Money	Statistics	Measurement: Mass and Capacity	Measurement: Area	Measurement: Volume	Geometry: Shape
Measurement: Time	Re-Cap	Re-Cap	Re-Cap	Re-Cap	Statistics

## End of Year Expectations for Year 6 for New National Curriculum – EXPECTED (At National Standard)

Year 6 Maths				
Year 6 Number and Place Value				
Number and Place Value	Addition, Subtraction, Multiplication and Division	Fractions	Ratio and Proportion	Algebra
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.</li> <li><input type="checkbox"/> Round any whole number to a required degree of accuracy.</li> <li><input type="checkbox"/> Use negative numbers in context, and calculate intervals across zero.</li> <li><input type="checkbox"/> Solve number and practical problems that involve all of the above.</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</li> <li><input type="checkbox"/> Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.</li> <li><input type="checkbox"/> Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.</li> <li><input type="checkbox"/> Perform mental calculations, including with mixed operations and large numbers.</li> <li><input type="checkbox"/> Identify common factors, common multiples and prime numbers.</li> <li><input type="checkbox"/> Use their knowledge of the order of operations to carry out calculations involving the four operations.</li> <li><input type="checkbox"/> Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</li> <li><input type="checkbox"/> Compare and order fractions, including fractions <math>&gt; 1</math>.</li> <li><input type="checkbox"/> Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</li> <li><input type="checkbox"/> Multiply simple pairs of proper fractions, writing the answer in its simplest form. [For example, <math>1/2 \times 1/2 = 1/8</math>].</li> <li><input type="checkbox"/> Divide proper fractions by whole numbers. <math>1/3 \div 2 = 1/6</math></li> <li><input type="checkbox"/> Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [e.g. <math>3/8</math>].</li> <li><input type="checkbox"/> Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.</li> <li><input type="checkbox"/> Multiply one-digit numbers with up to two decimal places by whole numbers.</li> <li><input type="checkbox"/> Use written division methods in cases where the answer has up to two decimal places.</li> <li><input type="checkbox"/> Solve problems which require answers to be rounded to specified degrees of accuracy.</li> <li><input type="checkbox"/> Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</li> <li><input type="checkbox"/> Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison.</li> <li><input type="checkbox"/> Solve problems involving similar shapes where the scale factor is known or can be found.</li> <li><input type="checkbox"/> Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use simple formulae.</li> <li><input type="checkbox"/> Generate and describe linear number sequences.</li> <li><input type="checkbox"/> Express missing number problems algebraically.</li> <li><input type="checkbox"/> Find pairs of numbers that satisfy an equation with two unknowns.</li> <li><input type="checkbox"/> Enumerate possibilities of combinations of two variables.</li> </ul>
Year 6 Geometry and Measures				
Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	Statistics	
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</li> <li><input type="checkbox"/> Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.</li> <li><input type="checkbox"/> Convert between miles and kilometres.</li> <li><input type="checkbox"/> Recognise that shapes with the same areas can have different perimeters and vice versa.</li> <li><input type="checkbox"/> Recognise when it is possible to use formulae for area and volume of shapes.</li> <li><input type="checkbox"/> Calculate the area of parallelograms and triangles.</li> <li><input type="checkbox"/> Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>].</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Draw 2-D shapes using given dimensions and angles.</li> <li><input type="checkbox"/> Recognise, describe and build simple 3-D shapes, including making nets.</li> <li><input type="checkbox"/> Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.</li> <li><input type="checkbox"/> Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe positions on the full coordinate grid (all four quadrants).</li> <li><input type="checkbox"/> Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interpret and construct pie charts and line graphs and use these to solve problems.</li> <li><input type="checkbox"/> Calculate and interpret the mean as an average.</li> </ul>	

## Mathematics Curriculum Map





## Personal, social, health and economic (PSHE) education



At ACE Schools we use a mindful approach to PSHE, bringing together Personal, Social, Health Education, emotional literacy, social skills and spiritual development. We focus on tailoring the lessons to our learners needs and to enjoy building the relationships and getting to know them better as unique human beings. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. We follow Jigsaw as a whole school approach, with all year groups working on the same theme at the same time. This enables a generation of a whole school focus for adults and children alike. Because of the unique setting we work in, we understand our learners needs and are able to compliment Jigsaw with additional, individual intelligence led sessions, which are focused specifically on individual areas of interest or development.

### **Specialist: reflecting the specialist educational and therapeutic need of every learner.**

Throughout the school we use Jigsaw. This ensures that we offer a spiral and sequential curriculum to all of our learners. Staff use the resources as the foundation of their planning but adapt the lesson delivery to ensure that their lessons are age and stage appropriate for each learner. This includes giving teachers the option for staff to stay on a particular topic longer.

Our HOD of Department for PSHE oversees the delivery of curriculum and selection of Units. Units are selected to meet the needs of our learners. Bespoke one-off lessons have been planned by HoD for RRS, exam readiness, vaping, bullying as examples where there is a need identified on the base.

The HoD has created bespoke resources for individual learners where there has been a potential concern eg. inappropriate comments towards staff, hygiene, hate crime Jigsaw topics are reflected in pastoral interventions and have now been added to CPOMS.

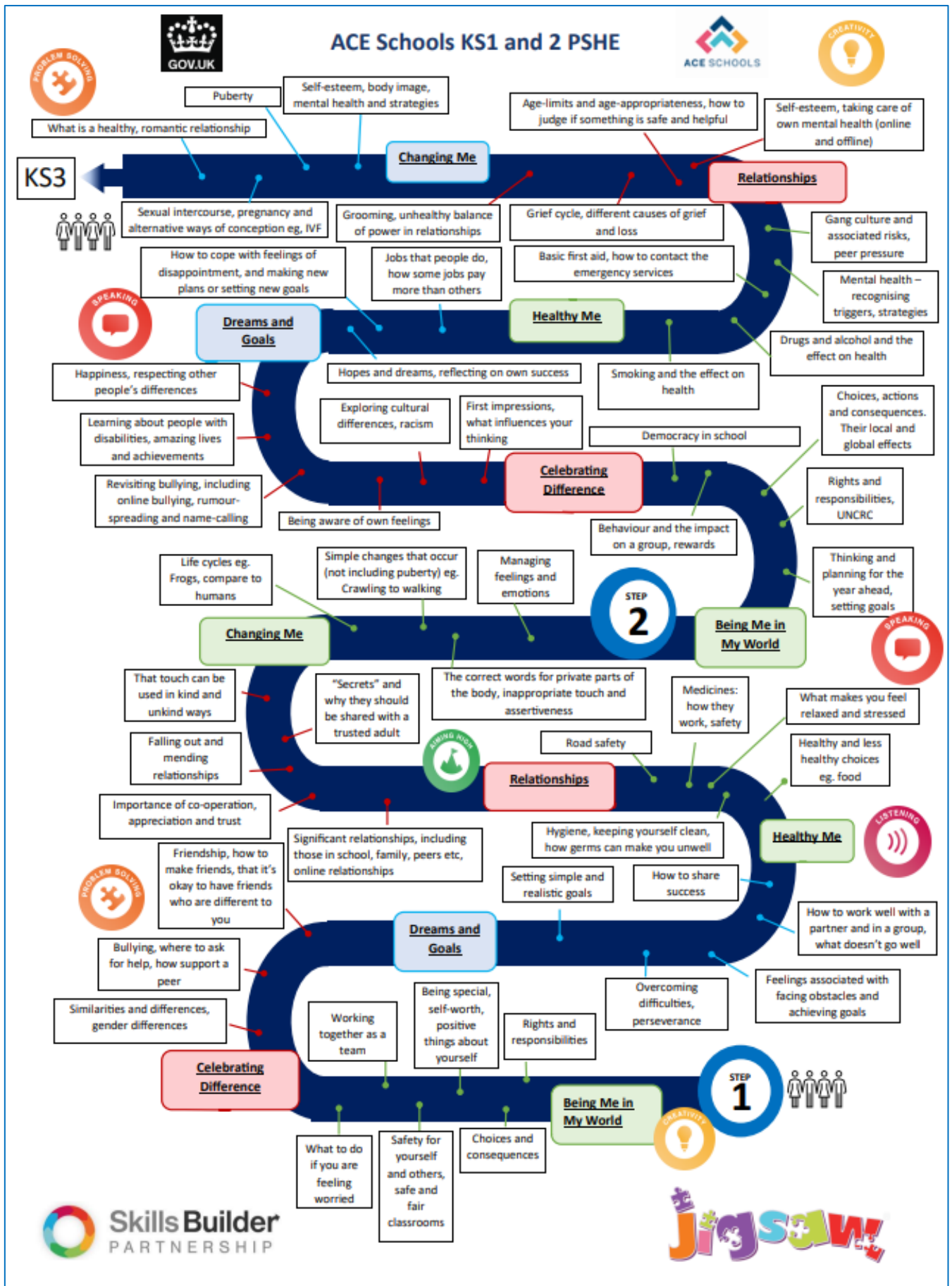
Whole staff training in teaching PSHE safely, with a clear message that most interactions with learners could be categorised as PSHE. Discussion in learning mentor training about CPOMS logs and ensuring a PSHE-related action is written in where relevant.

