



Curriculum

M Loveridge
March 2024

‘Building Community, Inspiring Learning’



Action Plan

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

Implementation – Co-construct 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. Staff training to improve classroom practice and develop pedagogy.

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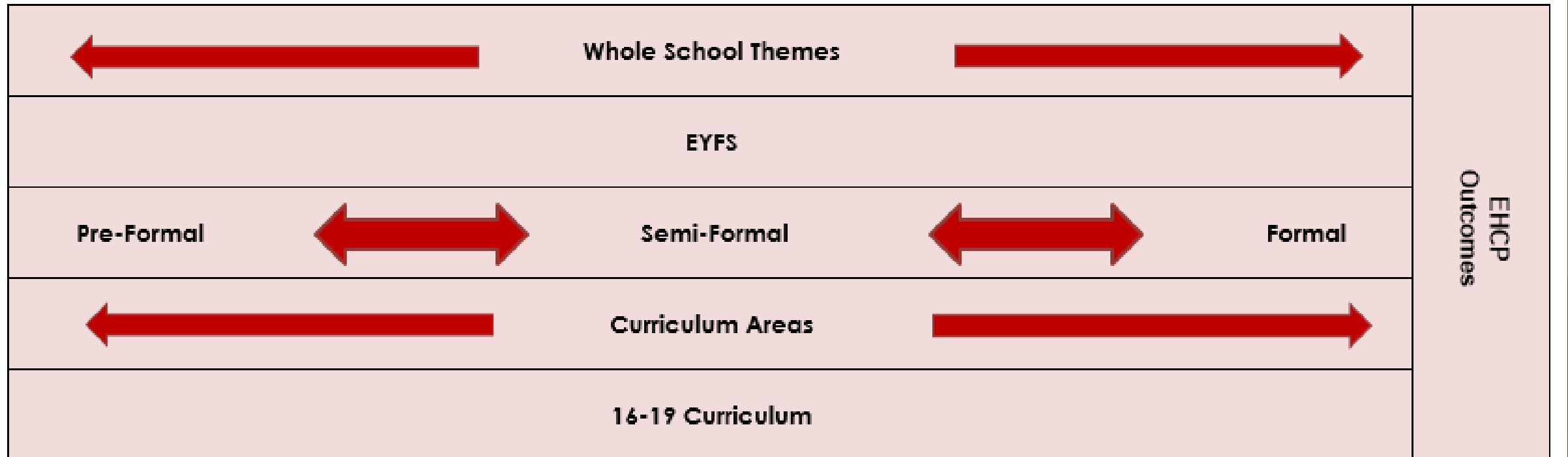
Curriculum Intent

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




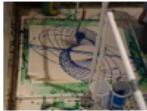
Curriculum Areas	EYFS Curriculum	Key Stage 1-4			Post 16
		Pre-Formal	Semi-Formal	Formal	
The Wider World	Understanding the world	Sensology Community awareness LOTC	The World around me. Social Skills Outdoor and Community	MFL, Geography, History, B&V	Duke of Edinburgh. Community Action and safety. Personal and Social Development. Life-skills .
Expressive and Creative Arts	Expressive Arts & Design	Sensory art Musical interaction Intensive interaction	Art Music Self-expression	Music, Art, Drama	Sensory Art Duke of Edinburgh
Maths and Science	Understanding the World. Mathematics	Numeracy Sensory exploration	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	Physio and postural management Water mobility Rebound therapy PE Play and leisure Skills for life Sherborne Movement Sensory cooking	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 skills including AAC SMILE pack Sensory story Story massage Sensology Intensive interaction ICT	Social Communication skills. AAC Practical ICT. Practical Literacy	Literacy/English ICT/ Computing	Functional Literacy. Personal and Social Development Life-skills ICT.

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Values



Long Term Plans

Creative and Expressive Arts	Entertainment		Transport		Water	
Music: COMPOSING, LISTENING, PERFORMANCE, RECORDING/ INSTRUMENTAL SKILLS DEVELOPMENT Drama: SKILLS CAN BE UTILISED IN ALL CURRICULUM AREAS: ROLEPLAY, GAMES, CIRCLE TIME, SPEAKING & LISTENING.						
FORMAL	Term 1 (Cooperation) ART: Portraits Artist focus e.g. Picasso, Van Gogh, Banksy and Warhol. Create a portrait of a favourite story/ film/ tv character in the style of the focus artist. DRAMA: Cross Curricular to engage & encourage exploration Problem solving games Stories – expand on emotions Games – guessing actions	Term 2 (Courage) ART: Clothing/ Textiles Design for a purpose e.g. designing for a famous person or character DRAMA: Cross Curricular to engage & encourage exploration Problem solving games Bring stories to life through role play Assembly: Harvest/Remembrance	Term 3 (Honesty) ART: 3D art and combining materials <i>Focus: Near and Far – art in our locality and around the world</i> Handles, feels and manipulates natural materials and explores how they can be combined together. Create a 3D impression of a natural environment.  DRAMA: Question – True or false? Teacher act out story, pupils say if true or not. Environmental impact – travel, eco-tourism	Term 4 (Perseverance) ART: 3D art and combining materials <i>Focus: Near and Far – art in our locality and around the world</i> Look at how materials can be combined to form a structure. Create a model of somewhere local to them e.g. school, home, natural environment.  DRAMA: Space Travel – exploration and role play (zero gravity/planets and solar system) Story of Luna Laika the little astronaut – environmental issues/stories	Term 5 (Respect) ART – Artist Focus Develop understanding about the artist Turner looking at techniques and styles. Explore using water and air to manipulate colours e.g. blow paint/ water, spray paint/ water, touch paint/ water through smudging or pushing  DRAMA: Drama related activity (Interactive drama games, interactive movement games, interactive sound games). <i>Drama could be taught either as a discrete subject</i>	Term 6 (Kindness) ART – Colour and Techniques Focus artist: Jackson Pollock Explore the artistic style of Jackson Pollock through a variety of techniques using paint such as: - Shaving foam + paint - Water colours - Spray painting Drip painting  DRAMA: Drama related activity (Interactive drama games, interactive movement games, interactive sound games).

