

## INTRODUCTION

### Introduction & Aims:

This curriculum is aimed at pupils whose attainment is such that they are unlikely to achieve a Level 1 qualification in any subject, although this will continue to be our main goal. These pupils can also be described as concrete, habitual or exploratory learners (see separate document on Eden Cohorts of Learners)

The overarching aim for all pupils in the school is for each pupil to achieve their personal best.

For those pupils following this curriculum this aim are broken down as follows:

- To manage themselves and their time as independent as possible
- To communicate confidently to a range of audiences
- To take initiative and problem solve for themselves
- To contribute to communities in which they belong to by completing simple tasks
- To use their leisure time productively.

### General Principles

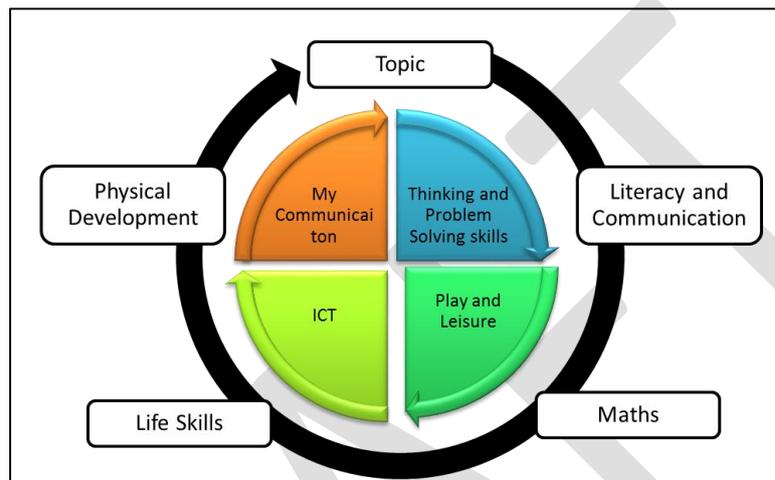
The general principles of our SLD curriculum will therefore be:

- Learning at these levels of development cannot always be compartmentalised and so there will be less subjects within a timetable and there will be a theme or themes running across the curriculum.
- Core learning will take place in 4 [Cross Curricula Elements](#), it is expected that each core area will be seen thought out the school day
  - **Communication:** because this is fundamental for life
  - **Thinking and Problem Solving Skills:** because if we are good at this most challenges can be overcome
  - **Play and Leisure:** as these pupils are concrete learners and therefore will learn best by doing and being creative. This will also embed a culture of pupil initiated learning whenever possible.
  - **ICT:** for many sessions ICT may be used to reinforce learning
- Teaching will take place in 5 [Areas of Learning](#). These areas of learning will give 'flavours' to learning and provide variety during the school day, but it is acknowledged that pupils may be learning in the core areas above and not necessarily in the lessons as outlined here:
  - Literacy
  - Maths
  - Topic
  - Physical Development
  - Life Skills
- These 5 areas will be those seen on the timetable and have teaching guidance written for all teachers using the SLD curriculum.

- It will however be paramount that in all guidance, planning and sessions that the cross curricular areas are key to learning
- As learning related to some of the traditional national curriculum subjects is less important than other areas of learning, there is a move away from this compartmentalised approach.

The theme approach will enable the teaching of appropriate concepts currently covered in NC subjects to be included.

