

2021-22

Class: **LMa Class**

Year Groups in this Class: **Years 7 and 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
SEND Code of Practise Area: Communication and Interaction	SEND Code of Practise Area: Cognition and Learning	SEND Code of Practise Area: Social, Emotional and Mental Health	SEND Code of Practise Area: Physical Development
Core Offer: Zones of Regulation Language and Speech Link Talk-about	Core Offer: Core academic curriculum based on the National Curriculums for EYFS through KS4 Forest School Trips and engagement activities SMSC, PSHE and RSE	Core Offer: BOXALL Talk-about Zones of Regulation Therapeutic Thinking SMSC, PSHE and RSE	Core Offer: PE Sensory Circuits Jump Ahead Forest School Trips and engagement activities SMSC, PSHE and RSE
Bespoke Offer: Lego Therapy Art Therapy Precision Teaching Drawing and Talking	Bespoke Offer: Precision Teaching Animal Care Horticulture Swimming Community Engagement Activities	Bespoke Offer: CBT Pet Therapy Art Therapy Drawing and Talking Place2be Animal Therapy	Bespoke Offer: 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"> 1. Mixed age and phase groups 2. Broad assessment ranges 3. Mixed and inconsistent learning styles 4. Trauma informed teaching 5. School refusal 6. Safeguarding <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>[1] Who can access the learning using the standard creative curriculum approach?</p> <p>[2] Who will need an approach that is tailored to their sensory needs?</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>Examples of our creative approach:</p> <p>Maths: may be working using the principles of CPA in a maths book. English: may be using Talk for Writing in the classroom supported by an adult. Art: 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>[1] Who can access the learning using the standard creative curriculum approach?</p> <p>[2] Who will need an approach that is tailored to their sensory needs?</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>Examples of our sensory approach:</p> <p>Maths: may be outside collecting leaves or items that are similar to 2D shapes. English: maybe using puppets and a small world set to talk through a story. Art: 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	Journey to Tokyo	Vicious Victorians	Would you survive?
Quality Texts	Kensuke's Kingdom Grandfather's Journey Studio Ghibli films	Extracts from Oliver Twist Wild Boy Street Child	Survivors Night of the Howling Dogs Lord of the Flies extracts Bear Grylls books
Whole School Themes	Managing feelings Empathy School Values of: social justice and love To be delivered via assemblies	Social skills Perseverance School Value of: community To be delivered via assemblies	Self-awareness Self-motivation School Value of: flourish To be delivered via assemblies
British Values	Term 1: Rules and Laws - reinforcement of class rules Term 2: Rules and Laws – focus beyond the school including the UN Convention on the Rights of the Child (linked to Universal Children's Day 20 th November) To be delivered via assemblies	Term 3: Mutual Respect and Tolerance of Those with Different Faiths and Beliefs (linked to Martin Luther King Day, World Holocaust Day 27 th and E-Safety Day) Term 4: Mutual Respect (linked to the UN week of solidarity with people struggling against racism in March and International Women's Day) To be delivered via assemblies	Term 5: Individual Liberty (linked to International Day of Families) Term 6: Democracy (linked to Nelson Mandela International Day) To be delivered via assemblies
SEMH and Nurture	Core offer of interventions available: C&I: Language Kit C&L: Precision Teaching SEMH: SULP, Talkabout S&P: Jump Ahead, Sensory Circuits, Zones of Regulation	Core offer of interventions available: C&I: Language Kit C&L: Precision Teaching SEMH: SULP, Talkabout S&P: Jump Ahead, Sensory Circuits, Zones of Regulation	Core offer of interventions available: C&I: Language Kit C&L: Precision Teaching SEMH: SULP, Talkabout S&P: 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:	Bespoke interventions on offer:

		<p>C&I: CLASS support from ESCC C&L: Lexia SEMH: Counselling, CBT, Lego Therapy S&P: pet therapy</p>	<p>C&I: CLASS support from ESCC C&L: Lexia SEMH: Counselling, CBT, Lego Therapy S&P: pet therapy</p>
Maths	<p>Number and Place Value Addition and Subtraction Multiplication and Division</p>	<p>Fractions Decimals & Percentages Ratio Algebra</p>	<p>Measurement Geometry Statistics</p>
English	<p>Write to entertain: descriptions of Japan Write to discuss: nuclear bomb debate Write to persuade: advertising Japanese fair Write to entertain: story writing based on Studio Ghibli</p>	<p>Write to discuss: death penalty debate Write to inform: Victorian criminal profile Write to inform: Victorian crime reports</p>	<p>Write to inform: biography of someone who survived something Write to inform: instructional writing how to survive a situation Write to persuade: letter to Bear Grylls Write to entertain: dystopian story</p>
Science	<p>Light, States of matter</p>	<p>Atoms, Forces</p>	<p>Cells, Reproduction</p>
Computing	<p>Following the Purple Mash Scheme of Work for Computing (units kept on the Google Drive)</p> <p>Specific focus on Online Safety</p>	<p>Following the Purple Mash Scheme of Work for Computing (units kept on the Google Drive)</p> <p>Specific focus on Online Safety</p>	<p>Following the Purple Mash Scheme of Work for Computing (units kept on the Google Drive)</p>
PE	<p>Following National Curriculum (led by school's Sports Coach):</p> <p>Basic movement Team games Dance</p>	<p>Following National Curriculum (led by school's Sports Coach):</p> <p>Basic movement Team games Dance</p>	<p>Following National Curriculum (led by school's Sports Coach):</p> <p>Outdoor sports Adventurous sports Swimming Competitive games</p>
PSHE / SMSC / Citizenship	<p>Following JigSaw Scheme:</p> <p>Being in My World Celebrating Difference</p>	<p>Following JigSaw Scheme:</p> <p>Dreams and Goals Healthy Me</p>	<p>Following JigSaw Scheme:</p> <p>Relationships Changing Me</p>

RE and RSE	<p style="text-align: center;">Following ESCC Agreed Syllabus. Across the year, pupils will look at:</p> <p style="text-align: center;">Beliefs, teachings and sources / Practices and ways of life / expressing meaning / identify and diversity / meaning, truth and purpose / values</p>		
Humanities	<p style="text-align: center;">Physical geography of Japan Japan in WW2- comparison of a non-European country Japanese culture and economy comparison Trade links with Japan</p>	<p style="text-align: center;">A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Comparison between Victorian and Modern crime and punishment</p>	<p style="text-align: center;">Biomes, vegetation belts and climate zones Types of settlement and land use Distribution of natural resources in the local area</p>
Creative Arts	<p style="text-align: center;">Anime/manga drawing Origami Japanese calligraphy Japanese fashion</p>		<p style="text-align: center;">Survive a Zombie Apocolypse STEM learning Practical action STEM challenges D&T design waterproof shelters, quake proof housing</p>
Forest / Outdoor	<p style="text-align: center;">Building planters and benches for the outdoor area, planting in the outdoor area, duckhouse, chicken coop or guinea pig hutch for the outdoor area, Bushy Wood forest school activities.</p>		
Cooking	<p style="text-align: center;">Japanese cuisine</p> <p style="text-align: center;">Based on National Curriculum:</p> <p style="text-align: center;">Basic principles of a healthy diet Where does our food come from? Preparing a range of savoury dishes</p>	<p style="text-align: center;">Budgeting challenge, Victorian Come Dine With Me</p> <p style="text-align: center;">Based on National Curriculum:</p> <p style="text-align: center;">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 style="text-align: center;">Make a meal challenge, foraging</p> <p style="text-align: center;">Based on National Curriculum:</p> <p style="text-align: center;">Preparing a range of savoury dishes Preparing dishes using a range of cooking techniques</p>
Visits and Events	<p style="text-align: center;">Topic Launch Day: 11th October</p> <p style="text-align: center;">Start: Japan in your classroom/VR lesson Middle: Japanese artist visit Finish: Japanese museum/New Year celebrations in school</p>	<p style="text-align: center;">Topic Launch Day: 10th January</p> <p style="text-align: center;">Start: Middle: London trip- Jack the Ripper tour of Whitechapel End: Victorian Prison day in school</p>	<p style="text-align: center;">Topic Launch Day: 9th May</p> <p style="text-align: center;">Finish: Start: I'm A Survivor Get Me Out of Here! day Middle: Building waterproof shelters Finish: Survival/wild camping overnight stay</p>

	Topic/subject trip: Yo Sushi for sushi making workshop	Topic/subject trip: London trip- Jack the Ripper tour of Whitechapel	Topic/subject trip: Survival/wild camping overnight stay
Parental Engagement	Japanese museum in school, parents invited Opening Event October 22nd All parents invited to attend	Victorian Prison day, parents invited	Waterproof shelter day, parents invited to help and view work