



KS3 SLD Curriculum – Learning For Life

Curriculum Intent

Pupils enter the Secondary Department at Mayfield School as children and they will leave at the end of KS4 as young adults. Furthermore, pupils remain on the same Mayfield Main site from ages 3-15 and therefore it is important they feel a sense of growth and change through their school life. KS3 comprises of pupils in years 6,7 and 8 and therefore there is a rolling programme of 3 years, followed by years 9 and 10 in KS4 and then a transition in year 11 up to Mayfield College. To prepare pupils for these changes in KS3 there is a much bigger focus on Personal Development as a core subject, in particular life skills and Work Related Learning (WRL). Pupils will be encouraged to apply their Maths and English skills in a range of practical and functional contexts, both in school and out in the community. There is also a shift in teaching pupils the skills to become as independent as possible, as well as being good problem-solvers (Gem Project) in order to help them fulfil their potential in later life and prepare them for adulthood. For some of our pupils this may mean getting a job or attending a course at the local college, for others it may mean pursuing an interest at a local day care service. Some pupils may eventually be able to live independently and so it is important that they develop a range of daily living and personal care skills alongside their academic education. These many skills can take a lot of practise for our pupils and therefore we start this as soon as possible once they are in the Secondary Department.

In order to develop these specific skills sets we have established a Pathways Model (see Secondary Pathways doc) This is based on prior progress, achievement and our knowledge of the pupils' individual needs, pupils will be grouped in terms of pathways - PMLD, Engagement, Independent Living, and Independent Learning. For all pathways there is an expectation that TIME will be given to make mistakes and problem solve as independently as possible, to focus on the steps of the process rather than the end product. For those on the Independent Learning pathway, specific exam skills sessions will be taught to prepare pupils for entry level examinations at College. The new National Curriculum programmes (2015) have been considered to ensure appropriate breadth and learning objectives are taken from the Mayfield Assessment Framework which breaks down Year 1 ARE levels from MAC9- MAC13 after P levels. Unlike the Primary department, pupils will not be taught every subject in each term, but the rolling curriculum has been carefully planned to offer a rich breadth of topics and subjects to engage pupils and provide engaging and exciting learning opportunities. The rolling curriculum stands as a guide and where possible pupil-led learning can be used to appeal to pupils' likes and interests.



Curriculum Implementation

Curriculum Areas and Strands

English & Communication				
Communication (including SmiLE)		Reading and Comprehension		Writing & Typing
Personal Development				
<u>RSHE</u>		<u>SMSC</u>		<u>Living Skills</u>
Safeguarding, PE, RSE, wellbeing		British Values, Citizenship, Transition, Listen to Me		Daily Living Skills, Personal Care, WRL Community Access
Knowledge and Understanding of the World				
Science		Humanities - History Geography MFL		RE –Enrichment Days
Maths & Problem Solving				
Number	Shape, Space & Measure Geometry	Using & Applying Statistics	Money & Time checklists	Enterprise
Creative Arts				
Art & DT	Music	Drama & Dance	Green Screen & Technology	
Digital Literacy & Computing				
Technology	Coding & Computing		E-safety	



