



Curriculum

M Loveridge
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'Building Community, Inspiring Learning'



Action Plan

Intent – Use Leadership, Curriculum and Subject teams to secure agreement across the three campuses

Implementation - Design Curriculum Structure, Overview and Framework, and formalise via policy documentation

Implementation - Provide LTPs for all Curriculum Area Teams

Implementation – Ensure greater consistency of timetables providing greater equity of provision

Embedding – Monitoring, evaluation and further development.

Embedding - Facilitate ongoing development of curriculum across the school. Staffing training to improve classroom practice and develop pedagogy.

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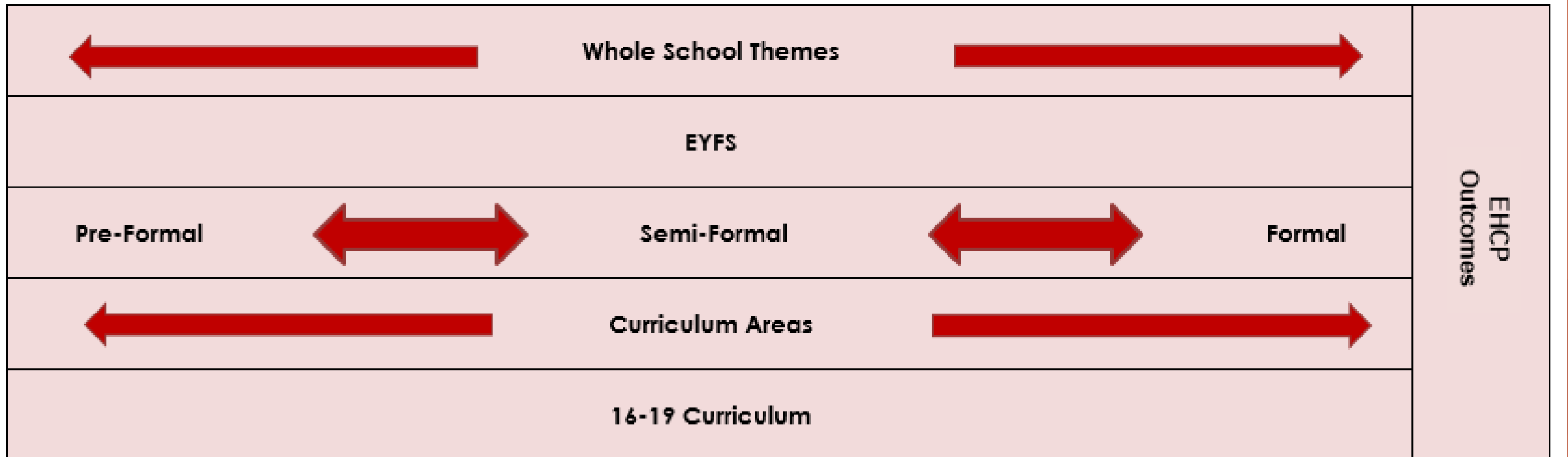
Curriculum Intent

Silverwood School is passionate about delivering a creative and diverse curriculum that meets the needs of all pupils ensuring they are successful in their lives, both in the school community and beyond. The ambitious curriculum is under-pinned by a strong belief in our core values; it ensures that all pupils reach their full potential and develop into the most independent and successful young adults that they can be. Silverwood School is a strong, nurturing community, which creates a sense of belonging and celebrates individual success at every opportunity.

Provision, which is based on strong positive relationships, identifies the needs of each individual pupil to develop communication, independence and their own sense of self. The school believes that working within communities and fully utilising all aspects of Learning Outside the Classroom are central to supporting well-being and preparation for adulthood. Providing different pathways through a holistic approach allows pupils to progress on personalised learning journeys. The curriculum is reflective of pupil need, regardless of cognitive level, and seeks to build progress in a bespoke manner. It is not limited by an age-specific approach, but instead pathways are shaped by needs identified within EHCPs, including as appropriate, access to a range of qualifications and accreditations. The curriculum at Silverwood School is designed to develop transferable skills that equip children and young people for life beyond school.

