**SCHOOL VISION AND PHILOSOPHY OF EDUCATION - ASPIRE**

Belvue School is a stimulating and safe learning community in which we all

work together to nurture and maximise the potential of every young person and

celebrate their achievements. Well planned, structured and diverse leaning experiences and strong partnerships provide the platform for dynamic, challenging and personalised learning pathways, preparing our learners for their life journey.

**Our schools ethos and philosophy of education - ASPIRE**

**A**cademic excellence

**S**upport, nurture and therapeutic care

**P**ersonalised pathways

**I**ndependence, life and work skills

**R**espect for all

**E**nrichment and celebration

**LEARNING INTENTIONS FOR THE CURRICULUM**

To provide a rich, broad and balanced curriculum for all learners that encourages enjoyment and commitment to learning and promotes progression through the key stages and onto adult life.

To develop employability and life skills – working with others, problem solving, communication, IT, English and Maths - across the curriculum

To recognise; develop and nurture individual strengths and motivate learners to reach their highest possible holistic development

To provide recognition of progress and attainment for all learners and to ensure access to external accreditation and inclusion into mainstream education where appropriate.

To provide a variety of work and other experiences in preparation for adult life in which all learners have the greatest possible degree of autonomy; develop responsibility for their learning and support them in having relationships with mutual respect and dependence on each other.

To provide opportunities for all learners to become fully independent citizens who are able to explore, question and to challenge.

To provide opportunities for learners’ spiritual; moral; social; emotional and cultural development

For learners to develop confidence in their ability to learn independently and collaboratively.

To provide a curriculum that is effectively differentiated with age appropriate content whilst taking into account different learning styles and interests.

To enable learners to express preferences, communicate needs, make choices, make decisions and choose options that other people act on and respect.

**The learning intentions for our learners are therefore to:**

*‘Education’s starting point should not be about us, it should be about them, their needs, their aspirations and goals’* Dr Maggie Atkinson, Children’s Commissioner For England, September 2013. This statement underpins our core commitment to learning for all learners within our school and acts as the essential driver for our curriculum approach. Our aim is to ensure that all our learners unique and individual needs are met in the most effective and enjoyable ways. For us this means we put the child at the centre of the education process.

In planning our curriculum we have considered our duty as identified in the National Curriculum framework 2014 and the Special Educational Needs and Disability Code of Practice 2014.

The National Curriculum framework – 2014 states:

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

* promotes the spiritual, moral, cultural, mental and physical development of learners at the school and of society
* prepares learners at the school for the opportunities, responsibilities and experiences of later life

The National Curriculum allows for a breath and depth of learning that extends beyond the framework itself. It clearly states that the school curriculum comprises of all learning and experiences that each school plans for its learners. It clearly states that the national curriculum forms only one part of the school curriculum and that there is time and space in the school day and in each week, term and year to encounter learning beyond the national curriculum specifications.

At Belvue School we believe that the curriculum should be:

Rich and diverse

Allow for exploration, play and outdoor learning

Be aspirational - taking learners on a journey of discovery into thoughts, ideas and experiences beyond their perceived abilities

Push social, intellectual and emotional boundaries

Challenge all the senses

Excite and delight

Be flexible and adaptable

Preparation for adult life

The National Curriculum guidance acknowledges that a small number of learners will experience more challenges in encountering the content of the national curriculum. The guidance states that a wide range of learners have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every learner achieving. In many cases, such planning will mean that these learners will be able to study the full national curriculum. A minority of learners will need access to specialist equipment and different approaches. The SEN and disability code of practice is clear about what should be done to meet their needs.

This advice clearly recognises that some learners will not be able to study what everyone else does. The expectation to follow the national curriculum is therefore neither a requirement or appropriate for learners placed within the exceptional context of a special school catering for learners described as having severe and complex learning needs. As Peter Imray states, within our specialist environment ‘it is not the responsibility of the child to change to meet the demands of the curriculum; it is the responsibility of those writing the curriculum to ensure that it is flexible enough and adaptable enough to meet the needs of each child’(2010).

The Code also states that all learners should have access to a broad and balanced curriculum. The National Curriculum Inclusion statement states that teachers should set high expectations for every learner, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to learner achievement. In many cases, such planning will mean that learners with SEN and disabilities will be able to study the full national curriculum.

However in section 6 of the Code it clearly states that progress can be measured in areas other than attainment – for instance where a learner needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. It also states that high quality teaching, differentiated for individual learners, is the first step in responding to learners who have or may have SEN. There is also a strong emphasis on outcomes for young people that will ‘enable children and young people to progress in their learning and, as they get older, to be well prepared for adulthood’. The Code states the importance of focusing on wider outcomes such as positive social relationships and emotional resilience and stability. Outcomes should always enable children and young people to move towards the long-term aspirations of employment or higher education, independent living and community participation. These outcomes are planned for through the process of identifying individual learning intentions – see Appendix 1 - through the concept of SRUFFY targets (Lacey 2010).

