



West Oaks Stepping Stones Curriculum Pathway





'Excellence for Everyone'

Curriculum Policy

Stepping Stones Pathway

Rationale

The Stepping Stones Curriculum Pathway provides an engaging curriculum for pupils working within 'Connecting Steps' Progression Steps 1-3. This is equivalent to pre-National Curriculum Levels. Pupils working on this curriculum study the core areas of the National Curriculum (English Maths and Science) and a carefully considered range of foundation subjects

The Stepping Stones pathway aims to provide a curriculum which is ...

- subject-specific
- appropriately themed to best utilise the motivations of our pupils.
- well planned and dynamic, based around and responsive to the developmental levels of our pupils.
- resourceful and community minded , using well-considered local off-site visits to enhance and enrich the sequences of learning.
- inclusive and affirming, where pupils can discuss and share their community experience - including religious holidays, celebrations and important events and places.
- challenging and expansive - where pupils express, share and celebrate learning with the wider school community through school event days and assemblies. This is where pupils experience British Values in action.
- broad and balanced, the basis of which stems from the National Curriculum.

The framework for the Stepping Stones curriculum is planned using the 'Cornerstones' themes, schemes of work and learning materials. This and other published schemes are used to define the sequences of lessons and to create the highly differentiated learner outcomes for class leaders, to then create motivating and engaging lesson content for their own pupil groups.

Please refer to [2026 curriculum planning and planning resources.docx](#) for more information.

The curriculum is broad and balanced, we have focused on some key principles for study within each subject. Identifying what is important for pupils to learn for their life now and beyond their school days.

While the Stepping Stones pathway has a distinct rationale and planning model, it is not isolated, but forms a continuum of provision with clear points of transition and shared principles that allow pupils to move between pathways when appropriate. This ensures that the learning opportunities remain responsive, ambitious and personalised.

The aims for each subject are as follows:

English:

Communication is central to the learning process across all subjects. Therefore a prime aim of the whole curriculum and specifically English:



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- To develop spoken language skills and promote pupil confidence using verbal and non verbal communication.
- To develop a love of early reading and positive experiences around a wide range of books and stories.
- To show some comprehensive understanding of a simple story narrative.
- To understand how to build and write phrases or sentences about stories or poetry.
- To develop an understanding of the purpose of writing in the context of their own experiences.
- To develop fine motor skills to allow them to make meaningful marks, drawings and written words.
- To increase and develop their phonological awareness towards becoming fluent readers.

Maths:

- To develop an understanding of early mathematical concepts using value, number and time, sharing and grouping.
- To provide opportunities to count and use numbers in a variety of functional situations.
- To show an awareness and understanding of shape and size, measure and weight in everyday life.
- To develop an understanding of pattern.
- To develop an understanding of mathematical language.
- To encourage them to use these skills to problem solve in real life situations.

Science:

- To encourage pupils to be curious about their immediate environment and the world around them.
- To encourage and enable pupils to enquire about the world around them and to comment on what they are observing.
- To develop an understanding of how and why we use some scientific equipment.
- To encourage pupils to notice and comment on changes in their own world.
- To develop an understanding of how to undertake simple investigations, predicting, recording, data collection.
- To encourage and enable pupils to be able to summarise and evaluate.

PE:

- To develop a 'happy and healthy' body including aspects of social, emotional and mental wellbeing.
- To begin to notice the effects of physical exercise and challenge.
- To develop competence and confidence across a widening range of physical activities.
- To extend their agility, balance and coordination.
- To engage in competitive (both against self and against one other person) and co-operative physical activities.
- To develop an awareness of the correct use of equipment and personal safety.
- To extend pupils' abilities to listen and act upon instructions.

Humanities:

- To understand and describe the features of the world around them.



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- To engage in a growing range of first-hand opportunities to explore their immediate community.
- To develop an awareness of time and understand time-related vocabulary such as now, past, present and future.
- To understand longer term historical links in British history (past and distant past).
- To explore artefacts with care and interest, and begin to make simple comparisons.
- To equip pupils with a wider knowledge of geographical and historical language that they can use in practice.
- To understand and share simple fieldwork techniques.
- To develop an awareness of human and physical geography.

