**Aspire Pathway 2024-2025**

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| **Whole School Cycle 3 ASPIRE PATHWAY** | | **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | | | **Summer 1** | | **Summer 2** | |
|  | | Pirates | Climate Change | | People Who Help Us | | Earth, Space and Beyond | | | Asia | | Sporting Events | |
|  | **Topic Text Focus** | **EY:**  **Fiction:** Portside Pirates  **KS1/2:**  **Fiction:** Molly Rogers Pirate Girl  **Fiction:** The Pirates Next Door    **KS2/3:**  **Fiction:** Meet the Pirates  **Fiction:**  The Pirate Mums  **KS4-5:**  **Fiction:** Blackbeard’s Treasure **Fiction:**  Billy and the Pirates | **EY:**  **Non-Fiction:** What a waste Jess French  **KS1/2:**  **Fiction:** Somebody Swallowed Stanley  **Poetry:** The Lorax Dr Zeuss    **KS2/3:**  **Narrative**: Dear Eart**h**  **Non-Fiction**:  Blue Planet 2: Leisa Stuart  **KS4-5:**  **Narrative:** Buddies Rainforest Rescue  **Non-Fiction:** No one is too small to make a difference Greta Thunberg | | **EY:**  **Fiction:** You can’t call an elephant in an emergency!  **KS1/2:**  **Fiction:** Real Superheroes! Julia Seal  **Fiction:** Super Duper You!    **KS2/3:**  **Fiction:** A Superhero like you!  **Fiction:** Be more dog!  **KS4-5:**  **Fiction:** Life savers: Spend a day with 12 real life emergency service heroes  **Non-Fiction:** Stand up, Stand out! (NF) | | | **EY:**  **Fiction:** The dinosaur that pooped a planet!  **KS1/2:**  **Narrative:** Astro Girl  **Narrative:** Field Trip to the Moon  **KS2/3:**  **Fiction:** A place for Plut**o**  **Fiction:** Look up!  **KS4-5:**  **Fiction:** Jupiter the Gassy Giant  **Non-Fiction:** Armstrong: The adventurous journey of a mouse on the moon | | **EY:**  **Non-Fiction:** Lunar New Year  **KS1/2:**  **Factual Narrative:** Goodnight India  **Fiction:** The Magic Paintbrush  **KS2/3:**  **Fiction:** Kai and the Monkey King  **Non-Fiction**: Incredible India  **KS4-5:**  **Fiction:** Cinnamon  **Film:** Kung Fu Panda | | **EY:**  **Fiction:** The Frog Olympics  **KS1/2:**  **Biography:** Ready, Steady, Mo!  **Non-Fiction:** Look inside Football    **KS2/3:**  **Non-Fiction:** Splash!  **Non-Fiction: Women in Sport**  **KS4-5:**  **Biography:** On your marks, get set, Gold!   **Narrative:** The dog that saved the World (cup) | |
| Each term our classes will have two literacy/text focus that develop our students access to literacy, understanding of the world and creates cross curricular links between their sessions. The stories link directly to the topic and are sequenced to ensure there is coverage of non-fiction, fiction, and topical issues. | | | | | | | | | | | |
| All students will access shared reading once a day. This develops our student’s exposure to texts and language, their language processing and specific listening focus and attention targets. | | | | | | | | | | | |
| **Communication**  **skills** | Communication Methods used across the Aspire pathway are: verbal communication, Makaton signs, symbols, AAC Devices and written word. Pupils are encouraged to develop their conversational skills and listening and response skills are part of communication. | | | | | | | | | | | |
| **Circle Time** | **Circle time is used as an opportunity for students to begin their morning or afternoon. It is a time to target key areas of SMSC and British Values through current events, emotional regulation and recall of key knowledge such as dates, time and basic shapes and number. This session is tailored to the individual needs of the class and works on recall, speaking and listening, real world information and teamwork skills.** | | | | | | | | | | | |
|  | **Phonics** | Aspire 1 pupils are taught the first 42 sounds, this is in the sequence:  Monday- Introduce the sound  Tuesday: Reading  Thursday: Writing  Friday: Applying their knowledge out of context.  Once they have passed their Stanton Vale Assessment, students then move on to Alternative sounds. These are learned in the sequence:  Monday: Daily Practice and Alternative Sound Introduction Tuesday: Handwriting and Reading the Alternative Sound  Thursday: Words and Sentences Application  Friday: Tricky Word Focus  This is taught and reviewed with the aim that students will pass their phonics screening check on completion of the full program. On average this should take ¾ years for an Aspire pupil. | | | | | | | | | | | |
|  | **English Skills that will be taught to all Aspire Students every term.** | Use of and exposure to Photographs, pictures, and symbols related to the text.  Sensory story/Makaton story Sharing of story for age group and ability.  Story sequencing, recall and retelling.  Developing writing stamina.  Comprehension and Inference to blank level appropriate for the learner.  Comprehension of Visuals, words, and sentences.  Planning and redrafting for those in Aspire 2 and further. | | | | | | | | | | | |
| **Aspire 1** | **Writing to entertain:** Recognising and Writing adjectives. | **Writing to inform:** Recognising and writing nouns and verbs. | | **Writing to inform:** Recognising and writing non-fiction labels. | | **Writing to entertain:** Writing adjectives to describe. | | | **Writing to entertain:** Story Telling | | **Writing to inform:** Writing factual sentences. | |