As a school, if we are to fully embrace these principles then our curriculum must be diverse, flexible and personalised to ensure that the outcomes truly make a difference to young people’s futures; whilst at the same time ensuring the principle of a broad and balanced curriculum, one in which our learners are immersed in a rich learning experience. At Belvue, our curriculum is based on an unshakeable belief that despite the many challenges to learning that our learners face, they all have an enormous capacity to learn. We believe that the more learners are given a rich learning experience and freedom to do their own learning, the more competent, capable and creative they show themselves to be.

The fundamental guiding principles within the Code that endorse our curriculum is the emphasis placed on detailed differentiation and a curriculum that is broken down in very small steps coupled with a recognition of the fundamental importance of practical activities, sensory stimulation and integrated programmes. The Code also states the importance of having high aspirations about employment, independent living and community participation all of which are fully developed within the curriculum and supported by a range of partnerships and individual learning intentions.

To facilitate and maximise positive learning impact for all our learners we provide a curriculum that:

Creates a learning environment that is relevant, stimulating, challenging, motivating, rewarding and fun

Wherever possible, the curriculum Is delivered in a variety of contexts to give real life meaning to the the learning

Develops learners voice and presents opportunities for connecting with others and participating as a citizen within their community

Encourages learners to establish connections, coherence, problem solving and creative thinking skills, (e.g. through cross curricular and / or contextualised learning)

Is steeped with a strong social, moral, spiritual and cultural dimension, which acknowledges the full humanity of each learner

Focuses on the key skills of ‘Learning For Life’

Is founded upon a developmental perspective (tempered by a consideration of the

age, experience and specific understanding of individuals) where each learner has their own starting point

Supports well-being through actively targeting social and emotional aspects of learning

Embraces all aspects of school life as learning experiences

Capitalises on every moment in the school day and harnesses them within planned learning opportunities

Enriches our positive culture with an ethos of ‘lifelong learning’ and further develops our school as a learning community

Facilitates a personalised approach to learning experiences and progression pathways

Targets underachievement and barriers to learning

Has high expectations and aspirations of our learners thereby optimising their progress

Is built around an excellent partnership with parents /carers, in order to support

continuity and reinforcement of learning

Offers a holistic approach to developing the whole child

Utilises the support, resources and involvement of a range of community providers and adopts a multi-agency approach to learning

Promotes healthy and safe lifestyles

Develops curiosity and broadens horizons by being outward facing and exposing learners to the world around them

Builds upon and extends prior learning

CURRICULUM OVERVIEW

In order to provide all learners with experiences that are relevant, interesting and challenging and to identify opportunities for progression we have adopted a curriculum structure which encompasses three broad levels of need: SLD complex, SLD and MLD. These terms offer a means of making subtle distinctions between not only groups of learners but also the degree of curriculum formalisation they will experience in either building the pre-requisites for, or working within, a more ‘conventional’ National Curriculum approach. The school has adopted three curriculum pathways to meet the needs of these different groups.

The levels are not defined by age, but by need and achievement; learners are therefore able to move flexible from one level to the next at any point during their learning experience, there is no ceiling to their achievement.

While we have developed a curriculum around our learners we recognise that each of them will follow a personal pathway through the learning labyrinth depending on the complexity of their needs and core learning goals, but also taking account of their interests, aspirations and abilities. To further enhance this personal pathway and ensure a holistic approach to developing the young person, our learners have, as previously stated, short term learning intentions designed with them as part of their individual learning needs. These learning intentions focus on key skills which will make a useful and dynamic difference to their quality of life. These learning intentions are devised in response to the learners’ prior learning, enabling them to build on what they already understand and can do. For MLD learners this can involve them in dialogue with their teacher, parents and peers as they work out what to learn next and how. For learners with more complex needs the involvement is more likely to be through professional/parent interpretation based on careful observation over time. However it is achieved, the bases of the targets are the needs of learner.

Through careful considered strengths and needs analysis of individual learners, teachers develop targets (Learning Intentions) that promote a holistic approach to the development of young people. The QCA Framework for teaching ‘Personal Learning and Thinking Skills’ (PLTS) published in 2007 outlined six skills to be taught directly to learners to enable them to become successful learners; confident individuals and responsible citizens, namely: independent enquirers; team workers; creative thinkers; self-managers; reflective learners and effective participators, skills that we strive to instil in all our learners through the structured and unstructured curriculum and individual learning intentions. As well as prioritising PLTS the QCA in 2009 assigned precedence to ‘personal, social and emotional skills when describing the skills, attitudes and dispositions that children need to become well rounded individuals and lifelong learners. At Belvue School, individual learning intentions, Vertical Tutor time and PSHE curriculum places considerable emphasis on these skills.

