



**The
Oak Partnership**

**Post-16 SEND Curriculum
2024-26**



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Registered Office:
Selworthy Special School
Hazelbrook Campus
Lyngford Road
Taunton
Somerset
TA2 7EG

www.oak.education
office@oak.education

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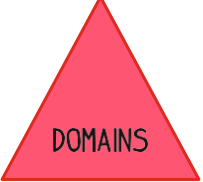


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Curriculum Intent 2024-26

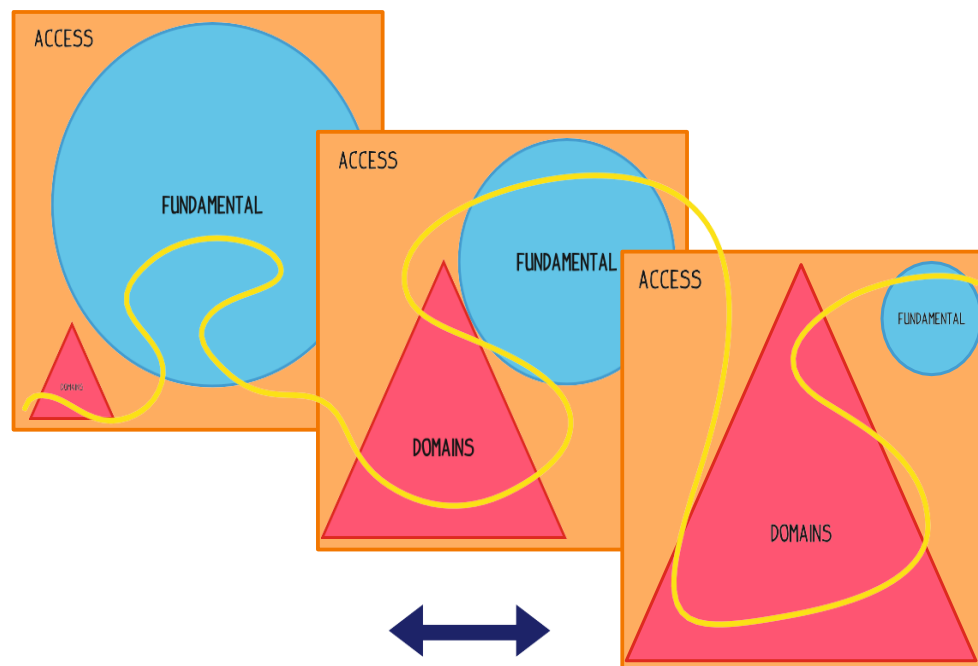
- The curriculum design is focused around four Curriculum Streams that link to developmental ages and stages. These streams are titled; Exploratory, Developing, Broadening, and Blended.
- Learners in all streams have access to a meaningful, personalised and ambitious curriculum that promotes the development of independence and autonomy;
- Curriculum is designed to provide our learners with sufficient opportunities for them to achieve their full potential. This is done through our Cultural Capital offer which provides tiered and bespoke opportunities to access the world around them and broaden their experiences;
- Our curriculum supports learners to develop their independence, develop creativity and intellectual curiosity, be active rather than passive, work out their own solutions rather than being told what to think or do and to act and peruse their own investigations;
- We strive to ensure that our learners' education is filled with opportunities for fun, laughter, learning new things, interacting with others and making memories; our multi-sensory approach provides all learners with the opportunity to feel, develop and learn through active engagement on multiple levels.
- The desired impact is to prepare our learners for their future life outside of school. Independence is our 'golden thread' that runs throughout the curriculum's implementation. This includes a focus on building learners' communication skills needed to make requests, communicate with peers and comment on what is happening around them;
- The curriculum is designed to inspire curiosity and lay the foundations for a fulfilling life both now and beyond school. It is personalised to each learner and incorporates their interests to provide the highest level of engagement. Cross-curricular topics provide a vehicle for subject specific delivery.
- Learners' EHCP targets are taught alongside their academic provision and ensure their needs are being met to the highest level possible;
- The curriculum progression has sequences of skills and knowledge that encapsulates both the planned and unplanned curriculum that builds on prior learning and enables us to show progress over time;
- Our curriculum approach meets the needs of all within our community, promoting the balance of rigour and flexibility to focus holistically on what is best for our learners at any one moment in time;
- There is a strong focus on relationships built with trusted adults as well as with peers. There is an understanding that without these relationships the curriculum would be inaccessible and be less impactful. The trusting relationships built allow learners the security they need in order to interact with all elements of the curriculum, take risks, pursue their interests, learn and be challenged.
- Within our Secondary phase, there is an increased focus on preparation for adulthood. This includes gaining valuable life and employment skills. Our learners also work towards qualifications in a range of areas to prepare them for life after school and help them to reach their full potential.

Curriculum Design

As a special school, it is crucial for our curriculum to cover therapeutic needs alongside typical curriculum subjects. The four key aspects are:

 <p>FUNDAMENTAL</p>	<p>The fundamental areas of curriculum ensure we develop the whole learner. These areas are prioritised and encompass the personalised therapeutic and developmental needs of our learners working towards the long term goals and provision identified in their EHCPs.</p>
 <p>DOMAINS</p>	<p>Our curriculum domains each have a set of skills which inform teachers' planning. These domains are taught through a rolling programme of topics, both discretely and through a cross curricular, topic based approach.</p>
 <p>ACCESS</p>	<p>To ensure the curriculum is accessible to all of our learners, it is delivered with the understanding that all sensory and communication needs are met. It is also important to consider individual learning preferences and ensure that suitable resources and equipment are used.</p>
 <p>GOLDEN THREAD</p>	<p>Independence is entwined through everything that we do as our 'golden thread'. This is multifaceted and includes both preparing learners for their next steps in life as well as independent skills for learning, such as resilience and perseverance.</p>

Every aspect of our curriculum is designed to be flexible at every level and easily personalized to meet the needs of every learner. This flexibility is demonstrated on the continuum below. Within this, continuum learners are not static and can move in either direction for periods of time depending on their needs.



Curriculum Design Principles

Content Selection and Sequencing

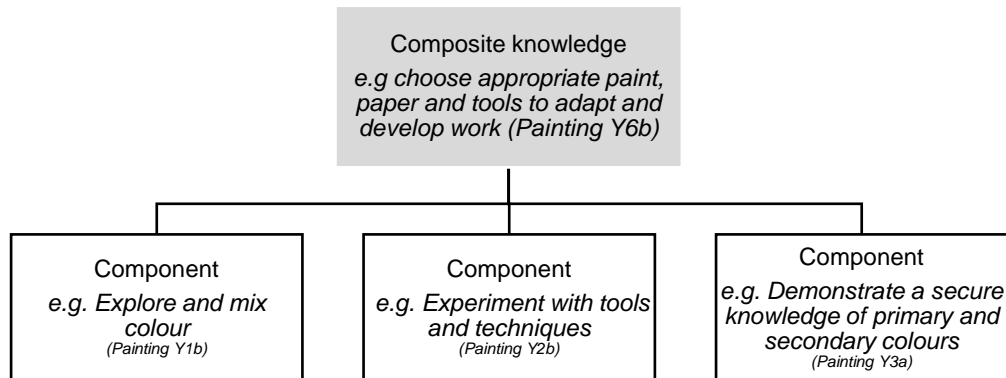
Each Domain includes well-chosen knowledge, building over time in a logical sequence to enable progress. These are shown in skills and knowledge progressions.

The progressions of skills and knowledge in each Domain are based on the theory of building composite knowledge from smaller components.

Composite and Components Model

Components: The building blocks of knowledge and skills that, when secure, allows all pupils to tackle tasks that are more complex.

