

Ropemakers Academy Core Subject Curriculum 2025-26

At the Ropemakers Academy, our core curriculum is designed to ensure that every student, regardless of their specific learning needs, develops a deep, secure, and functional understanding of the fundamental skills required for life. We recognize that each pupil's educational journey is unique; therefore, we provide bespoke learning experiences that respect individual starting points and cognitive profiles. Our overarching goal is to equip students with the essential literacy, numeracy, and scientific understanding required to navigate the adult world, access further education, and secure meaningful employment.

Our Approach to Learning: "Stage not Age"

To ensure learning is both accessible and appropriately challenging, we adopt a "stage not age" approach to delivery. This means that teaching is targeted at a student's current ability level rather than their chronological year group. Our curriculum is structured around small, sequential steps, ensuring that foundational concepts are thoroughly mastered before moving on.

Three Elements to Excellence

Across our core subjects, we utilise three interconnected elements to ensure a balanced and resilient development of skills:

- **Fluency and Consolidation:** We utilise over-learning and spaced retrieval practice to ensure that procedural knowledge becomes resilient, helping to compensate for potential memory or processing difficulties.
- **Reasoning and Communication:** We place a high emphasis on developing precise vocabulary and communication skills. We aim to cultivate confident communicators who can articulate their thoughts, justify their methods, and advocate for themselves in adult environments.
- **Practical Application and Independence:** A critical focus of our curriculum is bridging the gap between the classroom and adult life. Students apply their knowledge to real-world contexts, such as personal health, financial management, and safety in the home or workplace.

Pathways to the Future

As students progress into Key Stage 4, we offer fluid and individualised qualification pathways. Depending on their needs and abilities, students work towards Functional Skills, Entry Level Certificates, or GCSE qualifications. We regularly assess and adjust these trajectories to ensure every student gains the most meaningful qualifications for their future adult lives.

Impact and Success

Upon leaving the school, our students are equipped to transition successfully to their next educational setting, apprenticeship, or the wider community. They possess the functional skills required for safe and independent daily living, demonstrate resilience when faced with unfamiliar problems, and carry a sense of pride in their achievements.

Educating for Independence: The Ropemakers' Academy Curriculum

Consistent philosophy and three-element structure
for SEND students' preparation for adult life.



**ELEMENT 1:
Fluency & Foundational Skills**

Building automatic, resilient skills to support memory and processing.

English
Rapid decoding, spelling, and handwriting.

Maths
Accurate recall of number facts and methods.

Science
Retention of core scientific knowledge and vocabulary.

**ELEMENT 2:
Communication & Reasoning**

Developing the language and logic to explain ideas and advocate for oneself.

English
Using language to discuss, elaborate, and debate.

Maths
Using precise mathematical language to justify methods.

Science
Working scientifically through observing, predicting, and testing.

**ELEMENT 3:
Purposeful Application**

Applying classroom skills to functional, real-world scenarios.

English
Reading instructional signs and completing forms.

Maths
Managing money, time, and measurements.

Science
Understanding nutrition, health, and household safety.

OUR CORE PHILOSOPHY

Preparing Students for Adulthood
Equipping students with essential skills for independent living and employment.

A 'Stage, Not Age' Approach
Learning is tailored to each student's ability and cognitive profile, not their year group.

Mastery Through Repetition
Using over-learning and spaced retrieval to build resilient, foundational knowledge.

Ropemakers Academy English Curriculum 2025-26

INTENT

Our English curriculum is designed to ensure every student, regardless of their specific learning needs, develops a deep, secure, and functional command of language. We recognise that our pupils' literacy journeys are not linear; therefore, we aim to provide a bespoke learning experience that respects each child's unique starting point and cognitive profile.

We aim to instil a love of reading and writing by immersing students in high-quality texts that spark imagination and curiosity. Beyond enjoyment, our intention is to cultivate confident communicators who can articulate their needs, thoughts, and ideas to achieve greater independence in daily life and preparation for adulthood. We focus on celebrating individual progress, building knowledge through sequential steps, and ensuring foundational literacy skills are thoroughly mastered. Our goal is to equip students with the essential literacy skills required to navigate the adult world, access further education, and secure meaningful employment.