| **Aspire 2** | **Writing to inform:** Writing and planning a diary. **Writing to entertain:**   Writing and planning a story. | **Writing to Persuade:** Writing a persuasive letter  **Writing to inform:** Writing a non-chronological report. | | **Writing to inform:** Writing and planning a non-chronological report.  **Writing to entertain:** Writing a Poem. | | **Writing to Persuade:** Advertisement for a holiday to the moon.  **Writing to entertain:** Writing a Setting Description. | | | **Writing to entertain:** Writing from a perspective. **Writing to inform:** Writing a Diary | | **Writing to inform:** Writing a review  **Writing to inform:** Writing a Biography. | |
| **My Thinking** | **Mathematics – Number Focus** | Number and place value  Addition and subtraction | Number and place value  Addition and subtraction | | Number and place value  Multiplication and division  Fractions and decimals | | Number and place value  Addition and subtraction | | | Number and place value  Multiplication and division  Fractions and decimals | | Number and place value | |
| **Mathematics – Subject Focus** | Capacity and volume  Introduce money | Money  Position and direction | | Length and height | | Statistics  Properties of shape | | | Time | | Time  Mass and Weight  Statistics | |
| **Science Aspire 1** | Materials and their jobs | Extremes | | Moving and Growing | | A1/N2- Solar System | | | Switches, buzzers, and buttons | | What humans need to live well. | |
| **Science Aspire 2** | All Change – Properties and changes of materials | Human Impact | | The Circle of Life | | Earth, Space and Beyond | | | Danger low voltage! | | Body Pump! | |
| **RE** | Which Places are Special and Why? | Who is a Hindu? | | Why is Jesus inspiring to some people? | | What does it mean to belong to a faith community? | | | What is special about our world? | | Who is Muslim?  Unit 2 | |
| **History**  **Aspire 1** |  |  | | Nurturing Nurses | | Travel and Transport | | |  | | Life in Ancient Greece | |
| **History**  **Aspire 2** |  |  | | World War 2 | | Significant Space Explorers:Valentina Tereshkova: Neil Armstrong: Tim Peake | | |  | | Ancient Greece | |
| **Geography**  **Aspire 1** | Magical Mapping | Extreme Earth | |  | |  | | | Let’s go to China! | |  | |
| **Geography**  **Aspire 2** | Marvellous Maps | Land Use | |  | |  | | | Magnificent Mountains | |  | |
| **Computing**  **Aspire 1** | Session 1- Internet Safety  Programming A – Moving a robot | Session 1- Internet Safety  Creating media – Digital painting | | Session 1- Internet Safety  Data and information – Grouping data | | Using a computer/Digital Photography | | | Session 1 Internet Safety  Programming B - Programming animations | | Session 1: Internet Safety  Computing systems and networks – IT around us | |
| **My Engagement** | **Physical Education  Aspire 1** | Games - | Dance | | Invasion (handball, netball, basketball, football, tag rugby, hockey) | | Striking & Fielding (cricket & rounders) | | | Net & Wall (tennis, volleyball, badminton) | | Athletics | |
| **Physical Education**  **Aspire 2** | Invasion (handball, netball, basketball, football, tag rugby, hockey) | Gymnastics | | Dance | | Athletics | | | Striking & Fielding (cricket & rounders) | | Net & Wall (tennis, volleyball, badminton) | |
| **Swimming** | Discovery Duckling levels 1-4, Duckling levels 1-4, learning to swim levels 1-7, Water safety levels 1-3, DCC Advance aquatic awards | | | | | | | | | | | |
| **Art**  **Aspire 1** |  | | Make models using clay | | Drawing skills | | | Colour and Colour Mixing | |  | | Self portraits |
| **Art**  **Aspire 2** |  | | Andy Goldsworthy | | Andy Warhol | | | Van Gogh | |  | | Picasso |
| **Music**  **Aspire 1** | Different instruments and sounds | | Genres | |  | | | Recognising a beat | | Emotions through music | |  |
| **Music**  **Aspire 2** | Hans Zimmer | | Anthony Vivaldi | |  | | | Gustav Holst | | K pop music | |  |
| **Design and Technology**  **Aspire 1** | Pirate Hats | |  | | Junk Modeling | | |  | | Fruits and vegetables  **:** | | Boat Making |
| **Design and Technology**  **Aspire 2** | Catapults | |  | | Bridges | | |  | | Following a recipe | | Pulleys and leviers |
| **My World** | **PSHE Including RSE**  **PRIMARY Aspire 1**  **UNDER REVIEW** | Self-Awareness  SA1/SA2/SA3/SA4 | Healthy Lifestyles  HL1/HL2/HL3 | | Managing Feelings MF1/MF2 | | Self-Care, Support and Safety SSS1 /SSS2  Healthy Lifestyles HL2 | | | Changing and Growing  CG1/CG2 | | The World I live in  WILI 1/WILI 2/ WILI 3 | |
| **PSHE Including RSE**  **PRIMARY Aspire 2**  **SECONDARY**  **UNDER REVIEW** | Self-Awareness SA | Changing and Growing CG | | Healthy Lifestyles HL | | Managing Feelings MF | | | Self-Care, Support and Safety SSS | | The World I Live In WILI | |
| **Independent Living** | Travel Safety | Hobbies and Friendships | | Personal Safety | | Shopping and budgeting (including some cooking) | | | Home Management, Cooking and Laundry | | Positive Contribution | |