

# 2021-22

Class: **GWi Class**

Year Groups in this Class: **Years 5,6 and 7**

Curriculum to be Used: **Key Stage 1 and 2**

## Standard Whole School Curriculum Structure/Offer

Strand 1: Communication	Strand 2: The Wider World	Strand 3: Identity and Relationships	Strand 4: Health and Wellbeing
SEND Code of Practice Area: <b>Communication and Interaction</b>	SEND Code of Practice Area: <b>Cognition and Learning</b>	SEND Code of Practice Area: <b>Social, Emotional and Mental Health</b>	SEND Code of Practice Area: <b>Physical Development</b>
<b>Core Offer:</b>  Zones of Regulation Language and Speech Link Talk-about	<b>Core Offer:</b>  Core academic curriculum based on the National Curriculums for EYFS through KS4  Forest School Trips and engagement activities SMSC, PSHE and RSE	<b>Core Offer:</b>  BOXALL Talk-about Zones of Regulation Therapeutic Thinking SMSC, PSHE and RSE	<b>Core Offer:</b>  PE Sensory Circuits Jump Ahead Forest School Trips and engagement activities SMSC, PSHE and RSE
<b>Bespoke Offer:</b>  Lego Therapy Art Therapy Precision Teaching Drawing and Talking	<b>Bespoke Offer:</b>  Precision Teaching Animal Care Horticulture Swimming Community Engagement Activities	<b>Bespoke Offer:</b>  CBT Pet Therapy Art Therapy Drawing and Talking Place2be Animal Therapy	<b>Bespoke Offer:</b>  CBT Pet Therapy Art Therapy Drawing and Talking Place2be Animal Therapy Swimming Animal Care

Linking all Four Strands: parent evenings, daily/weekly contact with families, annual reviews and structured conversations

### Structure of Lessons and Activities

Overview of Approach	Creative Curriculum	Sensory Curriculum	Assessment for Learning
<p>Teaching whole lessons in an SEMH school like The Ropemakers' Academy requires teachers to be adept at the following:</p> <ol style="list-style-type: none"> <li>1. <b>Mixed age and phase groups</b></li> <li>2. <b>Broad assessment ranges</b></li> <li>3. <b>Mixed and inconsistent learning styles</b></li> <li>4. <b>Trauma informed teaching</b></li> <li>5. <b>School refusal</b></li> <li>6. <b>Safeguarding</b></li> </ol> <p>Many of the pupils in the class will have had traumatic experiences in their previous schools. Many will have significant gaps in their learning and may even be operating one or two curriculum levels below their curriculum age.</p> <p>Teachers cater for this by using a trauma informed approach alongside splitting lesson teaching into a creative and sensory strand.</p> <p>Teachers teaching focus is the SEMH skills of the pupils as outlined in their EHCPs and internal assessments. The Core Academic Curriculum is used as a vessel for this approach.</p>	<p>In order to cater for the needs of all pupils in the class, teachers approach the curriculum skills from two perspectives:</p> <p><b>[1] Who can access the learning using the standard creative curriculum approach?</b></p> <p><b>[2] Who will need an approach that is tailored to their sensory needs?</b></p> <p>In practise, this may mean that while pupils in a class are working on a similar curriculum skill, the delivery may look very different. Some pupils may leave the room to go with an adult; some may work 1:1 in the classroom and some may be approaching the learning in a totally unique way. This is what we want to see!</p> <p><b>Examples of our creative approach:</b></p> <p><b>Maths:</b> may be working using the principles of CPA in a maths book.  <b>English:</b> may be using Talk for Writing in the classroom supported by an adult.  <b>Art:</b> may be working on a still drawing in the art room as part of a small group.</p>	<p>In order to cater for the needs of all pupils in the class, teachers approach the curriculum skills from two perspectives:</p> <p><b>[1] Who can access the learning using the standard creative curriculum approach?</b></p> <p><b>[2] Who will need an approach that is tailored to their sensory needs?</b></p> <p>In practise, this may mean that while pupils in a class are working on a similar curriculum skill, the delivery may look very different. Some pupils may leave the room to go with an adult; some may work 1:1 in the classroom and some may be approaching the learning in a totally unique way. This is what we want to see!</p> <p><b>Examples of our sensory approach:</b></p> <p><b>Maths:</b> may be outside collecting leaves or items that are similar to 2D shapes.  <b>English:</b> maybe using puppets and a small world set to talk through a story.  <b>Art:</b> may be working dipping hands in different paints and making hand prints.</p>	<p>During lessons, teachers will be watching and observing.</p> <p>Teachers will be acutely aware of the EHCP skills, intervention targets and SEMH outcomes we are working on with each pupil.</p> <p>As a lesson progresses, with the above in mind, a teacher will guide a young person through the lesson.</p> <p>For example, if a pupil has an EHCP outlined requirement that they need to work on developing their ability to engage in a two-way conversation then this will be the main focus - regardless of the lesson.</p> <p>If a pupil is taking part in a maths lesson, then this may mean that the teacher endeavours to engage the pupil in a structured two-way conversation around a particular maths challenge; they might encourage the pupil to ask for help from their peers; they might ask a pupil their opinion on a particular mathematical approach; and the teacher will be watching and noting the way the pupil works towards that skill.</p>