As part of preparing our learners for adulthood at KS4 we support learners to undertake the WJEC PSD qualification.

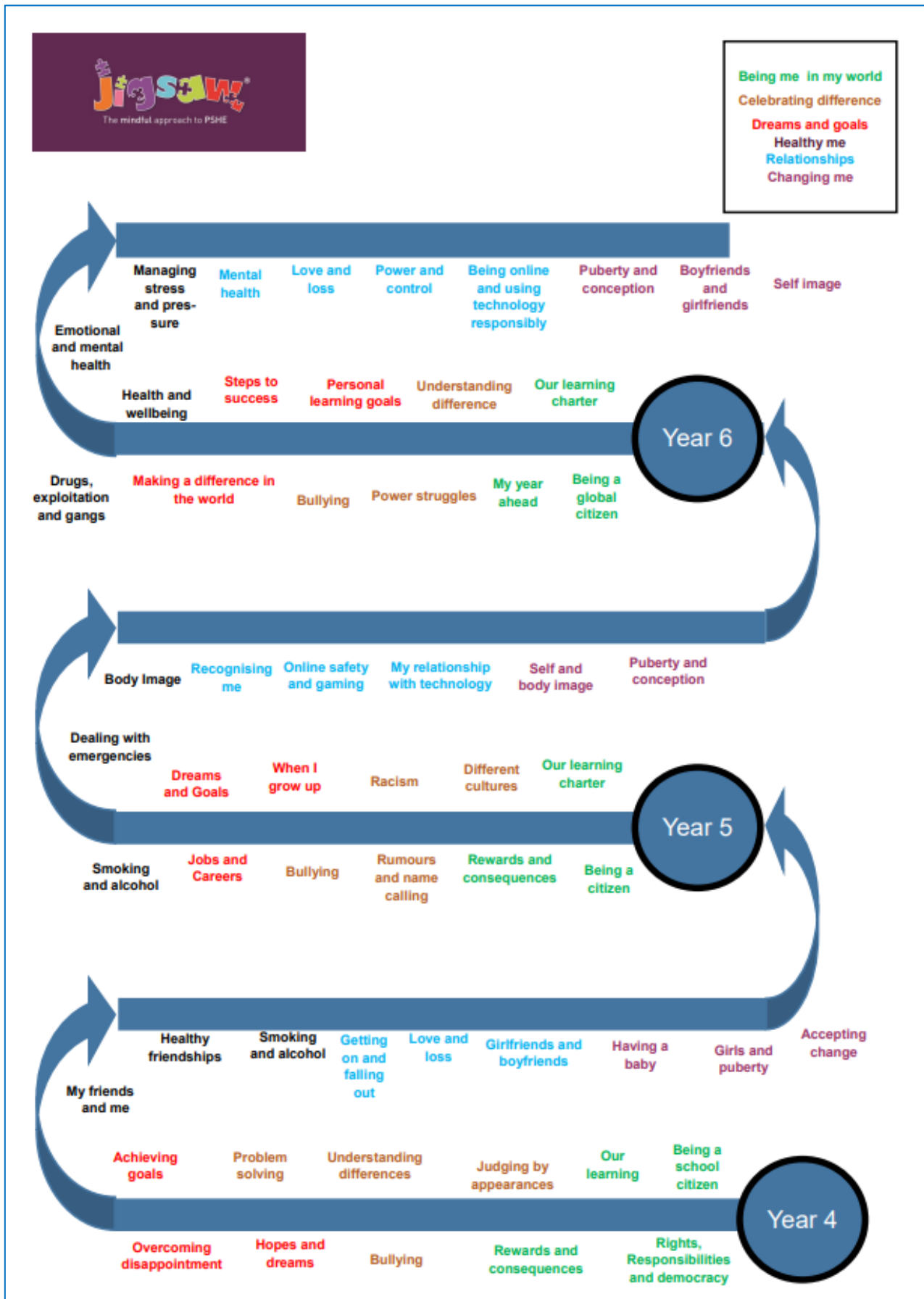


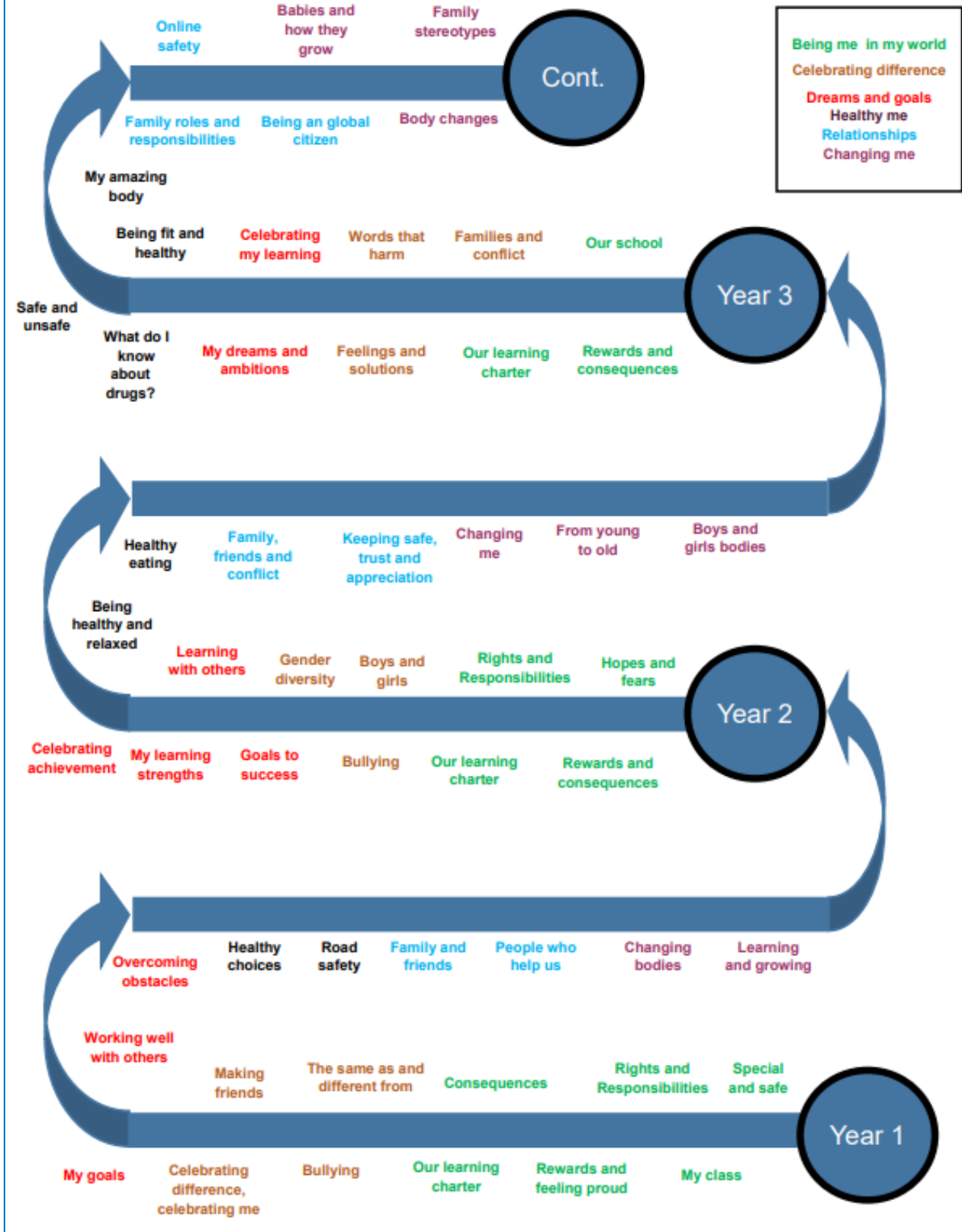
## Cultural Capital

Opportunities to introduce Cultural Capital are provided through our whole school 'Word of the Week' and 'Assembly Boards'. It is also a feature of LOTC and PSHE sessions. Cultural capital is 'a golden thread, woven through everything we do to teach children well' and forms an element of focus through our Curriculum Themes. Cultural capital activities are used to celebrate and highlight: Key figures, such as artists, writers, scientists, designers, sportspeople etc, key anniversaries, and remembering / exploring historical events, also religious festivals and other celebrations linked to diversity, and environmental topics. The topics have a global focus and are not limited to UK-based events.