Guy Claxton notion of ‘building learning power’ emphasised that schools need to give prominence to enhancing learners capacity to learn since in an ever changing world, it is difficult to know what specific knowledge and skills young people will need in the future. According to Claxton educators should work to instil in young people the personal qualities that are required to learn new things. In this way, ‘building learning power’ transcends the mere teaching of study skills and moves into an arena that is governed by the teaching of’ habits of mind’ such as values, attitudes and dispositions for learning. Claxton maintains that a curriculum which builds learning power instils in learners four important R’s – resilience, resourcefulness, reflection and relationships. All qualities that we strive to develop at Belvue School through the teaching of both the formal curriculum and the individual learning intentions or soft targets that incorporate all those essential skills and qualities.

The individual learning intentions are agreed through the learning conversation with parents, young people and therapist. Where possible these next steps and learning priorities are presented in a way which is accessible to the learners so that they can also commit to the learning. These learning intentions or soft targets are planned for and delivered through the context of the curriculum. Thereby the curriculum itself becomes the tool through which learners learn and develop their skills in functional and social setting

The individual learning intentions are designed to be a mixture of SMART and SCRUFFY (Lacey 2010) because we believe that well-being, engagement and enjoyment are the core factors that motivate our learners to learn.

**S** = learner led  **C** =creative **R**=relevant **U**= unspecified (but clearly understood by learner/parent and professionals) **FFY**= fun for youngsters

The individual learning intentions are recorded in the learners home/school diary. They are revisited at the start of each learning session with learners in small groups, led by the teacher or Teaching Assistant.

Where appropriate the teacher actively plans for these targets within the curriculum lesson or time is allocated during the week to practice specific skills. The amount of time allocated depends on the needs of learners. These individual learning intentions are monitored using continuous assessment with evidence uploaded onto classroom monitor. Learners will need repeated opportunities to learn and embed their new skills. As learners achieve an individual learning intention their success is built into the design of the next learning intention and this is recorded in the diary.

**CURRICULUM OVERVIEW**

Our approach to designing and delivering our curriculum is underpinned by the conviction that our learners learn best within a framework of learning intentions and experiences that not only develop their intellectual powers, but also build their learning capacity, as well as life skills, interactions, independence, communication, physical control and sensory skills. We believe that it is not just learners under five who tend to learn best through play, exploration and interaction with skilled adults (Lacey 2011) learners who are chronologically older may arguably still benefit from, and need, a similar methodology, within a curriculum which resonates with aspects of the Early Years Foundation Stage Curriculum (2013). This is at the heart of a piece of school based research currently being undertaken by Mike Baldwin, funded by Let Teachers Shine.

Our subject based curriculum favours a developmental approach and has been written from the perspective of the core skills, content, knowledge and understanding which our learners need to learn, enabling ‘learning journeys’ to start from individual strengths and needs. Curriculum delivery is then used to provide a rich, co-ordinated and meaningful context in which learners can practice and embed these skills and develop further their individual learning intentions.

A MULTI DISCIPLINARY APPROACH

Our curriculum is delivered by a multi-disciplinary team. Our Speech and Language and OT therapist are an integral dimension of what we offer to learners: they are not a ‘bolt on’ treatments. Where identified, therapist also provide to individual or small groups of learners, intensive specialist intervention to supplement the classroom diet.

THE THREE PATHWAYS

In order to provide learners with experiences that are relevant, interesting and challenging and to identify opportunities for progression we have adopted a curriculum structure that encompasses three broad levels – SLD complex, SLD and MLD - described above. The levels identified in the curriculum pathways and assessed using ‘Keep Performance Indicators or I Can statements’ are not defined by age, but by need and achievement. Learners are therefore able to move flexibly from one level to the next at any point during their learning journey. Each pathway covers a range of skills, knowledge and understanding across the curriculum subjects and facilitates a ‘learning flow’ between the pathways.

THE SEMI-FORMAL CURRICULUM PATHWAY FOR SLD complex and SLD

The semi-formal curriculum is designed to meet the needs of learners operating between P4 – P8. The curriculum has been developed to ensure that the curriculum content is relevant to learners needs and meets key areas of need as well as statutory requirements. Key area of need include:

* Communication in the widest sense
* Developing gross and fine motor skills
* Meeting and working with sensory needs and delivering a sensory diet
* Developing learners independence, including independent learning and living

The time allocated to different subjects within the timetable reflects this thinking, see Appendix 2. We have developed the pathways to ensure that significant amount of learning occurs within a context that gives meaning to the development of skills that makes a difference to learners lives. For example, number and problem solving has three lessons allocated within the timetable but activities such as food technology and shopping will also provide a setting to equally develop these skills.

The curriculum has been planned to show and offer progression over a period of time, but also acknowledges that many skills are lost if not practiced and need to be generalised in different contexts. Therefore basic functional skills need to be revisited, practiced and generalised if they are to be truly embedded rather than superficial acquisitioned. In this way, staff are more likely to make solid judgements regarding learners learning and progress which are not later overturned when it is found that a learner appears to have ‘lost’ skills.