IMPLEMENTATION

The design of our schemes of work and curriculum overviews creates exciting learning journeys inspired by enriching stimuli. We adopt a 'stage not age' approach to delivery, ensuring that teaching is targeted at the pupil's current ability level rather than their chronological year group.

Across the school, lessons are planned using Literacy Tree and Power of Reading approaches, where reading comprehension and writing skills are carefully interwoven. However, specific texts and objectives are selected based on the group's acquisition level to ensure learning is accessible yet challenging.

For students requiring foundational support, we utilise Twinkl Phonics and Rhino Readers for targeted intervention, focusing on fluency and decoding. During KS3-4, students progress towards Functional Skills and GCSE qualifications as appropriate. These pathways are fluid; we individualise the experience by assessing pupils regularly and adjusting their trajectory to ensure they gain the most meaningful qualification for their future adult lives.

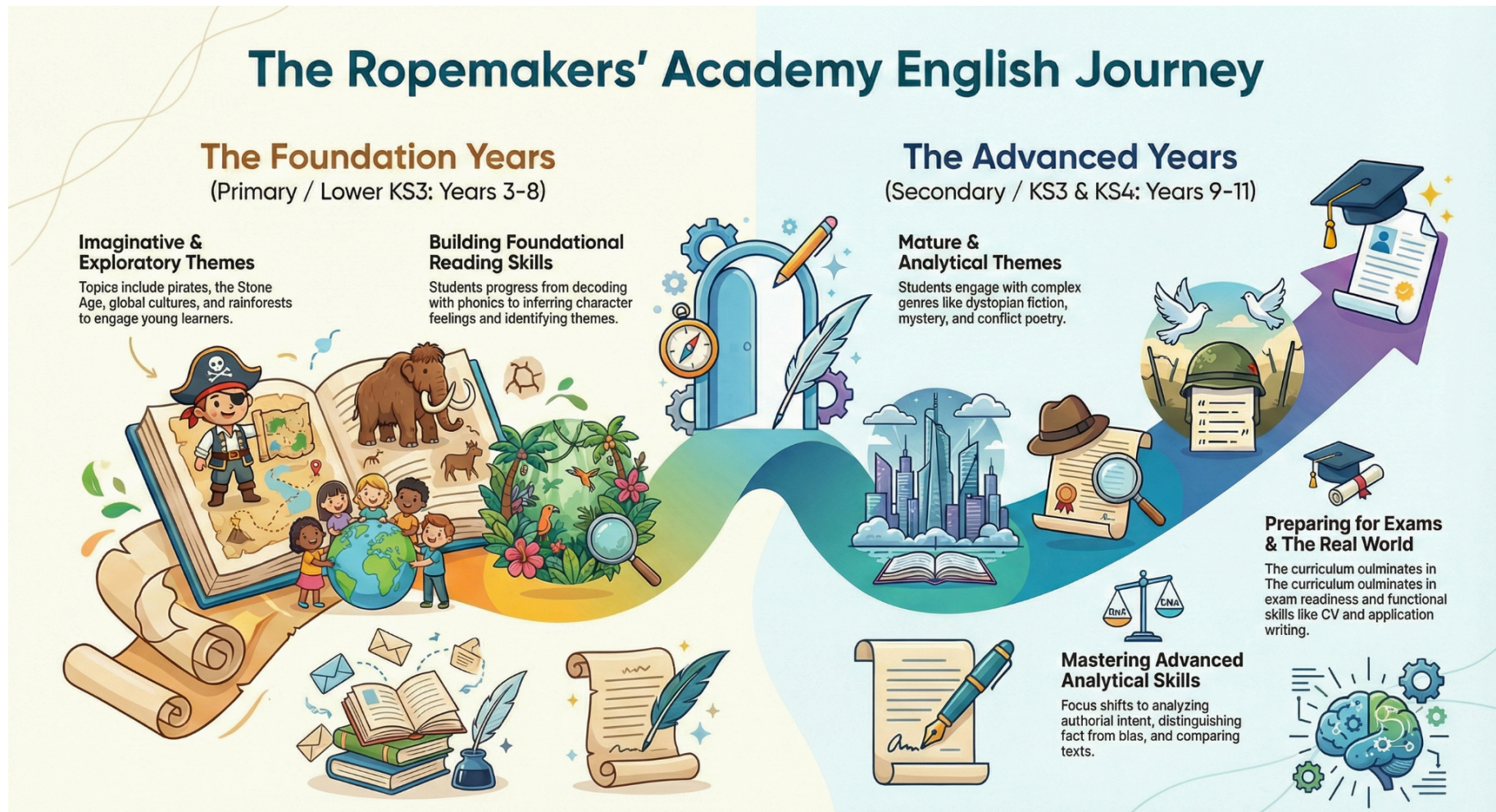
The curriculum is structured around three interconnected core elements, ensuring a balanced development of literacy tailored for SEND students:

- **Fluency and Consolidation:** Students will develop rapid and accurate decoding, spelling, and handwriting skills through over-learning and spaced retrieval practice. This includes daily phonics interventions and weekly handwriting practice using Twinkl Progression Maps. This ensures procedural knowledge is resilient, compensating for potential memory or processing difficulties.
- **Communication and Comprehension:** Students will be explicitly taught how to acquire a wide vocabulary, understand grammar, and grasp linguistic conventions. We place a high emphasis on Speaking and Listening—developing the skills to discuss, elaborate, and debate—as a primary tool for thought organisation and self-advocacy.
- **Purposeful Application and Independence (Preparation for Adulthood):** Students will apply their literacy skills to a variety of contexts, with a specific focus on functional, real-world scenarios (e.g., reading instructional signs, completing forms, and professional communication). Opportunities to record work in diverse ways—typing, scribing, and journaling—ensure that barriers to writing do not hinder the development of independence.

IMPACT

Upon leaving the school, students will:

- Possess the functional literacy skills required for confident, safe, and independent daily living (such as reading for information and communicating personal needs effectively).
- Be confident communicators who can adapt their language for different audiences and advocate for themselves in adult environments.
- Demonstrate resilience and pride in their work, having developed a range of strategies to overcome barriers in reading and writing.
- Be equipped to transition successfully to their next educational setting or into the wider community with the maximum level of independence possible, having bridged the gap between classroom literacy and the practical demands of adult life.



Ropemakers Academy Maths Curriculum 2025-26

INTENT

Our Mathematics curriculum is designed to ensure every student, regardless of their specific learning needs, develops a **deep, secure, and functional** understanding of mathematical concepts. We aim to cultivate confident communicators who can apply their skills to achieve **greater independence** in daily life. We focus on celebrating individual progress, using **small, sequential steps** to build knowledge, and ensuring concepts are thoroughly mastered before moving on. Our goal is to foster persistence and curiosity, proving that mathematics is accessible and meaningful to all.

IMPLEMENTATION

The design of our schemes of work, medium term plans and curriculum overviews allow children to find out for themselves, ask their own questions and are given opportunities to use their scientific skills and research to discover the answers.

Through EYFS and Key Stages 1-2, Big Maths is used to cover a wide range of topics from the National Curriculum across all the strands of mathematics. During KS3-4 students progress across a 5 year body of learning in preparation for Functional Skills Entry Level Certificates and GCSE qualifications as appropriate.

The curriculum is structured around three interconnected core pillars, ensuring a balanced development of mathematical ability tailored for SEND students:

1. **Fluency and Consolidation:** Students will develop rapid and accurate recall of number facts, methods, and routines through **over-learning and spaced retrieval practice**. This ensures procedural knowledge is resilient, compensating for potential memory or processing difficulties.
2. **Mathematical Reasoning and Communication:** Students will be explicitly taught how to follow lines of enquiry, identify relationships, explain their understanding, and justify their methods. We place a high emphasis on developing precise mathematical language as a tool for clear **communication and thought organization**.
3. **Problem Solving and Practical Application:** Students will apply their knowledge to a variety of routine and non-routine problems, with a specific focus on **functional, real-world contexts** (e.g., money, time, measurement). This includes developing the skills to break tasks down into manageable steps and persevere in seeking solutions for daily independence.

