

# 2021-22

Class: **AJo Class**

Year Groups in this Class: **Year 8**

Curriculum to be Used: **Key Stage 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   |
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| SEND Code of Practise Area:<br><b>Communication and Interaction</b>                                   | SEND Code of Practise Area:<br><b>Cognition and Learning</b>  | SEND Code of Practise Area:<br><b>Social, Emotional and Mental Health</b>   | SEND Code of Practise Area:<br><b>Physical Development</b>   |
| <b>Core Offer:</b><br><br>Zones of Regulation<br>Language and Speech Link<br>Talk-about               | <b>Core Offer:</b><br><br>Core academic curriculum based on the National Curriculums for EYFS through KS4<br><br>Forest School<br>Trips and engagement activities<br>SMSC, PSHE and RSE | <b>Core Offer:</b><br><br>BOXALL<br>Talk-about<br>Zones of Regulation<br>Therapeutic Thinking<br>SMSC, PSHE and RSE | <b>Core Offer:</b><br><br>PE<br>Sensory Circuits<br>Jump Ahead<br>Forest School<br>Trips and engagement activities<br>SMSC, PSHE and RSE |
| <b>Bespoke Offer:</b><br><br>Lego Therapy<br>Art Therapy<br>Precision Teaching<br>Drawing and Talking | <b>Bespoke Offer:</b><br><br>Precision Teaching<br>Animal Care<br>Horticulture<br>Swimming<br>Community Engagement Activities   | <b>Bespoke Offer:</b><br><br>CBT<br>Pet Therapy<br>Art Therapy<br>Drawing and Talking<br>Place2be<br>Animal Therapy | <b>Bespoke Offer:</b><br><br>CBT<br>Pet Therapy<br>Art Therapy<br>Drawing and Talking<br>Place2be<br>Animal Therapy                      |

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|  |  |  | Swimming<br>Animal Care<br>Horticulture |
| Linking all Four Strands: parent evenings, daily/weekly contact with families, annual reviews and structured conversations |  |  |   |

| Structure of Lessons and Activities   |   |   |  |
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| 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.<br/> <b>English:</b> may be using Talk for Writing in the classroom supported by an adult.<br/> <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.<br/> <b>English:</b> maybe using puppets and a small world set to talk through a story.<br/> <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  |
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| Topic Name                         | Rainforests <b>'The Great Explorers'</b><br>Geography based topic  | <b>World War 2</b><br>History based topic   | Space <b>'Infinity and Beyond'</b><br>Science based topic  |
| Quality Texts                      | 'Running Wild'   | 'The Boy in the Striped Pajamas'  | 'The Dinosaur that Pooped a Planet'  |
| Whole School Themes                | <b>Managing feelings</b><br><b>Empathy</b><br><b>School Values of: social justice and love</b><br><br><b>To be delivered via assemblies</b>  | <b>Social skills</b><br><b>Perseverance</b><br><b>School Value of: community</b><br><br><b>To be delivered via assemblies</b>   | <b>Self-awareness</b><br><b>Self-motivation</b><br><b>School Value of: flourish</b><br><br><b>To be delivered via assemblies</b>   |
| British Values                     | Term 1: <b>Rules and Laws</b> - reinforcement of class rules<br><br>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)<br><br><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)<br><br>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)<br><br><b>To be delivered via assemblies</b> | Term 5: <b>Individual Liberty</b> (linked to International Day of Families)<br><br>Term 6: <b>Democracy</b> (linked to Nelson Mandela International Day)<br><br><b>To be delivered via assemblies</b>                                |
| SEMH and Nurture                   | Core offer of interventions available:<br><br><b>C&amp;I:</b> Language Link, Language Kit<br><b>C&amp;L:</b> Precision Teaching<br><b>SEMH:</b> SULP, Talkabout<br><b>S&amp;P:</b> Jump Ahead, Sensory Circuits, Zones of Regulation   | Core offer of interventions available:<br><br><b>C&amp;I:</b> Language Link, Language Kit<br><b>C&amp;L:</b> Precision Teaching<br><b>SEMH:</b> SULP, Talkabout<br><b>S&amp;P:</b> Jump Ahead, Sensory Circuits, Zones of Regulation  | Core offer of interventions available:<br><br><b>C&amp;I:</b> Language Link, Language Kit<br><b>C&amp;L:</b> Precision Teaching<br><b>SEMH:</b> SULP, Talkabout<br><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:<br><br><b>C&amp;I:</b> CLASS support from ESCC  | Bespoke interventions on offer:<br><br><b>C&amp;I:</b> CLASS support from ESCC   |