# PSHE Curriculum Map





## Science

The ACE Primary Science curriculum comprises of two components:



Science bug provides a coherent sequenced scheme of work that ensures full coverage of the KS 1 and 2 curriculum with fully planned lessons that can be delivered by a non-specialist or Learning Mentor.

The Crest Awards provide a resource for linking Science work to LOTC.

Improving Primary Science Summary of recommendations		Education Endowment Foundation
<p>01 Develop pupils' scientific vocab</p>	<p>Identify science-specific vocabulary. Explicitly teach new vocabulary and its meaning, creating opportunities for repeated engagement and use over time.</p>	
<p>02 Encourage pupils to explain their thinking, whether verbally or in written form</p>	<p>Create a collaborative learning environment. Capitalise on the power of dialogue. Cultivate reasoning and justification.</p>	
<p>03 Guide pupils to work scientifically</p>	<p>Explicitly teach the knowledge and skills required to work scientifically, guiding pupils to apply this in practice, with opportunities for discussion and reflection.</p>	
<p>04 Relate new learning to relevant, real-world contexts</p>	<p>Consider real-world contexts. Engage with science concepts supported by virtual models.</p>	
<p>05 Use assessment to support learning and responsive teaching</p>	<p>Plan teaching that builds on existing knowledge and experiences. Monitor pupils' learning to inform responsive teaching, feedback, and next steps. Summarise what pupils have learned against planned criteria.</p>	
<p>06 Strengthen science teaching through effective professional development, as part of an implementation process</p>	<p>Use a range of information to identify development priorities and professional learning needs. Consider factors of high quality professional development to plan or evaluate provision. Reflect on senior leadership support at the strategic to classroom level.</p>	

### The Crest Awards















In response to the EEF Improving Primary Science report in 2024 we introduced the Crest Award.

The report outlines six recommendations for improving primary science, including developing vocabulary and working scientifically.

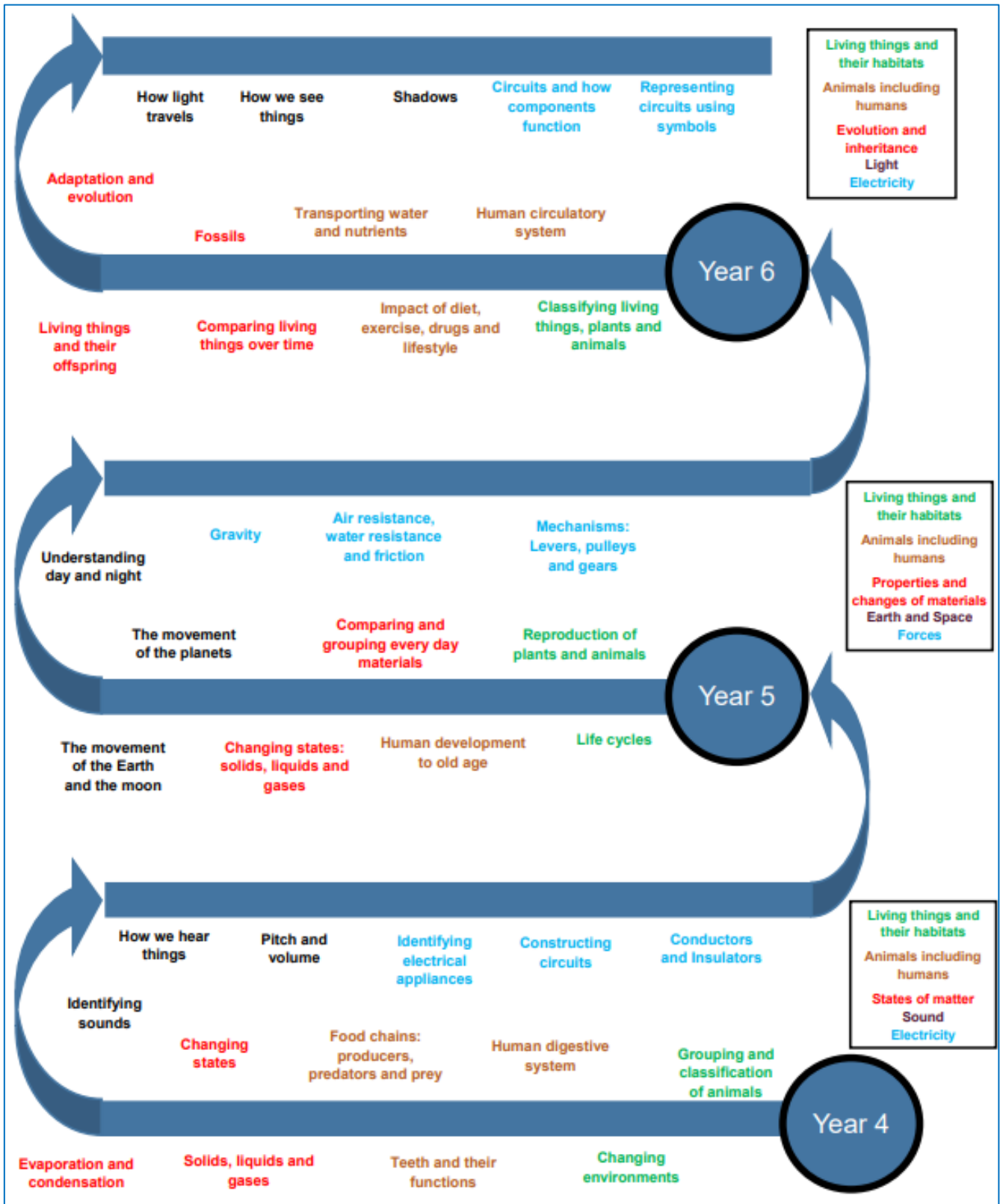
The Crest Awards align with the three overarching principles of developing:

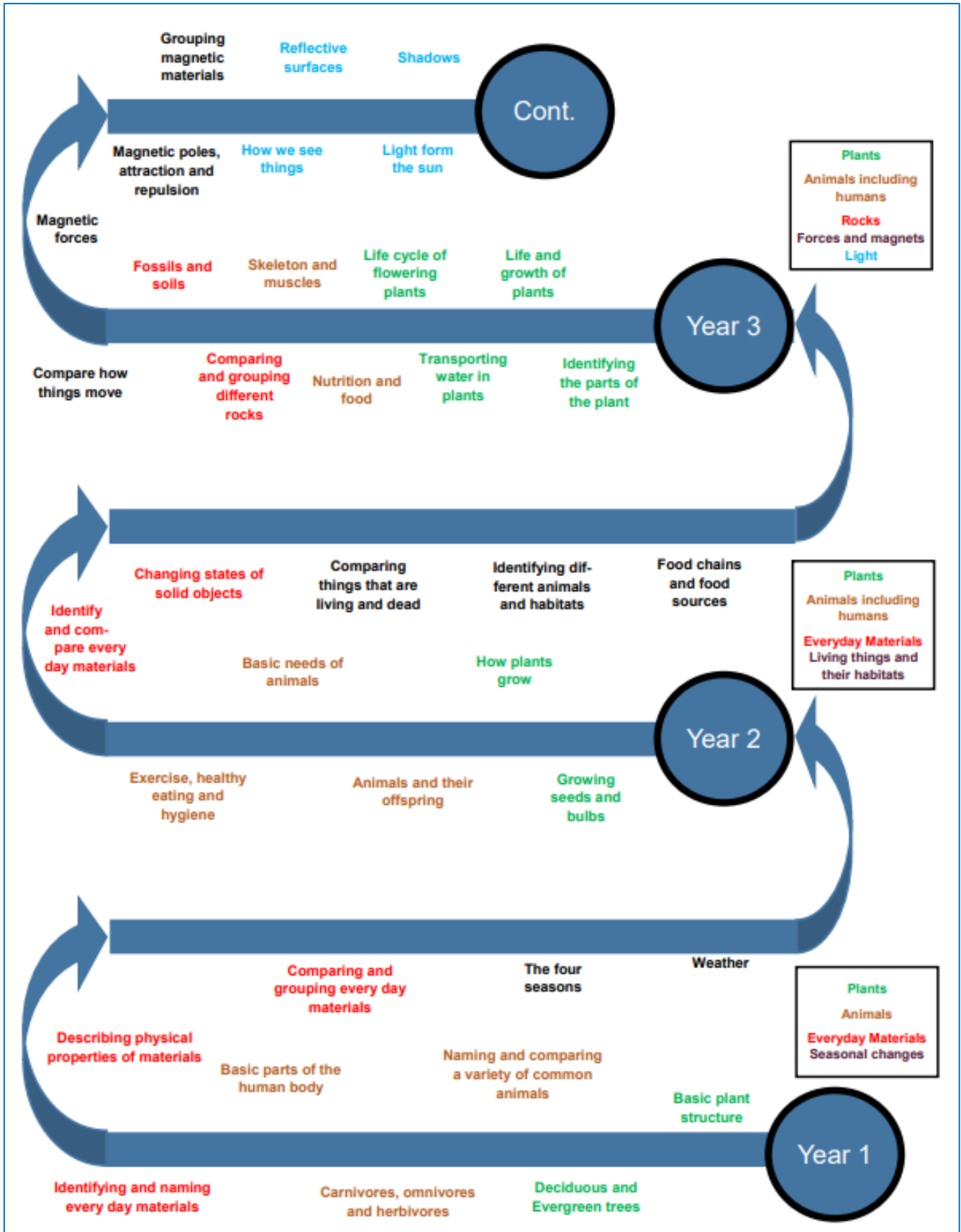
- scientific knowledge and concepts across biology, chemistry, and physics;
- the nature, processes, methods, and skills of science to answer scientific questions; and
- the application and implications of science in the wider world, presently and in the future.




