Learning for Today, Preparing for Tomorrow

SAIL Academy's shared goal is that our curriculum is purposeful, ambitious and student centred. Our vision, ***learning for today, preparing for tomorrow*** is reflected in our specialised **'Learning for Life' curriculum.**

Our mission is to improve the quality of life for every student we serve, equipping them with the knowledge and skills to enrich their lives today and prepare them for tomorrow. This carefully crafted approach meets the unique needs of our learners, offering tailored support and fostering growth in a nurturing, inclusive environment.

Our curriculum comprises of three core components:

1. **Curriculum for Learning** – Developing knowledge and skills to empower students as successful learners.
2. **Curriculum for Life** – Preparing students for independence and adulthood
3. **Curriculum for Generalisation and Enrichment** – Supporting students to apply their learning in wider contexts while fostering interests, resilience and cultural awareness.

Curriculum for Learning: Developing knowledge and skills to become successful learners	**Curriculum for Life:** Preparation for Adulthood	**Curriculum for Generalisation and Enrichment:** Enabling generalisation of learning in wider contexts and developing interests, resilience and cultural awareness
•English •Maths •Science •PSHCE/PSD/RHSE •Computing and Digital Communication •Humanities: History, Geograph •Religious Education •Outdoor Learning •Expressive and Creative Arts •Food Technology •Citizenship	•Life Skills •Sensory Processing •Choice Making •Self Care •Emotional Regulation •Self Regulation •Communication and Interaction •Theraputic interventions •Preparation for Adulthood •Ready, Respectful, Safe	•Off Site Visits •KS4 College Courses •SMSC/RE •Enrichment •Duke of Edinburgh Award •Work Experience •WOLT •Outdoor Learning •Swimming •Horticulture •Assemblies •School Council •Community Engagement

This plan provides guidance on curriculum coverage; however, content and delivery will be adapted to meet the assessed ability of each pupil. Learning is carefully pitched to ensure appropriate stretch and challenge, maintaining high ambition and expectations for all students, in line with the principles of equity and inclusion.

The Key Stage 2 provision ensures that pupils engage in a broad range of learning experiences, including independent work, collaborative group activities, and direct instruction. The curriculum builds on the foundational skills developed in earlier years, with an increasing focus on subject-specific knowledge and critical thinking. Learning is designed to foster curiosity, independence, and resilience, while still offering structured support where needed.

Phonics, reading, and writing continue to be prioritised through whole class teaching, guided sessions, and targeted interventions to close gaps. Maths, science, and foundation subjects are taught through engaging, well-sequenced lessons that link knowledge to real-world contexts.

Our Key Stage 2 curriculum is carefully structured to consolidate prior learning while preparing pupils for the academic and personal demands of Key Stage 3. This approach supports children who may have experienced barriers to learning, ensuring they are equipped with the skills, knowledge and confidence to succeed—meeting our aim of 'Learning for Today, Preparing for Tomorrow'

KEY STAGE 2 CURRICULUM OFFER

At SAIL Academy, our Key Stage 2 curriculum is designed to be broad, balanced, and ambitious, meeting statutory requirements while remaining fully responsive to the individual needs of our learners. Our approach reflects a deep understanding of the social, emotional, and mental health needs of our pupils, ensuring they access a curriculum that supports both academic progress and personal development.

We provide a rich and structured learning experience that builds on prior knowledge and closes any gaps, while also developing key learning behaviours and emotional resilience. Core subjects such as English, mathematics, and science are taught alongside a wider curriculum that includes humanities, the arts, computing, and physical education. Personal, social, health and citizenship education (PSHCE) is embedded throughout, supporting pupils in developing self-awareness, communication skills, and confidence.

Our curriculum is carefully planned to ensure that pupils not only meet expected standards but are also equipped with the skills, knowledge, and attitudes needed to move successfully into Key Stage 3. Through high-quality teaching and personalised support, we ensure that every pupil is given the opportunity to thrive and make meaningful progress, whatever their starting point.