The curricula structure will therefore look like this:

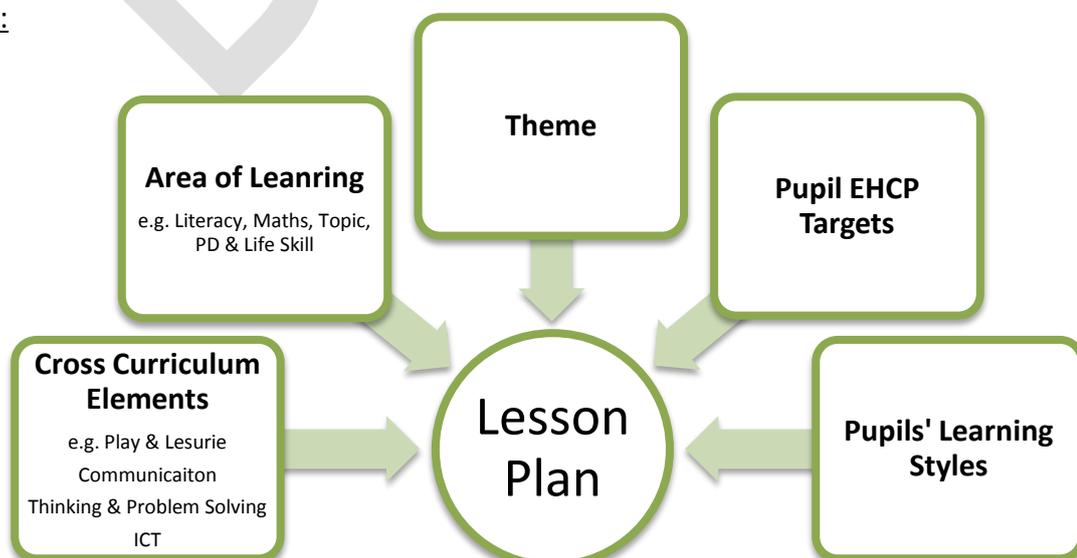


**Definitions:**

Theme is term used for the overall theme for half a term – this theme may or may not be adopted in Literacy, Maths, Life Skills and PD sessions depending on the theme and balance with in these areas that need teaching

Topic lessons are however the opportunity to use the theme creatively so the 3 areas of core learning can be taught in a creative and exciting way whilst also addressing other theme related concepts that need to be learnt.

**Planning:**



Lessons will therefore need to be planned and prepared in detail. SLD pupils need hand on experiences to learn so teachers should plan for a significant amount of time on activities they can be actively involved in – listening in particular will not be an area of strength to develop knowledge, skills and understanding.

For some lessons teachers may plan a SHORT whole group starter, e.g. adult led learning but not all lessons will need this. There then should be a variety of activities in which pupils can initiate their own learning, although it is acknowledged that many of the pupils will need these activities modelled or structured by an adult as they may yet to develop the creative skills to self-occupy.

Engagement is key to learning so teachers should plan to ensure pupils are on task throughout the day. There are 2 main ways teachers can do this – the most appropriate method should be chosen to ensure the pupils are as independent as possible in managing their own learning.

Teachers may plan to run '**carousel**' sessions. In these lessons a range of activities are set out in the room and the teachers plan a structured way of moving the pupils from one activity to another. This is often best managed with a visual schedule to cue both pupils and supporting staff into what they should be doing and to what is coming next. The benefit of planning transitions is clear for pupils with ASD but also ensure that not too many pupils are at the same table at the same time. Teaching ALL pupils to use a schedule is a key skill to their self-organisation and independence later in life.

Alternatively teachers may plan a '**free flow**' session. In these lessons teachers will put out a similar range of activities and the pupils can choose which they engage with. This method will suit pupils who are able to see and recognise what they can do and move from one activity to another. Adults may need to direct pupils and ensure all pupils are engaged throughout a lesson and cover the breadth of learning available to them. If pupils are confident with visual prompts then this is a way of them managing what order they complete the activities available to them and therefore promoting a greater independence.

For some pupils, particularly as they move into the secondary department it may be more appropriate for pupils to have their own '**learning space**' and plans continue indicate the range of activities they may need to complete in a time period but activities are brought by staff to the their learning space or they go and collect them in order to promote independence.

### The Thematic Approach:

The aim of themes is to enable class teachers to offer stimulating and exciting activities in which to

- a. Deliver the core curriculum areas of Communication, Thinking & problem solving and Play & leisure
- b. Ensure that concrete learners are able to learn, consolidate and transfer important concepts

There will be a 3 year programme of themes so pupils can enter the themes part way through the 3 year cycle. Each cycle will also build on previous learning, lapwing for flexibility in the system with pupils transitioning in and out of the school.

