



# The Bladon Way Curriculum



Updated May 2023

## Curriculum Intent at Bladon

The Bladon Way Curriculum is designed for the young people to engage, aspire and thrive within the Bladon Community.

Thereafter, beyond Bladon, the young people may then flourish and prosper.

The Bladon Way helps to embed 4 important positive behaviours within our young people which we believe to be crucial in enabling them to become active citizens within a community. They are:

*Make good choices*

*Try your best*

*Look after everything*

*Be kind to everyone*

The curriculum offer is rooted in the belief that the young people at Bladon are encouraged and developed into becoming active participants in the Bladon Community and then beyond. This is crucial to develop our long-term aim that, when it is time for the next step on their life journey, they can successfully access appropriate destinations and have been prepared for life after Bladon. In short, our desire is for all students to leave with the tools to be an active citizen in their communities.

The curriculum offer is fully individualised to meet the spectrum of need of our young people thus enabling each individual to be successful and achieve positive outcomes.



# The Bladon Way Curriculum

Has two pathways



## Lower School

For young people with moderate learning difficulties

KS1- Lower KS4

A bespoke formal curriculum offer

For young people with severe learning difficulties

KS2-KS5

A bespoke life skills offer based on the EQUALS curriculum

## Upper School

For young people with moderate learning difficulties

KS4-KS5

AIM Awards suite of skills for employment & further learning (QCF) qualifications

The Informal Curriculum

'Learning to Do'

The Semi Formal Curriculum

'Doing to Learn'

## Specialist subjects

Young People will be engaged within The Bladon Way curriculum and follow one of our two curriculum pathways. All young people will have the opportunity to follow an individualised timetable, which is created to meet their own specific needs and is produced in accordance with their Education and Health Care Plan (EHCP).

Six specialist subjects supplement the Bladon Way curriculum. These subjects are Computing, Food Technology, Physical Education, Land Based Studies, Forest Schools and Adventurous Activities.

These specialist subjects:

- Allow young people to re-engage in learning and, due to their strong practical basis, they provide young people with alternative opportunities to be productive and experience success
- Enrich, broaden, enhance, and widen the curriculum offer whilst integrating literacy, numeracy and other core subject learning
- Provide opportunities to promote social skills, interaction, communication, and address individualised EHCP targets
- Familiarise young people with a subject that can be studied in further education

### Re-engage > Attend and enrich > Improve outcomes

How do we assess progress in these specialist areas?

Attendance and engagement:

- Attendance and engagement are closely monitored using a register. Any prolonged periods of absence or disengagement are discussed with the class teacher to identify what can be changed to improve the situation. Making even small changes can often result in much better outcomes.

Attainment:

- Upper School Open Skies Pathway complete units of work, in most specialist subjects, which contribute towards their AIM Awards qualification. In some, they complete other forms of qualification such as the John Muir Award or the Duke of Edinburgh Award
- Lower School Open Skies Pathway Students are assessed using a range of assessment tools, which vary, based on the subject being delivered. Subjects may use National Curriculum level descriptors, subject specific evidence trackers, and/or Bladon specific assessment programmes e.g. Forest School Awards, Food Technology Awards
- Bright Horizons Pathway Students work towards relevant 'Learning Intentions' which can be addressed within the specialist subject, and within some specialist subjects they follow EQUALS units of work that are applicable for the subject being taught
- Within each phase, student progress is evidenced using Evidence for Learning

## Therapy Provision

All of the young people at Bladon have the opportunity to access a range of onsite therapies, which includes Speech and Language, Physiotherapy, Occupational Therapy and Clinical Psychology. We also offer additional therapy services when needed, for example Art Therapy, Music Therapy, Play Therapy and Drama Therapy.



## Lower School

### **What we intend:**

- For children to be proud of who they are and what they do;
- To provide equal opportunities for all;
- To provide an engaging curriculum;
- To remove obstacles to learning irrespective of starting points;
- Children to take independent accountability for their learning and behaviour;
- For children to have a sense of self-worth and belonging who can make a positive contribution to their community

In the lower school classes, we want our children to have a big role in creating both their learning and personal journeys in becoming positive members of the community.