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 languageo Readingo Writingo Numbero Space, time and measureo Computingo SMSCo 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

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Timetables

Session	Monday	Tuesday	Wednesday - Hannah	Thursday – Anita AM	Friday
Session 1 8:50–9:30	Morning Transition and Good morning	Morning Transition and Good morning	Morning Transition and Good morning	Morning Transition and Good morning	Morning Transition and Good morning
9:30-10:00	PHONICS	PHONICS	PHONICS	PHONICS	PHONICS
Session 2 10:00– 10:40	Attention Autism (maths – number) (studio 10:00)	Music, Communication and ICT (studio 10:00)	Attention Autism – wider world links	Attention Autism (science)	Attention Autism (maths – measure)
Cross curricular					
10:40 - 11:10	Break and snack Personal care	Break and snack Personal care	Break and snack Personal care	Break and snack Personal care	Break and snack Personal care
Session 3 11.10 – 12.00	Sensology 1:1 reading	Hydro (10-30-11:00) Sensology 1:1 reading	PPD – Cooking and Nutrition	PPD – PE (including dressing skills)	Hydro (10-00-11:00) Sensology 1:1 reading
Cross curricular					
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- 2:30	Communication & Interaction - story	PSHE and Community Visit	Sensory Cognition Skills - Art	Communication and ICT (studio 14:20)	SMILE Pack Play & Leisure
Cross curricular					
2:30-2:50	Snack, personal care, work trays	Snack, personal care, work trays	Snack, personal care, work trays	Snack, personal care, work trays	Snack, personal care, work trays
2.50-3:10	Transition, goodbye and reflection	Transition, goodbye and reflection	Sing and Sign assembly	Transition, goodbye and reflection	Transition, goodbye and reflection

POSTURAL MANAGEMENT, PHYSIOTHERAPY, INDIVIDUAL PROGRAMMES & PERSONAL CARE

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Curriculum Area	Allocation per week
Communication and literacy (including ICT): Communication and Interaction	4 Sessions + Phonics
Physical and Personal development: Motor Skills. Life Skills. Emotional Health	3 Sessions
Creative and Expressive arts: Sensory Cognition Skills	2 Sessions
The Wider World: Social Skills	2 Sessions
Maths and Science: Sensory Cognition Skills	4 Sessions

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

- ▶ Leadership
 - ▶ Middle Leadership
 - ▶ Coaching skills
 - ▶ Moderation
 - ▶ Assessment
- ▶ Teaching and Learning
 - ▶ Curriculum Planning
 - ▶ Total Communication
 - ▶ Promoting Ambitious Outcomes
 - ▶ Core Vocabulary
 - ▶ TA Training
 - ▶ Data scrutiny
 - ▶ Adaptation – Meeting needs of pupils

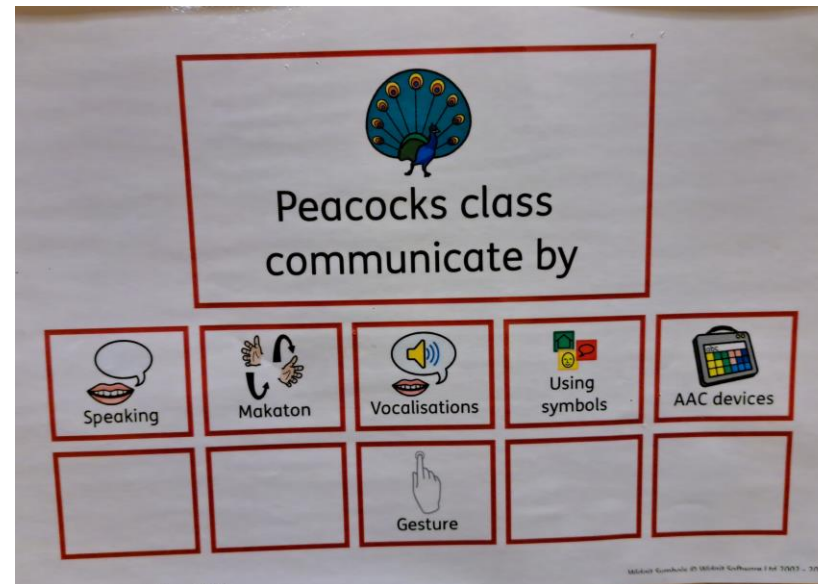


Bluebirds had the whole world in
their hands (or on their heads)
during our Earth S.M.I.L.E PACK