Offer:

Subject	Periods per Week
Phonics/Reading	5
English	3
Mathematics	4
Stem	1
Science	1
PSHE	2
Expressive Art and Design	1
PE	1
Religious Education	1
Humanities	1
Computing	1
Design and Technology	1
Swimming/REC	2
Assembly/Rewards	1
Total number of sessions per week	**25**

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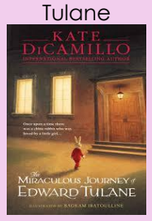
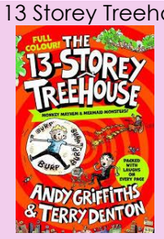
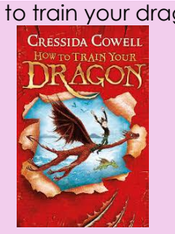
Key Stage 2 Year C	**Core Values**		**British Values**	**Achievements and Celebration Assemblies**		**Ready, Respectful and Safe**
Term	1	2	3	4	5	6
Holidays/ Celebrations LAURA + SARA – do you want to add anymore?	**Remembrance day** **Black History Month** **Recycle Week** **Mental Health Day**	**Diwali** **Anti Bullying week** **Armistice Day** **Christmas**	**Children's Mental Health Week** **Chinese New Year** **Safer Internet Week**	**British Science Week** **Holi** **World Wildlife Day** **British Science Week**	**National Sports Week** **Earth Day** **VE day**	**Summer Solstice** **World Environment Day** **D Day**
Theme	Finding Freedom	Invention and Innovation	Darkness and Light	Taking Courage	Unearthing Civilisations	A Window to the World
Mathematics Year 1	Number: Place value Number: Addition and Subtraction Geometry: Shape		Number: Place Value Number: Addition and Subtraction Measurement: Length and Height, mass and volume		Number: Multiplication and division Number: Fractions Geometry: Position and Direction Number: Place value Measurement: Money and Time	
Year 2	Number: Place Value Number: Addition and Subtraction Geometry: Shape		Measurement: Money Number: Multiplication and division Measurement: Length and Height, mass, capacity and temperature		Number: Fractions Measurement: Time Statistics Geometry: Position and Direction	
Year 3	Number: Place Value Number: Addition and Subtraction Number: Multiplication and division		Number: Multiplication and division Measurement: Length and perimeter Number: Fractions Measurement: Mass and Capacity		Number: Fractions Measurement: Money Measurement: Time Geometry: Shape Statistics	
Year 4	Number: Place Value Number: Addition and subtraction Measurement: Area Number: Multiplication and division		Number: Multiplication and division Measurement: Length and perimeter Number: Fractions Number: Decimals		Number: Decimals Measurement: Money Measurement: Time	
Year 5	Number: Place Value Number: Addition and subtraction Number: Multiplication and division Number: Fractions		Number: Multiplication and division Number: Fractions Number: Decimals and percentages Measurement: perimeter and area Statistics		Geometry: Shape Geometry: position and direction Number: decimals Number: Negative Numbers Measurement: Converting units Measurement: Volume	
Year 6	Number: Place Value Number: Addition, subtraction, multiplication and division Number: Fractions Measurement: Converting units		Number: Ratio Number: Algebra Number: decimals Number: Fractions, decimals and percentages Measurement: area, perimeter and volume Statistics		Geometry: Shape Geometry: Position and direction Problem Solving	
Class Reading	The Bubble Boy 	The Wild Robot 	The Snowman Code 	The Miraculous Journey of Edward Tulane 	The 13 Storey Treehouse 	How to train your dragon 