IMPACT

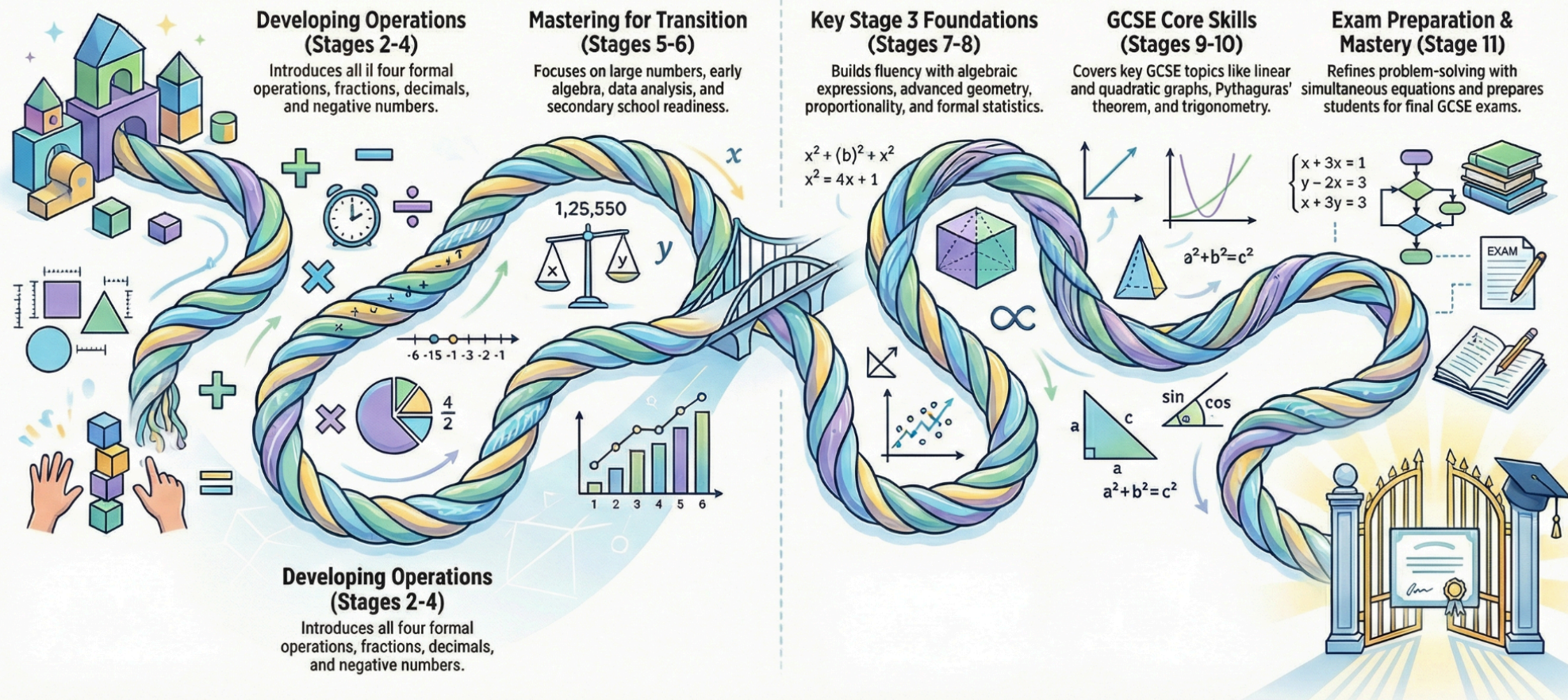
Upon leaving the school, students will:

- Possess the **functional mathematical skills** required for confident and safe daily living.
- Be **confident communicators** who can articulate their mathematical thinking and seek assistance when needed.
- Demonstrate **resilience and persistence** when faced with unfamiliar problems, knowing how to break them down.
- Be equipped to transition successfully to their next educational setting or into the wider community with the tools for **lifelong independence**.

Mapping the Maths Journey at The Ropemakers' Academy

The Primary Journey: Building Foundational Skills (Years 3-6)

The Secondary Journey: Applying Skills for Qualification (Years 7-11)



Developing Operations (Stages 2-4)

Introduces all four formal operations, fractions, decimals, and negative numbers.