KS 3 Themes

KS 3 Themes		
Year 1 Autumn This is me/Growing Up/Being a teenager	Year 1 Spring Lights, camera, action	Year 1 Summer Local study / Class adventures
Contemporary stories, and poems e.g. David Walliams' text Humorous – coming of age	Recent Works Dependent on pupil interest and local theatre – link with theatre	Introduction to Shakespeare e.g. Midsummer Night's Dream
History - Personal Timelines Science - Animals including Humans (Yr 5)	Science - Light Geography – How and Where do I spend my time	Geography – Investigating Coasts Science - Electricity
Art - Self portraits Music - Junk instruments- Class band	Green Screen / Drama – news reports, film reviews etc. Animation - Using iPads to make stories and films.	Food Technology – Designing and Making for Yourself Art - local artists and landscapes
Year 2 Autumn Our School	Year 2 Spring 1940s	Year 2 Summer Healthy Summers
Myths and Legends Local myths and legends and/or Greek mythology	Biographies Ann Frank Lion, Witch and wardrobe (CS Lewis)	Extended Stories e.g. Treasure Island
Geography – Improving Our local Area Science - Living Things & their Habitats (yr 5)	History - Holocaust & evacuation Science - Forces	Science - Animals including Humans (Yr 6 -Healthy Lifestyle Focus)
D&T – Bird House Builders Art - Ancient Greece and sculpture	Food Technology – Specialist Diets/Cooking with rations D&T - Shelters	Food Technology – Salads and Soups/designing a sports drink
Year 3 Autumn Famous Person Study: John Lennon	Year 3 Spring Potion Makers / My House, My Town	Year 3 Summer Our Garden / Foreign Cultures
Pre 1914 texts e.g. Alice in Wonderland / A Christmas Carol	Media and Moving Image Charlie and the chocolate factory / Harry Potter	Writing from different cultures and traditions
History - Famous person study – e.g. John Lennon Science - Earth and Space (Yr 6)	Science - Properties, changes and materials Geography – where I live History - what was it like to live here in the past	Science - Living Things & their Habitats & Evolution & Inheritance (Yr 6) Geography – passport to the world
D&T - Fashion and Textiles Art - Pop Art- Andy Warhol Music - Beatles & 1960s	Green Screen - class play Animation - Using iPads to make stories and films.	D&T – Upcycling – making planters and plant pots Art, Dance & Music - Pupil-led country focus
Every year		
RSHE - Safeguarding Week & Sex Education Life Skills - PD Checklist baseline SMSC - Listen to Me & Finance (Citizenship) Community Access - Shopping & Road Safety PE Autumn 1- Chase Games, Autumn 2 Gym	RSHE – Relationships Education SMSC - British Values - Democracy & Law (Citizenship) Community Access - Volunteering (Social Enterprise) PE Spring 1 Invasion Games / Swimming Spring 2 Dance	RSHE - Physical Health and Wellbeing (Drugs, Alcohol and tobacco) SMSC - Critical Thinkers (Citizenship) Community Access – Stranger Awareness PE Summer 1 Net/racquet Games Summer 2 Athletics
Autumn: Food and Shopping Enterprise –Harvest Fayre / Xmas Market	Spring: Out and About Enterprise - Social Enterprise/Giving Back	Summer: Active Maths Enterprise – Make a pound grow / Garden Party
E Safety –Staying safe online (+RSHE curriculum) Creativity - Filming, editing, green screen. School newspaper.	E Safety – Personal Information Creativity – Filming, editing, green screen, Presenting information. Geocaching	E Safety – Social Media and Gaming Coding Accessing the web and apps for information.



Personal Development at KS3

Personal Development is seen as a core part of the curriculum alongside maths and English. It is broken down into 3 main components; RSHE, SMSC and Living Skills (listed below). There are explicit links to Knowledge and Understanding of the World (Science and RE), Maths, Digital Literacy and Computing. 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 to develop pupils' life skills in a range of areas so that they are prepared for a more work based and functional curriculum at KS4 and beyond. There will be a weekly session of specific RSHE in line with new government framework (September 2020). We use Attachment Theory and Trauma Informed practice as the basis of our approach to pupil wellbeing.