Gives learners opportunities to explain their thinking, develop scientific vocabulary and provides additional opportunities to work scientifically while relating their learning to the real world through LOTC.




 <b>ACE Schools – Primary Science Overview</b> <i>Ready, Respectful, Safe</i> 												
	T1:1		T1:2		T2:1		T2:2		T3:1		T3:2	
												
<b>Year 1</b>	<a href="#">Comparing Materials</a>	Confusing cans 16 Starting sounds 64	<a href="#">Changing Seasons</a>	Be seen, be safe 8 Brilliant bubbles 12	<a href="#">Parts of Animals</a>	Testing timers 72	<a href="#">Plants</a>	Rainbow colour collectors 40 Useless umbrella 76	<a href="#">Types of Animals</a>	Animal adventure 4	<a href="#">Identifying Materials</a>	Music maker 28 Peggy problem 32
<b>Year 2</b>	<a href="#">Changing Shape</a>	Sneaky shadow 52	<a href="#">Habitats</a>	Muddy mess 24	<a href="#">Living Things</a>	Sniffly sneezes 56	<a href="#">Growing Plants</a>	Plant detectives 36 Discovery bag 20	<a href="#">Feeding and Exercise</a>	Speedy scooters 60	<a href="#">Uses of Materials</a>	Scrap yard scraps 44 Slippery slidey shoes 48 Tea bag trouble 68
<b>Year 3</b>	<a href="#">Magnets and Forces</a>	Spinning solutions 150 Super spinners 154	<a href="#">Light and Shadows</a>	Band rollers 20 Investigating ink 96	<a href="#">Parts of Plants</a>	Tree trouble 176 Drifting dandelions 66	<a href="#">What Plants Need</a>	A special new tree 10 Goodbye old tree 82	<a href="#">Movement and Feeding</a>	Tomato sauce 172 Tumbling toast 180 Yummy yoghurt 200	<a href="#">Rocks and Soils</a>	Under your feet 184
<b>Year 4</b>	<a href="#">Electricity</a>	Bowled over 24 How do you drink yours? 90	<a href="#">Sound</a>	Playground games 130 Hoodie hearing 86	<a href="#">Grouping Living Things</a>	Worm charming 196	<a href="#">Dangers to Living Things</a>	Windy ways 192 Kite calamity 108	<a href="#">Human Nutrition</a>	Cheesy challenge 46 Outdoor gym 118	<a href="#">Changes of State</a>	Surprising stains 158 Get set jellies 78
<b>Year 5</b>	<a href="#">Earth and Space</a>	Racing rockets 142	<a href="#">Materials</a>	Protecting polymers 138 Recycle, reuse 146 A hole in my bucket 6	<a href="#">Forces</a>	Crafty rafts 54 Bridge blunder 28 Discus dilemma 62	<a href="#">Life Cycles</a>	Warm or cold? 188	<a href="#">Separating Mixtures</a>	Testing and comparing tea 164 Polymer problem 134	<a href="#">Types of Change</a>	The mystery of the Colorado Brown Stain 168
<b>Year 6</b>	<a href="#">Changing Circuits</a>	A sticky problem 14 Buy them and try them 42	<a href="#">Light and Sight</a>	Journey stick 100 Over to you 124	<a href="#">Classifying Living Things</a>	Clever camouflaged creatures 50 Brilliant birds 32 Bumblebee mystery 36	<a href="#">Evolution and Inheritance</a>	Disappearing dinosaurs 58 Fossil folly! 74	<a href="#">Our Bodies</a>	Fascinating fingerprints 70 Making and testing toothpaste 112	<a href="#">Review and Celebration</a>	Just my cup of tea 104
<b>ACE Topics</b>	<b>Fly Me to the Moon</b>		<b>The Greatest Show on Earth</b>		<b>We are Britain</b>		<b>Weather Experts</b>		<b>Invaders and Settlers</b>		<b>Famous for more than 5 minutes</b>	
<b>Topic Link to Science</b>	Space: Link at British science and innovation <a href="#">linked to space</a>				Climate, weather, Habitat British Plants and Changing Landscape Dress for the weather / adapting our homes						British inventors and scientist focus British women in Sci - Enigma	


Science Curriculum Map









 <p><b>Humanities Coverage Map</b></p>	<p><b>Geo KS1</b> They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>	<p><b>Geo KS 2</b> Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>	<p><b>Hist KS1</b> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.  They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p><b>Hist KS2</b> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>
<b>Cycle 1</b>				
<p><b>Earth Matters</b></p> <p>Protect our planet- study the cause and effect of climate change, the greenhouse layer and the Earth's atmosphere. Discover all there is to know about the extreme climates which exist across our continents</p>	<p>Pupils should develop knowledge about the world. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.  <b>Geographical skills and fieldwork</b> use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.</p>	<p><b>Locational knowledge</b> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  <b>Human and physical geography:</b> describe and understand key aspects of:  <b>Physical Geography:</b> climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  <b>Human Geography:</b> including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>		
<p><b>World at War</b></p> <p>A Child's Eye View from the Home Front of Britain's most significant battles. Learn insights into the scope and scale of wars and how many countries were involved</p>			<p>Events beyond living memory that are significant nationally or globally [for example, the Blitz, Hindenburg the first aeroplane flight or events commemorated through festivals or anniversaries.</p>	<p>Pupils should be taught about: <b>The lives of significant individuals</b> in the past who have contributed to national &amp; international achievements.  Some should be used to compare aspects of life in different periods [for example, Mary Seacole and/or Florence Nightingale and Edith Cavell.  Significant historical events, people and places in their own locality.</p>