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|           |   | <p><b>C&amp;L:</b> Lexia<br/> <b>SEMH:</b> Counselling, CBT, Lego Therapy<br/> <b>S&amp;P:</b> pet therapy</p>  | <p><b>C&amp;L:</b> Lexia<br/> <b>SEMH:</b> Counselling, CBT, Lego Therapy<br/> <b>S&amp;P:</b> pet therapy</p>   |
| Maths     | <p>Mathematical Vocabulary<br/> Number and Place Value<br/> Addition and Subtraction</p>  | <p>Multiplication and Division<br/> Fractions<br/> Decimals &amp; Percentages (if applicable)<br/> Ratio (if applicable)<br/> Algebra (if applicable)<br/> Measurement</p>  | <p>Measurement<br/> Geometry<br/> Statistics</p>   |
| English   | <p><b>Spelling:</b><br/> HFWS</p> <p><b>Reading:</b><br/> Retrieval questions/skills</p> <p><b>Writing:</b><br/> Narrative: story writing: alternative ending<br/> Explanation text: describing a jungle<br/> Persuasive writing: is global warming real?</p> | <p><b>Spelling:</b><br/> Spelling patterns for Lower KS2</p> <p><b>Reading:</b><br/> Interpret questions/skills</p> <p><b>Writing:</b><br/> Narrative: story writing: own version of a story<br/> Recount: diary entry<br/> Persuasive writing: are you for or against war?<br/> Letter: evacuee writing home</p> | <p><b>Spelling:</b><br/> Spelling patterns for Lower KS2</p> <p><b>Reading:</b><br/> Choice (inference) questions/skills</p> <p><b>Writing:</b><br/> Narrative: story writing: own story<br/> Non-chronological report: space fact sheet<br/> Report writing: newspaper article on first man on moon</p> |
| Science   | <p><b>Biology:</b></p> <p>Plants<br/> Animals including humans<br/> Seasonal changes<br/> Living things and their habitats<br/> Plants<br/> Evolution</p>   | <p><b>Chemistry:</b></p> <p>Everyday materials<br/> Light<br/> Sound<br/> Electricity</p>   | <p><b>Physics:</b></p> <p>Working scientifically<br/> Rocks<br/> Properties of materials<br/> Forces and magnets<br/> States of matter<br/> Earth and space</p>  |
| Computing | <p>Following the Purple Mash Scheme of Work for Computing (units kept on the Google Drive)</p> <p><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><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>   |

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| PE                        | <p><b>Following National Curriculum (led by school's Sports Coach):</b></p> <p>Basic movement<br/>Team games<br/>Dance</p>   | <p><b>Following National Curriculum (led by school's Sports Coach):</b></p> <p>Basic movement<br/>Team games<br/>Dance</p>  | <p><b>Following National Curriculum (led by school's Sports Coach):</b></p> <p>Outdoor sports<br/>Adventurous sports<br/>Swimming<br/>Competitive games</p> |
| PSHE / SMSC / Citizenship | <p><b>Following JigSaw Scheme:</b></p> <p>Being in My World<br/>Celebrating Difference</p>   | <p><b>Following JigSaw Scheme:</b></p> <p>Dreams and Goals<br/>Healthy Me</p>   | <p><b>Following JigSaw Scheme:</b></p> <p>Relationships<br/>Changing Me</p>   |
| RE                        | <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                | <p><b>Geography Focus:</b></p> <p>Locational Knowledge<br/>Place Knowledge<br/>Human versus physical geography<br/>Map and field skills</p>  | <p><b>History Focus:</b></p> <p>Chronology and timelines<br/>Primary and secondary sources<br/>Chronology: how aircraft have changed over time</p>  |   |
| 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<br/>Where does our food come from?<br/>Preparing a range of savoury dishes</p>   | <p><b>Based on National Curriculum:</b></p> <p>Basic principles of a healthy diet<br/>Where does our food come from?<br/>Preparing a range of savoury dishes<br/>Preparing dishes using a range of cooking techniques</p> | <p><b>Based on National Curriculum:</b></p> <p>Preparing a range of savoury dishes<br/>Preparing dishes using a range of cooking techniques</p>             |

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|                     |   | Understanding the concept of seasonality  |  |
| Visits and Events   | <p><b>Topic Launch Day: 11th October</b></p> <p>Start:<br/>Middle:<br/>Finish:</p> <p>Topic/subject trip:</p> | <p><b>Topic Launch Day: 10th January</b></p> <p>Start:<br/>Middle:<br/>Finish:</p> <p>Topic/subject trip:</p> | <p><b>Topic Launch Day: 9th May</b></p> <p>Start:<br/>Middle:<br/>Finish:</p> <p>Topic/subject trip: South downs planetarium</p> |
| Parental Engagement | <p>Opening Event October 22nd<br/>All parents invited to attend</p>   |   |  |