



Curriculum Areas and Strands

Communication and Literacy									
Communication			Reading and Comprehension				Writing		
Personal Development									
Listen to Me	Daily Living Skills	Personal Care	WRL	RSE	Safeguarding	Citizenship	Transition	Residential	PE
Knowledge and Understanding of the World									
Science		Humanities - History Geography MFL			RE		Technology		
Problem solving and Numeracy									
The Properties of Number	The Four Operations	Ratio	Money	Calendar and Time	Measure	Geometry	Statistics		
Creative Arts									
Art		Music		Drama		Dance		Creative digital literacy/Moving images	
Digital Literacy and Computing									
Using ICT			Finding and Selecting Information			Developing, presenting and communicating information			

KS 3 Themes				
Year 1 Autumn		Year 1 Spring		Year 1 Summer
This is me/Growing Up/Being a teenager		Lights, camera, action		Local study Class adventures
Year 2 Autumn		Year 1 Spring		Year 1 Summer
1940s		Our School	Life Cycles	Healthy Summers
Year 3 Autumn		Year 1 Spring		Year 1 Summer
Brit Pop Culture		Potion Makers	My House, My Town	Our Garden Foreign Cultures



Personal Development at KS3

Personal Development is seen as a core part of the curriculum. In addition to curriculum content all students will work towards individual targets based on ILPs and Personal Development Baseline and Assessments. Priority and time will be given throughout the timetable for pupils to work towards achieving these targets as independently as possible. The focus in this area at KS3 is on the consolidation of skills and the process rather than the end product. Pupils will for example practice the different skills involved in making a meal but without any expectation of producing the meal (as in KS4). There will be opportunities to rehearse for interactions through eg role play. Additional topics are taken from Equals Schemes of work

Ongoing Personal Development

Listen to Me

Self Awareness, Self Advocacy, Self Expression , Preparation for Review , Listen to me booklet , Action plan review and Chase Up , Goal Setting
Opportunities for meaningful pupil voice are given wherever possible – as part of the Listen To me Process but also through involvement in eg School Council- and as such allow us to teach our pupils about British Values in a way that directly impacts them and therefore has more meaning

Daily Living Skills Meal Preparation skills Shopping skills (Reinforced by enterprise and money skills in numeracy)	Personal Care Washing Teeth Cleaning Dressing Toileting Periods Medication	Work Related Learning In class jobs
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Suggested additional topics

Year 1 Autumn	Year 1 Spring	Year 1 Summer
Residential - Living in a different environment – camping, boats, lodges, yurts Relationship and Sex Education Transition – Likes, dislikes and choices PE – Gymnastics/Apparatus Whole school Safeguarding week to include CSE and Prevent	Personal Care - Personal Hygiene Citizenship – Groups I belong to (<i>Link with Social Enterprise theme and BV</i>) PE – Net and Wall Games	PE Athletics Daily Living Skills – Staying safe in the kitchen PE Swimming Daily Living Skills – Road Safety PE Striking and Fielding Games WRL Taster sessions
Year 2 Autumn	Year 2 Spring	Year 2 Summer
Residential - Living in a different environment – camping, boats, lodges, yurts Safeguarding PE – Invasion games Whole school Safeguarding week to include CSE and Prevent	Citizenship – Looking after our School /Groups I belong to (<i>Link with Social Enterprise theme and BV</i>) WRL – jobs in school PE – Gymnastics and Apparatus	Personal Care – Health and Exercise / Healthy Lifestyles/ Recognising my needs PE – Athletics Daily Living Skills – Road Safety PE Striking and Fielding Games WRL Taster sessions
Year 3 Autumn	Year 3 Spring	Year 3 Summer
Residential - Living in a different environment – camping, boats, lodges, yurts Drugs, Alcohol and Tobacco ed – Medicines and Medications Transition – Likes, dislikes and choices PE – Net and Wall Games Whole school Safeguarding week to include CSE and Prevent	Safeguarding Citizenship – Groups I belong to (<i>Link with Social Enterprise theme and BV</i>) PE – Invasion Games	Personal Care – Road Safety PE – Athletics Transition - Moving to KS4 Citizenship - Communities and Cultures PE Striking and Fielding Games WRL Taster sessions



Communication and Literacy at KS3

If pupils are working past P8 then they will be assessed using NC 2015 levels for age related expectations for year 1 or year 2 alongside working towards ILP Cognition and Learning targets. Year 1 has been broken down in to 6 progressive stages Level 9-14 in order to form a continuum from P Scales. Communication is the foundation of the KS3 curriculum and as such underpins everything that our pupils do. The main shift in focus in this area from KS2 is on the consolidation and development of functional communication and literacy skills. There will be clear links made to other curriculum strands such as Personal Development. We do not however want to lose the richness that literacy can offer so as part of the curriculum pupils will also have the opportunity to engage with the more creative side of literacy in both their reading and writing including at least one set text every term that fulfils the requirements of the new National Curriculum. Pupils will continue to build on their learning in KS2 with the opportunity to access e.g. reading schemes and phonics but only if these are meaningful and they are making progress. For other pupils there will be a move towards the development of sight vocabulary including social signs. When pupils get to year 7 if they do not possess the fine motor skills to hand write then they will be encouraged to type either on laptops/iPads/label makers. Many of our pupils' verbal skills do not match their written skills e.g. they may be able to tell you a story but not write it. Writing should focus on more functional English tasks such as recalling their address, filling out forms and environmental literacy. Much of pupils writing will also centre on digital literacy e.g. sending/receiving emails, navigating websites, buying online etc.