All of our children will have some understanding of the curriculum, why they follow the curriculum and what they could achieve in the future.

Next steps are vital – children should be actively involved in achieving and setting their next steps.

Pupil engagement is key!

Lessons are fun, exciting and interesting for all children – practical, hands on, outdoor learning is always a winner.

### **How we assess progress**

**Attainment** - Beginning at the start of school year we carry out baseline assessments in reading, writing, phonics and numeracy, these are then repeated at the end of every term and data is put on young person's data sheets. This information is then placed on a spreadsheet to show progress made over the academic year. For the non-core subjects' teachers use tracker sheets to update where a young person is, what needs covering and further to support the young person. All young people will also have personal targets related to their EHCP outcomes to work towards that will be updated throughout academic year and recorded on their green sheets.




**Attendance** - This will be checked using behaviour watch on a half termly basis. The students with 95% or more will receive a certificate, the students who achieve 100% will receive a certificate and a small prize as an incentive. Any students below the school percentage the phase leader will contact parents/carers to discuss any barriers that may be getting in the way of the young person attending school and set a target to get their attendance score back to where it needs to be.

**Behaviour** - TAC meetings held half termly (more if required) during these meetings we will look at graphs from behaviour watch to see if they have decreased or increased and adapt the Positive Behaviour Support Plan (PBSP) where needed. During the meetings we will look at whether reward systems need to be in place, if we need further protocols in place but also on the positive side we can see where we can reduce the use of Restrictive Physical Intervention (RPI) and decrease the young person's scales.

## What we teach our pupils in Lower School

### English LTP

Phonics, SPAG, handwriting and reading and comprehension skills are taught throughout every term in where required.

						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narrative	Novel Study	Fantasy Stories	Myths	Play scripts	Adventure Stories	Traditional Tales
Texts	The Twits  Pumpkin Soup Helen Cooper Mrs Claus	A Christmas Wish – Kathryn Randall	Children's Book of Mythical Beasts and Magical Monsters  'The Wyrmostooth Crown'	A Midsummer Night's Dream	Flat Stanley	Jack and the Beanstalk –
Writing opportunities	Drafting and planning a Story  Character description	Beginning, middle and ends	Fact File  Descriptive language	Writing speech	Functional writing:  Postcard/email/letter	Extended narratives  Fact File

<b>Non-Fiction text type/ purpose</b>	<b>Instructions</b> How to carve a pumpkin	<b>Diary</b> Chronological account	<b>Information Leaflet</b> Information sheet on mythical creature or believe	<b>Recount</b> Newspaper report Linked to the events in the play	<b>Recounts</b> Postcards from Flat Stanley	<b>Argue</b> Is Jack wrong to steal from the giant?
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<b>Poetry</b>	<b>Learning poems and performing</b>	<b>Shape poetry and Rhyming couplets</b>	<b>Acrostic Dragon Poetry</b>	<b>Nonsense Poetry</b>	<b>Animal poetry</b>	
<b>Details</b>	<b>Double, double tail and trouble</b>  <b>The Small Ghostie – Barbara Ireson</b>	<b>Firework Poetry (Onomatopoeia)</b>  <b>Twas the Night before Christmas</b>	<b>Dragon Poems</b>	<b>Spike Milligan poems</b>  <b>The Jabberwocky</b>	<b>Similes and alliteration</b>	