Leaners following our semi-formal curriculum learn best when learning is related to their own experience. Some may learn through structured play; others will learn more effectively through functional activities, and others will respond to a topic based approach. The curriculum content at the semi-formal level echoes the ground covered by the Early Years Foundation Stage (2013) since this framework is not confined to those below the age of 5, but rather, extends right across the school where learners are functioning at P Level 4 to 8. However, the teaching approach must reflects the age and learning style of the learners concerned.

The semi-formal curriculum also aims to acknowledge and include other interventions such as OT, play therapy, and SLT that have proved to both engage learners and develop learning. These interventions are part of the curriculum and should be seen as a core part of the provision offered to learners. The ongoing review process will continue to evaluate the effectiveness of interventions. Appendix 2 shows the key pillars of the semi-formal curriculum.

Subject areas follow either a 3 year cycle in KS3 or a two year cycle in KS4/5. Learners then revisit earlier learning and topics, thus providing a spiral progression i.e. learners are expected to revisit earlier learning but engage in more challenging learning outcomes. This process ensures a sense of progression but also embeds learning through necessary repetition which checks progress and real understanding and gives opportunities for generalisation which is crucial for our learners.

THE FORMAL CURRICULUM PATHWAY for MLD learners.

Within the formal pathway learners work with a framework that has agreed content for each subject. Learners in KS3 follow a three year rolling programme and Learners in KS4 and 5 a two year rolling programme. The learning opportunities devised draw on national curriculum programmes of study, examination board’s syllabi and QCA schemes of work which combine to allow Curriculum Leaders to develop a curriculum that is entirely based on the ‘bespoke’ needs – skills, knowledge and understanding – of our learners.

Maths and English is taught across the curriculum and in discrete form delivered via a spiral curriculum which comprises of continuous and topic based work. This approach enables learners to hone in on key priorities as well as to revisit basic skills repeatedly, gradually building upon them in line with their personalised needs

Depending on the nature of their needs some learners studying at the formal level may require an additional curriculum to address specific aspects of their development, such as;

Independent travel training

Emotional support

Speech and Language input

Sensory diet

Maths or English 1:1 or small group intervention

Flexible timetabling allows sufficient space for additional curricular activities and the formal pathway also has time dedicated to develop Individual learning intentions. See Appendix 3

As the term ‘formal’ implies, there is a high level of structure. However planning ensures that the formal curriculum avoids being too abstract; teachers therefore ensure that learning is linked to practical activities and consolidate and applied in practical sessions and in the community. KS4/5 learners working at the formal level may pursue accreditation pathways e.g. Entry Level qualifications, or in a few cases, GCSE and follow the appropriate exam syllabus in each subject area.

To meet our aspirational curriculum aims, all teachers are expected to maximise opportunities for learning in the environment and community. Over the past ten years there have been five significant reviews conducted around the focus of children learning in natural environments in the UK and further abroad. All these reviews identified significant evidence that outdoor learning can, and has made a significant impact on improving learner’s quality of life. These reviews coincide with a time when there is evidence from our own research in school that young people’s lives are dramatically changing and learners are experiencing limited opportunities to be outdoors in formal and informal learning settings with consequent negative effects. The evidence especially reveals that lack of exposure to natural environments denies young people the opportunity to develop understandings and experiences that will have a long term impact on the quality of their lives, particularly in relation to their physical health and well-being and character capabilities such as application, self-regulation, empathy, creativity and innovation and their capacity to be successful learners - as defined above by Claxton and identified in the PLTS framework by QCA - and active contributors of a sustainable society. In response to this, over the last five years the school has raised considerable funds to develop the outdoor learning space and woodland beyond.

A key ambition for the governments White Paper (2011) was for ‘every child in England to have the opportunity to experience and learn about the natural environment’ and that the marked social inequalities of access could best be addressed by working with schools. Researchers have established that young people’s health and well-being are linked to young people’s relationship with being outdoors and being active through play and leisure. Other benefits of young people engaging with nature and their community include:

Reducing symptoms of attention deficit disorder (Kuo & Talor 2004)

Improve childrens nutrition – children who grow their own food are more likely to eat fruit and vegetables (Bell & Dyment 2008)

Enhance peace, self-control and self-discipline within inner city youth and particularly girls (Faber-Taylor, Kuo & Sullivan 2002)

Increased physical activity supports children’s attainment (Booth et al. 2014) and exposure to natural settings increases children’s ability to focus and enhances cognitive abilities (Wells 2000 and an increase in working memory (Dadvand et al 2015)

Play in nature is especially important for developing capacities for creativity, problem-solving, and intellectual development (Kellert 2005)

Feeling confident and connected to others rather than anxious and depressed, these factors can improve a child’s resilience (Kuo 2010)