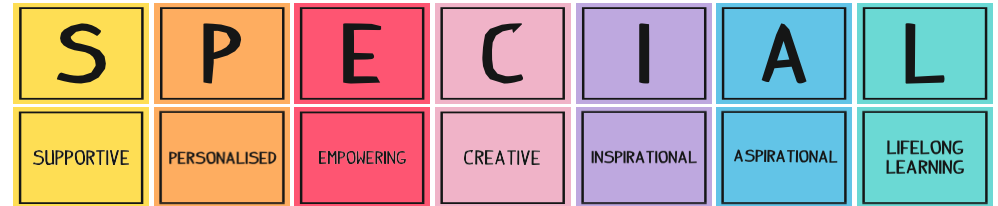
Composite: Complex knowledge, skills and ideas in our Curriculum that are formed by learning smaller building blocks.



SPECIAL Curriculum

The SPECIAL curriculum provides meaningful life skills to enrich our learner experience and better prepare them for life beyond school. The skills do not represent a hierarchy, each learner will work on the areas that are most pertinent to them and therefore, able to develop their own unique skills profile.

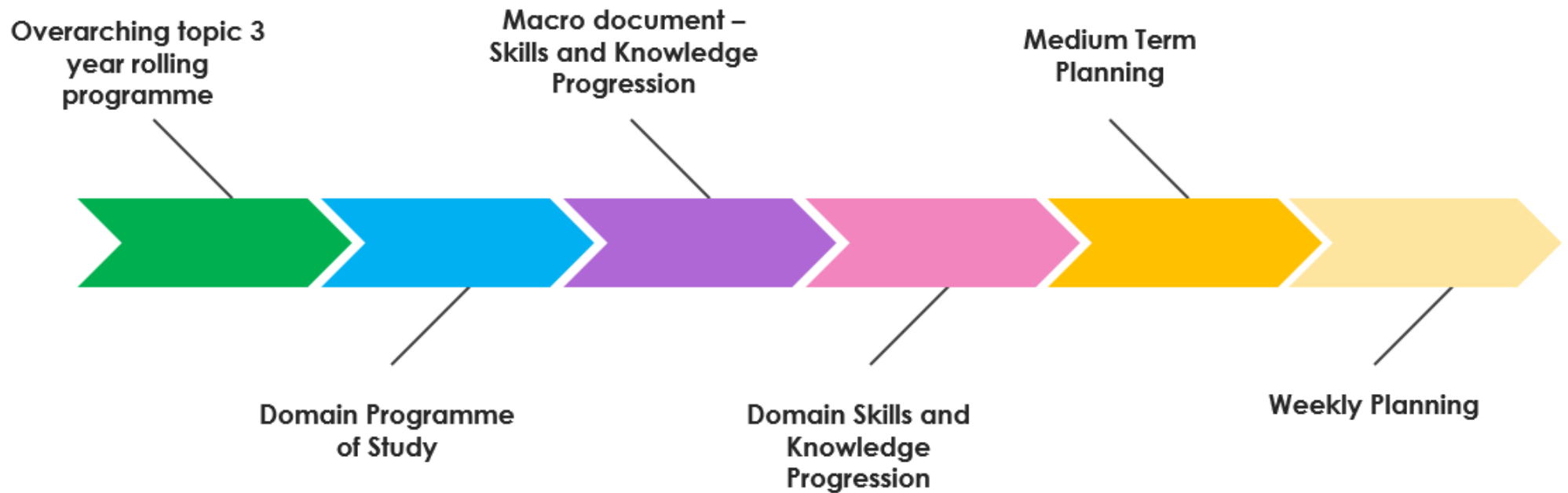
The SPECIAL curriculum provides an alternative framework for teachers to support learners outside of the Domain specific curriculum content and celebrate progress and achievements. This links to our 'Every Moment Matters' approach to celebrating small incremental steps of progress which may not otherwise be recognised through other curriculum frameworks.



SUPPORTIVE	Our curriculum is taught in a carefully scaffolded and responsive way. Learners are helped to identify their destination and then supported to work towards their individual goals. Staff are well versed in the Selworthy Levels of Support which allow learners to refine a skill and embed what they have learnt.
PERSONALISED	Every learner has a carefully tailored curriculum that is aligned to their interests and abilities. This is clearly documented and communicated to families and takes into account what individuals need both within and beyond school.
EMPOWERING	Learners are enabled to feel special and celebrated at every opportunity. They are given the power to make choices and influence their life in school. Our rich and diverse curriculum focuses on their personal interests, playfulness and celebration. This fosters their sense of self and the belief that anything is possible.
CREATIVE	All elements of the curriculum are delivered in unique and innovative ways to ensure maximum impact. We utilise every space as a possible learning opportunity. Learners are given regular opportunities to express themselves creatively; particularly through performance and the arts.
INSPIRATIONAL	Our curriculum is built in to instigate awe and wonder in our learners on an everyday basis and ignite their interest. Through WOW days/weeks we are able to explore topics further and provide immersive experiences with a specific purpose. Our aim is that learning is always the highlight of every school day for our learners.
ASPIRATIONAL	Through celebration of their achievements, learners are instilled with the belief that they can achieve anything. We constantly challenge and support them and their families to strive for their next goal. We explore the world of work through careers education and valid work experience to prepare our learners effectively so they can lead a purposeful and meaningful life beyond Selworthy.
LIFELONG LEARNING	Independence is the golden thread running through our entire curriculum. Preparing our learners for their future begins at the earliest ages through the development of positive behaviours for learning such as perseverance and resilience. As learners get older we introduce explicit teaching of life skills and greater integration and participation in the local community and access and interaction with a range of positive adult and peer role models.

Curriculum Construction

The Curriculum is constructed around 6 key documents that teachers use to plan and deliver lessons. These documents are sequential and will be demonstrated throughout this document. They support teaching staff's understanding of what content to deliver and what times throughout the year to ensure high quality curriculum provision and appropriate coverage.



Curriculum Streams

Learners have access to a meaningful, personalised and ambitious curriculum that promotes the development of independence and autonomy. Learners are taught through an approach that places them at the heart of everything we do and that recognises repetition and over-teaching are fundamental to learning.

Flexible sessions allow staff to work contingently upon learner's responses and to accommodate the mood and health levels of all learners.

	Exploratory Curriculum	Developing Curriculum	Broadening Curriculum	Blended Curriculum
Intent	<ul style="list-style-type: none"> Learners will use play as a vehicle for learning. Learners will find out about themselves and the world around them through a multi-sensory approach. Topics provide a theme/context for multisensory delivery of fundamental skills, this supports our learners to develop their first skills for learning and skills for life. Learners begin to explore how to communicate their wants and needs. 	<ul style="list-style-type: none"> Learners will use play as a vehicle for learning. Learners will develop an awareness of their impact on the world around them through cause and effect activities. Learners will begin to participate in shared play and experience turn taking with adults and peers. Learners will begin to access domain specific lessons. 	<ul style="list-style-type: none"> Learners will explore increasingly abstract concepts. Learners will form ideas based on prior learning and begin to transfer learning to new situations and scenarios. Learners will use their life skills to predict outcomes and solve problems. Learners will make links between what they know, experimenting and extending their knowledge of the world and themselves. This will build their disciplinary knowledge. Learners will widen their range of social communication. 	<ul style="list-style-type: none"> Learners will use specific knowledge and apply it to a variety of scenarios and learning opportunities depending on their areas of strength. Learners will understand the curricula content they are learning, how and when to apply it. Learners will build substantive knowledge in their area of strength, using a range of techniques to demonstrate understanding. Learners will begin to transfer skills.
Implementation	<ul style="list-style-type: none"> Experiences and concrete interactions Using senses Manipulation of objects Developing interests Eliciting responses Giving a voice Control and choice Therapies Physical awareness and movement Resilience A thematic approach Underpinned by EHCP and therapy targets 	<ul style="list-style-type: none"> Introduction to specific domains. Development of memory and imagination Understanding things symbolically. The concept of Now and Next Exploring own attitudes and attributes Developing skills, knowledge and understanding Expressing opinions and feelings Simple problem solving 	<ul style="list-style-type: none"> Domain specific Deeper understanding of fundamental concepts Developing awareness of external events, and beginning to understand that not everyone shares their thoughts, beliefs, or feelings 	<ul style="list-style-type: none"> Domain knowledge of logic to solve problems Planning for the future Application of skills, knowledge and understanding Understanding feelings other than their own Becoming less egocentric <ul style="list-style-type: none"> Increased awareness of external events Inference Proficiency in knowledge.