## Maths LTP

	Autumn	Spring	Summer
<b>Stage 1</b>	Place Value Addition and subtraction Shape	Place Value Addition and subtraction Length and height Mass and volume	Multiplication and division Fractions Position and direction Place value Money Time
<b>Stage 2</b>	Place Value Addition and subtraction Shape	Money Multiplication and division Length and height Mass capacity and temperature	Statistics Fractions Position and direction Time
<b>Stage 3</b>	Place Value Addition and subtraction Multiplication and division	Multiplication and division Length and perimeter Fractions Mass and capacity	Fractions Money Time Shape Statistics
<b>Stage 4</b>	Place Value Addition and subtraction Length and perimeter Multiplication and division	Multiplication and division Area Fractions Decimals	Decimals Money Time Statistics Shape Position and direction
<b>Stage 5</b>	Place Value Addition and subtraction Statistics Multiplication and division Perimeter and area	Multiplication and division Fractions Decimals and percentages	Decimals Shape Position and direction Converting units Volume
<b>Stage 6</b>	Place Value Addition and subtraction Multiplication and division Fractions Position and direction	Decimals Percentages Algebra Converting units Perimeter, area and volume	Shape Statistics



Topic/ PSHE/RE

	Autumn		Spring		Summer				
<b>Cycle A</b>  	<b>In with a Bang!</b>	Geography	Where Do I live?	<b>Back in the Past</b>  	Geography	Stonehenge	<b>Where in the World?</b>  	Geography	Rainforests
		History	Guy Fawkes and the Gunpowder plot		History	The plague and Great fire of London		History	Famous Explores
		DT	Pop up books		DT	Puppets and Buildings/Globe		DT	Kites and Chinese Toys
		Science	Forces and magnets		Science	Light and Shadow/ day and Night		Science	Growth Cycle of a plant
		Art/Music /Drama	Firework music		Art/Music /Drama	Theatres		Art/Music /Drama	Landscape Art
		RE	Christianity		RE	Judaism		RE	Hinduism
		PSHE	Relationships / Think Positive		PSHE	Diverse Britain/ E-safety		PSHE	Growing up/Money Matters
<b>Cycle B</b>  	<b>Me, Myself and I</b>	Geography	Towns and cities	<b>Making a drama out of it!</b>  	Geography	Famous rivers and Investigating rivers	<b>Off we go!</b>  	Geography	Transport
		History	Local Study		History	Tudors		History	Vehicles of the past
		DT	Healthy eating		DT	Fashion and textiles (Costumes/masks)		DT	Vehicles
		Science	My body		Science	Living in Environments		Science	Light and electricity
		Art/Music /Drama	Self Portraits		Music /Drama	Putting on a Show		Art/Music /Drama	Junk Music
		RE	Islam		RE	Sikhism		RE	Buddhism
		PSHE	Relationships/ Diverse Britain		PSHE	Digital Wellbeing/ Money matters		PSHE	Growing up/Think Positive

## **Upper School**

*Curriculum Phase Leader – Oliver Perkins*

*Accreditation Leader – Charlie Jennings*

“Qualifications are important for me to get a job or go to college” - a quote that is often expressed by our young people when talking about life aspirations and preparing for transition into adulthood.

At Bladon House School we understand the important role we play in preparing young people for adult life by providing inspiring learning experiences throughout their journey with us. Our emphasis is on ensuring that learning is purposeful, whilst striving for the highest levels of independence, within our bespoke Upper School provision.

We recognise that young people learn in different ways, but learn best when they are motivated by a curriculum that is stimulating, flexible, fun and underpinned by the key basic skills required for adulthood.

The foundation of the Upper School curriculum is built around the accredited learning pathway of the AIM Awards Suite of Skills for Employment and Further Learning (QCF) qualifications, which cover a wide range of subject areas and have been devised with the purpose of progressing learners into further learning and/or employment.

These qualifications are delivered via an accessible, formally assessed, suite of portfolios, rather than formal examinations, and are a recognised qualification offered at a variety of levels (Entry Level 1-3, Level One and Level Two, with Level One equivalent to a GCSE grade 1-3 and Level Two equivalent to a GCSE grade 4).

The learning environment mirrors a college style approach, with a focus on developing independence and maturity moving into adulthood. Learners have a tutor base and move fluidly between two different teaching spaces, working with a variety of experienced and knowledgeable teaching staff. This has led to increased engagement, self-sufficiency, self-reliance and progression across the curriculum.