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Curriculum Overview



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Curriculum Framework

Curriculum Areas	EYFS Curriculum	Key Stage 1-4			Post 16
		Pre-Formal	Semi-Formal	Formal	
The Wider World	Understanding the world	Social Skills	The World around me. Social Skills Outdoor and Community	MFL, Geography, History, B&V	Duke of Edinburgh. Community Action and safety. Personal and Social Development. Life-skills .
Expressive and Creative Arts	Expressive Arts & Design	Sensory Cognition Skills	Art Music Self-expression	Music, Art, Drama	Sensory Art Duke of Edinburgh
Maths and Science	Understanding the World. Mathematics	Sensory Cognition Skills	Practical Numeracy. Cause and effect. Thinking and Problem solving. Exploration	Science, Numeracy/Maths, DT	Functional Maths Environmental Awareness Personal and Social Development Life-Skills
Physical and Personal Development	Physical Development. Personal, Social and Emotional Development	Motor Skills. Life Skills. Emotional Health	Play and Leisure Motor Skills Outdoor Living Healthy Living Independence and Self-advocacy skills Emotional regulation	PE/Dance, PSHRE, Life Skills, LOTC, LBS, DoE, PD, C&N	Food Tech PE/Leisure time Duke of Edinburgh Personal and Social Development Life-Skills
		KEY STAGE 1-2 Relationships KEY STAGE 3-5 Relationships & Sex Education			
Communication & Literacy	Communication and Language Literacy	Communication and Interaction	Social Communication skills. AAC Practical ICT. Practical Literacy	Literacy/English ICT/ Computing	Functional Literacy. Personal and Social Development Life-skills ICT.

Values



Long Term Plans

KS3 Long Term Plan



The Wider World

Theme	Ourselves		The Earth		Fantasy	
	Term 1 (Cooperation)	Term 2 (Courage)	Term 3 (Honesty)	Term 4 (Perseverance)	Term 5 (Respect)	Term 6 (Kindness)
	<u>MFL</u> Yr 7 - Greetings Yr 8 – Colours Yr 9 - Weather	<u>MFL</u> Yr 7 – How are you? Yr 8 – Months Yr 9 – Where do you live?	<u>MFL</u> Yr 7 – What's your name? Yr 8 – Numbers 13-31 Yr 9- My Town	<u>MFL</u> Yr 7 – Numbers Yr 8 – When's your birthday? Yr 9 – <u>Left</u> or Right?	<u>MFL</u> Yr 7 – My Family Yr 8 – Days of the week Yr 9 - My School	<u>MFL</u> Yr 7 – Pets Yr 8 – What's the date Yr 9 – Classroom Objects
	<u>Humanities</u> <u>Semi and Pre formal</u> Giving thanks <u>Formal</u> Y7 Where we live Y8 Map work – Local Area Y9 Continents and Seas	<u>Humanities</u> <u>Semi and Pre-formal</u> Celebration! <u>Formal</u> Y7 - WW1 Y8 - Famous People (Victorians) Y9 - WW1	<u>Humanities</u> <u>Semi and Pre formal</u> Our local Community <u>Formal</u> Y7 Wiltshire and the Wider World Y8 WW2 – Children in the Second World War Y9 Neighbours: France	<u>Humanities</u> <u>Semi and Pre-formal</u> Our environment – reduce, reuse, recycle <u>Formal</u> Y7 Changes within living memory (Toys) Y8 The Wider World: The United Kingdom Y9 The Romans	<u>Humanities</u> <u>Semi and Pre-formal</u> Castles, dragons and St George's Day <u>Formal</u> Y7 Toys Changes within living memory Y8 Conservation Y9 Wider World Japan	<u>Humanities</u> <u>Semi and Pre-formal</u> Conservation – Looking after the Planet <u>Formal</u> Y7 Changes: Stone age to Iron age Yr8 The Vikings Y9 Black History
	<u>Beliefs and Values</u> <u>Formal</u> Yr 7,8,9 - Giving Thanks	<u>Beliefs and Values</u> <u>Formal</u> Yr 7,8,9 – Celebration!	<u>Beliefs and Values</u> <u>Formal</u> Yr 7,8,9 - New Beginnings	<u>Beliefs and Values</u> <u>Formal</u> Yr 7,8,9 – Telling Stories	<u>Beliefs and Values</u> <u>Pre-Formal/Semi-Formal</u> Respect, Kindness, making good choices. Linked to Christianity.	<u>Beliefs and Values</u> <u>Pre-Formal/Semi-Formal</u> Finishing and stopping. Linked to Buddhism, Judaism and bereavement. Transitions.