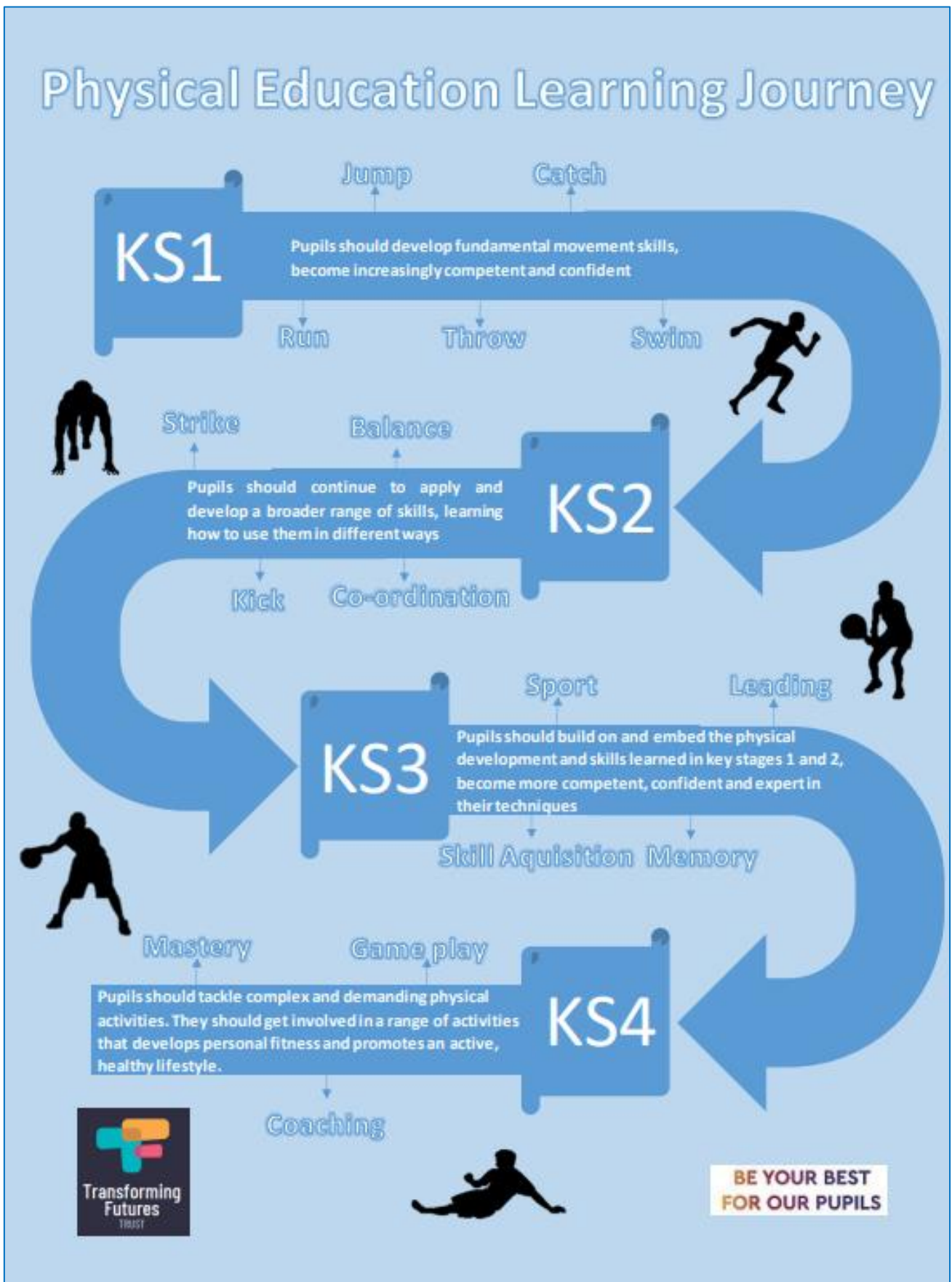
<p><b>Exciting Explorers</b></p> <p>Discover the excitement of the landscape of our local area. Engage in fieldwork and observational skills and study the geography of the human and physical features of your surrounding environment</p>	<p><b>Locational knowledge</b> name and locate the world's 7 continents and 5 oceans name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding sea.</p> <p><b>Place knowledge</b> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><b>Human and physical geography</b> use basic geographical vocabulary to refer to: <b>key physical features, including:</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <b>key human features, including:</b> city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p><b>Locational knowledge</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><b>Place knowledge</b> 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, and a region in North or South America.</p> <p>Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p><b>Geographical skills and fieldwork</b> 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>	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Some should be used to compare aspects of life in different periods for example, Christopher Columbus.</p>	
<p><b>Plant Hunters</b></p> <p>From sowing and growing in our gardens to our most magnificent plants, farming and rainforests. An exciting topic with lots of practical scope and learning</p>	<p><b>Key physical features, including:</b> coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p><b>Locational knowledge</b> Locate the world's countries, using maps to South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><b>LOTG: Lost Gardens of Helligan &amp; The Eden Project</b></p>		
<p><b>Earliest Civilisations</b></p> <p>From the Shang Dynasty to the Ancient Egyptians, discover daily life for our most famous civilisations, typical crime and punishment in history and compare with our own</p>			<p><b>Life in the ancient Peninsula</b></p> <p>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.</p> <p>Bronze Age religion, technology and travel, for example, Stonehenge.</p> <p>Iron Age hill forts: tribal kingdoms, farming, art and culture.</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt.</p> <p>A non-European society that provides contrasts with British history</p> <p><b>Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</b></p>

<p><b>Sculpture and Photography</b></p> <p>Develop photography skills, cover useful artistic concepts in a new context, look at: composition, colour, light, abstract images. Familiarise with new photography artists and gain a new perspective on the way we view people and objects around us</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>		<p><b>Ancient Greece</b> – a study of Greek life and achievements and their influence on the western world.</p> <p>The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day.</p>
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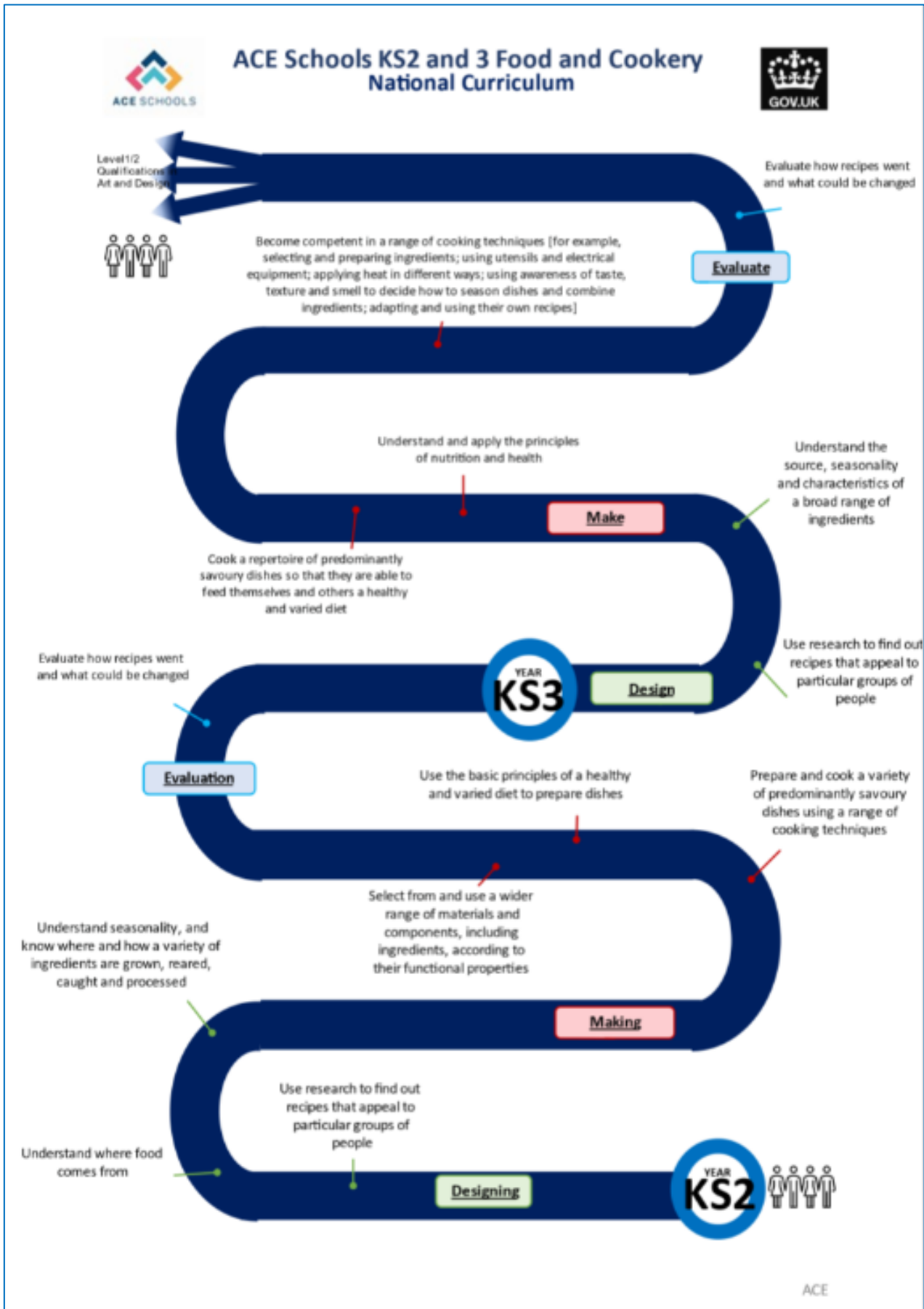
Cycle 2				
<p><b>Fly me to the moon</b></p> <p>From Earth, the solar system, day and night, even how to stay alive as an astronaut. Discover all there is to know about space</p>	<p><b>Geographical skills and fieldwork</b> use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. <b>How an Astronaut Sees the World!</b></p>	<p><b>Geographical skills and fieldwork</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><b>The lives of significant individuals</b> in the past who have contributed to national &amp; international achievements. Neil Armstrong, Space-X, Tim Peak</p>	<p><b>Changes within living memory.</b> Where appropriate, these should be used to reveal aspects of change in national life.</p>
<p><b>The Greatest Show on Earth</b></p> <p>Explore traditional English celebrations and celebrations from around the world. Discover major events from the past and learn about how these have shaped the world we live in today</p>				
<p><b>We are Britain</b></p> <p>From the Tudors, to the plague, the royals to our greatest, most significant parts of history. Discover our Britain</p>	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality.</p> <p><b>Place knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United</p>	<p><b>Locational knowledge</b> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human &amp; physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use</p>	<p><b>Changes within living memory</b> Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Significant historical events, people and places in their own locality.</p>	<p><b>Pupils should be taught about</b> The lives of significant individuals in the past who have contributed to national &amp; international achievements. Some should be used to compare aspects of life in different periods [for example, Mary Seacole and/or Florence Nightingale and Edith Cavell.</p>