	Autumn Term	Spring Term	Summer Term
Topic Name	Winter Wonderland	Incredible Inventors	Myths and legends
Quality Texts	Narnia Sprout boy - literacy shed	The Wallace and Gromit George's marvelous medicine Hugo Cabret	Fantastic beasts How to train a dragon
Whole School Themes	<b>Managing feelings</b> <b>Empathy</b> <b>School Values of: social justice and love</b>  <b>To be delivered via assemblies</b>	<b>Social skills</b> <b>Perseverance</b> <b>School Value of: community</b>  <b>To be delivered via assemblies</b>	<b>Self-awareness</b> <b>Self-motivation</b> <b>School Value of: flourish</b>  <b>To be delivered via assemblies</b>
British Values	Term 1: <b>Rules and Laws</b> - reinforcement of class rules  Term 2: <b>Rules and Laws</b> – focus beyond the school including the UN Convention on the Rights of the Child (linked to Universal Children's Day 20 <sup>th</sup> November)  <b>To be delivered via assemblies</b>	Term 3: <b>Mutual Respect and Tolerance of Those with Different Faiths and Beliefs</b> (linked to Martin Luther King Day, World Holocaust Day 27 <sup>th</sup> and E-Safety Day)  Term 4: <b>Mutual Respect</b> (linked to the UN week of solidarity with people struggling against racism in March and International Women's Day)  <b>To be delivered via assemblies</b>	Term 5: <b>Individual Liberty</b> (linked to International Day of Families)  Term 6: <b>Democracy</b> (linked to Nelson Mandela International Day)  <b>To be delivered via assemblies</b>
SEMH and Nurture	Core offer of interventions available:  <b>C&amp;I:</b> Language Link, Language Kit <b>C&amp;L:</b> Precision Teaching <b>SEMH:</b> SULP, Talkabout <b>S&amp;P:</b> Jump Ahead, Sensory Circuits, Zones of Regulation	Core offer of interventions available:  <b>C&amp;I:</b> Language Link, Language Kit <b>C&amp;L:</b> Precision Teaching <b>SEMH:</b> SULP, Talkabout <b>S&amp;P:</b> Jump Ahead, Sensory Circuits, Zones of Regulation	Core offer of interventions available:  <b>C&amp;I:</b> Language Link, Language Kit <b>C&amp;L:</b> Precision Teaching <b>SEMH:</b> SULP, Talkabout <b>S&amp;P:</b> Jump Ahead, Sensory Circuits, Zones of Regulation
Other (e.g: alternative provision)	Children completing the transition programme that began before the summer holiday.	Bespoke interventions on offer:  <b>C&amp;I:</b> CLASS support from ESCC	Bespoke interventions on offer:  <b>C&amp;I:</b> CLASS support from ESCC