<u>RSHE</u>	<u>SMSC</u>	<u>Living Skills</u>
<p>Safeguarding Week: Specific focus in Autumn Term but embedded throughout the year.</p> <p>Relationships Education: Families, Respectful relationships including friendships, online and media, being safe.</p> <p>Sex Education: Intimate and sexual relationships including sexual health.</p> <p>Physical Health and Wellbeing: Mental wellbeing, Internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid, changing adolescent body.</p> <p>Physical Education: Specific PE units below. Linked to all RSHE units, Science and specific skills checklists such as showering and dressing skills.</p>	<p>British Values: Specific focus in Spring Term but embedded throughout the year.</p> <p>Enrichment Days: Linked to K&UW- other countries, religions and belief systems to promote tolerance and diversity. (one per half term- see separate plan)</p> <p>Citizenship: Democracy political systems in UK and how to vote. Law role of police and justice system.</p> <p>Volunteering how to be a responsible citizen and develop empathy to help others. (link to Enterprise-Maths)</p> <p>Critical thinkers to have their own opinions and experience debates. Finance enable them to manage their money on a day-to-day basis, and plan for future financial needs</p> <p>Listen to Me: Self Awareness, Advocacy, Self-Expression, Review prep, School council and pupil voice embedded throughout the school.</p>	<p>Gem Project: diamond power (problem solving and independence), emerald power (perseverance), sapphire power (keeping focus)</p> <p>PD checklists: Cooking, Shopping, Cleaning, Road Safety, stranger awareness, tool safety and daily living skills such as Washing, Teeth Cleaning, Dressing, Toileting.</p> <p>Work Related Learning (WRL) Within School: jobs Log, hall, ground maintenance, lower school helper. Dorbri stables – animal care (offsite) Making lunch for staff (one term per year)</p> <p>Community Access: Expectation of pupils in KS3 to access the community at least once a week: shopping, café, nature walks, educational visits. Also to include a Residential experience at least once across the Key Stage.</p>

Additional topics

Autumn	Spring	Summer
<p>RSHE- Safeguarding Week & Sex Education</p> <p>Life Skills- PD Checklist baseline</p> <p>SMSC- Listen to Me & Finance (Citizenship)</p> <p>Community Access- Shopping & Road Safety</p> <p>PE Autumn 1- Chase Games Autumn 2 Gym</p>	<p>RSHE– Relationships Education</p> <p>SMSC- British Values - Democracy & Law (Citizenship)</p> <p>Community Access- Volunteering (Social Enterprise)</p> <p>PE Spring 1 Invasion Games / Swimming Spring 2 Dance</p>	<p>RSHE- Physical Health and Wellbeing (Drugs, Alcohol and tobacco)</p> <p>SMSC- Critical Thinkers (Citizenship)</p> <p>Community Access – Stranger Awareness</p> <p>PE Summer 1 Net/racquet Games Summer 2 Athletics</p>



Communication and English at KS3

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 English skills. We do not however want to lose the richness that English can offer so as part of the curriculum pupils will also have the opportunity to engage with a range of texts which fulfil the requirements of the National Curriculum 2015. Daily reading sessions will still take place but phonic sessions will only be taught where appropriate, in line with how they read. Similarly if pupils do not possess the fine motor skills to hand write then they will be encouraged to type. Functional and practical contexts will be used to give meaning to pupils' writing e.g. sending emails, filling out forms etc. Many of our pupils' verbal skills do not match their written skills in these cases we will use adult scribes, with the pupil dictating their ideas. Wherever possible teachers will make cross curricular links to all subjects so that pupils have the opportunity to practice their skills in a wide variety of contexts such as; Daily Living Skills, WRL, Community Access, Citizenship etc.

Examples of Functional Communication and English

Communication (including SmiLE)	Reading and Comprehension	Writing & Typing
Listen To Me, Role Play – Shops/Cafes/Interviews, Listening for information. SmiLE checklists (functional communication- 3 units: request in a classroom, question at a shop and interviews)	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, diaries and blogs, text messaging, shopping lists, mark making, tallying,