	Kingdom, and of a small area in a contrasting non-European country.	patterns; and understand how some of these aspects have changed over time.	Some should be used to compare aspects of life in different periods	Significant historical events, people and places in their own locality.
<p><b>Weather Experts</b></p> <p>Build knowledge of seasonal and daily weather patterns in the UK. Begin to understand the hot and cold areas of the world as well as developing locational knowledge and early geographical skills</p>	<p><b>Human and physical geography</b></p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p><b>Changing Weather</b></p> <p>How are humans effecting the weather. What impact is this having on our lives. What can we do?</p>		
<p><b>Invaders and Settlers</b></p> <p>Anglo-Saxons illustrates key aspects of the nature of invasion and settlement in history. Through a study of the broad social context of the Anglo-Saxon period, children will learn how this important group of settlers fits into the chronology of Britain</p>				<p>Pupils should be taught about: Changes in Britain from the Stone Age to the Iron Age Examples (non-statutory)</p> <p>This could include: The Roman Empire and its impact on Britain Examples (non-statutory)</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>• Julius Caesar's attempted invasion in 55-54 BC</li> <li>• The Roman Empire by AD 42 and the power of its army</li> <li>• Successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>• British resistance, for example, Boudica</li> <li>• 'Romanisation' of Britain: sites such as Caerwent and the impact of technology,</li> <li>• Culture and beliefs, including early Christianity</li> </ul>
<p><b>Famous for more than 5 Minutes</b></p> <p>Meet some of the World's most famous, influential and ground-breaking painters, sculptors, architects and designers. Be inspired by their work to create your own original compositions using their inspirations, styles and techniques to create your own pieces of art and design</p>				




## Physical Education Curriculum Map



## Food and Cooking Curriculum Map



Food and Cookery			
	Term 1a	Term 1b	Term 2a
<b>Topic</b>	All about cakes! 	Local ingredients 	Make it healthier! Modifying a lasagne 
<b>Description</b>	Definition of a cake: an item of soft sweet food made from a mixture of flour, fat, eggs, sugar, and other ingredients, baked and sometimes iced or decorated.  <b>See: All About Cakes CAF</b>	The use of locally sourced ingredients <b>benefits both chefs and their customers</b> . Locally produced food is frequently tastier and fresher than foods shipped in from a great distance. By reducing the distance your meat and produce must travel, you can reduce your carbon footprint while supporting the local economy.	Lasagne is a traditional family favourite. Research how it is made. Look at recipes online and try and review alternative lasagne variants available at the supermarket.  Explore how the dish can be made into a healthy alternative or can you design a vegetarian version.
<b>Resources</b>	<a href="https://www.youtube.com/watch?v=...">Functions of Ingredients in Cake Making (youtube.com)</a>	All resources for this Unit Can be found in Teams File: Food and Cookery WRAP/Primary Bases 23-24	
<b>Tasks and CAF</b>	<a href="#">Term 1 All About Cakes</a> Make two cakes using two different recipes – how did they differ? What are the ingredients doing?	Create a fry-up using local ingredients	Make a lasagne as healthily as possible
<b>Other useful links</b>	<a href="#">The History of Cakes: From Ancient Times to Today – CakeRe</a> <a href="#">Cake Britain: Eight traditional treats from around the UK - BBC Bitesize</a>	<a href="#">Start UK - A Guide for Seasonal Food (short film) (youtube.com)</a> <a href="#">The trend that's shaking up the food industry - BBC Food</a>	<a href="#">Healthy recipes and diet information - BBC Food</a>

	Term 2b	Term 3a	Term 3b
<b>Topic</b>	Around the world – different cultural foods 	Great British summer picnic 	Different Diets 
<b>Description</b>	Students will embark on a culinary journey to explore the rich and diverse food cultures from around the world. They will learn about the history, traditions, and significance of various dishes from different countries while developing practical cooking skills. Each lesson will focus on a different culture, introducing students to new ingredients, techniques, and flavours. By preparing and tasting these diverse meals, students will broaden their understanding of global cuisines, develop teamwork in the kitchen, and build confidence in food preparation and cooking. This unit also promotes cultural awareness, helping students appreciate the importance of food in bringing people together across different traditions and backgrounds.	In this cookery unit, students will explore the timeless tradition of the Great British summer picnic. They will learn how to prepare a variety of classic British picnic foods, from finger sandwiches and sausage rolls to fresh salads and sweet treats like scones and strawberries with cream. Through hands-on cooking sessions, students will develop essential food preparation skills, learn about seasonal ingredients, and practice techniques suited for outdoor dining. This unit encourages creativity in meal planning and presentation, while also promoting the enjoyment of eating in nature and the social experience of shared food.	In this informative cookery unit, students will explore a range of dietary needs and preferences, from vegetarian and vegan diets to gluten-free, dairy-free, and other special diets based on health or cultural practices. <b>Pupils will gain an understanding of allergies and intolerances.</b> Through practical cooking sessions, students will learn how to adapt recipes to accommodate these different diets, understanding the nutritional considerations and ingredient substitutions required. This unit will help students develop an awareness of food allergies, intolerances, and ethical choices, while enhancing their ability to prepare balanced, inclusive meals that cater to diverse dietary needs.
<b>Resources</b>	All resources for this Unit Can be found in Teams File: Food and Cookery WRAP/Primary Bases 23-24		<a href="https://www.youtube.com/watch?v=10TypesofDietsExplained">10 Types of Diets Explained   Registered Nutritionist &amp; Dietician (youtube.com)</a>
<b>Tasks and CAF</b>	Make 3 of the recipes in the booklet	Create a range of foods suitable for eating at a GB summer picnic	Make 3 dishes considering different diets

Each unit learners will cover food hygiene, understanding allergies and intolerances, healthy eating, health and safety in the kitchen and safe food storage.