Total Communication

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



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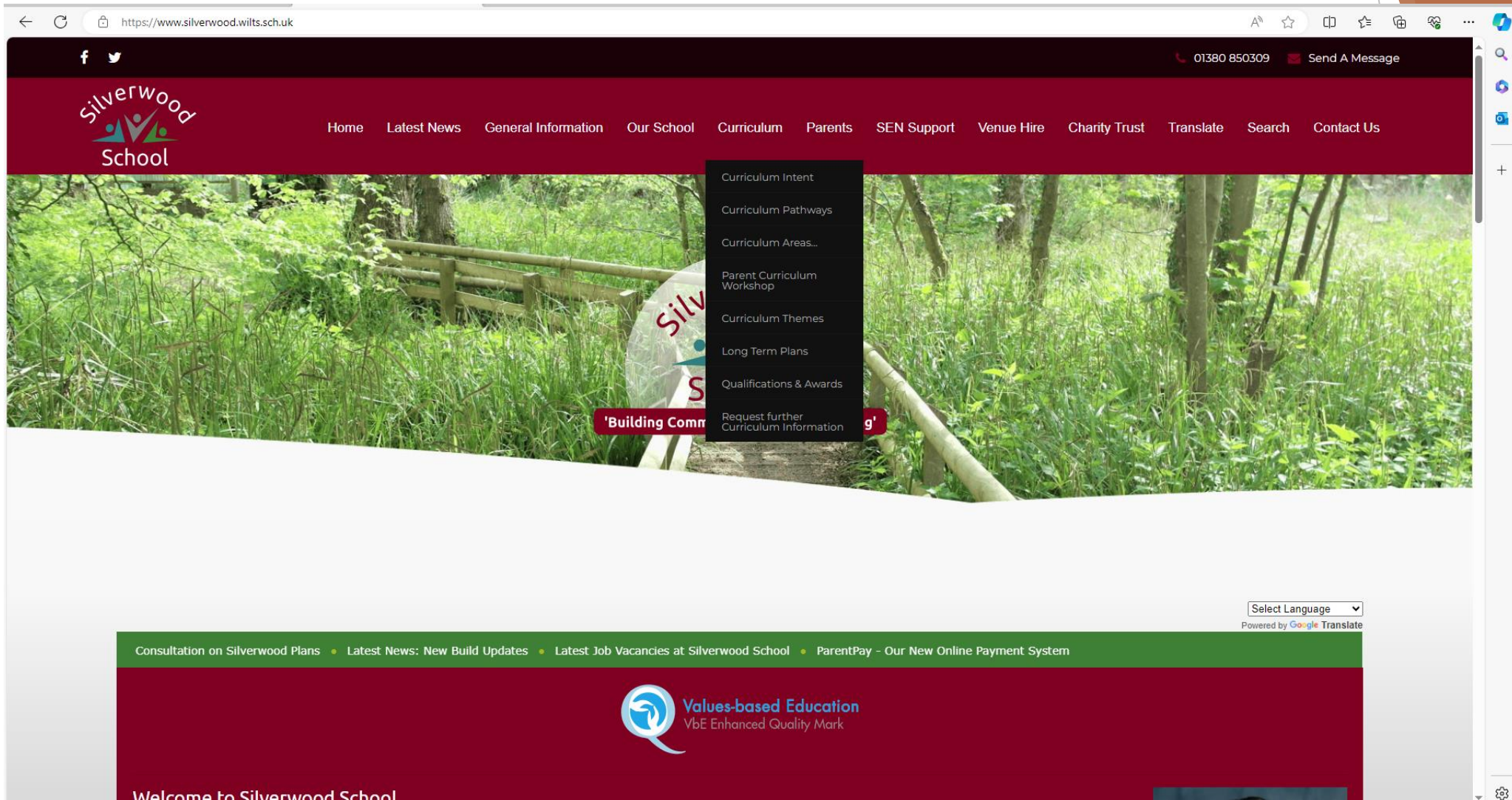
Monitoring and Evaluation

- ▶ Reading (inc. Phonics)
- ▶ Post16/EYFS
- ▶ Science

- ▶ Process
 - ▶ Meeting with Subject leaders
 - ▶ Pupil voice
 - ▶ Progress data analysis
 - ▶ Lesson visits/Learning walks
 - ▶ Work scrutiny
 - ▶ Review meeting



Where to find information



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Thank You

Any questions?