Golden thread of independence	<p>To support our learners to develop their independence, develop creativity and intellectual curiosity, be active rather than passive, work out their own solutions rather than being told what to think or do and to act and peruse their own investigations.</p> <p>Learners exploring for themselves is at the very core of their learning experience. We want our learners to know when they need support and know how to get that support. Our challenge is to prepare each learner that steps throughout our doorway as best we can for life outside and beyond school.</p> <p>Developing life skills allowing all our learners the opportunity to access their classroom, campus and community.</p>
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Exploratory Curriculum Offer

At Selworthy, we have a number of learners with very complex learning, physical, sensory and medical needs. They require a high level of adult support for all of their learning and personal care. It is our intent that these learners have access to a meaningful, personalised and ambitious curriculum that promotes the development of independence and autonomy. The learning needs of our learners working in the Exploratory Curriculum are best met through an approach that places them at the heart of everything we do and that recognises that repetition and over-teaching is fundamental to learning.

For learners who are at the very early stages of development, it is appropriate for them to access a more focused curriculum starting with their individual needs rather than a subject-specific curriculum written for typically developing children.

Our Exploratory curriculum is underpinned by the learners' individual EHCP and therapy targets and the First Skills for Learning assessment framework. In line with the rest of the school, our Exploratory curriculum follows a thematic approach, with an overarching topic for each half term. Where appropriate, this may link to curriculum domain areas but with the freedom to explore a person-centred approach to learning and development. Sessions are deliberately flexible to allow staff to work contingently upon learner's responses and to accommodate the mood, health and fatigue levels of the learners.

As learners move through the school, they will be exposed to a progression of opportunities, driven by the 3 Cs of classroom, campus and community. Learners in the Secondary Phase, working within the Exploratory Curriculum, primarily focus on their classroom, this progresses to their Key Stage Wing then and build up to transitioning throughout the wider campus and then when they are ready to transition to the community.

For this cohort of learners, retention and transference of skills can be measured in a number of ways, including against their individual EHCP targets and the First Skills for Learning framework on Evidence for

Learning and against any other individual therapy targets. As progress is often seen in very small increments, the use of the Engagement Model indicators track engagement.

Vocational Offer

The curriculum for learners within Key Stage Five has a focus on developing vocational, life and employment skills alongside our curriculum domain areas. Learners work towards a vocational qualification in two of the following five NCFE areas: Sport, Leisure and Tourism; Employability and Social Development, Hospitality and Catering; Retail and Service Enterprise and Land-based. They also have the option of completing a Duke of Edinburgh award alongside one of the NCFE areas.

These vocational options were selected for the KS5 curriculum as they are practical in nature and develop the skills needed for independence and working towards employment. There is a focus on preparing learners beyond school and future life. As learners are given the choice as to which vocational options they would like to participate in, this enables them to focus on awakening and developing their passions and interests.

Learners are working towards qualifications in three different levels: our internal Pre-Entry level assessments; NCFE Entry Level 3 and NCFE Level 1. This is dependent on which curriculum stream learners are working within and the appropriateness of each qualification level.

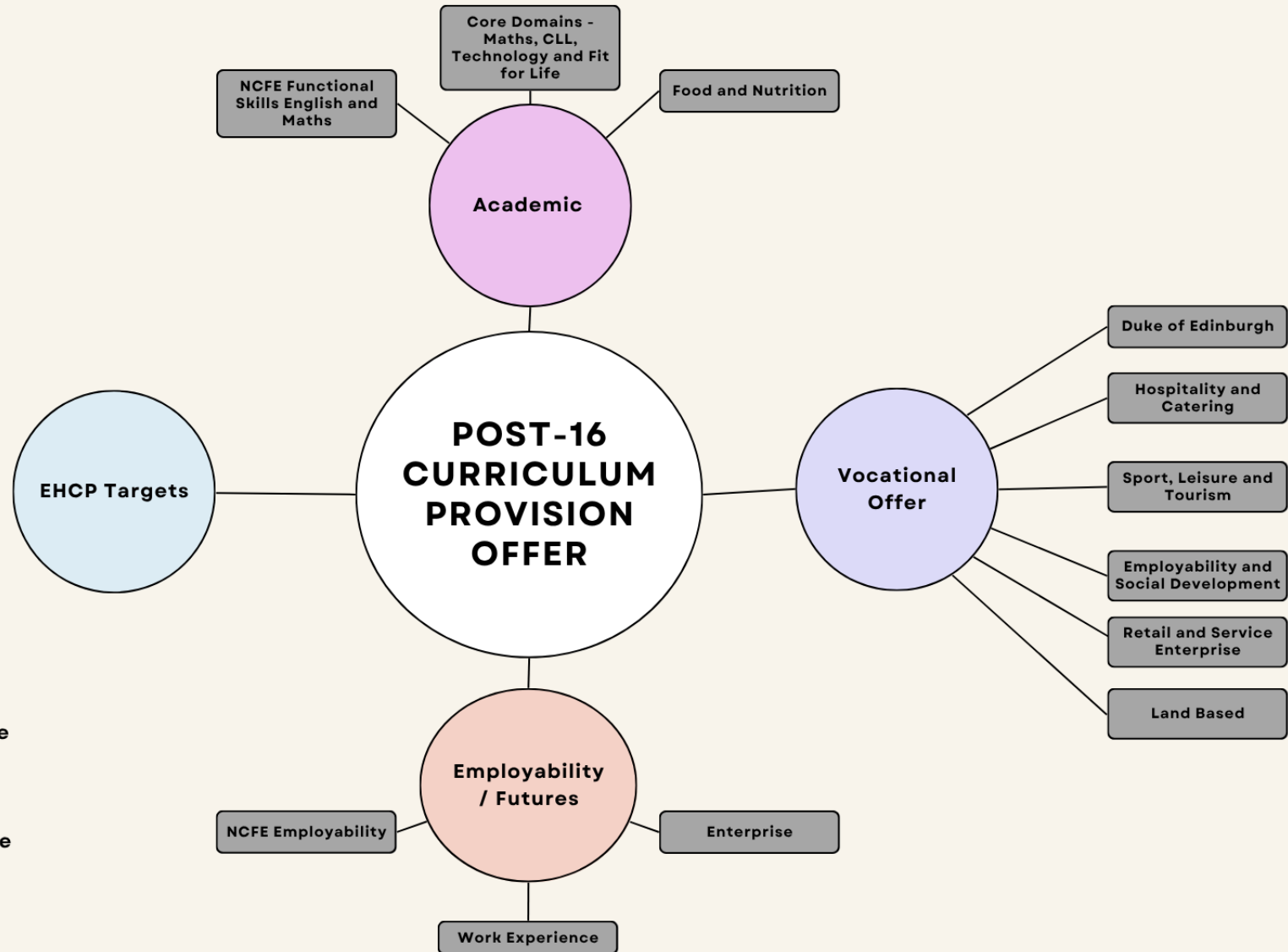
A further element of our vocational offer within KS5 is learners have the option to complete Duke of Edinburgh Awards in Bronze, Silver and Gold. This works on developing confidence and the skills needed to navigate future lives outside of school. The Duke of Edinburgh Awards aim to build self-esteem, support learners to take on challenges, build resilience, develop problem-solving and teamwork skills, develop communication skills follow passions and discover interests and talents. There are four main sections within a Duke of Edinburgh programme: Volunteering, Physical,

Skills and Expedition. Within the Gold level, there is also a Residential section.