More likely to be citizens and environmental stewards in their present and future lives (Chawla & Cushing 2007; Malone 2013)

The *Every Experience Matters* report (Malone, 2008)drew on research from around the globe and provided evidence that children engaged in Learning Outside the Classroom (LOTC) achieved higher scores in class tests, have greater levels of physical fitness and motor skills development, increased confidence and self-esteem, show leadership qualities and were more socially competent and environmentally responsible. The review confirmed that, when children experience the world through explorative play and experiential learning activities in school grounds, wilderness camps, art galleries parks or community settings their lives could be positively changed. All these experiences lay the foundation for shaping a child’s growing knowledge, confidence and identity. The findings of the review supported a general hypothesis that learning outside the classroom had a significant impact on young people’s learning and is supportive of healthy development in young people’s learning; physical experiences and social and emotional well-being.

At Belvue we provide many opportunities for LOTC:

The Woodlands – This year the school is committed to ensure that all KS3 groups have one lesson a week in the woodland to develop their confidence in communication, independence, team work, creative thinking, self-management and reflective learning.

Brentlodge Farm - Opportunities for Post 16 learners to develop a range of skills for the work place including; time management, ability to work under pressure, following instructions, making decisions, creative and problem solving skills.

The Litten Nature reserve – Opportunities for Post 16 learners to develop a range of skills for the work place including; time management, ability to work under pressure, following instructions, making decisions, creative and problem solving skills.

The Pop up Shop – Opportunity to run a mini-enterprise within the community. The project supports learner’s skills in communication, flexibility, accepting responsibility and team work all essential skills for the workplace.

School Garden – Opportunities for learners to engage in the growing of food, developing a relationship with the land and the seasons, as well as the soft skills of team work, following instructions and showing commitment to a task.

Playground – Opportunities for co-operation, keeping fit, creativity, learning new skills and communication

A variety of educational visits - offers learners opportunities to practice independence and travel training skills, be exposed to ore and wonder and learn new skills all in a context outside the classroom.

This year the school is also committed to ensuring that every child has the opportunity to visit:

The Tate Modern extension; Houses of Parliament; The Litten/Brent lodge; three locally walks; Natural History Museum, a place of worship and experience a theatre performance to ensure that they are inspired and taken on a learning journey of discovery into thoughts, ideas and experiences beyond their perceived abilities.

Monitoring and Evaluating Curricular Impact

Our curriculum is monitored and evaluated to ensure that is fit for purpose and sufficiently flexible to capture the learning needs of all our learners and to maximum outcomes for our learner.

All teaching staff are curriculum leaders for an area of study and are required to develop and monitor the curriculum as follows:

They are also expected to moderate learner’s work; consult with learner’s and analyse progression and value added data – See Assessment Policy

|  |  |  |  |  |  |  |  |  |  |  |
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| CLEARlogo **Appendix 1 My Learning Intentions** | | | | | | | | | | |
|  | |  |  |  | |  | | |  | |
| **Name:**  **Term date:** | | | | | | | | | | |
|  | | | | | |  | |  | | |
| **Learning Intention 1**  **Personal Development e.g. Independence/behaviour/health/emotional well-being**  CURRENT STRENGTHS: | **Why?** | | **How others will help me? (include parents/carers/friends/ professionals/other adults)** | | **How will I help myself? (include strategies for home and school)** | | **I know I have met my target when I have …** | | | **Feedback (from parent/carer/child/professional during the learning conversation)** |
|  | |  | |  | |  | | |  |
|  | |  | |  | |  | | |  |
| **Achieved/**  **progress made** | | **Review/ comments** | | | | | | |

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| **Learning Intention 2**  **Employability skills e.g. team work, appearance, behaviour**  CURRENT STRENGTHS: | **Why?** | **How others will help me? (include parents/carers/friends/ professionals/other adults)** | **How will I help myself? (include strategies for home and school)** | **I know I have met my target when I have …** | **Feedback (from parent/carer/child/professional during the learning conversation)** |
|  |  |  |  |  |
|  |  |  |  |  |
| **Achieved/**  **progress made** | **Review/ comments** | | |

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|  |  |  |  |  |  |

Appendix 2

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| --- | --- | --- | --- | --- | --- | --- | --- |
| The Semi Formal Curriculum – 30 lessons a week | | | | | | | |
| COMMUNICATION – Language and Literature | NUMERACY AND PROLEM SOLVING | PHYSICAL DEVELOPMENT | CREATIVE DEVELOPMENT | KNOWLEDGE AND UNDERSTANDING OF THE WORLD | Life and Living SKILLS | MYSELF AND OTHERS | SENSORY/SOCIAL emotional DEVELOPMENT |
| Literacy and Speaking and listening | Numeracy | PE & Dance | Art, Music and Drama | Humanities including RE & science | Food technology & design technology  \*PLTS - woodland  Individual learning intention time | PSHE & VT time | Individual learning intentions |
| 3 lessons | 3 lessons | 2 lessons | 3 lessons | 1 RE lesson  1 humanities lesson  3 science lessons | 2 lessons – technology  5 lessons - Individual learning intention time  1 - PLTS | 1 VT sessions  2 PSHE lessons | 3 lesson |
|  |  |  |  |  |  |  |  |
| Skills and topics e.g. media, Shakespeare | Skills and topics e.g. shape, money, time | Skills | Art – topics  Music – topics/skills | Topic base | Skills based | Topic base |  |