SAIL
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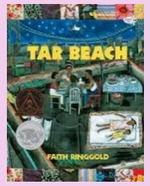
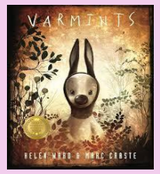
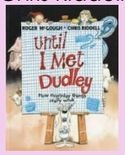
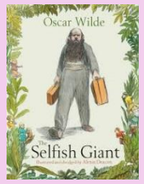
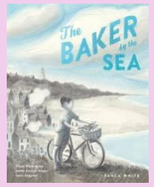
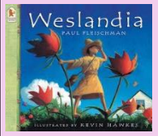
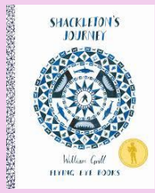
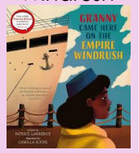
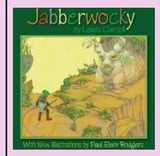
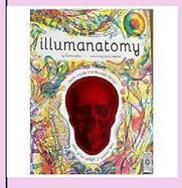
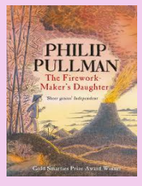
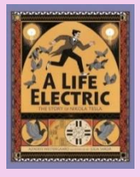
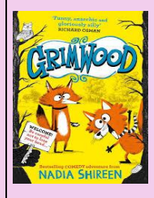
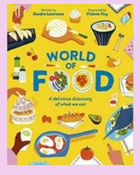
English Writing Genre	Tar Beach- Faith Ringgold 	Varmints – Helen Ward 	FArTHER – Grahame Baker Smith 	Until I met Dudley – Roger McGough and Chris Riddell 	Winter's Child by Angela McAllister 	The Selfish Giant – Oscar Wilde 	The Baker by the Sea – Paula White 	The Lion and the Unicorn – Shirley Hughes 	Weslandia – Paul Fleischman 	Shackleton's Journey – William Grill DONE IN 2025 	Granny came here on the Empire Windrush 	Jabberwocky - Lewis Carroll 
Writing Stimulus	**Narrative retelling as a play script** Poetry, setting descriptions, formal letters, dialogue (as a script)	**Explanations of a life cycle** Diary entries, instructions, letters, descriptions, speeches	**Sequel Stories** Retellings, recounts (postcards), setting descriptions, diary entries, instructions	**Two explanation texts – formal and informal** Letters, short explanatory paragraphs	**Fantasy story sequels** Descriptive poems, postcards, dialogue, setting descriptions as letters, retelling	**Own version narratives** Letters, first person recounts, diaries, letters, posters, reports	**Tourist Brochures** Job applications, advertisements, setting descriptions, letters in role	**Own Version historical narratives** Letters, diaries, character and setting descriptions, non-chronological reports	**Non-chronological reports** Retellings, character descriptions, book reviews	**Newspaper Reports** Packing lists (justifications), letters (formal and informal) interviews, diaries	**Factual Reports** Informal letters, factual statements, future aspirations, postcards, diary entries, a speech, quotations	**Nonsense Poems** Performance poems, explanatory descriptions
English Reading Skills – VIPERS Comprehension & Fluency	**Illumanatomy** 	**Gut Garden & Other books on digestion** 	**The Firework Makers Daughter** 	**A Life Electric and Other books on Electricity** 	**Grimwood** 	**Anglo Saxon Times And other books on Saxons/Vikings** 	**World Of Food** 	**Listen**  **The Bluest of Blues** 	**The Great Chocoplot** 	**Swimming Against the Storm** 	**The Explorer** 	**A River** 
Science- LC	**Animals including Humans: Digestion and Food** Using models, children describe the function of key organs in the digestive system. Pupils identify the types of human teeth to create their own model and investigate factors that impact our dental		**Energy: Electricity and Circuits** Exploring appliances that use electricity in their setting, children learn how to work with electricity safely and build circuits. Pupils investigate electrical conductors and insulators and explore the relationship between		**Materials: States of Matter** Investigating the properties of solids, liquids and gases, children learn about the different states of matter. They explore changes of state using relatable examples and use this to explain changes to		**Energy: Sound and Vibrations** Exploring different ways of producing sounds, children learn about the relationship between vibrations and what they hear. They study dolphins and whales to develop their understanding of how sound travels between		**Living Things and their Habitats: Classification and Changing Habitats** Identifying different ways to group living things, children make classification keys to explore which grouping methods are most		**Making Connections: How does the flow of liquids compare?** Revising the states of matter, children consider methods for measuring how liquids flow differently from each other. They plan and execute an enquiry, considering different ways of