Mastering for Transition (Stages 5-6)

Focuses on large numbers, early algebra, data analysis, and secondary school readiness.

Key Stage 3 Foundations (Stages 7-8)

Builds fluency with algebraic expressions, advanced geometry, proportionality, and formal statistics.

GCSE Core Skills (Stages 9-10)

Covers key GCSE topics like linear and quadratic graphs, Pythagoras' theorem, and trigonometry.

Exam Preparation & Mastery (Stage 11)

Refines problem-solving with simultaneous equations and prepares students for final GCSE exams.

Developing Operations (Stages 2-4)

Introduces all four formal operations, fractions, decimals, and negative numbers.

$$x^2 + (b)^2 + x^2$$

$$x^2 = 4x + 1$$

$$\begin{cases} x + 3y = 1 \\ y - 2x = 3 \\ x + 3y = 3 \end{cases}$$

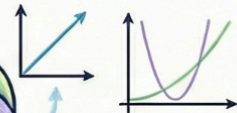
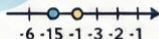
$$a^2 + b^2 = c^2$$

$$a^2 + b^2 = c^2$$

$$\sin \theta$$

$$\cos \theta$$

1,25,550



Ropemakers Academy Science Curriculum 2025-26

INTENT

Our Science curriculum is designed to ensure every student, regardless of their specific learning needs, develops a deep, secure, and functional understanding of the world around them through the specific disciplines of Biology, Chemistry, and Physics. We recognise that our pupils' scientific journeys are not linear; therefore, we aim to provide a bespoke learning experience that respects each child's unique starting point and cognitive profile.

We aim to cultivate curious thinkers who can question, investigate, and understand scientific processes to achieve greater independence in daily life and preparation for adulthood. We focus on celebrating individual progress, using sequential steps to build knowledge, and ensuring foundational scientific concepts are thoroughly mastered. Our goal is to equip students with the essential scientific literacy required to make informed decisions about their health, safety, and environment as they navigate the adult world.

IMPLEMENTATION

The design of our schemes of work creates engaging learning journeys where students are encouraged to ask their own questions and use scientific enquiry to discover answers. We adopt a 'stage not age' approach to delivery, ensuring that teaching is targeted at the pupil's current ability level rather than their chronological year group.

Across the school, lessons are planned using the Developing Experts scheme of work. This comprehensive resource covers topics ranging from Plants and Living Things to Forces and Space Physics. However, specific modules and practical activities are selected based on the group's acquisition level to ensure learning is accessible yet challenging.

During Key Stage 4, students progress towards Entry Level Certificates (Single and Double Award) and GCSE Single Sciences as appropriate. These pathways are fluid; we individualise the experience by assessing pupils regularly and adjusting their trajectory to ensure they gain the most meaningful qualification for their future adult lives.

The curriculum is structured around three interconnected core pillars, ensuring a balanced development of scientific understanding tailored for SEND students:

- **Knowledge and Vocabulary Retention:** Students will develop a robust bank of scientific knowledge and technical vocabulary through spaced retrieval practice and the consistent use of the Developing Experts multimedia resources. This ensures conceptual knowledge is resilient, compensating for potential memory or processing difficulties.
- **Working Scientifically (Enquiry):** Students will be explicitly taught the processes of science—observing, predicting, testing, and concluding. We place a high emphasis on practical, hands-on learning, allowing students to engage with concepts physically to reinforce abstract ideas.
- **Practical Application and Independence (Preparation for Adulthood):** Students will apply their scientific knowledge to functional, real-world contexts. This includes understanding nutrition and digestion for healthy living, human reproduction for personal wellbeing, and electricity/forces for safety in the home and workplace. This strand is critical in bridging the gap between classroom science and independent adult life.

IMPACT

Upon leaving the school, students will:

- Possess the functional scientific skills required for confident, safe, and independent daily living (such as understanding personal health, hygiene, and environmental safety).
- Be confident communicators who can use scientific vocabulary to explain their understanding of the world and make informed choices.
- Demonstrate resilience and curiosity, having developed the ability to test ideas and learn from practical outcomes.
- Be equipped to transition successfully to their next educational setting, apprenticeship, or into the wider community with the maximum level of independence possible, having bridged the gap between scientific theory and the practical demands of adult life.