## Design and Technology Curriculum Map





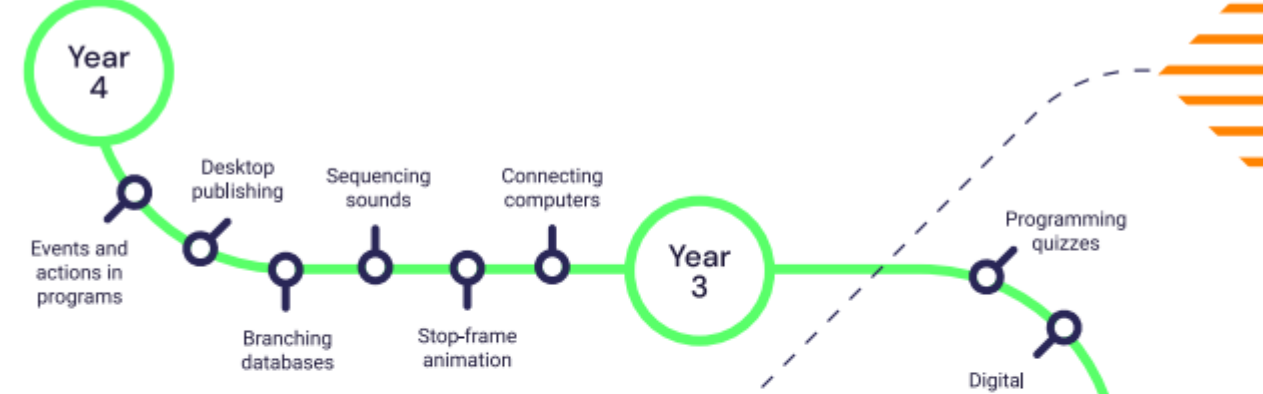
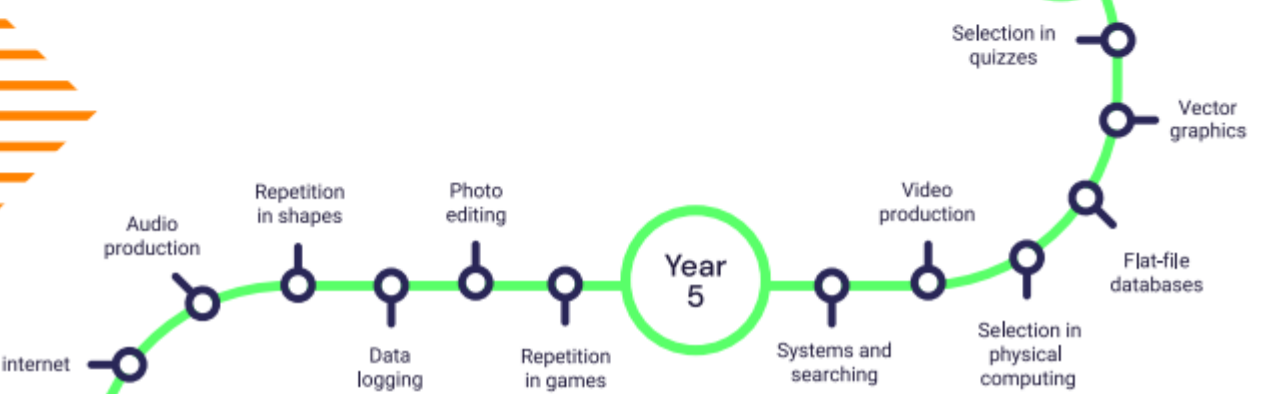
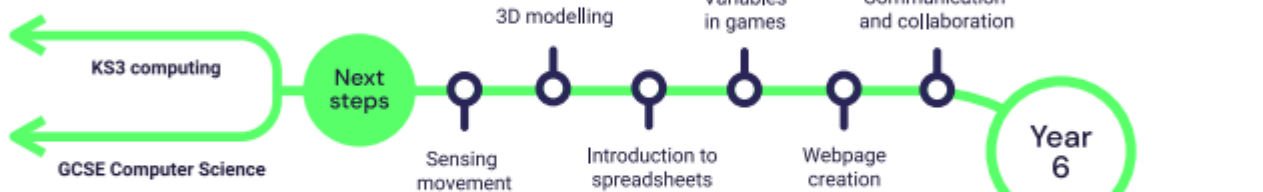
### Digital Skills Curriculum Map

## Teach Computing Curriculum

### Primary Journey



**KS2**  
Teacher guide



**KS1**  
Teacher guide



# Appendix

**ACE Universal Provision – Wave 1**

**The ACE Model of Learning (AMOL)**

**Cultural Capital**

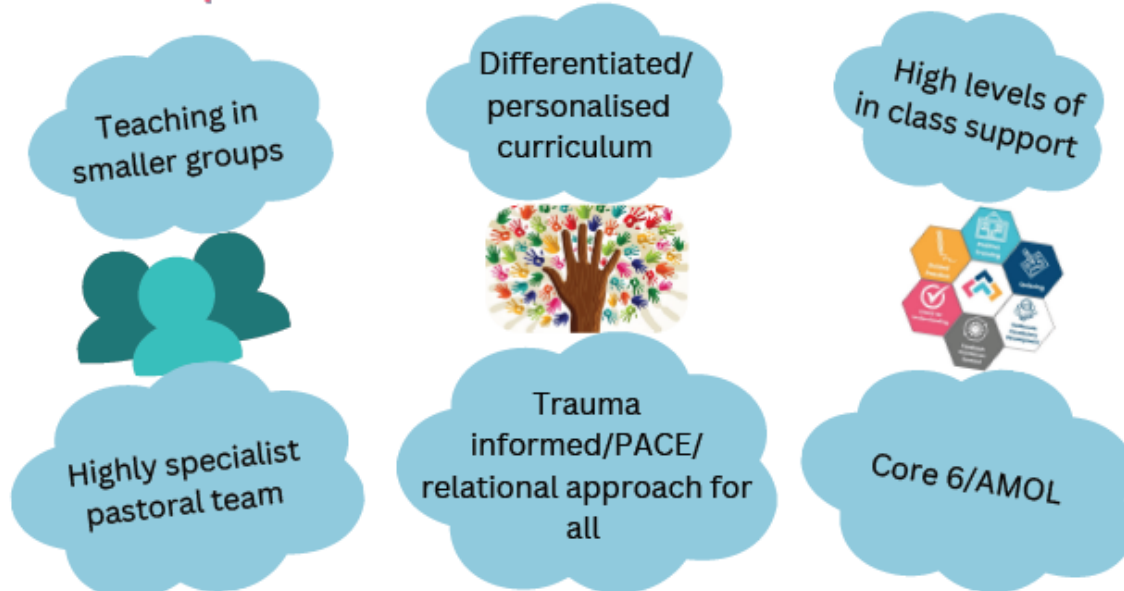
**British Values**

## Appendix 1



# Universal/OAP/Wave 1

Minimum expectations of what is on offer to all students at ACE



Available to any student if they need it.....

Communication and Interaction (C&I) Includes: SpLCN, ASC, DLD	Cognition & Learning (C&L) Includes: SLD, MLD, SLD	Social, Emotional & Mental Health (SEMH) Includes: ADHD, EBSA, Mental health
<ul style="list-style-type: none"> <li>• Modelling - explicit instruction</li> <li>• Increased visual aids</li> <li>• Sensory breaks as required</li> <li>• Additional time for processing and task completion</li> <li>• Use of writing frames and scaffolding resources</li> <li>• Focus on key words and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Increased visual aids</li> <li>• Sensory breaks as required</li> <li>• Additional time for processing and task completion</li> <li>• Use of writing frames and scaffolding resources</li> <li>• Text presented clearly</li> <li>• Links to prior learning made</li> </ul>	<ul style="list-style-type: none"> <li>• Use of motional profiling</li> <li>• Sensory breaks as required</li> <li>• Additional time for processing and task completion</li> <li>• Self-Regulation</li> <li>• Low level personalised coping strategies</li> </ul>

In addition some students may need.....

### Targetted/Wave 2

- Alternative programmes/vocational options
- Individual work stations
- Visual timetable
- Support of an EP
- Use of social stories
- Access to ICT
- Small group interventions

### Specialist/Wave 3

- WRAP provision
- 1:1 or 2:1 adult support
- Individualised timetable and provision
- Highly specialist vocational or alternative provision
- Individual enhanced risk assessment and safety plan

## Appendix 2

### The Ace Model of Learning

At ACE schools we base our model of teaching on Rosenshine's principles of instruction. These principles provide a model based on evidence-informed teaching strategies that enhance learners learning. At ACE Schools the structure above is adopted during all learning episodes used to deliver our curriculum.



#### Why?

- Our children deserve an ambitious educational journey.
- Curriculum adaptation and enhancement is core to school improvement.
- Purposeful, structured staff/learner interactions improve learner attainment and outcomes.
- Cognitive science research, which focuses on how the brain takes in and uses new information, identified the limitations of working memory when attempting to learn new things.
- Direct observation of 'master teachers' whose learners made the most academic leaps as measured by standardised tests. These observations focused on how these teachers presented new information to learners, how they monitored learners' understanding, the opportunities they provided for rehearsal of information or skills and how they scaffolded the development of understanding and knowledge.

#### How?

- Use CPD sessions to add depth to knowledge and understanding of Rosenshine's Principles of Instruction.
- Consider how learners learn and how they can be supported to build on prior knowledge as well as lay firm foundations for future learning.
- Use teaching approaches that ensure long term retention of knowledge and fluency in key skills.
- Provide high quality and inclusive teaching for every child.
- Adopt the ACE Model of Learning in all bases with consistency as well as flexibility (consider different starting points).






#### How does this fit in with the ACE Schools and Transforming Futures Trust ethos and vision?

We continue to build a culture of Trauma Informed Practice in all our schools which supports the wellbeing and development of all children and young people in ensuring 'positive futures for all'.

Our schools use a Trauma Informed approach to provide a full curriculum experience personalised to the needs of each individual, with a particular focus on core academic study alongside personal development.