Within the AIM Award framework there a diverse range of units available which can be used to create individualised learning programmes, giving learners an opportunity for both personal development and vocational experience. They also work hand-in-hand with the specific target areas identified within the long term EHCP Outcomes, and transition plans. Each young person working within this pathway achieves a suite of recognised qualifications in both core and vocational subjects.

Work experience also plays an integral role in augmenting the key skills and knowledge developed within the Upper School curriculum. We offer both internal placements, such as our onsite beauty salon for hair and beauty treatments, vintage clothes shop and plant sales enterprises, alongside external placements in the community such as running toddler reading sessions at Burton Library, sorting donations at the Star Foundation charity distribution centre, working with Conkers grounds maintenance rangers, and grounds maintenance at Newton Solney Church.

The implementation of AIM Awards qualifications has also extended in to the Bright Horizons pathway, where some learners are able to access a formal accreditation learning pathway. The Entry Level Award in Personal Progress is a flexible programme of study that focuses on the 10 point learning continuum, and allows learners to demonstrate their competence and skills in academic, personal, social and emotional development. This qualification focuses on two main areas – “Encountering Experiences” and “Accessing the Community”.

## How we assess progress

Progression within the Upper School phase, of the Open Skies pathway, is multi-faceted, and recorded using a variety of methods.

Formally, each learner completes a series of portfolios throughout the year, in which they demonstrate their understanding and development against a set criteria at the level they are working towards. This is both formative throughout the year, with each piece of work assessed against the success criteria and the learner given "next steps" developmental feedback on how they can strengthen the knowledge or skill learnt within the session, before progressing onto the next piece of work. Culminating in developmental summative feedback upon completion of the portfolio. Our feedback was highlighted in the recent external verifier's report, from the awarding body (AIM Award) as a particular strength in developing the learner understanding, and depth of the subject. Upon external verification, the learner is then awarded a recognised qualification that enables the learner to progress onto further education in a college placement or move into the world of work.

Informally, progression is assessed and evidenced on a daily basis in the application of the skills and knowledge gained throughout the year. Putting the knowledge gained during the portfolio sessions into practice by applying the functionality of the maths and English in real life context, such as shopping to a budget, or writing a letter to express a concern or request for a wanted outcome, or demonstrating personal safety when out on an educational visit, and using road safety awareness.

In addition, learners engage in individualised work experience tasks that also form part of the accredited learning pathway portfolio, and are able to demonstrate skills and abilities within the Student Voice forum.

These incredibly important skills, that are the stepping stones for preparing the learner for adulthood are captured and developed using Evidence for Learning platform and will also form the basis of a new learner transition passport being implemented this year, to showcase progression of the "whole" learner alongside the formal qualifications gained.

## Accredited Components for Core Subject curriculum – Upper School

Subject	Year one	Year Two
English	Write to Communicate Reading for Purpose and Meaning Listen and Respond	Read for Information Speak to Communicate Write Accurately
Maths	Using Money Using and Communicating Data Whole Numbers, Fractions and Decimals	Using Size, Shape and Space Money, Time and Temp Adding and Subtracting/multiplication Making Calculations
PSHE	Personal Safety Self-Esteem and Building Confidence Review and Reflect on Own Progress	Law and Order/making Laws Personal Health Understanding Relationships
Science	Renewable Energy Science and Our Universe	Chemical Products in the Home Energy in the Home Working with Electrical Circuits

*Subjects are offered between Entry Level 1 and Level Two, with the flexibility for learners to access a variety of levels within a qualification depending on ability*

