

2021-22

Class: **DWa Class**

Year Groups in this Class: **Years 9 and 10**

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	Who came to England, and beyond!	Mayans to the South Pole	Groundheave and Greeks
Quality Texts	Legend of King Arthur / The Sword in the Stone	Why The Whales Came?	
Whole School Themes	<p>Managing feelings Empathy School Values of: social justice and love</p> <p>To be delivered via assemblies</p>	<p>Social skills Perseverance School Value of: community</p> <p>To be delivered via assemblies</p>	<p>Self-awareness Self-motivation School Value of: flourish</p> <p>To be delivered via assemblies</p>
British Values	<p>Term 1: Rules and Laws - reinforcement of class rules</p> <p>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 20th November)</p> <p>To be delivered via assemblies</p>	<p>Term 3: Mutual Respect and Tolerance of Those with Different Faiths and Beliefs (linked to Martin Luther King Day, World Holocaust Day 27th and E-Safety Day)</p> <p>Term 4: Mutual Respect (linked to the UN week of solidarity with people struggling against racism in March and International Women’s Day)</p> <p>To be delivered via assemblies</p>	<p>Term 5: Individual Liberty (linked to International Day of Families)</p> <p>Term 6: Democracy (linked to Nelson Mandela International Day)</p> <p>To be delivered via assemblies</p>
SEMH and Nurture	<p>Core offer of interventions available:</p> <p>C&I: Sulp C&L: Precision Teaching SEMH: Talkabout, CBT S&P: Zones of Regulation</p>	<p>Core offer of interventions available:</p> <p>C&I: Sulp C&L: Precision Teaching SEMH: Talkabout, CBT S&P: Zones of Regulation</p>	<p>Core offer of interventions available:</p> <p>C&I: Sulp C&L: Precision Teaching SEMH: Talkabout, CBT S&P: Zones of Regulation</p>
Other (e.g: alternative provision)	<p>Children completing the transition programme that began before the summer holiday.</p>	<p>Bespoke interventions on offer:</p> <p>C&I: CLASS support from ESCC C&L: Lexia SEMH: Counselling, CBT, Lego Therapy S&P: pet therapy</p>	<p>Bespoke interventions on offer:</p> <p>C&I: CLASS support from ESCC C&L: Lexia SEMH: Counselling, CBT, Lego Therapy S&P: pet therapy</p>

<p>Maths</p>	<p>Mathematical Vocabulary Number and Place Value Addition and Subtraction</p> <p>Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</p> <p>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p> <p>Compare and order numbers up to 1000</p> <p>Identify, represent and estimate numbers using different representations</p> <p>Read and write numbers up to 1000 in numerals and in words</p> <p>Solve number problems and practical problems involving these ideas</p> <p>Number: Addition and Subtraction</p> <p>Add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> A three-digit number and ones A three-digit number and tens A three-digit number and hundreds <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <p>Estimate a calculation and use inverse operations to check answers</p> <p>Solve problems, including missing number problems and using number facts, place value, and more complex addition and subtraction</p>	<p>Multiplication and Division Fractions Decimals & Percentages (if applicable) Ratio (if applicable) Algebra (if applicable) Measurement</p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>Recall and use multiplication and division facts for times tables up to 12 x 12.</p> <p>Multiply two-digit and three-digit numbers by a one digit number using formal written layout. Recognise and use factor pairs and commutativity in mental calculations.</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where</p>	<p>Measurement Geometry Statistics</p> <p>Measurement: Money</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p>Measurement: Time</p> <p>Read, write and convert time between analogue and digital 12- and 24-hour clocks</p> <p>Statistics</p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>Geometry: Properties of shape</p> <p>Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations.</p>
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English	<p>Myths and legends from UK and Ireland And Local history (Hawkhurst Gang)</p> <p>Narrative / non fiction</p> <p>Poetry / non-fiction</p> <p>Narrative</p> <p>Non fiction</p> <p>To understand and sequence the events of a story of British folklore eg Robin Hood, King Arthur, St George, Jamie O’rouke and the Big Potato.</p> <p>To retell stories from other character’s point of view</p> <p>*****</p> <p>Poetry</p> <p>Nonfiction</p> <p>To develop research skills to find out about historic smuggling gangs from the local area.</p>	<p>A journey to the south pole Earnest Shackleton</p> <p>Charlie and the Chocolate factory</p> <p>Sequencing events Rhymes and Stories</p> <p>To sequence the events of the failed expedition</p> <p>To understand the features of non-fiction writing (Biography, newspaper, letters/postcards and diary from the POV of Shackleton etc)</p> <p>To conduct research and find facts about crew members</p> <p>To understand appropriate language (Emotive etc) for postcard/letter home.</p> <p>*****</p> <p>Roal Dahl –rhymes and stories</p>	<p>Pompeii</p> <p>Greek myths and legends</p> <p>Non - fiction / narrative</p> <p>Differences between myth and legend</p> <p>Pompeii</p> <p>Non fiction</p> <p>Narrative</p> <p>To learn the features of a newspaper article using The Roman Record by Paul Dowswell</p> <p>To read “Escape from Pompeii” – Comprehension and sequencing.</p> <p>Diary writing of escaping from Pompeii.</p> <p>*****</p> <p>Greek myths and Legends</p>