Examples of Functional Communication and Literacy

Communication	Reading and Comprehension	Writing
Listen To Me, Role Play – Shops/Cafes/Interviews, Listening for information.	Reading for Information – signs, labels, captions. Recipes, food labelling, instructions, catalogues, menus, ICT Prompt Sheets, Papers, comics, magazines, adverts	Instructions, lists, letters, forms, emails, School newsletters, invites
Strands and Texts		

Year 1 Autumn	Year 1 Spring	Year 1 Summer
Contemporary stories, and poems The Boy in the dress Humorous – coming of age/rites of passage verse	Recent Works Dependent on pupil interest and local theatre – link with theatre	Extended Stories Treasure Island
Year 2 Autumn	Year 2 Spring	Year 2 Summer
Biographies Ann Frank	Myths and Legends Local myths and legends and/or Greek mythology	Introduction to Shakespeare Midsummer Night's Dream
Year 3 Autumn	Year 3 Spring	Year 3 Summer
Pre 1914 texts Alice in Wonderland/A Christmas Carol	Media and Moving Image Charlie and the chocolate factory/Harry Potter	Writing from different cultures and traditions



Problem Solving and Numeracy at KS3

If pupils are working past P8 then they will be assessed using NC 2015 levels for age related expectations for year 1 or year 2 alongside working towards ILP Cognition and Learning targets. Year 1 has been broken down in to 6 progressive stages Level 9-14 in order to form a continuum from P Scales. Problem Solving and Numeracy at KS3 will extend the learning experiences of previous key stages while developing pupil's abilities to communicate and make and express choices. Pupils will be working on practical and social uses of maths-relevant to their lives eg: understanding gaining and losing; practising exchanging and buying; appreciating and communicating about where and when; understanding change and order; receiving; giving and using information. Teachers will use discrete activities and observation as a starting point before moving on to targeted teaching in the form of investigations and enquiry. More than one component will be covered across an investigation. Pupils will be encouraged to think about the skills that they will need and apply these to the problem. This may be extended for pupils on the Independent learning pathway to include paper based application in preparation for more formal exams in KS4. Problem solving will extend to Enterprise activities which will have a termly focus. There will also be discrete problem solving activities based on pupil gaps. eg lunch, end of the day, transition times. This area will be assessed through NC/P and skills based (eg money/shopping/time) checklists. Pupils will not be taught shape in discrete sessions in KS3 unless it serves a functional purpose to their learning e.g. choosing packaging for a product. Numeracy and measurement skills will be practised, applied and transferred into different areas to make sure pupils have mastery of the skill. For example practising weighing in the classroom using scales, applying this skill to solve a simple problem and then transferring the skill into a different context such as weighing ingredients to make a cake by following a recipe.

The Range of Opportunities at KS3

<ul style="list-style-type: none"> Use skills in practical contexts supporting social development and independence eg: communicating choices, understanding processes of exchange, understanding processes of earning credits for work or achievement, appreciating money and spending-taking care and saving Experience the use of symbols and mathematical representations and learn to understand their significance eg: numbers as labels for lockers; room numbers, telephones, cookers, numbers as prices; numbers as information in practical activities; using numbers for estimations and calculations Learn to respond to quantities, or numerical information, gained from estimations, counting and comparing or measuring, including time to make choices and decisions, to plan and to anticipate outcomes 	<ul style="list-style-type: none"> Learn to communicate their choice to others Experience the use of mathematics information to respond to problems, including selecting and collecting relevant information (data), representing information and drawing conclusions from it Form concrete and mental representations and images that help them see connections Recognise communication cues, involving shape, space, position and number Develop common mathematical language to support communication, for example describing features of shape and proportion 	<ul style="list-style-type: none"> Use counting in a variety of contexts and to support mathematical problem solving Encounter, use and understand signs and mathematical symbols in their immediate and wide wider environment Use comparison and measures to support everyday activities and to explore and investigate aspects of the wider environment Recognise the importance of strategies for checking or monitoring their practical and mathematical solutions.
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Termly Focus