Accredited components in specialist subject areas (increase in AIMVOC standalone qualifications)			
Subject	2020-2021	2021-2022	2022-2023
IT	Audio and video Software (E2) Developing and Presenting info Using IT (E2) Video software skills (E3) Presentation software skills (E3/L1)	Word Processing and Software Skills (E3) Find Information using IT (E1-E2) Art and Imaging Software Skills (L1)	AIMVOC working in Digital Industries E3 Award  The Internet and the world wide web
Food Tech	Domestic skills (E3-L1) cooking Recycling packaging materials Planning a Healthy Diet (E3/L1)	AIMVOC Working in Catering and Hospitality Industries Award follow a recipe (E1-E2) food hygiene skills (E1-E2) Basic cooking skills (E1)	AIMVOC Basic food preparation skills Award Basic Cooking Skills (E3) Basic food prep and Cooking Skills (L1) Prepare and Cook Food by Boiling, Poaching and Steaming (L1)
Land Based Studies	AIMVOC working in Horticulture Industries E2 Award Recognise plants Caring for plants	AIMVOC Working in Animal Care Industries E2 Award Collect and sort eggs Feed and water poultry	AIMVOC Working in Horticulture Industries E3 Award Garden Horticulture Skills
PE	AIMVOC Working in Health, Lifestyle and Sports Industries E3 Award Introduction to coaching E3	Health and Fitness (EL1 - EL3)	How the Body Works (L1)
Hair and Beauty			AIMVOC Working in Hair and Beauty Industries E3 Award Beauty Care (E3) Blow-dry and finish hair(E3) Hair Plaiting (E3 ) Hand care (E3) Nail Painting (E3) Shampooing and conditioning hair (E3)
Creative Design			AIMVOC in Creative Design Industries E3 Award Working in creative design industries AIMVOC E3 Award and E3 Certificate Basic craft skills (E3) Clothing design (E3) Creating fashion accessory(E2) Garment construction skills (E3) Textile crafts (E3) Using a sewing machine(E2) Working in craft (E2) Working with multimedia (E3)
Personal Progression (new qualification offered in Bright Horizons)			Personal Progress E1 Award Encountering Experiences (E1) Accessing the Community (E1)



## Equals - Informal and Semi-Formal Curriculum

Curriculum Phase Leader –Sophie Brailsford

“Engagement is a journey that connects a child and their environment (including people, ideas, materials and concepts) to enable learning and achievement. Without engagement, there is no deep learning, effective teaching, meaningful outcome, real attainment or quality progress.” (Carpenter 2010)

Our Curriculum Motto of ‘Learning to do and doing to learn’, is at the centre of the Bright Horizons Pathway. We believe that when our young people engage with environments, people, and ideas, they will strive to learn. Our specialised curriculum splits into three stages of development. These stages demonstrate the progression of engagement and support each individuals learning journey.

Belonging	Being	Becoming
<p style="text-align: center;"><b>Where and Who you belong to</b></p> <ul style="list-style-type: none"> <li>• Feeling welcome</li> <li>• Feeling respected</li> <li>• Feeling understood</li> <li>• Defining identities</li> </ul> <p>Curriculum: Informal</p> <p>Overview: Students working under the “Belonging” stage will focus on finding themselves and where they belong within the school community.</p> <p>Students are working on individual learning journeys, enabling them to discover their interests and explore their learning styles.</p> <p>Programmes are created for individuals who find it difficult to access a classroom environment. This could be due to being out of school for an extended period, not able to cope with</p>	<p style="text-align: center;"><b>The Here and Now</b></p> <ul style="list-style-type: none"> <li>• Building relationships</li> <li>• Growing at your own pace</li> <li>• Time to seek</li> <li>• Engaging in life’s joys</li> <li>• Celebrating achievements</li> </ul> <p>Curriculum: Informal/ Semi-formal</p> <p>Overview: Students are working under the ‘Being’ stage and focusing on experiencing what is happening now and in the moment. The aim of the ‘Being’ stage is for students to accept who they are and what learning style works best for them as an individual. It is essential to provide opportunities for our students to have a sense of being so they have the confidence to tackle the journey of life and the challenges life can throw at us.</p> <p>This stage will provide opportunities for each student to be, seek and make meaning of the world through play. Instead</p>	<p style="text-align: center;"><b>The Process of Change as I Grow</b></p> <ul style="list-style-type: none"> <li>• Developing confidence</li> <li>• Learning new knowledge</li> <li>• Becoming me</li> <li>• Be the person you want to be</li> <li>• Learning to participate fully</li> <li>• Preparing for change</li> <li>• Preparing for the next stage of life</li> </ul> <p>Curriculum: Semi-Formal Curriculum</p> <p>Overview: Students are working under the ‘Becoming’ stage focus on finding themselves and where they belong in the wider community. The ‘Becoming’ stage aims to prepare each student for life after Bladon House School and to support them to achieve the best outcomes in adulthood, e.g. Independent living, Health and Community participation.</p>