Whole School Concept	Year Groups	Theme	Areas of focus / types of activities / content	Long term aim
Celebrations	Yrs 1-3 Yrs 4-6 Yrs 7-8	Parties and Birthdays	This topic should focus on behaviour and social expectations in these situations. As much as possible should be celebrated and each party used as a teaching opportunity	To have experienced a range of cultural events and to appreciate that each of us have different events in our lives To know how to behave appropriately in different celebrations etc..
		Special Events	All celebrations can be focused on by teachers should look at fireworks and the celebrations that the pupils in their class my attend e.g. Diwali, Christmas etc..	
		Religious Festivals	Class teachers should extend the range of festivals addressed to include those from faiths not represented in the class group.	
Me	Yrs 1-3	All about me	My body including facial features	To ensure they can look after their body as independently as possible
	Yrs 4-6	Celebrating me	What I can do and how I use my senses	
	Yrs 7-8	Looking after me	How to look after my body – washing etc. include SRE here Health food and exercise too	
Stories	Yrs 1-3	Fairy Tales	Teachers should focus on a fairy tale for 2 weeks and are therefore likely to need 3 or more tails	
	Yrs 4-6	Stories from around the world	Similarly teachers should focus on a story for 2 weeks and are therefore likely to need 3 or more stories	
	Yrs 7-8	In the News	Focus on current affairs in the news and sport	
Material and their properties (1)	Yrs 1-3	Materials	Sorting and grouping materials – focus on everyday objects	To ensure pupils understand the difference between recycling and rubbish when using bins in the community and at home
	Yrs 4-6	What are things made of	Focus on paper, wood, plastic, metal and glass	
	Yrs 7-8	Recycle and Reuse	What can we recycle and reuse – focus on items they will come across	

Material and their properties (2)	Yrs 1-3	Mixing & separating	A messy play based project looking at what happens when you mix different items together – an opportunity for pupils to be creative	To understand that materials behave in different ways
	Yrs 4-6	Heating and cooling	What happens when we heat and cool items e.g. ice cubes, chocolate, water, jelly cubes etc..	
	Yrs 7-8	Combinations	This builds on previous learning and how combining different ingredients make different items, experimenting should be a clear focus of this theme	
Exploration	Yrs 1-3	Discover and do	The focus on this is about exploring properties of individual items and comparing them to others. Key words will be same and different. Experiments should include wet & dry and hot & cold	To develop connections about things that go together and to develop early concepts such as wet and dry, hot and cold etc.
	Yrs 4-6	Opposites	This extends on the discover and do project and should also include the concepts dirty & clean, broken & okay,	
		Explorers	The focus on this project is about pupils as explorers who are continuing to discovering properties of everyday items	
Travel and journeys	Yrs 1-3	Vehicles	Focus on playing with different toys and how and where they move e.g. road, tracks, sky etc	To be able to understand the safety aspect of roads and railways and to behave appropriately, using a payment method or travel card as needed
	Yrs 4-6	Roads and railways	Work in this topic should extend pupils awareness of the safety aspects of travel including practical activities	
	Yrs 7-8	Making journeys	This topic should focus on pupils travelling in different ways and managing their belongings etc	
My local community	Yrs 1-3	Ickenham	The focus of this topic is to develop an understanding of the different buildings found in Ickenham e.g. various shops, library, church etc	To be able to participate confidently and appropriately in a range of public settings and what to buy in different shops
	Yrs 4-6	Using my own community	The pupils should have the opportunity to travel back to their home area and see what community facilities they have nearby e.g. gym, mosque, temple, etc	
	Yrs 7-8	Large shops and shopping centres	It is important that pupils are aware where to buy different items and so pupils should be enabled to find items to buy in these large environments	
Buildings	Yrs 1-3	Construction	Pupils should be given the opportunity to build with many different items including junk	To be aware of the different buildings and environments they may encounter, what they might expect to happen in each place and how to behave
	Yrs 4-6	Houses and Homes	This project is to focus on the different rooms in the house and what is expected in this afternoon	
	Yrs 7-8	Inside and Out	This topic can now be extended to external environments e.g. gardens	