3 Year Rolling Topic Programme

Year 1	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who Am I?	Independent Living	Our Digital World	Transport	Environmental Awareness	People who support us
Year 2	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who Am I?	Independent Living	Carnival and Festivals	Our Somerset	South West Coast	People who support us
Year 3	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who Am I?	Independent Living	World of Work	Local Facilities	Creative Me	People who support us

Post-16 Curriculum Provision Offer



Other timetabled elements that do not have a curriculum:

- Reading
- Individual Interest time



Fit for Life

Our Fit for Life curriculum aims to equip learners with the physical, emotional, and scientific understanding they need to lead healthy, independent, and fulfilling lives. This domain integrates Physical Development, PSHE, and Science through real-life, functional learning experiences. It aims to promote physical health and wellbeing through engaging, accessible physical activities that build strength, coordination, and confidence, while encouraging lifelong habits for a healthy lifestyle. Fit for Life develops personal and social skills to support emotional regulation, self-awareness, respectful relationships and informed decision-making in real-life contexts. The curriculum fosters scientific understanding of the human body, health, hygiene, nutrition and the environment, enabling learners to make informed choices about their wellbeing and safety. The Fit for Life curriculum also celebrates individuality and diversity, encouraging learners to take pride in their identity, respect others, and contribute positively to their communities.

Fit for Life is delivered through thematic units, practical activities, community engagement, and cross-curricular projects, learners develop essential life skills in a meaningful and accessible way. Throughout the curriculum coverage independence and life skills are a key focus through embedding practical learning opportunities such as preparing healthy meals, managing personal hygiene and navigating everyday challenges. Through Fit for Life, learners will gain the knowledge, skills and confidence to take greater control of their physical and emotional health, preparing them for adulthood with dignity, resilience and independence.

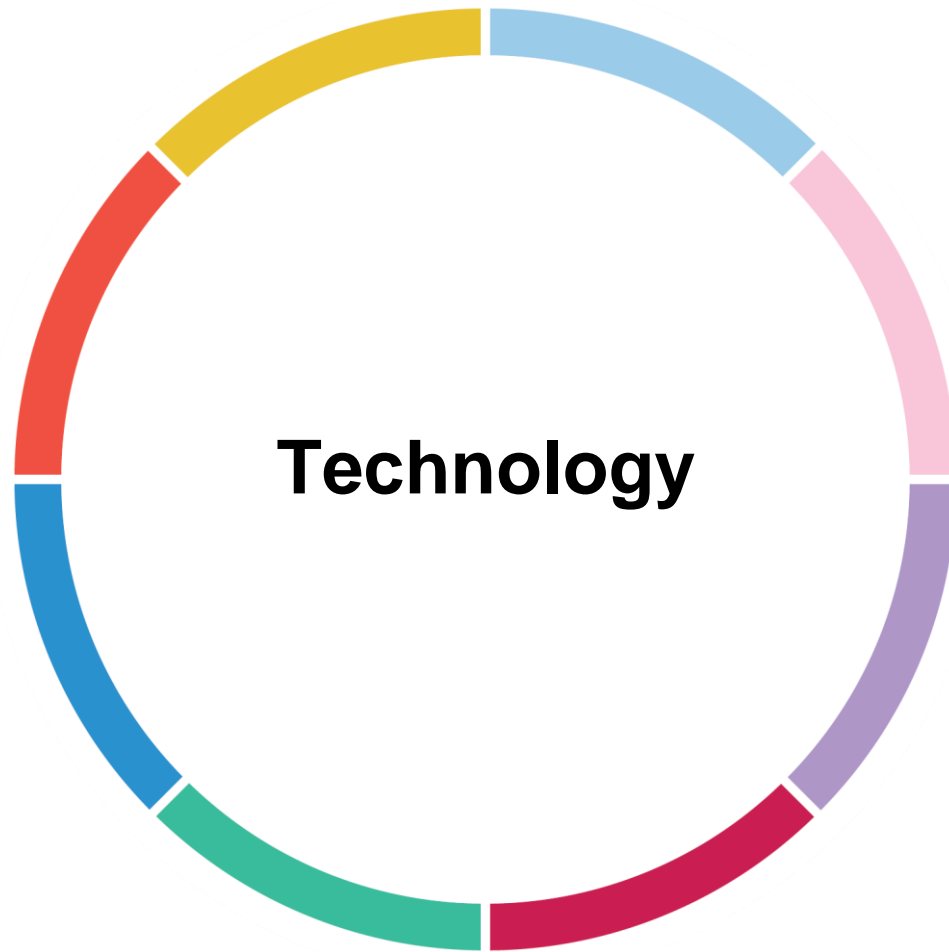
Fit for Life Programme of Study

Fit for Life					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My Future, My Choice	Living Independently	Staying Safe	Healthy Me	My Environment, My Responsibility	Celebrating Me

Fit for Life Skills and Knowledge Progression

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
Healthy Me	<p>Engage in activities which keep ourselves physically and mentally healthy</p> <ul style="list-style-type: none"> - Explore body parts using senses - Recognise basic emotions, e.g. happy, sad - Participate in simple self-care routines - Explore movement through play and notice changes in the body (e.g. increase in heartbeat or breath) 	<p>Begin to understand how to keep ourselves physically and mentally healthy</p> <ul style="list-style-type: none"> - Participate in simple fitness routines - Begin to understand and observe the effects of exercise on the body (e.g. breathing faster) - Identify basic body parts and their functions - Identify healthy habits (e.g. brushing teeth, eating fruit) - Begin to talk about feelings and needs 	<p>Understand the importance of keeping physically and mentally healthy and how to do this</p> <ul style="list-style-type: none"> - Understand the importance of physical and mental health - Make simple choices about healthy living - Follow a basic exercise sequence or routine - Develop stamina and coordination through structured activities
Staying Safe	<p>Engage in activities to support their understanding of keeping safe</p> <ul style="list-style-type: none"> - Respond to sensory cues (e.g. hot and cold) - Explore safe and unsafe objects - Respond to familiar adults for help - Begin to understand “no” and “stop” - Move safely around a space 	<p>Begin to understand how to keep themselves safe</p> <ul style="list-style-type: none"> - Practice spatial awareness and safe movement around others - Follow safety rules in physical activities - Begin to understand basic safety rules (e.g. not touching hot items) - Recognise safe and unsafe situations - Begin to understand personal space and consent 	<p>Understand how to keep themselves safe in a variety of scenarios</p> <ul style="list-style-type: none"> - Understand basic safety rules (e.g. road safety, online safety) - Know who to ask for help and how to do this - Demonstrate safe use of equipment and awareness of surroundings - Demonstrate an understanding of consent
My Future, My Choice	<p>Engage in activities linked to job roles</p> <ul style="list-style-type: none"> - Explore tools and materials through play - Notice changes when using simple equipment - Explore different job roles through play - Show preferences for activities 	<p>Begin to understand different job roles and what they enjoy</p> <ul style="list-style-type: none"> - Practice fine and gross motor skills for practical tasks - Identify safe use of tools and materials - Talk about what they like and are good at 	<p>Have an understanding of their aspirations and goals</p> <ul style="list-style-type: none"> - Identify personal strengths and interests - Begin to explore aspirations and future goals - Participate in enterprise activities requiring teamwork and movement