Appendix 3

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| The Formal Curriculum – 30 lessons a week | | | | | | | |  |  |
| ENGLISH | MATHEMATICS | PHYSICAL DEVELOPMENT | CREATIVE DEVELOPMENT | HUMANITIES | TECHNOLOGY | PSHE | SCIENCE | FRENCH/WRL | SENSORY/SOCIAL emotional DEVELOPMENT |
| Reading, writing and Speaking and listening | Number, shape and space etc | PE & Dance | Art, Music, Drama | RE and humanities | IT, Food & Design and technology | PSHE & VT time  \*PLTS - woodland |  |  | Individual learning intentions |
| 5 Lessons | 5 Lessons | 2 lessons | 3 lessons | 2 Lessons | 3 Lessons | 3 lessons  1 VT time  1 woodland | 3 lessons | 1 lesson | 1 lesson |
|  |  |  |  |  |  |  |  |  |  |
| Skills and topics e.g. media, Shakespeare | Skills and topics e.g. shape, money, time | Skills | Art – topics  Music – topics/skills | Topic base | Skills based | Topic base |  |  |  |

\*Personal Learning and Thinking Skills’ (PLTS)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| APPENDIX 4 Discrete learning units – KEY STAGE 3 | | | | | | | | | | | |
| Area of Learning | Subject | Year 1 | | | Year 2 | | | Year 3 | | | |
|  |  | Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | | Spring | Summer |
| Communication, Language and Literacy | English | Continuous cross curricula work + individual reading, group reading, comprehension, personalised spelling, handwriting, grammar, opportunities for writing (journals, emails, posters etc.) opportunities for verbal communication (news, explanations, telling stories, descriptions, following and giving instructions, singing) | | | | | | | | | |
| Audio Visual Texts | Creating a Print Media Product | Communicate Experiences | Exploring Narratives | Exploring Film Genres | Exploring Shakespeare | Creating Narratives | | Exploring Advertising | Exploring Poetry |
|  |  |  |  |  |  |  | |  |  |
| Numeracy, thinking skills and problem solving | Maths | ------------------------------Handling Data will run across all strands------------------------------ | | | | | | | | | |
| Understanding Whole Numbers  Data Handling  TimeProblem Solving &  Reasoning  Patterns & Shapes  Place value, comparing & ordering | Money  Measures  Time Addition & Subtraction  Multiplication & Division | Addition & Subtraction  Fractions  Problem Solving &  Reasoning  Multiplication & Division  Patterns & Shapes  Angles, Position & Direction | Understanding Whole Numbers  Data Handling Problem Solving &  Reasoning  Time  Patterns & Shapes  Place value, comparing & ordering | Money  Measures  Time Addition & Subtraction  Multiplication & Division | Addition & Subtraction  Fractions  Problem Solving &  Reasoning  Multiplication & Division  Patterns & Shapes  Angles, Position & Direction | Understanding Whole Numbers  Data Handling  Time Problem Solving &  Reasoning  Patterns & Shapes  Place value, comparing & ordering | Money  Measures  Time Addition & Subtraction  Multiplication & Division | | Addition & Subtraction  Fractions  Problem Solving &  Reasoning Multiplication & Division  Patterns & Shapes  Angles, Position & Direction |
| Knowledge and understanding of the world | Science | Forces The Universe | Earth Structure Heating and Cooling | Interdependence Plant Reproduction | Electricity Energy | Digestion Reproduction | Separating mixtures Photosynthesis | Movement Circulatory system | Sound Light | | Acids and Alkalis States of Matter |
| Computing | e-Safety Technology in our Lives | Multimedia | Computer  Science | e-Safety Technology in our Lives | Multimedia | Computer  Science | e-Safety Technology in our Lives | Multimedia | | Computer  Science |