A Journey Through Science at The Ropemakers' Academy

Primary (Years 1-6): Building Foundations



Early Years (1-2): Observing the World

Students learn basic classification through topics like seasonal changes, everyday materials, and living things.

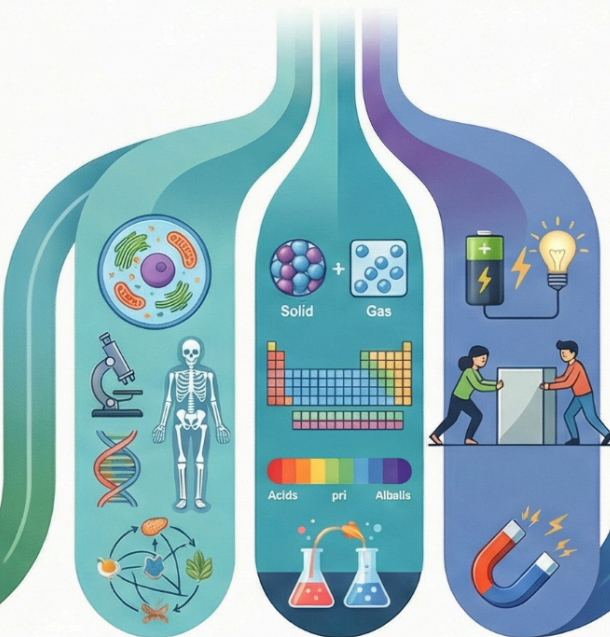
Middle Years (3-4): Understanding How Things Work

Introduces fundamental concepts like forces, light, electricity, states of matter, and the digestive system.

Upper Years (5-6): Exploring Broader Systems

Students investigate complex systems including Earth & space, evolution, life cycles, and the circulatory system.

Key Stage 3 (Years 7-9): Developing Disciplines



Biology: From Cells to Ecosystems

Covers cell structure, human organ systems (skeletal, digestive), photosynthesis, and evolution.

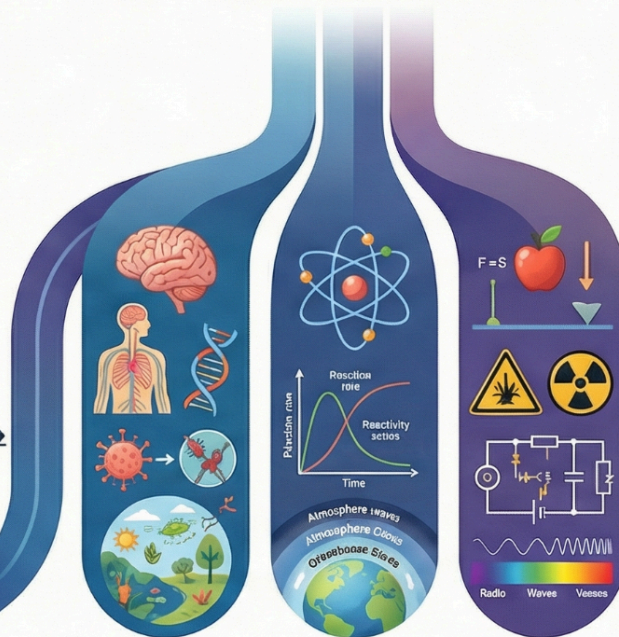
Chemistry: Matter and Reactions

Focuses on the particle model, the periodic table, acids & alkalis, and chemical reactions.

Physics: Energy, Forces, and Waves

Explores energy transfers, motion, gravity, light, sound, electricity, and magnetism.

Key Stage 4 (Years 10-11): Pathways to Qualification



Biology: Human Health and Environment

In-depth study of disease, the nervous system, genetics, ecology, and evolution for formal assessment.

Chemistry: Atomic Structure and Global Resources

Covers atomic bonding, rates of reaction, the reactivity series, and the Earth's atmosphere.

Physics: Fundamental Laws and Applications

Focuses on Newton's laws, nuclear radiation, electrical circuits, and the electromagnetic spectrum.