	<p>Explore and learn the poem Smugglers by Rudyard Kipling.</p> <p>Perform the poem.</p>	<p>To understand and apply similes and metaphors. Chn to look at Dahl’s use of similes and metaphors to apply in their own composition.</p> <p>Non fiction</p> <p>To learn the features of a menu, recipe and understand and use alliteration.</p>	<p>To understand the difference between myth, legend and story with text examples.</p> <p>To research a Greek god using ICT.</p> <p>To retell a Greek myth. (Comic strips for LA Narrative with time adverbials for HA)</p> <p>To understand features of a biography/write a biography of a Greek god.</p> <p>To compose your own myth/legend.</p>
Science	<p>Teeth and eating / Circuits and conductors</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food and exercise.</p> <p>Identify the different types of teeth in humans and their functions. *****</p> <p>Identify common appliances that run on electricity.</p> <p>Construct a simple electrical circuit, identifying and naming basic parts, including cells, wires, bulbs, switches and buzzers.</p>	<p>Keeping warm / solids and liquids</p> <p>Recognise that temperature is a measure of how hot or cold objects are.</p> <p>Identify some materials that are good thermal insulators and some everyday uses of these,</p> <p>Recognise that the same materials keep cold objects cold as keep warm objects warm. *****</p> <p>Solids and Liquids and how can they be separated</p> <p>Describe the difference between solids and liquids.</p> <p>Describe melting and dissolving.</p>	<p>Changing states / habitats</p> <p>Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, *****</p> <p>Identify that most living things live in habitats to which they are suited.</p> <p>Recognise that living things can be grouped in different ways.</p> <p>Use classification keys to help group, identify and name a variety of living things in their local</p>

		<p>Name some materials that will dissolve in water.</p> <p>Explain that undissolved solids can be separated from solution by filtering and show how to do this.</p>	<p>and wider environment.</p> <p>Describe how living things are classified.</p> <p>Recognise that environments can change and this can pose dangers for living things.</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>Following ESCC Agreed Syllabus. 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>Maps and atlases / Crime and punishment</p>	<p>Developing map reading skills / Mayans in time and place</p>	<p>Physical geography / Achievements of the Greeks</p>
Creative Arts	<p>St Ives Pottery / Bank notes from other countries</p>	<p>Mayan Art / Mask making in 3D</p>	<p>Rock Art / Grecian vessels</p>

Forest / Outdoor	Weekly wild walks	Weekly wild walks	Following the schools Forest School Scheme of Learning
Cooking	<p>Based on National Curriculum:</p> <p>Basic principles of a healthy diet Where does our food come from? Preparing a range of savoury dishes</p>	<p>Based on National Curriculum:</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>Based on National Curriculum:</p> <p>Preparing a range of savoury dishes Preparing dishes using a range of cooking techniques</p>
Visits and Events	<p>Topic Launch Day: 11th October</p> <p>Start: Middle: Finish:</p> <p>Topic/subject trip:</p>	<p>Topic Launch Day: 10th January</p> <p>Start: Middle: Finish:</p> <p>Topic/subject trip:</p>	<p>Topic Launch Day: 9th May</p> <p>Start: Middle: Finish:</p> <p>Topic/subject trip:</p>
Parental Engagement	<p>Opening Event October 22nd All parents invited to attend</p>		