	health. They compare human teeth to other animals' and consider this in the light of prior knowledge about predators, prey and food chains. Children take on the role of a naturalist investigating animal faeces for clues about diet, digestion and dentition	the number of bulbs and bulb brightness. Real scenarios and historical discoveries inform children about scientific progression and home safety	water through the water cycle. Pupils investigate the relationship between temperature and rate of evaporation while broadening their experience of working scientifically.	objects and investigate the role of insulation to protect our ears. Pupils explore how pitch and volume can be altered and make their own musical instruments to demonstrate these principles.	effective. Pupils study how habitats change over time and understand that humans can have both positive and negative effects on their surroundings. They play the role of conservationists and design conservation pamphlets	representing data to support a conclusion. By revisiting the digestive system, the children explore how the flow of different liquids should be considered when producing different medicines
PSHE- SB (Please refer to the PSHE RHE curriculum teaching sequence)	**Self- care, support and safety** – keeping safe **Relationships** – managing and understanding feelings **Self-awareness** – who I am.	**Self-awareness** – my feelings, people who are special to us **Healthy lifestyles**- taking care of my body **The world I live in**- people in the community and keeping safe **Relationships**- changing and growing, types of relationships	**Self-care, support and safety**- trust, communicating on and offline **Relationships** – communicating feelings **Self-awareness**- we are all different, people who are special to us	**Self-awareness**- taking turns **Healthy lifestyles**- taking care of my body, being in pain **The world I live in**- taking care of the environment, groups in the community	**Relationships** – changing and growing, my body, different types of relationships **Self-care, support and safety**- secrets and surprises, public and private **Relationships –** managing feelings **Self-awareness**- my feelings, people who are special to us, teamwork	**Healthy lifestyles –** taking care of my body, first aid **The world I live in -** money, keeping safe in the community, taking care of the environment **Relationships –** changing and growing – my body.
Humanities: History and Geography- SB	**How have children's lives changed?** Investigating the lives of children in history, pupils study leisure activities, health issues, and work from the past, recognising both continuities and changes. They explore the working conditions of Tudor and Victorian children in more detail and evaluate the significance of Lord Shaftesbury's contribution to education and child labour laws.	**Why are Rainforests Important to Us?** Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally.	**British History: How hard was it to invade and settle in Britain?** Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how Christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.	**Where does our food come from?** Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global	**How did the achievements of the Ancient Maya Impact their society and beyond?** Investigating historical and archaeological evidence, children explore the achievements of ancient peoples like the Maya. By making inferences and observing artefacts, they study the ancient Maya's settlements in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.	**What are rivers and how are they used?** Exploring the different ways water is stored and moves, pupils develop an understanding of the water cycle. They name and map major rivers both in the UK and globally. Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features