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
		<ul style="list-style-type: none"> - Begin to understand the idea of jobs and helping others 	
My Environment, My Responsibility	Engage in activities using natural materials <ul style="list-style-type: none"> - Explore natural materials through sensory play - Notice weather changes - Explore outdoor spaces 	Begin to understand what it means to look after the environment <ul style="list-style-type: none"> - Begin to take responsibility for shared spaces - Sort materials (e.g. recyclable and non-recyclable) - Begin to understand looking after the environment 	Understand our impact on the environment and take steps to improve this <ul style="list-style-type: none"> - Understand the impact of our actions on the environment - Take part in recycling or eco-projects - Carry out physical tasks to care for the environment (e.g. litter picking, planting)
Living Independently	Begin to experience simple daily independence routines <ul style="list-style-type: none"> - Participate in simple physical routines (e.g. tidying away resources) - Explore cleaning tools and their uses through sensory play - Participate in daily routines - Begin to make simple choices (e.g. food, clothes) 	Complete simple independence tasks and routines <ul style="list-style-type: none"> - Follow simple instructions for self-care tasks - Experience shopping and begin to use money - Practice tasks for independence (e.g. dressing, setting a table) - Identify hygiene routines and cleaning tools - Understand safe use of household products 	Demonstrate increasing independent living skills <ul style="list-style-type: none"> - Carry out basic independent living tasks (e.g. tidying, preparing snacks) - Understand needs vs wants and basic budgeting - Demonstrate the ability to plan for a shopping trip and complete it successfully
Celebrating Me	Begin to develop self-awareness <ul style="list-style-type: none"> - Respond to praise and encouragement - Notice differences in people - Recognise themselves in photos or mirrors 	Recognise what makes them special and begin to celebrate successes <ul style="list-style-type: none"> - Talk about what makes them special - Begin to understand similarities and differences - Begin to identify when they feel they have done something well 	Develop confidence and take pride in their achievements and identities <ul style="list-style-type: none"> - Celebrate personal achievements and identity - Show respect for others' beliefs, cultures and differences - Take pride in their achievements



Technology

Technology is increasingly present in our modern day lives, offering endless opportunities for learning. Our priority is to develop fundamental skills of using basic technology and curiosity for how things work, the effect of our actions and awareness of the digital world around us. Technology can support our communication and problem solving skills through means where this would otherwise not be possible. With Technology we can give every child a voice, whether it is through use of audio based devices, switch work or Eye Gaze. This is our number one priority for our learners in all that we do.

Our goal is to give each and every learner the tools to access an expanding range of Technology appropriate for their developmental level. We want to promote curiosity for the technological world around us and develop an understanding of cause and effect. Learners will be provided with switches, programmable devices and everyday appliances. Once the learners have these tools and become familiar with their use and how to operate them it is important they can apply them appropriately in a range of contexts. Examples may be, to use a camera and printer to produce a picture for our wall, navigating a robot around a set of obstacles or operating a microwave to cook a meal.

E-Safety has a focus throughout our Technology curriculum. It is important that our learners are taught how to navigate technology safely. There is a focus on ensuring that our learners know what information should or should not be shared and how to respond when something is not safe online.

Our Technology curriculum is supported by an assessment framework which teaches the fundamental skills through a topic based approach.

The Technology Domain recognises the importance of the implementation of the concept of Head, Heart and Hand. How the essence of this is reflected in curriculum sequence and what it looks and sounds like in the classroom will be reviewed regularly and developed at Professional Development Meetings.

Technology Programme of Study

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What is a computer?	Communication - multimedia Using text on a screen	Communication – multimedia Photography / film	Programming & algorithms Controlling technology	Communication - multimedia Using text on a screen	Programming & algorithms Controlling technology

Technology Skills and Knowledge Progression

Strands		Developing Curriculum	Broadening Curriculum	Blended Curriculum
Communication: multimedia	Photography and film	Take photos and record videos with support <ol style="list-style-type: none"> 1. Demonstrate a preference for videos or photos from a selection 2. Control videos, e.g. start and stop a video on the screen or by using a switch / eye gaze 3. Explore using a camera 4. Take photos with support 5. Record videos with support 	Convey information using photos or videos <ol style="list-style-type: none"> 1. Operate a camera or tablet to take photos 2. Operate a camera or tablet to record videos 3. Choose a selection of images to convey information 4. Record a video to convey information 	Take photos and videos for a theme and edit with support <ol style="list-style-type: none"> 1. Present ideas and information using a series of images 2. Select a video clip to present information 3. Combine the use of images and videos to present ideas and information 4. Edit digital content with support 5. Talk about whether the digital content was effective
	Using text on a screen	Create simple digital content with support <ol style="list-style-type: none"> 1. Access a range of multimedia content (learner led) 2. Make marks on a screen with increasing intention 3. Demonstrate a preference for a piece of content or technology from a selection 	Choose media from a selection to convey information <ol style="list-style-type: none"> 1. Move objects on a screen 2. Choose appropriate images to demonstrate an idea (e.g. image for a poster) 3. Begin to use a keyboard to type simple words with support or clicker tools appropriately 	Use text to communicate ideas <ol style="list-style-type: none"> 1. Use a keyboard to type words 2. Use keyboard tools, including spacebar, enter and backspace to enter and remove text 3. Use text to present ideas (e.g. through Clicker)
What is a computer?		Explore common technology and digital devices and choose a device for a specific task from a limited selection <ol style="list-style-type: none"> 1. Access a range of technology, including switches, touchscreen, eye 	Explore and use a range of technology for a purpose <ol style="list-style-type: none"> 1. Recognise and use a range of digital devices for a purpose 	Recognise a range of technology and what it is used for; name the main parts of a computer <ol style="list-style-type: none"> 1. Use a suitable device to access and control an activity

		<p>gaze (as appropriate and remote controlled toys</p> <ol style="list-style-type: none"> 2. Access a range of computer based programmes and software 3. Make a choice between a selection of technology that they would like to use 4. Make a choice for an appropriate piece of technology for a purpose, e.g. camera to take a photo 	<ol style="list-style-type: none"> 2. Recognise the key parts of a computer, e.g. mouse, keyboard, screen 3. Use a mouse, touchscreen or keyboard to select options on a screen 	<ol style="list-style-type: none"> 2. Explain what the basic parts of a computer are used for, e.g. mouse, screen, keyboard, speakers 3. Use a search engine to search for information
Programming and Algorithms	Controlling Technology – using technology in real-life e.g. self-scanners, signing in screen, self-checkout etc.	<p>Experience the use of technology in a range of real-life scenarios</p> <ol style="list-style-type: none"> 1. Locate technology in a real-life setting 2. Identify which parts of the technology are interactive 3. Identify images on a screen 4. Identify if numbers or letters are needed on the screen 	<p>Begin to use technology in real-life scenarios</p> <ol style="list-style-type: none"> 1. Identify what the technology is used for (e.g. scanning food, taking out money etc) 2. Use interactive parts of the technology to start a process 3. Identify and touch some images or words on the screen 4. Use some numbers or letters to further the process 	<p>Apply the use of technology in a range of real-life scenarios</p> <ol style="list-style-type: none"> 1. Name the purpose of the technology in a real-life setting 2. Confidently use the interactive parts of the technology to start the process 3. Choose the correct image or word from a selection 4. Confidently use numbers or letters to complete the process
E-Safety (to be covered during E-Safety week)		<p>Begin to use technology in a safe way</p> <ul style="list-style-type: none"> • Ask an adult (verbally or with visual support) when they want to use online technology • Ask for help when using online technology • Observe adults modelling how to use technology online safely 	<p>Understand and follow simple E-Safety rules</p> <ul style="list-style-type: none"> • Understand kind and unkind behaviours online • Begin to understand who to talk to about something online, a trusted adult • Know who to tell if they are unhappy with something online 	<p>Create and follow sensible E-safety rules</p> <ul style="list-style-type: none"> • Understand which information is personal to them, e.g. name, address, birthday etc. • Understand the need to keep personal information and passwords private online. • Begin to identify safe and unsafe behaviour online



Communication, Language and Literacy

All learners have a balanced CLL curriculum allowing them to reach their full potential. CLL is a crucial part of the curriculum as it provides the first skills for learning to enable them to become a lifelong learner. CLL is the gold thread to link all learning.

They have the right for their voice to be heard and to express themselves using their preferred method of communication. CLL provides the skills to enable them to achieve this. As learners journey through school, our CLL curriculum adapts and changes to meet the individual needs of our learners. The topics and genres are carefully selected to engage learners to develop a love of learning and ultimately develop their CLL skills. This will look different for all learners but will support their lifelong learning and independence, as well as supporting them in being able to communicate with others and to be understood.

CLL provides the communication skills, the written skills (in their preferred method of recording) and the comprehension skills to be able to access the world around them. This is crucial to creating lifelong independence. We aim for all learners to leave school reaching their full potential in reading and communication.