Autumn	Spring	Summer
Food and Shopping HOW DO YOU MEASURE A COCKTAIL? WHAT SHAPES CAN YOU FIND ON A PIZZA? WHAT CAN YOU BUY FOR £1? WHAT NUMBERS CAN YOU MAKE? HOW LONG DOES IT TAKE TO BOIL AN EGG? MAKE A CUP OF TEA? POP POPCORN? WHAT 5 A DAY WILL YOU CHOOSE?	Out and About BOWLING CINEMA ZOO YELLOW FROG CAFE PIER CRAZY GOLF NATURE AND COASTAL WALKS	Active Maths NUMBER, MEASURE AND SHAPE AROUND THE SCHOOL ORIENTEERING GARDENING MATHS HUNT .
Enterprise – Xmas Market	Enterprise - Social Enterprise/Giving Back	Enterprise – Make a pound grow



Digital Literacy and Computing at KS3

There are various elements to the Digital Literacy and Computing curriculum at KS3. As throughout the school all pupils have a skills checklist and will be given time to specifically practice these skills. Pupils will then be given opportunities to apply and develop these skills in other curriculum areas wherever possible and links will be made explicit. An understanding of E Safety is a whole school priority and therefore in addition to understanding and knowledge in this area being reinforced in every lesson where computers are being used pupils will also have stand alone lessons in E Safety every term. There will also be discrete lessons in coding and a specific skill – dependant on the theme that term/half term. Pupils will have opportunities to develop their skills in eg filming, editing and green screen techniques through the Creative Arts Curriculum.

ICT Curriculum Elements

Using ICT	Finding and Selecting Information	Developing, presenting and communicating information
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Creative Arts at KS3

Creativity is a vital part of the enrichment curriculum and allows all of our pupils to express themselves in ways that they may not be able to in other areas. Access to creativity is as much an entitlement as literacy and numeracy and provides inclusive, unique learning opportunities. Creativity encompasses a variety of elements and allows us to make thematic links between subjects. Some programmes of study are taken Equals and National Curriculum schemes of work as a starting point but most will be developed in response to the themes and pupil interest and as such may be flexible and organic in nature. Pupils will access creative opportunities in other curriculum areas and as stand alone lessons and Enrichment Days. They will also take part in the annual Creative Arts week. Outcomes will be taken from ILP targets. core subjects, topic baselines or NC/P Level outcomes – dependant on subject and whichever the teacher feels is the most meaningful way of measuring the pupil's progress. Pupils will be in mixed ability groupings and access all elements over the course of the year. Each teacher will be responsible for one of the elements and will differentiate accordingly for every pupil across the key stage. The second half of Autumn term will be class based and linked to Christmas.

Creativity Elements

Art	Music	Drama (also taught as part of literacy)	Dance	Creative digital literacy/Moving images photography, filming, editing, green screen
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Knowledge and Understanding of the World at KS3

Knowledge and Understanding of the World encompasses a variety of subjects and is part of our Enrichment Curriculum. It also allows us to make thematic links between subjects. It does not have the same priority as in other key stages so pupils will not cover every subject in every term but will have access to all subjects throughout the two years. Topics have been selected specifically for their relevance for our pupils and wherever possible teachers will make explicit the functional knowledge, understanding and skills within each subject. Programmes of study and objectives in Science, Humanities and Technology are taken from the National Curriculum (Years 5 and 6) or Equals schemes of work. RE programmes of study are taken from the Devon Agreed Syllabus and are covered through the Personal Development Curriculum and during Enrichment days throughout the year. Other curriculum content in this area may also be covered through Enrichment Days. Pupils will be baselined at the beginning of every new topic. Science is assessed through NC and P levels. Outcomes in other areas will be taken from ILP targets. core subject outcomes and topic baselines– dependant on subject and whichever the teacher feels is the most meaningful way of measuring the pupil's progress.

Knowledge and Understanding of the World Subjects

Science	Humanities - History Geography MFL		RE	Technology
Topic links to Theme				
Year 1 Autumn	Year 1 Spring		Year 1 Summer	
History - Personal Timelines Geography – How and Where do I spend my time Science - Humans FT – Designing and Making for Yourself	Science - Light and Sound DT – Musical Instruments/	Science - Electricity DT – Torches/Lighting it Up	Geography – Investigating Coasts Science - Working Scientifically	
Year 2 Autumn	Year 2 Spring		Year 2 Summer	
History - Holocaust FT – Specialist Diets/Cooking with rations DT - Shelters Link to Creativity – Wartime Dance	Geography – Improving Our local area	Science - Life Cycles	Science - Keeping Healthy FT – Salads and Soups/designing a sports drink	Science - Forces
Year 3 Autumn	Year 3 Spring		Year 3 Summer	
History - Famous person study – John Lennon DT - Fashion and Textiles	Science - Changes and irreversible changes FT – Designing for Markets	Geography – where I live History - what was it like to live here in the past	Science - Living things and their habitats DT – Bird House Builders	Science - Weather DT - testing materials Geography – passport to the world