		<p><b>C&amp;L:</b> Lexia  <b>SEMH:</b> Counselling, CBT, Lego Therapy  <b>S&amp;P:</b> pet therapy</p>	<p><b>C&amp;L:</b> Lexia  <b>SEMH:</b> Counselling, CBT, Lego Therapy  <b>S&amp;P:</b> pet therapy</p>
Maths	<p>Mathematical Vocabulary  Number and Place Value  Addition and Subtraction</p>	<p>Multiplication and Division  Fractions  Decimals &amp; Percentages (if applicable)  Ratio (if applicable)  Algebra (if applicable)  Measurement</p>	<p>Measurement  Geometry  Statistics</p>
English	<p>Narrative writing:</p> <ul style="list-style-type: none"> <li>- Develop descriptive vocabulary, using a variety of word classes and noun and expanded noun phrases <ul style="list-style-type: none"> <li>- Use similes and metaphors</li> </ul> </li> <li>- Use direct speech and a variety of synonyms</li> <li>- Sentence structure and fronted adverbials</li> <li>- Using different persons and tenses</li> <li>- Plan, draft and write a narrative text</li> </ul> <p>Recount:</p> <ul style="list-style-type: none"> <li>- Write in first person <ul style="list-style-type: none"> <li>- Use past tense</li> </ul> </li> <li>- Use description to set the scene</li> </ul> <p>Persuasive writing</p> <ul style="list-style-type: none"> <li>- Use persuasive sentence starters</li> <li>- Research and retrieve information <ul style="list-style-type: none"> <li>- Use rhetorical questions</li> <li>- Use emotive language</li> </ul> </li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>- Predict using a picture</li> <li>- Predict using evidence from the text <ul style="list-style-type: none"> <li>- Infer using a picture</li> </ul> </li> <li>- Infer using evidence from the text <ul style="list-style-type: none"> <li>- Comprehension</li> </ul> </li> </ul>	<p>Narrative writing:</p> <ul style="list-style-type: none"> <li>- Use descriptive vocabulary to describe a character or setting <ul style="list-style-type: none"> <li>- Skim and scan texts</li> <li>- Use direct speech</li> </ul> </li> <li>- Use methods to proofread</li> </ul> <p>Instructional writing:</p> <ul style="list-style-type: none"> <li>- Use instructional writing features <ul style="list-style-type: none"> <li>- Use a variety of verbs</li> </ul> </li> <li>- Use time connectives and fronted adverbials</li> </ul> <p>Persuasive writing:</p> <ul style="list-style-type: none"> <li>- Use persuasive sentence starters</li> <li>- Research and retrieve information <ul style="list-style-type: none"> <li>- Use rhetorical questions</li> <li>- Use emotive language</li> </ul> </li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>- Clarify a word or sentence</li> <li>- Make connections about the text to ourselves and other texts</li> <li>- Asking questions to deepen our understanding <ul style="list-style-type: none"> <li>- Comprehension</li> </ul> </li> </ul>	<p>Narrative writing:</p> <ul style="list-style-type: none"> <li>- Understand how and when to use paragraphs</li> <li>- Use expanded noun phrases to add more details to writing</li> <li>- Plan, draft and write a narrative text <ul style="list-style-type: none"> <li>- Use prepositional phrases</li> <li>- Edit and improve my writing</li> </ul> </li> </ul> <p>Explanation texts:</p> <ul style="list-style-type: none"> <li>- Use features of an explanation text including, chronological order, present tense, third person and causal conjunctions</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>- Predict and infer from the text</li> <li>- Evaluate and summarise what we have read <ul style="list-style-type: none"> <li>- Comprehension</li> </ul> </li> </ul>