Our learners work in a range of different and complex ways. You will see lessons that provide the first skills for learning, as well as lessons teaching the skills needed to complete a recognised qualification further on in their education.

Within CLL lessons we would expect to see learners interacting, engaging and communicating. This can be seen through a range of sensory activities, which focus on developing attention and communication, to a formal phonics session, where a whole school approach is used to teach reading. The aim is for learners to interact and communicate with the wider world. Therefore, we will teach everyday life skills within our CLL curriculum.

Speaking and Listening skills are covered in a cross-curricular approach across all domains. Learners' individual Speech and Language targets are utilised as the core focus for developing Speaking and Listening skills.

The CLL Domain recognises the importance of the implementation of the concept of Head, Heart and Hand. How the essence of this is reflected in curriculum sequence and what it looks and sounds like in the classroom will be reviewed regularly and developed at Professional Development Meetings.

Communication, Language and Literacy Programme of Study

CLL 1 Year Programme					
Autumn		Spring		Summer	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Non-Fiction Non-Chronological 'List, Labels & Captions'	Instructions	Recount Non- Fiction Chronological	Information text Non-Fiction Non – Chronological	Instructions Non – Fiction Chronological	Persuasive Writing

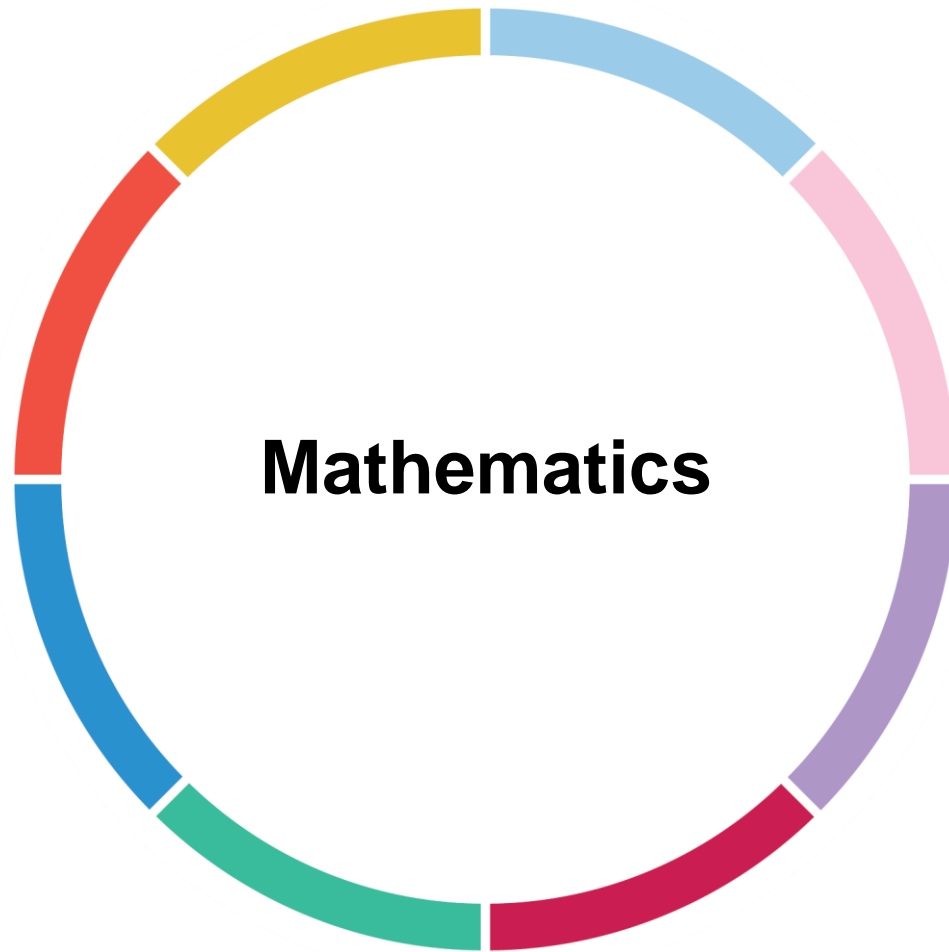
Communication, Language and Literacy

Skills and Knowledge Progression

Strands	Developing	Broadening	Blended
<p>Word Reading</p>	<p>To recognise familiar objects and or symbols used in everyday life</p> <ol style="list-style-type: none"> Explore and handle a range of familiar objects, photos and symbols Engage with a range of familiar objects and or symbols associated with everyday life Engage with a range of picture books Identifies objects from a simple description Identifies symbol from a simple description Begin to match objects to photos and symbols used in everyday life <p>To recognise that print has meaning</p> <ol style="list-style-type: none"> Explore print in a range of different formats Begins to recognise letters in their name Match their name Scans text when looking at books/ pictures <p>To focus on initial letter sounds of everyday words and begin to match the object to the sound</p> <ol style="list-style-type: none"> Explore initial letter sounds of a range of words through play Identify initial letter sounds 	<p>Recognise familiar words (appropriate to phonics knowledge)</p> <ol style="list-style-type: none"> Match an image to the corresponding word through recognition of initial letter sounds Begin to access phase 2 phonics Blend a range of familiar CVC words Match CVC words to images Recognise own name Begin to segment the sounds in simple words and blend them together Begin to read high frequency words Recognise letters of the alphabet <p>Read simple sentences using phonic knowledge (appropriate to phonics knowledge)</p> <ol style="list-style-type: none"> Can identify letters of the alphabet when heard Read a range of high frequency words Segment the sounds in phonic appropriate sentences and blend together Read a range of teacher created sentences with decodable words Re-read books, consistent to phonics knowledge to build up confidence in word reading 	<p>Interprets a text, using phonics, subject knowledge and illustrations</p> <ol style="list-style-type: none"> Read simple phrases and sentences consistent to phonics knowledge Match simple phrases and sentences to an illustration <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught and read books aloud</p> <ol style="list-style-type: none"> Read a range of familiar words with known GPCs Begin to blend unfamiliar words with known GPC's Segment the sounds in unfamiliar words and blend them together Choose a book they know and enjoy to read aloud

	<p>3. Match object / symbol to initial letter sounds</p> <p>4. Match letter sounds to letters from the alphabet</p>		
Reading comprehension	<p>Name objects using photos, symbols, word or spoken word.</p> <ol style="list-style-type: none"> 1. Selects an object or symbols from a selection of 2 2. Selects an object or symbols from a selection of 3 3. Match object to photo 4. Match object to symbol 5. Match object word or spoken word 6. Identifies object described by their function <p>Respond to 'who, what and where' questions using pictures or symbols to support</p> <ol style="list-style-type: none"> 1. Respond to who questions 2. Respond to what questions 3. Respond to 'where' questions 4. Show understanding of basic prepositions 	<p>Begin to understand 'how' and 'why' questions</p> <ol style="list-style-type: none"> 1. Begin to answer 'how' questions, linked to an activity, when given a choice 2. Begin to answer 'why' questions, linked to an activity, when given a choice 3. Explore images and answer 'how' & 'why' questions 	<p>Begin to link what they read or hear to their own experiences</p> <ol style="list-style-type: none"> 1. Engage in a range of non – fiction & fiction texts 2. Experience a range of non-fiction and fiction texts that explore life experiences 3. Begin to compare similarities to what they have read or hear to their own life experiences
Writing transcription	<p>Imitate writing by making continuous lines of shapes and symbols</p> <ol style="list-style-type: none"> 1. Mark making becomes progressively controlled 2. Imitate modelled movements exploring circular, backwards, forwards, vertical and horizontal movements when mark making 3. Begin to give meaning to marks as they draw and paint 4. Make continuous lines and patterns when mark making 	<p>Writes some recognisable letters</p> <ol style="list-style-type: none"> 1. Begin to form pre letter formations 2. Make recognisable marks 3. Make pre letter formations independently <p>Forms recognisable (lower and upper case) letters, most of which are correctly formed</p> <ol style="list-style-type: none"> 1. Make pre letter formations 2. Trace over letter support mats 3. Recognise lower case letters 4. Recognise upper case letters 	<p>Use writing as a means of recording and communication for different purposes.</p> <ol style="list-style-type: none"> 1. Explore a range of ways to recording ideas e.g. video 2. Copy an adult modelling writing for a purpose 3. Write for a purpose <p>Form capital letters:</p> <ol style="list-style-type: none"> 1. Form straight line letters: E F H I L T 2. Form straight and slant line letters: A K M N V W X Y Z