We support and challenge learners to be aspirant and aim high for their future after ACE, whether in other schools, further or higher education or the workplace.

*Ready, Respectful, Safe*

Structure	Principles of Instruction	What we do...	Why we do it...
<b>1. Activate</b> 	Daily review Weekly review Monthly review	<ul style="list-style-type: none"> <li>• Retrieval based starter (verbal, question, scenario, worksheet, screen, whiteboard) ready for learners when they arrive.</li> <li>• The starter retrieves core vocabulary and/or knowledge from a previous lesson or for the current lesson.</li> <li>• The starter activates prior knowledge and makes clear links with previous learning/interleaves topics.</li> <li>• Address errors/misconceptions from the previous lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners can strengthen connections among material previously learned.</li> <li>• Learners embed learning into their long-term memory.</li> <li>• Common misconceptions can be addressed.</li> <li>• Learners can correctly use appropriate subject vocabulary and apply relevant subject knowledge.</li> <li>• Learners develop schema.</li> </ul>
<b>2. Instruct</b> 	Present new material using small steps. Provide models. Provide scaffolds for difficult tasks. Ask questions. Check for learner understanding.	<ul style="list-style-type: none"> <li>• Present material using small steps.</li> <li>• Limit the amount of material learners receive at one time.</li> <li>• Give clear and detailed instructions and explanations.</li> <li>• Think aloud.</li> <li>• Review concepts and skills.</li> <li>• Provide examples.</li> <li>• Ask focused questions to check for understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners grasp key concepts.</li> <li>• To prevent errors becoming embedded as learned misconceptions.</li> <li>• Help learners form a clear schema and understand connections.</li> <li>• Learners have clarity about what they are learning and what success looks like.</li> <li>• To check understanding and reframe/reteach when required.</li> </ul>
<b>3. Model</b> 	Provide cognitive support to problem solve. Reduce cognitive load. Steer practice.	<ul style="list-style-type: none"> <li>• Demonstrate new concepts.</li> <li>• Provide prompts.</li> <li>• Address the 'why'?</li> <li>• Guide learners as they develop independence.</li> <li>• Ask questions and encourage questions.</li> <li>• Share partially worked out examples.</li> <li>• Think aloud / Show an example.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners gain confidence and are more likely to take risks.</li> <li>• Worked out examples allow learners to focus on the steps and reduce cognitive load on working memory.</li> <li>• To reduce errors.</li> <li>• Feeling comfortable can increase engagement.</li> <li>• It can increase attainment.</li> <li>• Learners get better at managing their own learning.</li> </ul>
<b>4. Practise</b> 	Guide learner practise. Obtain high success rate. Develop independent practice.	<ul style="list-style-type: none"> <li>• Provide time to practise.</li> <li>• Guide learners as they begin to practice.</li> <li>• Enable learners to rehearse, process and elaborate.</li> <li>• Subject-specific reading opportunities are woven into lessons.</li> <li>• Vocabulary is visible and explicit.</li> <li>• Monitor learners when they begin independent practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Form strong schema (material forgotten if not rehearsed).</li> <li>• To minimise the chance of misconceptions forming.</li> <li>• It embeds knowledge in the long-term memory.</li> <li>• It can sustain motivation and engagement.</li> <li>• Obtaining a high success rate (builds confidence/motivation).</li> <li>• It determines how well material has been learned.</li> </ul>
<b>5. Reflect</b> 	Review the learning episode. Frequent checks to monitor the reinforcement of prior knowledge and learning of new material.	<ul style="list-style-type: none"> <li>• Plan opportunities for learners to consider changes they should make next time.</li> <li>• Evaluate how effectively they completed the task.</li> <li>• Timely feedback, which is specific, accurate and clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge will move to long-term memory.</li> <li>• Gives opportunity to reflect and acknowledge the learning journey.</li> <li>• Teachers/Learning Mentors know which topics to re-visit as they were not grasped first time.</li> </ul>

## Appendix 3

### Cultural Capital

Cultural capital is the accumulation of knowledge, skills, behaviours and experiences that a learner can draw upon and which demonstrates their cultural awareness, knowledge and competence.

Cultural capital represents the key ingredients that a learner will draw upon to be successful in society, their career and the world of work. Cultural capital gives a learner greater influence. It helps them to achieve goals socially without necessarily having the wealth or financial capital to do so.

At ACE Schools, cultural capital is developed across the whole curriculum through personal, social, physical, spiritual, moral and cultural development. Our aim is that:

- All learners will be able to appreciate and understand other cultures; that they feel confident in their own cultural identity.
- We understand all learners' cultural heritage and plan ways to implement it through our whole school offer.
- We understand what knowledge we want our learners to know.
- Our Cultural Capital 'weave' will expand narrow definitions of Cultural Capital.
- In addition to whole school provision and development of cultural capital, each curriculum area or faculty, makes its own contribution to learners' cultural capital development.
- Learners are exposed to cultures from outside of school. This will prepare our learners to live and thrive in culturally and ethnically diverse modern Britain.
- We know what kind of cultural experiences our learners aren't getting, don't have access to, or might not be aware of and to facilitate opportunities to address them.
- Ensure that we present this in our curriculum and enrichment as one form of culture, with many other forms of culture alongside, of equal value.
- Ensure that all learners are able to access enrichment activities such as clubs and trips.
- Expose our learners to black and brown role models (beyond musicians and footballers)
- Offer a wider pastoral support framework support by our Relationship Policy.
- To support learners by being a fully Restorative Approaches school.

All learners bring with them a wealth of cultural traditions and history that shouldn't be ignored.

Our learners and their families represent different cultures and ethnic groups. We aim to ensure the achievements and culture of our learners' heritage is represented throughout our curriculum and enrichment activities.

The Cultural capital curriculum aims to:

- Enable learners to develop key skills for the world of work.
- Develop their speaking and listening skills in a range of contexts and for different purposes. This is vital cultural capital, which our learners need to become effective speakers and confident communicators, to allow them to compete with their peers in a range of real-world contexts including job interviews and career pathways.
- Ensure our learners possess the necessary 'cultural capital' to be successful – the intrinsic understanding of the world around them that ultimately means we can bridge the gap between the texts we teach and the real lives of our learners in the 21st Century.
- Ensure learners are able to transfer skills e.g. maths skills, into their everyday life beyond school.
- Equip learners with skills and knowledge to improve their life chances, become financially aware citizens and consumers.
- Enable learners to explore the pressures that influence their financial decision-making and the subsequent consequences for them and others of poor choices.

## Appendix 4

### British Values

ACE Schools has a statutory and moral duty to promote British Values and to ensure they are adhered to in our school. As well as actively promoting British values, we challenge learners, staff and parents expressing opinions contrary to fundamental British values, including 'extremist' views – the anti- radicalisation strategy known as Prevent.

At ACE Schools, we aim to embed British Values in all aspects of school life.

British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those of different faiths and belief

At ACE Schools, we promote British values as part of our learners' spiritual, moral, social and cultural development. We recognise the multi-cultural and ever-changing nature of the United Kingdom. We follow equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.

ACE Schools is dedicated to preparing learners for their adult life by promoting and reinforcing British values to all our learners. We explore fundamental British Values through discussion, listening, mutual exploration and understanding.

We aim to empower learners to live in, and be successful in, a modern democracy by being:

<i>Informed about the social and political world</i>	<i>Concerned about the welfare of others</i>	<i>Articulate in their opinions and arguments</i>	<i>Active in their communities</i>	<i>Responsible in how they act as citizens.</i>
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#### **How do we promote and adopt British Values across the school?**

##### **Democracy**

- Learner Voice on key school decisions through processes via Learner Council /
- Learners Voice in our Restorative Approaches.

##### **The rule of law**

- Adherence to our Ready Respectful Safe policy to support positive outcomes and mutual respect.
- Accountability of all stakeholders including staff, learners the Community Participation Group.

##### **Individual liberty**

- A robust and clear anti-bullying culture and policy for all learners and staff, which allows the opportunity for individual choices in a safe and supportive environment.
- Enrichment Activities are available to all learners as a part of 'Lesson 7'. Learners are actively encouraged to express views and opinions in lessons
- Opportunities for freedom of speech and expression through mediums such as learner voice etc.

##### **Mutual respect and tolerance of those of different faiths and beliefs**

- The proper regard for an individual's dignity, which is reciprocated.
- Clear guidance on the impact of good behaviour in all facets of school life.
- The promotion and enforcement of school uniform.
- The promotion of well-being.
- The promotion of a fair, objective, and permissive attitude to those whose faith and beliefs may differ from one's own.