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Medium Term Plans

SUBJECT: Humanities		Year 8 Formal Pathway		
Topic: WW2 - Children in the Second World War		TERM:3		
National Curriculum coverage: Changes within living memory and events beyond living memory. The lives of significant individuals compared to aspects of life in different periods Subject content: Know where people fit within a chronological framework. Identify similarities and differences. Use a wide vocabulary of everyday historical terms. Ask and answer questions. Use sources. Understand some of the ways we find out about the past and identify different ways in which it is represented.		Pupil Activities and TA Support – Each session will begin with going through the lesson schedule, the WALT and explaining success criteria. TA support will be used for different students/ groups of students depending on the activity and any needs arising. **** Books and other resources available in store		Opportunities for Cross Curricular skills Maths – timeline, shopping list Cooking - make war-time dish
Learning Objectives To know (extend/reinforce) To recognise To appreciate (aesthetic) To understand To respond To develop/improve	Pupils	LOtC QIT BV	PRIOR to STEAM MUSEUM TRIP IN WEEK 1 (if possible or straight after!) WALT – Develop a chronologically secure knowledge and understanding of world history. Understand why children were evacuated. PPT 1 WW2 Intro Timeline Worksheet – Map of Europe Introduce idea of The Blitz – why was it not safe for children to stay in the cities?	<ul style="list-style-type: none"> o Spoken language o Reading o Writing o Number o Space, time and measure o Computing o SMSC o British Values
Group 1: Begin to show an understanding of where events fit within a chronological framework. Use some simple vocabulary of everyday historical terms. Ask and answer simple questions to show they know and understand key features of events. Begin to understand some of the ways we find out about the past. Group 2: Can show an understanding of where events fit within a chronological framework. Increases use of simple vocabulary of everyday historical terms. Ask and answer questions to show they know and understand key features of events. Demonstrates an understanding of the ways we find out about the past.		LOtC QIT BV	WALT to understand what children felt when they were evacuated and the impact it had on their lives (over two weeks) Watch 1st 6 minutes of Goodnight Mr Tom https://youtu.be/7j8awfdvxaw Discuss the word evacuation or as a starter use a dictionary to look up the meaning	Key Words Timeline artefacts, evidence Materials, technology, similar/ different, modern, gas mask evacuation, rationing

Timetables

	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1	8:50 – 9:30	Morning Transition activities and Good morning	Morning Transition activities and Good morning	Morning Transition activities and Good morning	Morning Transition activities and Good morning	Morning Transition activities and Good morning
Phonics Session	9:30 – 9:50	Phonics	Phonics	Phonics	Phonics	Phonics
Session 2	9:50 – 10:40					
Cross curricular elements						
Break and snack/Toileting	10:40 – 11:10	Break and snack/Toileting	Break and snack/Toileting	Break and snack/Toileting	Break and snack/Toileting	Break and snack/Toileting
Session 3	11:10 – 12:00					
Cross curricular elements						
Lunch and active learning	12:00 – 1:20	Lunch and active learning	Lunch and active learning	Lunch and active learning	Lunch and active learning	Lunch and active learning
Session 4	1:20- 2:10					
Cross curricular elements						
Session 5	2:10 – 3:00					Enrichment. Assembly. Goodbye and reflection.
Cross curricular element						
Goodbye and reflection	3:00-3:10	Goodbye and reflection	Goodbye and reflection	Goodbye and reflection	Goodbye and reflection	

Curriculum Area	Time allocation per week
Communication and literacy (including ICT)	6 Sessions
Physical and Personal development	3 Sessions
Creative and Expressive arts	3 Sessions
The Wider World	3 Sessions
Maths and Science	4 Sessions

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Formal Timetable - Rowde

	Mon	Tue	Wed	Thu	Fri
1	willoW/Ma1 [\$CE1] (\$AR) \$ESC (#03)	willoW/En1 [\$CE1] (\$AR) \$ESC (#03)	willoW/Ci1 [\$CE1] (\$MP) \$AR (#03)	willoW/Mu1 [\$CE1] (\$HK) \$AR #MWO	willoW/En1 [\$CE1] (\$MP) \$AR (#03)
2	willoW/Sp1 [\$CE1] (\$AR) \$ESC (#03)	willoW/Bv1 [\$CE1] (\$AR) \$ESC (#03)	willoW/Da1 [\$CE1] (\$MP) \$AR #ARC	willoW/En1 [\$CE1] (\$NJ) \$AR (#03)	willoW/Lo1 [\$CE1] (\$MP) \$AR (#03)
3	willoW/En1 [\$CE1] (\$AR) \$ESC (#03)	willoW/Ma1 [\$CE1] (\$AR) \$ESC (#03)	willoW/En1 [\$CE1] (\$MP) \$AR (#03)	willoW/Ma1 [\$CE1] (\$MP) \$AR (#03)	willoW/Sc1 [\$CE1] (\$MP) \$AR (#03)
4	willo LUNCH	willo LUNCH	willo LUNCH	willo LUNCH	willo LUNCH
5	willoW/Ar1 [\$CE1] (\$AR) \$ESC #R1	willoW/Hu1 [\$CE1] (\$AR) \$ESC (#03)	willoW/Dt1 [\$BO] (\$MP) \$AR #B6	willoW/Pe1 [\$CE1] (\$HP) \$ESC #SH	willoW/Cn1 [\$CE1] (\$HH) \$AR #H1
6	willoW/Ls1 [\$CE1] (\$AR) \$ESC (#03)	willoW/Lo1 [\$CE1] (\$AR) \$ESC (#03)	willoW/Sc1 \$NFL (\$MP) (\$SR) (\$JS) (#03)	willoW/Ps1 [\$CE1] (\$MP) \$ESC (#03)	