| Humanities | Tour of Europe/ Migration | War and The Blitz/  Holocaust | Natural Disasters Extreme Weather | Tour of Africa | Tour of South Asia | Local Geography project | Shackleton’s explorations | Where does our food come from? (bananas) Tour of the Americas | | Local History project |
| French | Personal ID  Paris | Transport and Travel  Language Awareness | NA | Personal ID  Family  Food and Drink | Sport  Cafe | NA | Personal ID  Weather  Clothes | School  House | | NA |
| RE | Festivals  Hindu Diwali Christian Christmas | Spirituality in sound and music  Places of Worship  Judaism – Synagogue  Islam – Mosque  Buddhism - Temple | Creation Stories  Inuit  Aboriginal  Big Bang  Religion and care for the earth  Environmental damage  Role of Charity | Judaism (Rosh Hashanah)  Humanism Festivals  Islam – Eid | Islam, Belief and Practice  Islam, Belief and Practice | Creation Stories  Christian  Hindu  Big Bang Rites of passage  Bar Mitzvah  Hajj | Welcome /Birth rites. How are babies welcomed into a religion? Festivals  Hinduism – Holika | Festivals  Christianity - Easter  Religious Books  Christian – Bible  Islam – Quran  Sikhism – Guru Grant Sahib | | Creation Stories  Abrahamic  Chinese  Big Bang Beliefs regarding death |
| Personal, Social and emotional development | Citizenship | Class rules  Identity Diversity  Friendship | Healthy Living Drugs  Alcohol | Personal safety Safety  changes | Rules  Identity Diversity  Bullying | Healthy Living Drugs  Alcohol | Respect  Rights  First Aid | Rules  Identity Diversity  Bullying | Healthy Living Drugs  Alcohol | | Personal safety Safety changes |
|  | SRE | Relationships My body/hygiene | Puberty Public/Private | Reproduction Consent  E-Safety | Relationships My body/hygiene | Puberty Public/Private | Reproduction  Consent  Diversity/rights | Relationships My body/hygiene | Puberty Public/Private | | Reproduction  Consent  E-Safety |
| Physical Development |  |  |  |  |  |  |  |  |  | |  |
|  | Music | Rock/Indie music | Western Classical Music | Samba/South American | Blues/Jazz | Recent Chart Music | Folk Music | African Music | Retro Pop (60s, 70s, 80s) | | Electronic music |
| Art | Land and  Cityscapes | Land and  Cityscapes | Land and  Cityscapes | Colour and shapes | Colour and shapes | Colour and shapes | Narrative pictures | Narrative pictures | | Narrative pictures |
| Drama | Short stories (comic book?) | Film (silent movie) | Shakespeare | Physical theatre | Improvisation | Poetry | Short stories (comedy) | Exploring Film genres | | Poetry |
| Technology | Food Tech | -Advanced Food Preparation  -Advanced Preparation Skills  Electric appliances:  Blending  Mixing  Whisking | **Advanced Baking**  Pastry  Puddings  **Rice / Pulses / Grains**  Oriental  African  Indian | **Lunch**  Salad Vegetables  Sandwiches  **Advanced Mince**  Burgers  Meatballs | -Food Storage  -Food Preparation  -Preparation skills  Peeling  Juicing  Toasting  Peeling  Juicing  Toasting | **Basic** **Baking**  Toast with spreads &  toppings  **Basic Skills 2**  Basic sauces  Basic soups | **Basic Frying**  Egg products  **Basic Mince**  Bolognese  Chilli | Further Food Storage  -Further Preparation Skills Knife skills:  Chopping  Slicing  Dicing | Speciality  Breads Vegetable  Meat | | **Frying & Roasting**  Vegetables,  Chicken **Basic Fish**  Goujons  Cakes  Stew |
| Design Tech | Textiles  Cushions - Print and Pattern Methods | Textiles  Cushions - Print and Pattern Methods | Textiles  Cushions - Print and Pattern Methods | Graphic Design – Packaging | Graphic Design – Packaging | Graphic Design – Packaging | Resistant Materials – Clocks | Resistant Materials – Clocks | | Resistant Materials – Clocks |