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<p>over-stimulating or crowded classrooms, being unable to tolerate others sharing the learning space or resources, finding routine challenging to manage and struggling with communication needs.</p>	<p>of directing our students, the 'being' stage approach is based on child-led learning. Our students are given opportunities to make their own choices and problem-solve themselves. This will lead to enhancement of confidence, self-esteem and trust in themselves. Allowing our students to be more engaged in their environment develops ownership of their progress and identifies individual interests.</p>	<p>The 'becoming' stage aims to discover what is essential to young people now and in their future. Learning should be used as part of an individualised approach for each student, supporting as independent life as possible and transferable to the real world. We need to ask what achieving an outcome would do for the young person: What would it give them? Do for them? Make it possible for them?</p> <p>As the academic year progresses, we focus on integrating our students into the wider school community. Our students will expand their social, communication, and problem solving and independence skills by accessing different areas of our school. E.g. hair salon, laundrette, Equals café. Each student will take on job roles within these areas to develop skills they can take with them into the wide world.</p> <p>In addition, our focus on each individual is to prepare them for their next placement and the transition from life at Bladon to elsewhere. We aim to prepare the young person to be as successful as possible, to achieve the best possible next placement for Post-16/Post-18.</p>
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**How we assess progress**

**Baseline assessment –**

At the start of every academic year, each young person is baselined on their developmental progress. This assessment identifies vital development areas for the young person. This baseline assessment will be used to create learning intentions alongside EHCP outcomes.

**MAPPS –**

Learning Intentions provide stepping stones towards the young person's EHCP outcomes. The team around the young person will create each Learning Intention and assess them at a termly RAP meeting. Learning Intentions will be created termly through the baseline assessment.

**Learning Journey Folders:** These Learning Journeys will showcase each young person's development, progress, and WOW moments throughout the year. Each folder will be taken to RAPP, EHCP, and parent visits to showcase work and progress. All assessment evidence will be recorded in each young person's learning journey.

## Curriculum outline 2022-2023

### Informal Curriculum – Learning to do

Subject	Autumn Topics	Spring Topics	Summer Topics
<b>My Communication</b>	<b>Half Term 1 &amp; 2</b> -Imperative communication	<b>Half Term 3 &amp; 4</b> -Declarative Communication	<b>Half Term 5 &amp; 6</b> -Non-verbal, behavioural communications
<b>My Physical Well-being</b>	<b>Half Term 1</b> -Sensory Circuits <b>Half Term 2</b> -Mental health and well being	<b>Half Term 3</b> - Staying healthy <b>Half Term 4</b> -Sensory Circuits	<b>Half Term 5</b> -Mental health and well being <b>Half Term 6</b> -Swimming
<b>My Independence</b>	<b>Half Term 1</b> -Dressing and Undressing <b>Half Term 2</b> -Shopping	<b>Half Term 3</b> -Cooking <b>Half Term 4</b> -Travel	<b>Half Term 5</b> -Shopping <b>Half Term 6</b> -Cooking
<b>My Sensory Play</b>	<b>Half Term 1</b> - Exploration <b>Half Term 2</b> - Discover	<b>Half Term 1</b> -Engage <b>Half Term 2</b> -Tolerate	<b>Half Term 1</b> -Share <b>Half Term 2</b> -Turn Taking
<b>Art</b>	<b>Half Term 1 &amp; 2</b> - Mark making	<b>Half Term 3 &amp; 4</b> - Collaborative Art	<b>Half Term 5 &amp; 6</b> - Patterns & Textures
<b>Music</b>	<b>Half Term 1</b> -Environmental sounds <b>Half Term 2</b> - Instrumental sounds	<b>Half Term 3</b> -Instrumental sounds <b>Half Term 4</b> -Body percussion	<b>Half Term 5 &amp; 6</b> -Rhythm and Rhyme
<b>Dance</b>	<b>Half Term 1&amp; 2</b> - Movement	<b>Half Term 3&amp;4</b> - Dynamics	<b>Half Term 5&amp;6</b> - The Body and Space
<b>Drama</b>	<b>Half Term 1</b> - Sensory make believe <b>Half Term 2</b> -Role play	<b>Half Term 3</b> - Interactive Games <b>Half Term 4</b> - Role play	<b>Half Term 5 &amp; 6</b> - Drama from stories