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Literacy and Reading



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Staff Training

- ▶ Subject Leadership
 - ▶ Leadership
 - ▶ Moderation
 - ▶ Data Scrutiny
- ▶ Teaching and Learning
 - ▶ Literacy
 - ▶ Communication
 - ▶ Numeracy
 - ▶ Planning
 - ▶ Structure of lessons
 - ▶ Questioning
 - ▶ Delivery
 - ▶ Adaptation – Meeting needs



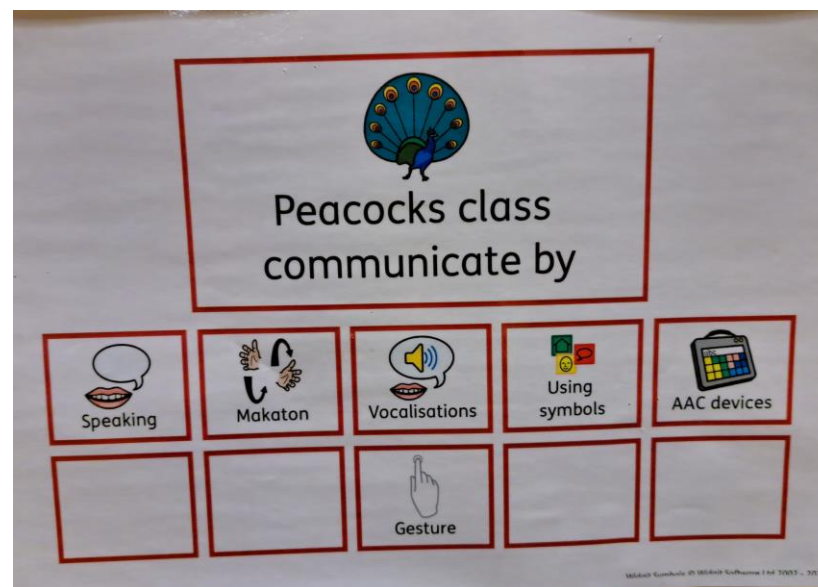
Bluebirds had the whole world in their hands (or on their heads) during our Earth S.M.I.L.E PACK



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Total Communication

- ▶ Speech/Noises
- ▶ Gestures
- ▶ Body Language
- ▶ Facial Expression
- ▶ Pointing at objects/words
- ▶ Technology
- ▶ Drawing
- ▶ Writing



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Monitoring and Evaluation

- ▶ Communication and Literacy
- ▶ Maths/Numeracy
- ▶ PSHE/RSE and Physical Education

- ▶ Process
 - ▶ Meeting with Subject leaders
 - ▶ Learning walk
 - ▶ Progress data analysis
 - ▶ Lesson visits
 - ▶ Work scrutiny
 - ▶ Review meeting



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Where to find information

The screenshot shows the Silverwood School website. The browser address bar displays <https://www.silverwood.wilts.sch.uk>. The website header is dark red and contains the school logo on the left, which includes the text 'Silverwood School' and a stylized figure. To the right of the logo are navigation links: Home, Latest News, General Information..., Our School, Parents, SEN Support, Venue Hire, Translate, and more... In the top right corner of the header, there is a phone number '01380 850309' and a 'Send A Message' button. A social media icon for Facebook and Twitter is visible on the left. A large banner image of a green field with a wooden fence is partially visible. A dark red navigation menu is open over the banner, listing various categories: British Values, Curriculum..., Equalities, Ofsted, DFE Performance Information, Policies & Documents, Awards and Grants, Safeguarding, Staff & Governors..., and Therapies. The 'Curriculum...' item is highlighted in a darker red, and a sub-menu is open to its right, listing 'Curriculum Intent', 'Curriculum Pathways', and 'Curriculum Areas...'. At the bottom right of the page, there is a 'Select Language' dropdown menu and a note 'Powered by Google Translate'. A green footer bar at the very bottom contains a series of links: '< ystem', 'Consultation on Silverwood Plans', 'Latest News: New Build Updates', 'Latest Job Vacancies at Silverwood School', and 'ParentPay - Our New Online Pa) >'. The background of the slide features abstract orange and red geometric shapes.

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Thank You

Any questions?