Strands and Texts

Year 1 Autumn	Year 1 Spring	Year 1 Summer
Contemporary stories, and poems e.g. David Walliams' text Humorous – coming of age/rites of passage verse	Recent Works Dependent on pupil interest and local theatre – link with theatre	Introduction to Shakespeare e.g. Midsummer Night's Dream
Year 2 Autumn	Year 2 Spring	Year 2 Summer
Myths and Legends Local myths and legends and/or Greek mythology	Biographies Ann Frank Lion, Witch and wardrobe (CS Lewis)	Extended Stories e.g. Treasure Island
Year 3 Autumn	Year 3 Spring	Year 3 Summer
Pre 1914 texts e.g. Alice in Wonderland / A Christmas Carol	Media and Moving Image e.g. Charlie and the chocolate factory / Harry Potter	Writing from different cultures and traditions Pupil-led Country focus



Maths and Problem Solving at KS3

Problem Solving and Maths at KS3 will extend the learning experiences of previous key stages. Pupils will be working on practical and social uses of maths-relevant to their lives. Teachers will use discrete activities to teach specific skills and then pupils will be encouraged to apply these skills through investigations and enquiry. Pupils will be encouraged to think about the resources and strategies they will need to solve a problem and be encouraged to gather their own resources. Problem solving will extend to Enterprise activities which will have a termly focus. An Enterprise fayre will be held at the start of each unit of work, pupils will be given the choice of which project they would like to work on based on what the teachers present. KS3 Classes will also have the opportunity to sell lunches to staff for at least one half term per year. These activities involve a multitude of skills including following a recipe, buying ingredients in a shop, using ratio to ensure there is enough food, handling money, communication skills etc. Money and Time checklists will be used alongside Mayfield Assessment Framework in order to track progress.

Strands of Maths

Number	Shape, Space & Measure Geometry	Using & Applying Statistics	Money & Time checklists	Enterprise
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The Range of Opportunities at KS3

<ul style="list-style-type: none"> • Use skills in practical contexts supporting social development and independence e.g. working out how many plates are needed at snack time or counting out real coins to buy an item at the shop. • Encounter, use and understand signs and mathematical symbols in their immediate and wide wider environment e.g. reading numbers on aisles at the supermarket or understanding a “£” sign at the shop. 	<ul style="list-style-type: none"> • Experience gathering data to respond to problems, including selecting and collecting relevant information, representing the data and drawing conclusions from it. • Develop secure mathematical vocabulary to support communication, for example describing colours, shapes, sizes and quantities. 	<ul style="list-style-type: none"> • Use counting in a variety of contexts and to support mathematical problem solving. • Use comparison and measures to support everyday activities and to explore and investigate aspects of the wider environment e.g. measuring how long something is using standard or non-standard units. • Experience a range of strategies and resources to solve problems e.g. including number lines but also pictorial representations.
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Termly Focus

Autumn: Food and Shopping Enterprise – Harvest Fayre / Xmas Market	Spring: Out and About Enterprise - Social Enterprise/Giving Back	Summer: Active Maths Enterprise – Make a pound grow / Garden Party
Making mocktails by measuring and following a recipe. Designing a pizza and packaging using different shapes both 2D and 3D. Having a budget of £1 at the shop and thinking about whether you will get any change. Thinking about how long it takes to bake a cake and how you will measure the time and know when it is done.	Around the school: shape hunt on field, writing numbers in chalk on playground, counting cars in car park etc. Cooking: using maths in the FT room to measure ingredients. Functional e.g. café, shopping. Class trips e.g. bowling, nature walks etc.	Completing number or shape hunts around the school. Counting how many actions or jumps you can do in a certain period of time. Orienteering around the school using shapes. Competitions and games on the playground, keeping scores and working out the total number of points.



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 (furthermore it will be taught discretely during weekly RSHE lesson in line with RSHE document September 2020). Pupils will have opportunities to develop their skills in e.g. filming, editing and green screen techniques through links with the Creative Arts Curriculum as well.