Science	<p>Living things and their habitats - outdoor learning:</p> <ul style="list-style-type: none"> <li>- Sort living things into groups</li> <li>- Similarities between vertebrates</li> <li>- Identify characteristics of different living things</li> <li>- Positive impacts on the environment</li> </ul>	<p>Electricity:</p> <ul style="list-style-type: none"> <li>- Plan and make a simple circuit</li> <li>- List electric conductors and insulators <ul style="list-style-type: none"> <li>- Make predictions</li> </ul> </li> <li>- Accurately record findings</li> </ul> <p>Scientists and inventors:</p> <ul style="list-style-type: none"> <li>- Thomas Edison</li> </ul>	<p>Animals including humans:</p> <ul style="list-style-type: none"> <li>- Draw and identify parts of the body <ul style="list-style-type: none"> <li>- Construct food chains</li> </ul> </li> </ul> <p>States of matter:</p> <ul style="list-style-type: none"> <li>- Sort materials into gases, liquids and solids</li> <li>- Explain that heating leads to melting and cooling leads to freezing</li> <li>- Identify the stages of the water cycle</li> </ul>
Computing	<p>Following the Purple Mash Scheme of Work for Computing (units kept on the Google Drive)</p> <p style="text-align: center;"><b>Specific focus on Online Safety</b></p>	<p>Following the Purple Mash Scheme of Work for Computing (units kept on the Google Drive)</p> <p style="text-align: center;"><b>Specific focus on Online Safety</b></p>	<p>Following the Purple Mash Scheme of Work for Computing (units kept on the Google Drive)</p>
PE	<p><b>Following National Curriculum (led by school's Sports Coach):</b></p> <p style="text-align: center;">Basic movement Team games Dance</p>	<p><b>Following National Curriculum (led by school's Sports Coach):</b></p> <p style="text-align: center;">Basic movement Team games Dance</p>	<p><b>Following National Curriculum (led by school's Sports Coach):</b></p> <p style="text-align: center;">Outdoor sports Adventurous sports Swimming Competitive games</p>
PSHE / SMSC / Citizenship	<p><b>Following JigSaw Scheme:</b></p> <p style="text-align: center;">Being in My World Celebrating Difference</p>	<p><b>Following JigSaw Scheme:</b></p> <p style="text-align: center;">Dreams and Goals Healthy Me</p>	<p><b>Following JigSaw Scheme:</b></p> <p style="text-align: center;">Relationships Changing Me</p>
RE and RSE	<p><b>Following ESCC Agreed Syllabus.</b> Across the year, pupils will look at:</p> <p>Beliefs, teachings and sources / Practices and ways of life / expressing meaning / identify and diversity / meaning, truth and purpose / values</p>		
Humanities	<b>Geography</b>	<b>History</b> The Roman Empire and its impact on Britain	<b>History</b> The Vikings

	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- Use maps and plan a route</li> <li>- Use simple compass skills <ul style="list-style-type: none"> <li>- Use aerial photos</li> </ul> </li> <li>- Ask simple geographical questions</li> </ul> <p style="text-align: center;"><b>History</b></p> <p>WWII - Evacuees</p> <ul style="list-style-type: none"> <li>- Understand when WWII started</li> <li>- Understand the term evacuee and why children were evacuated</li> <li>- Describe what life was like for an evacuee</li> </ul>	<ul style="list-style-type: none"> <li>- What did the Romans bring to Britain?</li> <li>- Describe when and why the Romans conquered Britain <ul style="list-style-type: none"> <li>- Use a variety of sources</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Where did the Vikings come from and when did they invade Britain?</li> <li>- Compare and describe some aspects from Viking life - Religion, traditions etc.</li> <li>- Compare the Anglo-Saxons to the Vikings <ul style="list-style-type: none"> <li>- Use a variety of sources</li> </ul> </li> </ul> <p style="text-align: center;"><b>Geography</b></p> <p>Settlements</p> <ul style="list-style-type: none"> <li>- Explain what a settlement is</li> <li>- Identify features of a settlement <ul style="list-style-type: none"> <li>- Use an atlas</li> </ul> </li> <li>- Draw a map of a settlement</li> <li>- List things settlers need from settlements</li> </ul>
Creative Arts		Weekly music lessons from a licensed music teacher	Weekly music lessons from a licensed music teacher
Forest / Outdoor	Weekly wild walks	Weekly wild walks	Following Forest School Scheme of Learning
Cooking	<p><b>Based on National Curriculum:</b></p> <p>Basic principles of a healthy diet Where does our food come from? Preparing a range of savoury dishes</p>	<p><b>Based on National Curriculum:</b></p> <p>Basic principles of a healthy diet Where does our food come from? Preparing a range of savoury dishes Preparing dishes using a range of cooking techniques Understanding the concept of seasonality</p>	<p><b>Based on National Curriculum:</b></p> <p>Preparing a range of savoury dishes Preparing dishes using a range of cooking techniques</p>
Visits and Events	<p style="text-align: center;"><b>Topic Launch Day: 11th October</b></p> <p style="text-align: center;">Start: Into the wardrobe Middle: Finish: Christmas trip? Visit Santa</p> <p style="text-align: center;">Topic/subject trip:</p>	<p style="text-align: center;"><b>Topic Launch Day: 10th January</b></p> <p style="text-align: center;">Start: Hands on History Middle: Finish:</p> <p style="text-align: center;">Topic/subject trip:</p>	<p style="text-align: center;"><b>Topic Launch Day: 9th May</b></p> <p style="text-align: center;">Start: Middle: Hands on History Finish:</p> <p style="text-align: center;">Topic/subject trip:</p>

Parental Engagement	Opening Event October 22nd All parents invited to attend		
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