Art:

- To enjoy art and design processes and develop confidence and enjoyment in self expression.
- To fully engage in 'Innovate' aspects of the curriculum.
- To show an increasing awareness of personal safety and use of art materials and equipment.
- To show an increasing awareness of colour, shape and line.
- To equip pupils with a growing descriptive.
- To pupils to select and use a variety of high quality materials develop with increasing confidence.
- To provide opportunities for pupils to experience and explore the work and techniques of a variety of artists, past and present.
- To be able to appreciate a work of art and share an opinion about it.

DT:

- To use creativity and imagination to design and make products that solve real and relevant problems, considering their own and others' needs.
- To develop a thorough knowledge of which tools, equipment and materials to use to make their products.
- To develop their ability to use tools and materials safely and effectively.
- To develop a thorough knowledge of food safety and hygiene.
- To develop evaluative skills through using and commenting on the products they create.

RE:

- To explore a range of religious and cultural events celebrated in their local community: celebrating the differences in people and their beliefs.
- To develop a simple or personal awareness of right and wrong.
- To develop a growing understanding through their relationships of attributes and actions associated with kindness, self-reflection and empathy.
- To allow pupils to have more understanding of people special to them.
- To share celebrations with familiar peers and staff.

PSHCE:

- To discuss and share emotions and needs through their own form of communication.
- To explore and develop an understanding of relationships pupils have at home and in school.
- To explore similarities and differences between ourselves and others, promoting tolerance.
- To promote independence and celebrate where any progress - however small - towards independence is made.



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- To show an awareness of our own Social, Emotional and Mental Health and develop strategies to help pupils to express when they are not happy.
- To explore and communicate how and why we feel safe or unsafe.
- To explore and develop an understanding of self-regulation.
- To develop a growing understanding of the relevant aspects of 'Relationships, Sex and Health Education' (RSHE).

Music:

- To provide pupils with opportunities to experience and explore a wide range of music and artists.
- To encourage pupils to share favoured sounds and songs in a group.
- To develop an awareness of pulse, rhythm, dynamics, tempo and timbre of a range of instruments.
- To develop skills around reading and annotation of simple notes or marks of sounds.
- To provide opportunities to express themselves through song, sound and dance.
- To develop an awareness of a wide range of musical genres.

Foreign Languages and **Computing** are experienced through other curriculum areas or through whole school events and celebration days. These subjects are not taught in a discrete lesson format.

Organisation of learning

The organisation of learning within this pathway looks like this:

- Medium term plans are created collaboratively, evaluated and reviewed regularly.
- Differentiated learning outcomes are devised and are present within short term lesson plans and within marking and feedback.
- Exciting and memorable entry and exit experiences described as 'Engage' and 'Express' are a key feature of planning.
- Themes and subjects are differentiated for KS2, KS3 and KS4.
- Adaptations for individual pupils are suggested in the planning .
- Regular opportunities are built in to share work and progress with other classes, parents and carers.
- Consistently high-quality resources are created and sourced, intended to enrich and support understanding in an age appropriate way.
- Pupils experience the Stepping Stones curriculum within a traditional subject-specific timetable.

Stepping Stones structures learning throughout the term in the following sequence:

Engage:

- memorable experiences linked to one subject
- engaging and exciting experiences and lessons
- meaningful and engaging visits

Develop:

- sequential learning experiences throughout the term
- stage by stage development of subject focus or topic
- continue to reflect on previous lessons and the memorable experiences week

Innovate:

- creative opportunities use their knowledge and previous experiences from last few weeks
- allow pupils to use their own ideas and imagination



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-pupil-led projects for each subject where possible

Express:

- takes place in the final week of each term

- opportunities to share their work in a range of different ways with others across the school including; staff, peers, and parents.

-appropriate and meaningful summary and assessment of learning for each class

Success indicators

When monitoring the success of the curriculum, we will know it is successful if pupils are...

- able to reflect upon and relate to their entry and exit experiences.
- showing progress from their baseline assessments. This will be seen in their workbooks and within Connecting Steps' 'Progression Steps' assessments.

When monitoring the success of the curriculum, we will know it is successful if class leaders are...

- confident in planning and delivering the Stepping Stones curriculum.
- delivering a consistently high-quality education in high-quality learning environments