ICT Curriculum Elements

Technology	Coding & Computing	E-safety
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ICT Opportunities in Other Areas

<u>Daily Living Skills</u> Researching recipes, online shopping, AAC devices, taking and downloading photos, logging on.	<u>WRL</u> In school jobs - Accessing online log, printing photos	<u>Enterprise</u> Advertising posters, making a survey and graph	<u>Community Access</u> Bus passes, travel info, mobiles, social media, web sites, online shopping, contactless, Self-serve checkouts	<u>Creative</u> School events – set up, lighting, filming and editing, PP presentations, green screen and media, photography, vlogging.
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Additional Topics

Autumn	Spring	Summer
E Safety –Staying safe online (+RSHE curriculum) Creativity - Filming, editing, green screen. School newspaper.	Creativity – Filming, editing, green screen Presenting information. Geocaching E Safety – Personal Information	Coding Accessing the web and apps for information. E Safety – Social Media and Gaming



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 English and Maths and provides inclusive, unique learning opportunities. Creativity encompasses a variety of elements and allows us to make thematic links between subjects. Creativity also lends itself to Enterprise (see Maths) as it allows our pupils the opportunity to sell what they have made, providing a real life context to practise communication skills with the public and handling money. 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. 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.

Creativity Elements - Creative Arts week in Summer Term

Art & DT

Music

Drama & Dance

Green Screen & Technology

Suggested topics Links to theme

Year 1 Autumn <i>This is me/Growing Up/Being a teenager</i>	Year 1 Spring <i>Lights, camera, action</i>	Year 1 Summer <i>Local study / Class adventures</i>
Art- Self portraits Music- Junk instruments- Class band	Green Screen / Drama – news reports, film reviews etc. Animation- Using iPads to make stories and films.	Food Technology – Designing and Making for Yourself Art- local artists and landscapes
Year 2 Autumn <i>Our School</i>	Year 2 Spring <i>1940s</i>	Year 2 Summer <i>Healthy Summers</i>
D&T – Bird House Builders Art- Ancient Greece and sculpture	Food Technology – Specialist Diets/Cooking with rations D&T - Shelters	Food Technology – Salads and Soups/designing a sports drink
Year 3 Autumn <i>Famous person Study (John Lennon)</i>	Year 3 Spring <i>Potion Makers / My House, My Town</i>	Year 3 Summer <i>Our Garden / Foreign Cultures</i>
D&T - Fashion and Textiles Art- Pop Art- Andy Warhol Music- Beatles & 1960s	Green Screen- class play Animation- Using iPads to make stories and films.	D&T – Upcycling – making planters and plant pots Art, Dance & Music- Pupil-led country focus



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 3 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 in Science, Humanities and Technology are taken from the National Curriculum 2015. Pupils will be baselined at the beginning of every new topic and then again at the end to show progress. RE will not be taught discretely but will be covered during Enrichment days termly throughout the year and linked to a specific country/religion/theme.

Knowledge and Understanding of the World Subjects – Science Week in Spring Term

Science	Humanities – History / Geography / MFL	RE – Enrichment Days termly
Topic links to Theme		
Year 1 Autumn <i>This is me/Growing Up/Being a teenager</i>	Year 1 Spring <i>Lights, camera, action</i>	Year 1 Summer <i>Local study / Class adventures</i>
History - Personal Timelines Science - Animals including Humans (Yr 5)	Science - Light Geography – How and Where do I spend my time	Geography – Investigating Coasts Science - Electricity
Year 2 Autumn <i>Our School</i>	Year 2 Spring <i>1940s</i>	Year 2 Summer <i>Healthy Summers</i>
Geography – Improving Our local Area Science - Living Things & their Habitats (yr 5)	History - Holocaust & evacuation Science - Forces	Science - Animals including Humans (Yr 6 -Healthy Lifestyle Focus)
Year 3 Autumn <i>Famous person Study</i>	Year 3 Spring <i>Potion Makers / My House, My Town</i>	Year 3 Summer <i>Our Garden / Foreign Cultures</i>
History - Famous person study – e.g. John Lennon Science - Earth and Space (Yr 6)	Science - Properties, changes and materials Geography – where I live History - what was it like to live here in the past	Science - Living Things & their Habitats & Evolution & Inheritance (Yr 6) Geography – passport to the world