		<p>5. Form lower case and upper-case letters</p>	<p>3. Form straight and curly line letters: B D G J P Q R U</p> <p>4. Form curly line letters: C S O</p> <p>Understand which letters belong to which handwriting 'families':</p> <ol style="list-style-type: none"> 1. Form long ladder letters (l, l, t, u, j, y) 2. Form one-armed robot letters (r, b, n, h, m, p) 3. Form curly caterpillar letters (c, a, d, o, g, q and s, e, f) 4. Form zig-zag letters (z, v, w, x)
<p>Writing Composition</p>	<p>Matches a range of objects to photos and or symbols</p> <ol style="list-style-type: none"> 1. Explore objects, photos and symbols 2. Match objects to symbols <p>Understands that writing is a form of communication</p> <ol style="list-style-type: none"> 1. Make marks using preferred mode of communication. 2. Track paper or a screen as make marks 3. Recognise that symbols/marks or pictures have meaning. 4. Imitate or complete actions using a mark making tool 	<p>Attempts to write familiar words</p> <ol style="list-style-type: none"> 1. Make pre-letter formations 2. Trace over letter support mats 3. Read / hear word and trace over letter support mat 4. Read / hear word and attempt to form correct letters 	<p>Begins to write a well-structured sentence</p> <ol style="list-style-type: none"> 1. Understand how words can combine to make sentences 2. Plan what they are going to write about 3. Separate words with spaces 4. Sequence sentences to form short narratives 5. Begin to punctuate sentences using capital letters, full stops and apostrophes for contracted words as appropriate 6. Begin to punctuate sentences using exclamation marks, question marks, and commas in a list 7. Re-read what they have written to check it makes sense 8. Use a capital letter for names of people, places, days of the week and the pronoun I.



Mathematics

Maths is fundamental to understanding the world; it underpins skills needed for critical thinking and reasoning, and is essential for most forms of employment. *We are committed to offer a strong, holistic approach to teaching maths to all our learners. The focus on independence, critical thinking and real-life applications is key to helping learners see the relevance of maths in their everyday lives.* Ultimately, the outcome is to give our learners more independence and to prepare them for adulthood.

As maths is an integral part of our daily life, we focus on understanding the real-life relevance of maths. This is done through recognising numbers used within practical tasks, telling time, measuring ingredients, or understanding money. This helps learners connect abstract concepts to tangible and practical outcomes, which can make maths feel less intimidating and more applicable.

We aim to develop a positive attitude towards maths and develop problem solving skills. There is an emphasis on cultivating a “can-do” attitude and not being afraid to make mistakes. Mistakes are an essential part of the learning process and can foster a growth mindset.

Maths is taught through a cross-curricular, multi-sensory approach. This allows for concepts to be applied in a range of concepts and using a wide of practical resources and materials. There is also a focus on making maths sessions as engaging and purposeful as possible.

The Mathematics Domain recognises the importance of the implementation of the concept of Head, Heart and Hand. How the essence of this is reflected in curriculum sequence and what it looks and sounds like in the classroom will be reviewed regularly and developed at Professional Development Meetings.

Mathematics Programme of Study

Maths 1 Year Programme					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number – Place Value Pattern Statistics	Number – Addition and Subtraction Position and Direction	Number – Multiplication and Division Number – Place Value	Shape Measure – Time and Money	Measure – Length, Volume and Mass Number – Place Value	Shape Fractions, Decimals and Percentages

Mathematics Skills and Knowledge Progression

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
Number & Place Value	<p>Count up to 5 and beyond.</p> <ol style="list-style-type: none"> Engage in counting-like behaviour Put numbers in order, some of which are in the right order (ordinality) Point or touch (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Recognise numerals 0 to 10 <p>Have a deep understanding of numbers up to 5 (representing, comparison, composition).</p> <ol style="list-style-type: none"> Count up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Link numerals with amounts up to 5. Subitise up to 3 objects Compare and recognise changes in numbers of things, using words like more, lots or 'same' Compare two small groups of up to 5 objects, identifying when there are the same number of objects in each group 	<p>Count to and across 20.</p> <ol style="list-style-type: none"> Recite numbers from 0 to 20 Count back from 20 to 0 Has an understanding of 1:1 correspondence in different arrangements Put numerals in order 0 to 20 (ordinality) Count up to 20 objects from a larger group <p>Have a deep understanding of numbers up to 10 (representing, comparison, composition).</p> <ol style="list-style-type: none"> Engage in subitising numbers up to 6 in regular arrangements (Cardinality) Match numerals to quantities (up to 10) Use number names and symbols when comparing numbers and quantities Begin to estimate of numbers of things, showing understanding of relative size Show awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects 	<p>Count to and across 100.</p> <ol style="list-style-type: none"> Count forwards up to 100 beginning from any number Count backwards from 100 Count across 100 forwards and backwards, recognising the patterns in ones, tens Compare and order numbers to 100 and beyond Recognise the place value of each digit in a 3-digit number Partition 2 digit and then 3-digit numbers into hundreds, tens and ones using structured resources (e.g.: Base ten, abacus) <p>Have a deep understanding of number to 20, including representing and composition.</p> <ol style="list-style-type: none"> Can write and read numbers to 20 and beyond Can identify and represent numbers using objects and pictorial representations including the number line Use the language of equal to
Addition & Subtraction	Begin to combine and separate concrete objects and start noticing the change.	Automatically recall number bonds to 10.	Read, write and solve mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
		<ol style="list-style-type: none"> Separate a group of up to 10 objects in different ways, 	

	<ol style="list-style-type: none"> 1. Show interest in number rhymes where the number of objects increases or decreases 2. Help combining 2 groups of objects 3. Show interest in taking concrete objects away from a group 4. Begin to demonstrate that numbers are made up (composed) of smaller numbers 	<ol style="list-style-type: none"> beginning to recognise that the total is still the same 2. Recall number bonds up to 5 (including subtraction facts) 3. Identify 1 more and 1 less 5. Recall number bonds to 10 6. Help to find missing numbers within number bonds to 10 	<ol style="list-style-type: none"> 1. Can identify addition, subtraction and equal signs 2. Read and write addition and subtraction equations 3. Solve mixed addition and subtraction questions 4. Demonstrate understanding of inverse relationship of addition and subtraction 5. Solve 1 step problems with addition and subtraction and missing numbers
Measurement	<p>Shows an interest in exploring capacity, size and length and weight.</p> <ol style="list-style-type: none"> 1. Identify big and small objects 2. Identify full and empty containers 3. Identify heavy and light objects 	<p>Compare capacity and volume, length, mass and weight.</p> <ol style="list-style-type: none"> 1. Compare volume of containers e.g. full or empty 2. Compare length of objects by physically aligning objects e.g. longer or shorter 3. Compare objects by their mass <p>Recognise coins.</p> <ol style="list-style-type: none"> 1. Match coins 2. Recognise 1p, 2p and 5p coins 3. Recognise 10p, 20p, 50p, £1, £2 <p>Show understanding of time-related language</p> <ol style="list-style-type: none"> 1. Understand that things might happen now and next in routine 2. Help with changing Now and Next board 3. Help with setting visual timetable for each day of the week 4. Sow interest in sand timers and understand that they measure a period of time 	<p>Use standard metric units to measure to the nearest appropriate unit and read scales for length (m/cm/mm) mass/weight (kg/g), capacity and volume (l/ml) and temperature (C).</p> <ul style="list-style-type: none"> • Compare, describe and order containers by their volume and capacity • Compare, describe and order objects by length and height • Compare, describe and order objects by their mass • Compare, describe and start measuring temperature (only positive) <ol style="list-style-type: none"> 3. Start using standard equipment and metric units of measure 4. Read scales in divisions in a variety of 5. Record the results for length, mass, capacity and temperature using the correct unit of measure 6. Solve practical problems for length, mass and volume <p>Compare, describe and solve practical problems for time.</p> <ol style="list-style-type: none"> 1. Sequence events in chronological order using language e.g.: before and after, next, first, today,