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Art and Design - SB	**Drawing:** **Power Prints** Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.	**Painting and Mixed Media:** **Light and Dark** Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.	**Sculpture and 3D:** **Mega Materials** Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp and creating their own sculptures.	**Craft and Design:** **Fabric of Nature** Using flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to a design a repeating pattern suitable for fabric.	**Sculpture and 3D:** **Art on our Community** Become familiar with a range of different sculptures and explore ideas for a sculpture for the local community. Children will explore materials and joining techniques and tools and use these to design and create a community sculpture.	**Printing:** **Investigating cartography and printing** Using oriented maps and mixed media, children will create a visual journey.
Design and Technology- SB	**Cooking and Nutrition:** **Adding a recipe** Work in groups to adapt a simple biscuit recipe, to create a biscuit suited to a chosen target audience. They ensure that their creation comes within a given budget of overheads and ingredients.	**Electrical Systems:** **Torches** Pupils apply their scientific understanding of electrical circuits to create a torch made from recycled and reclaimed materials and objects. They design and evaluate their product against set design criteria.	**Cooking and Nutrition:** **Design as Sandwich** Explore, budget and design their own sandwich with fillings. Ensure that their creation comes within a given budget.	**Mechanical Systems:** **Making a slingshot car** Transform lollipop sticks, wheels, dowel and straws into a moving car. Pupils use a glue gun to construct, make the launch mechanism, design and create the chassis of a vehicle using nets.	**Cooking and Nutrition:** **Design Process** Design a healthy choice pizza. Students design pizza shape, base, sauce and toppings considering both taste and nutritional value. Students will also plan how to package their pizza and design their box.	**Textiles:** **Fastenings** Building upon their sewing skills from previous years, pupils design and create a book sleeve or similar; exploring a variety of fastenings and selecting the most appropriate for their design based on strength and appropriate use
Computing- LC	**Computing systems and networks** Improving mouse skills Learning how to login and navigate around a computer; developing mouse skills; learning how to drag, drop, click and control a cursor to create works of art	**Programming 1** Algorithms unplugged Algorithms, decomposition and debugging are made relatable to familiar contexts, following directions, learning why instructions need to be specific	**Skills showcase** Rocket to the moon Developing keyboard and mouse skills through designing, building and testing. Creating a digital list of materials, using drawing software and recording data.	**Programming 2** Bee Bots Exploring programming commands and instructions through the use of a Bee-Bot	**Creating media** Digital imagery Taking and editing photos, searching for and adding images to a project.	**Online Safety** Online Safety Learning how to stay safe online and how to manage feelings and emotions when someone or something has upset us
PE - LS	**Gymnastics:** Growth Mindset	**Invasion Games:** Sporting Values	**Competitive Sports:** My Movement Journey	**OAA:** Leadership	**Athletics:** Motivation	**Striking and Fielding** Communication
Religious Education - LC	**Are all religions equal?** Bahai, Sikh, Hindu Exploring the origins of religions, children explore geographical and historical links and connections between some religions. They investigate Sikh and Bahá'í beliefs and practices that reflect unity and equality to plan a promotional video, poster or slide show for World Religion Day.	**What makes some texts sacred?** Sikh, Hindu, Buddhist Children look at different ways scriptures are used and what this shows about the value placed on them. They experience how the Guru Granth Sahib is treated like royalty and analyse information collaboratively	**Just how important are our beliefs** Sikh, Muslim, Jewish, Hindu, Christian Finding out how people show commitment to their beliefs, children ask questions about why people choose to demonstrate the importance of their beliefs in certain ways. They use photographs, personal responses and information texts to explore ceremonies of commitment, diet, charity and clothing.	**Who was Jesus really?** Christian, Jewish, Muslim Using accounts from the Bible, children explore how Jesus was represented and viewed by different people during his life. They learn about his ministry and reflect on how the parables he shared and the miracles some Christians believe he performed are	**Why is the Bible the best-selling book of all time?** Christian Using historical skills and knowledge, children explore how the Christian Bible that exists today developed. They look at the different types of writing within the Bible and when it was written. Pupils find out how some Christians use their Bibles and present their ideas as marketers of the Bible	**Does the language of scripture matter?** Christian, Muslim, Jewish Expanding on their understanding of the importance and place of scripture, children find out about the different languages' scriptures are used in and what this reveal about different beliefs. They try their hands at Arabic calligraphy and retell the story of different diasporas using a map

					interpreted by different people. Through the Easter story, pupils also examine the significance of Jesus' death and resurrection to many Christians		
British Values	**Mutual Respect** We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected and celebrated	**Mutual Tolerance** Everyone is valued, all cultures are celebrated, and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. This is covered through the topic of celebrations.	**Rule of Law** We all know that we have rules in school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when necessary. Know class rules.	**Individual Liberty** We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.		**Democracy** We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	**Recap of all British Values** Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity in the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries
CULTURAL CAPITAL	The essential knowledge that children need to be educated citizens. Prepare children with the skills and knowledge by extending their language by introducing interesting resources that provoke greater conversations. Activities include arts and crafts, music, singing, poetry, drama, film making, story-times, food, outings, galleries, museums, theatre, art exhibitions, science; all daily activities which can open a new world for the children						