### Semi-formal Curriculum – Doing to Learn

Subject	Autumn	Spring	Summer
My Communication	<b>Half Term 1-</b> Imperative communication <b>Half Term 2-</b> Declarative Communication	<b>Half Term 3-</b> Dynamic Communication <b>Half Term 4-</b> Narrative Communication	<b>Half Term 5-</b> Social Interactions <b>Half Term 6-</b> Personalised reading and writing
My Independence	<b>Half Term 1-</b> Dressing and Undressing <b>Half Term 2-</b> Shopping	<b>Half Term 3-</b> Cooking <b>Half Term 4-</b> Travel	<b>Half Term 5-</b> Shopping <b>Half Term 6-</b> Cooking
My Problem Solving	<b>Half Term 1 &amp; 2-</b> Memory building	<b>Half Term 3 &amp; 4-</b> Sabotage/ Recognising the problem	<b>Half Term 5 &amp; 6 -</b> Independent Solutions
My Play and Leisure	<b>Half Term 1-</b> Structured play <b>Half Term 2-</b> Free play	<b>Half Term 3-</b> Shared play <b>Half Term 4-</b> Turn taking	<b>Half Term 5-</b> Co-operative play <b>Half Term 6-</b> Turn taking
Art	<b>Half Term 1-</b> Patterns <b>Half Term 2-</b> Sculptures	<b>Half Term 3-</b> Printing <b>Half Term 4-</b> Textures	<b>Half Term 5-</b> Digital Art <b>Half Term 6-</b> Drawing
Music	<b>Half Term 1-</b> Environmental sounds <b>Half Term 2-</b> Instrumental sounds	<b>Half Term 1-</b> Body Percussions <b>Half Term 2-</b> Rhythm and Rhyme	<b>Half Term 1-</b> Voice and Sound <b>Half Term 2-</b> Tempo
Dance	<b>Half Term 1&amp; 2-</b> Movement	<b>Half Term 3&amp;4-</b> Dynamics	<b>Half Term 5&amp;6-</b> The Body and Space
Drama	<b>Half Term 1-</b> Lego Play <b>Half Term 2-</b> Interactive drama games	<b>Half Term 1-</b> Role play <b>Half Term 2-</b> Interactive movement games	<b>Half Term 1-</b> Drama from stories <b>Half Term 2-</b> Sensory make believe



# Our Amazing Outcomes

Two pupils now attending full time Local Authority SEN provision

Sept 19 – Jan 21

2 learners accessing Level One maths qualifications (equivalent to GCSE level) Sept 20- Jul 21

One pupil now accesses specialist sessions and transitions around school site positively - Jan 2021

Pupils now engage in learning in the main classroom with peers all day - Oct 2020

6 leavers accessing further education in a new provision closer to home

Sept 20

One pupil now consistently accessing full time education with peers, after previously receiving an isolated 1.5 hours each day

Apr 19

Zero occurrences of challenging behaviour in school for 12 months – multiple students Jan 2021

Further education – 7 students in last 2 years, working at higher level, area of interest

**22 students accessing formal accreditation within the Aim Award curriculum, operating across all phases within school.**

**22/23**