			<p>yesterday, tomorrow, morning, afternoon and evening</p> <ol style="list-style-type: none"> 2. Recognise and use language relating to dates, including days of the week, weeks, months and years 3. Tell the time to the nearest hour and to the half past the hour 4. Tell time to quarter past/to the hour and draw hands on a clock face to show these times 5. Tell and write time to five minutes 6. Read analogue and digital clocks. 7. Knows the number of minutes in an hour, number of hours in a day <p>Solve simple practical addition and subtraction problems with money, using the same unit, including giving change</p> <ol style="list-style-type: none"> 1. Recognise and explain the value of all coins 2. Recognise and explain the value of all notes 3. Calculate the total value of the coins in a set 4. Combine amounts to make a particular value up to £1 5. Find different combinations of coins that equal the same amounts of money 6. Solve simple practical addition and subtraction problems with money
Properties of Shapes	<p>Responds to both informal language and common shape names.</p> <ol style="list-style-type: none"> 1. Match 2D shapes to pictures 2. Match some 2D shapes with different sizes and orientations 3. Recognizes some common 2D shapes in familiar orientation 4. Sort contrasting shapes into two groups, e.g. circles and squares 	<p>Recognise common 2D and 3D shapes presented in different orientations.</p> <ol style="list-style-type: none"> 1. Identify 2D shapes in everyday objects 2. Name and describe some common 2D shapes in different orientations 3. Identify 3D shapes in the environment 	<p>Recognise 2D shapes presented in different orientations.</p> <ol style="list-style-type: none"> 1. Identify, discuss and compare 2D shape, including heptagons, octagons and nonagons 2. Sort 2D shapes according to their properties, including number of sides and corners 3. Recognise lines of symmetry in simple 2D shapes

		<p>4. Name and describe some common 3D shapes in different orientations</p> <p>4.</p>	<p>4. Recognise right angles as a property of shape or a description of a turn e.g turn 90 degrees, and identify right angles in 2D shapes presented in different orientations.</p> <p>5. Draw polygons by joining marked points, and identify parallel and perpendicular sides</p> <p>Recognise and describe 3D shapes presented in different orientations.</p> <p>1. Identify, discuss and compare 3D shapes, including prisms and pyramids</p> <p>2. Sort 3D shapes according to their properties including the number of edges, vertices and faces</p> <p>3. Recognise the nets of common 3D shapes</p>
Position & Direction	<p>Respond to simple spatial, directional and positional language.</p> <p>1. Create a "mental map" - can remember where objects belong and can retrieve them and put them away</p> <p>2. Copy simple instructions with spatial vocabulary, such as in, on, under</p> <p>3. Follow the language of up and down</p>	<p>Follow and use positional and directional language cross-curricular, throughout the day.</p> <p>1. Understand and follow the language of position, direction and motion, including left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, forwards and backwards, inside and outside</p> <p>2. Use the language of position, direction and motion, including left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, forwards and backwards, inside and outside</p>	<p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p> <p>1. Describe direction and movement of a whole turn</p> <p>2. Describe direction and movement of a half a turn</p> <p>3. Describe direction and movement of a quarter and three-quarter turns</p> <p>4. Make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face</p>
Statistics			<p>Solve problems using bar charts, pictograms and simple tables</p> <p>1. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p>

			<p>2. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>3. Ask and answer questions about totaling and comparing categorical data</p> <p>4. Interpret and present data using bar charts, pictograms and tables</p> <p>5. Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables</p>
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Food and Nutrition

Food and Nutrition is a vital part of the curriculum that nurtures independence, promotes well-being and prepares learners for life post-education. We recognise the diverse needs and abilities of our pupils and tailor our cookery provision to ensure it is accessible, meaningful, and engaging at every stage of their educational journey. Food and Nutrition lessons provide opportunities for learners to develop their independence skills and build their self-esteem and confidence by producing a finished product at the end of the session. Social skills can also be developed during Food and Nutrition lessons by working as a team, practice the skills of sharing, turn taking and waiting for equipment, ingredients and for the food to be cooked. This also allows for key practice of communication skills such as making requests, making choices and communicating yes and no. At a higher level, Food and Nutrition practices core skills such as maths and reading through measuring ingredients and following recipes. Our learners are encouraged to learn how to cook both for enjoyment but also as a way to learn how to stay healthy. Healthy lifestyles are promoted through an understanding of nutrition, where food comes from and food hygiene.

Our Food and Nutrition curriculum aims to teach our learners how to prepare and cook healthy snacks and meals in order to build their independence for life after school. This spans from early food exploration, identifying likes and dislikes and cooking for enjoyment in Primary to meal preparation in Sixth Form.

Food and Nutrition also provides opportunities to celebrate diversity and culture through exploring a wide range of foods, traditions and dietary needs. This allows our learners to experience foods within a safe, multi-sensory, pressure free environment in which they may be more willing to taste them and broaden their diets.

Food and Nutrition allows for preparation for adulthood, independent living, or employment opportunities by allowing practice of skills in real-life contexts, such as budgeting, shopping, planning. Whilst this is practiced throughout the school, this is particularly focussed within Key Stage 4 and 5 as part of their life skills development and vocational pathways.

Food and Nutrition Programme of Study

Food and Nutrition 1 Year Programme					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fruit	Biscuits / cakes theme	Carbohydrates	Protein	Vegetable	Celebration / finished products

Food and Nutrition

Skills and Knowledge Progression

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
Preparing dishes	<p>Engage in cooking activities using a range of cooking equipment, skills and foods.</p> <ul style="list-style-type: none"> - Explore using a range of cooking equipment in play and practical activities - Explore a range of cooking skills through play and practical activities - Explore cooking with food which is animal based and plant based 	<p>Use basic cooking skills and equipment to create a range of foods</p> <ul style="list-style-type: none"> - Begin to understand what a range of basic cooking equipment is used for - Begin to use basic cooking skills - Begin to understand that food comes from around the world and explore a range of foods from different cultures and climates 	<p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <ul style="list-style-type: none"> - Name and use a basic range of cooking equipment and explain what it does: - Begin to name and use a range of basic cooking skills
Food processing			<p>Understand where food comes from.</p> <ul style="list-style-type: none"> - Understand that all food comes from plants or animals – give examples of foods that come from animals / plants - Identify whether plant based foods grow above ground or below ground - Give basic examples of how food is changed from farm to fork to make it safe to eat - Give examples of food which are produced within the UK
Food hygiene			<p>Understand and follow basic food hygiene rules</p> <ul style="list-style-type: none"> - Know how get ready to cook – e.g. wash hands, roll up sleeves etc - Understand and give examples of food which should be kept in the fridge, cupboard or freezer
Equipment to be used in each curriculum stream		Bowl Spoon Cutters	Fork Knife rolling pin

		measuring spoons	weighing scales chopping board grater saucepan cake tin sieve
Cooking skills to be taught in each curriculum stream		Mix spread (soft ingredients) measure using measuring spoons cut out with cutters spoon ingredients to different containers	Peel snip with scissors spread evenly over food measure using measuring jug or scales grate (soft foods) shape cut out with cutters (positioning carefully to avoid wasting ingredients) crush juice arrange thread (soft foods onto a skewer) sift cut soft foods with table knife progressing to firmer foods with a vegetable knife using: fork secure, claw grip and bridge hold

