



# Curriculum at Chadsgrove School



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# Curriculum at Chadsgrove School



## **Overview of Chadsgrove School**

Chadsgrove is a mixed community day Special School for children aged 2-19 years all of whom predominantly have a physical disability and/or complex medical need.

The 14 classes vary in size from 6 to 11 pupils, organised in age/ability groups within 2 departments:

Lower School      Foundation, KS1 and KS2

Upper School      KS3, KS4 and Post 16

Many of our pupils in Upper School follow a typical secondary school model, accessing specialist teachers for the majority of subjects

Included in the 14 classes is a base for pupils with a diagnosis of Autism Spectrum Disorder/pupils who need a high level of structure and there are four classes for pupils with PMLD.

This induction pack is intended to give new members of staff a brief overview of the curriculum at Chadsgrove including some detail about topics and themes for the pupils in each of the Key Stages.



# Curriculum at Chadsgrove School



## An Overview of the Curriculum at Chadsgrove School:

Chadsgrove School's curriculum aims to encourage all children to be:

- Successful learners – who enjoy learning, make progress and achieve
- Confident individuals – who are able to live safe, healthy and fulfilling lives
- Responsible citizens – who make a positive contribution to society
- Independent Learners – who strive to be as independent as they are able to be
- Confident Communicators – who are able to make choices, have opinions and be heard

### **Including All Learners**

In order to achieve its aims, the curriculum

- **Responds to the learning needs of the pupils**  
Teachers ensure that they create effective learning environments that promote concentration and motivation, ensure that teaching approaches match the learning needs of the pupils, use appropriate assessment approaches and set individual targets for learning for all pupils
- **Overcomes potential barriers to learning**  
Teachers take specific action to provide access to learning and enable all pupils to participate as fully and effectively as possible. This may involve the provision of alternative means of communication, symbolic support to aid literacy, technological aids, ICT adaptations, appropriate seating, multi sensory teaching approaches, behaviour plans and environmental adaptations to overcome sensory difficulties

### **Effective Teaching and Learning**



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In order to achieve its aims, curriculum delivery also ensures that it builds upon appropriate characteristics of personalised effective teaching and learning strategies

## **Overview: of the Curriculum for Early Years- The Foundation Stage**

### **The Three Prime Areas of Learning**

All areas of learning and development are important and inter-connected. However, there are three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

#### **Communication and Language**

Communication and Language involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

#### **Physical Development**

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

#### **Personal, Social and Emotional Development**

Personal, Social and Emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

### **There are a further four specific Areas of Learning**

#### **Literacy**



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Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

## **Mathematics**

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

## **Understanding the World**

Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

## **Expressive Arts and Design**

Expressive Arts and Design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

According to the EYFS (2012), the three prime areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for school. It is expected that the balance will shift towards a more equal focus on all seven areas of learning as children grow in confidence and ability within the three prime areas.

A thematic approach to the curriculum is used because it is felt that this approach is most suited to enabling the pupils to make links across all curriculum areas and promote the generalisation of their learning. As stated in the Statutory Framework for the Early Years Foundation Stage 2007 "None of the areas of learning can be delivered in isolation from the others. They are equally important and depend on each other to support a rounded approach to child development".



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## Early Years Foundation Stage Three Year Cycle of Themes

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	All About Me* Toys*	Transport* Materials/Shape*	People Who help Us* Pets*
<b>Year 2</b>	All About Me* Nursery Rhymes*	Light and Sound* Keeping Fit*	Colours/Food* Bears
<b>Year 3</b>	All About Me* Senses*	Water* Living Things*	Animals* Clothes



# Curriculum at Chadsgrove School



## Overview of the Curriculum at Key Stage 1

**Curriculum Design** A thematic approach to the curriculum combines the following elements of curriculum for primary aged children:

### Statutory:

English

- Maths
- Science
- ICT
- Art and Design
- Design Technology
- History
- Geography
- PE
- Music

### Non- Statutory

- Religious Education
- PSHE
- Citizenship
- Modern Foreign Languages

In addition, curriculum design places a strong emphasis upon the development of self help skills A thematic approach to the curriculum is used because it is felt that this approach is most suited to enabling the pupils to make links across all curriculum areas and promote the generalisation of their learning. **The topics covered during a 4 year cycle are as follows:**

	Autumn	Spring	Summer
Year 1	Journeys	All Around Me	Out at Sea
Year 2	Then and Now	Our World	Changes
Year 3	Festivals	How things move	Opposites



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and work

**Year 4**

All in a Day

High in the Sky

Out and About

## Overview of the Curriculum at Key Stage 2:

**Curriculum Design:** A thematic approach to the curriculum combines the following elements of the statutory curriculum for primary aged children:

Statutory:

- English
- Maths
- Science
- ICT
- Art and Design
- Design Technology
- History
- Geography
- PE
- Music

Non- Statutory

- Religious Education
- PSHE
- Citizenship
- Modern Foreign Languages

A thematic approach to the curriculum is used because it is felt that this approach is most suited to enabling the pupils to make links across all curriculum areas and promote the generalisation of their learning. **The topics covered during a 4 year cycle are as follows:**

	Autumn	Spring	Summer
<b>Year 1</b>	Marvellous Me	Rise of the Robots	Up in the Air
<b>Year 2</b>	Our Environment	Jungle Beat	Egypt Rocks
<b>Year 3</b>	Autumn Watch	Blood and Gore	Pirates
<b>Year 4</b>	New Adventures	Spring Watch	Fantasy and





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Magical World

## Curriculum in Upper School

In Upper School we have skills based learning approach to teaching and learning. Using the Personalised Learning and Thinking Skills (DfES) as a base we have refined the above skills into 4 categories known as TRICs:

### **Teamwork**

### **Reflective Learners**

### **Independent Thinkers**

### **Creative Thinkers**

- The purpose of this curriculum is to make sure that pupils leave Chadsgrove with an appropriate set of skills to support their future.
- It will give the pupils a broader education, preparing them better for the next stage of their lives.
- This is to ensure that all our pupils leave *'Properly equipped for rewarding future pathways.'* (*Opening Minds*)



# Curriculum at Chadsgrove School

## Overview of the Curriculum at Key Stage 3

### Curriculum Design

The curriculum at Key Stage 3 consists of the following statutory elements:

- English
- Maths
- Science
- ICT
- MFL
- History
- Geography
- Art and design
- Music
- PE
- Design and technology
- RE
- PSHEE
- Citizenship

### The themes covered during a 3 year cycle are as follows:

	Autumn	Spring	Summer
Year 1	Britain	Mysteries	Africa
Year 2	Me, Myself and I	The World Long ago	TBA
Year 3	Space and Beyond	Journeys	Rainforests

## Overview of the Curriculum for KS4 pupils



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## Curriculum Design:

The curriculum at Key Stage 4 consists of the following elements:

### Statutory:

- English
- Maths
- Science
- ICT
- Religious Education
- PSHEE
- Citizenship
- Physical Education

### Non- Statutory

- Art
- Music
- Humanities
- MFL
- ASDAN

## The themes and TRICs covered during a 3 year cycle are as follows:

	Autumn	Spring	Summer
<b>Year 1</b>	Teamwork	Teamwork	Teamwork
<b><i>Taking the Lead</i></b>			
<b>Year 2</b>	Independent Thinkers	Teamwork	Reflective Learners
<b><i>Knowing How</i></b>			
<b>Year 3</b>	Independent Thinkers	Teamwork	Reflective Learners
<b><i>Moving Forward</i></b>			

## Overview of Curriculum for KS5 pupils:

## Curriculum Design:



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The curriculum at Key Stage 5 consists of the following elements:

- English
- Maths
- Life Skills
- Personal and Social Development (ASDAN)
- Personal Progress (ASDAN)
- Personalised options of curriculum to best support life beyond Chadsgrove

## TRICs and Themes:

	Autumn	Spring	Summer
Year 1	Teamwork	Teamwork	Teamwork
<i><b>Taking the Lead</b></i>			
Year 2	Independent Thinkers	Teamwork	Reflective Learners
<i><b>Knowing How</b></i>			
Year 3	Independent Thinkers	Teamwork	Reflective Learners
<i><b>Moving Forward</b></i>			

## Overview of the Curriculum for PMLD pupils

The provision for pupils with profound and multiple learning difficulties is used to promote the development and learning. Pupils within these classes require significant and extensive differentiation of the curriculum in order to meet their complex learning needs:



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- **Barrs Court Curriculum**
  - **Developing Early Thinking Skills**  
Covers the areas of Maths and Science
  - **Developing Early Motor Skills**  
Covers the area of P.E. in conjunction with physiotherapy programmes and targets
  - **Developing Early Communication Skills**  
Covers the area of English
- **Specific Curriculum Priorities for Individual Pupils**
  - Specific curriculum opportunities may include activities such as Intensive Interaction and massage
- At K3/4+5 pupils complete a series of activities from the ASDAN accredited course to support their learning.
  - **KS3+ KS4-** Transition Challenge
  - **KS5-** Personal Progress

The pupils in these classes follow the same topics and themes as their counterparts in other classes appropriate to their key stage.