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| APPENDIX 5 Discrete learning units | | | | | | | | | | |
| Area of Learning | Subject | Year 1 | | | Year 2 | | | KS5 | | |
|  |  | Autumn | Spring | Summer | Autumn | Spring | Summer |  |  |  |
| Communication, Language and Literacy | English | Continuous cross curricula work + individual reading, group reading, comprehension, personalised spelling, handwriting, grammar, opportunities for writing (journals, emails, posters etc.) opportunities for verbal communication (news, explanations, telling stories, descriptions, following and giving instructions, singing) | | | | | | | | |
| Audio Visual Texts | Creating a Print Media Product | Communicate Experiences | Exploring Narratives | Exploring Film Genres | Exploring Shakespeare |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Numeracy, thinking skills and problem solving | Maths | -------------------------------------------------Handling data------------------------------------------------------  Record information in/as lists, tables, diagrams, charts & graphs | | | | | | | | |
| Introduction to whole Numbers  Working with whole numbers  Recognising Time Working with Fractions  Using Money | Working with 2D & 3D Shapes  Using Money  Recognising Time Data Handling  Time  Working with Measures  Using Money | Working with Angles & Position  Using Money  Recognising Time Data Handling  Using Money  2D and 3D | Introduction to whole Numbers  Working with whole numbers  Recognising Time Working with Fractions  Using Money | Working with 2D & 3D Shapes  Using Money  Recognising Time Data Handling  Time  Working with Measures  Using Money | Working with Angles & Position  Using Money  Recognising Time Data Handling  Using Money  2D and 3D |  |  |  |
| Knowledge and understanding **of the wor**ld  Knowledge and understanding **of the wor**ld | Science | Human Body | Human Body | Chemistry in Our World | Energy Forces and the Structure of Matter | Energy Forces and the Structure of Matter | Environment, Evolution and Inheritance | Elements, Mixtures and Compounds | Electricity, Magnetism and Waves | Electricity, Magnetism and Waves |
| Computing | e-Safety Multimedia | Technology in our Lives Multimedia | Computer  Science/ e-Safety | e-Safety Multimedia | Technology in our Lives Multimedia | Computer  Science/ e-Safety |  |  |  |
| RE | The Nature of Faith ***Sikhism/Judaism/Buddhism*** | Relationships and beliefs  ***Christianity/Humanism/ Hinduism*** | Ethics and Equality Charity  ***Islam/Sikhism/***  ***Humanism*** | The Nature of Faith  ***Christianity/***  ***Humanism/ Hinduism*** | Relationships and beliefs  ***Sikhism/Judaism/***  ***Buddhism*** | Ethics and Equality Charity  ***Islam/Sikhism/***  ***Humanism*** |  |  |  |
| French | Travel and the Wider World | Education and Work | Leisure and Entertainment | Leisure and Entertainment | Health and Sport | Home and Local Area |  |  |  |
| Personal, Social and emotional development | Citizenship | The Law in UK/ Identity/  Diversity | Mental health/  Drugs | Safety/Abuse/ First Aid | The Law in UK/ Diversity/Prejudice | Mental Health/ Drugs | Safety/abuse/ Change/resilience |  |  |  |
| SRE | Puberty/feelings  My body  /public private places | Relationships/ Reproduction  Sexual health | Consent/safety  E safety/  Abuse | Puberty/feelings  My body  /public private places | Relationships/ Reproduction  Sexual health | Consent/safety/ E safety/  Abuse |  |  |  |
| Physical Development |  |  |  |  |  |  |  |  |  |  |
| Creative development | Music | Important music | Music of Black Origin | Student choice | Popular Music | Contrasts | Student choice | Alternative Popular Music Dance Music | Musical Classics Traditional Music | Student choice |
| Art | Graphic  Design/Printmaking  Painting and Drawing | Present an exhibition/Painting and Drawing/3d Studies | Present an exhibition/ Painting and Drawing 3d Studies | Textiles  Photography | Painting and Drawing  Present Art Evaluation  Ceramics | Present Art Evaluation  Ceramics |  |  |  |
| Drama | Using the Voice in a dramatic context | Using Body in a dramatic context | Contribute to a dramatic improvisation | Contribute to the CREATION of a group Drama presentation (conceptualise/plan | Contribute to the CREATION of a group Drama/Film presentation (rehearse, costume and props) | Contribute to the CREATION of a group Drama presentation (rehearse and PERFORM to an audience as part of a group |  |  |  |
| Technology | Food Tech | **BTEC, Breakfast**  -Hygiene & Safety  -Ingredients & Equipment  - Blending  **Breakfast 2**  - Basic frying  -Toasting  -Basic Baking | **Baking**  -Bread  - Pizza  **Further Baking**  - Basic pastry  -Savoury dishes | **Basic Chicken**  Marinading  - Frying  - Roasting  **Further Chicken**  -Oriental  - Mexican  - Indian | **Fish**  -Hygiene & Safety  - Frying  -Baking  **Mince**  -Mixing  -Shaping  - Frying | **Pasta**  -Boiling  -Sauces **Rice & Soups**  -Blending  -Frying  -Boiling | **Puddings**  **-**baking  -stewing  -frying  **Meats**  -Grilling  -Stewing  -Frying | **Breakfast & Baking**  -Hygiene & Safety  -Frying  -Blending **Further Baking**  - Pizzas  -Cakes  -Pastry | **Pasta & Rice**  -Boiling  -Baking  -Frying **Chicken**  -multi-cultural dishes | **Own design dishes**  **-** Baking  -Frying  **Further Meat Cooking**  -BBQ  - Fry  -Stewing |
| Design Technology | Resistant Materials  OCR Design and Technology Accreditation – Entry Level (1 year course assessed through coursework) | Upcycling to improve the quality of products in your environment. | Upcycling to improve the quality of products in your environment. | Textiles  OCR Design and Technology Accreditation – Entry Level (1 year course assessed through coursework | Exploring texture and pattern techniques to create a useable or wearable product | Exploring texture and pattern techniques to create a useable or wearable product | Home Improvement Skills  Upcycling and repairing of furniture | Basic Construction Skill Plastering  Tiling  Home repairs | Home Decoration Skills  Painting and decorating skills.  (including wall papering |