Weather	Yrs 1-3	Weather	Focus on sunny, cloudy, rainy, snowing and fog	To ensure pupils can dress themselves appropriately for the different weather conditions
	Yrs 4-6	Seasons	Link seasons to weather and activities	
	Yrs 7-8	Consequences of Weather	Focus on what clothes to wear in which weather	
Other People	Yrs 1-3	People who help us in school	Office, premise, kitchen, therapist	To understand who can help and who it is safe to ask for help
	Yrs 4-6	People who help us in the community	Police, ambulance, fire, shop keeper	To understand that helping others can be a pleasurable & rewarding activity
	Yrs 7-8	Helping others	Activities should focus on helping others e.g. jobs in school and the younger pupils when possible	
Colour	Yrs 1-3	Colour	Focus on 3 primary colours – red, yellow, blue & the colours they become when mixed green, orange, purple	To understand how important colours are when getting dressed and buying clothes – will also help when washing clothes
	Yrs 4-6	The rainbow	Add in the other colours of the rainbow plus black brown and white	
	Yrs 7-8	Kaleidoscope	Talk about light and dark shades and colours that 'go together'	
Creative	Yrs 1-3	Made by me	Make any and everything!	To experience a range of leisure activities they may be able to use to self-occupy themselves post school
	Yrs 4-6	Bags and boxes	Make items along themes – lots of bags and boxes out of different materials	
	Yrs 7-8	Lights, camera, action	Make a video or videos	
Performance	Yrs 1-3	Circus	Explore the range of things that may be experienced in a circus	To experience the process of performing as an leisure option for later in life
	Yrs 4-6	Making Sounds & Music	Explore how to make a variety of sounds – this could end up with a performance or recording	
	Yrs 7-8	The Theatre	Experience the different parts of a production – costume, props, set and put on or visit a performance	
Making things work	Yrs 1-3	Making things work	Explore how things work e.g. a variety of toys, lights, 'radios' etc.. also make some simple toys e.g. pop up puppet etc.	To operate machines and other equipment found in the home and other settings safely
	Yrs 4-6	How things work	Extend to include cog based toys and make a cog toy, also bridges etc..	
	Yrs 7-8	Machines in the home	Focus on everyday items e.g. toaster, kettle, hairdryer, cooker etc. and the safety around them.	
The Garden Environment	Yrs 1-3	Water, Sand & More	Focus on playing with different materials including sand, water etc.	To be able to grow seeds, bulbs or plants and understand how to look after them
	Yr 4-6	Growing Gardens	Planting seeds, bulbs etc. to see how they grow – focus on flowers	
	Yr 7-8	Growing to Sell	Grow fruits and other plants that can be cropped to sell within school	To know that some food is grown on plants and that it can be made into other products e.g. jam

Plants and food	Yrs 1-3	In the garden	Explore the different parts of the garden. Focus on the fact that some things can be eaten and others cannot but all should be touched carefully	
	Yrs 4-6	Harvest time	Grow in order to share – use allotment	
	Yrs 7-8	Buy or make	Compare items that can be made at home and bought in a shop e.g. make bread, pizza, cake etc. and compare with shop bought	
Animals –	Yrs 1-3	Pets and Farm	Explore and experience a range of pet and farm animals	To experience the range of animals that they may come across and learn how to look after them.
	Yrs 4-6	Wild and Zoo	Explore and experience a range of wild and zoo animals	
	Yrs 7-8	Birds and Fishes	Explore and experience a range of birds and fished	

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