**Curriculum Overview – Primary**

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| **Subject** | **Curriculum Overview** |
| English | English is delivered using a variety of resources. Less able pupils will access our ‘Nessy Phonics’ programme, with a view to developing their decoding and blending skills, to access suitable texts and to develop basic reading skills. More able pupils have access to schemes of work which incorporate all areas of the English Curriculum including reading, writing and grammar. A broad range of genres, texts and poetry are read and discussed. Opportunities are made to develop speaking and listening skills through role play. Weekly spelling tests (and supporting writing activities) develop pupils’ spelling skills - root words, similar sounding graphemes etc. Opportunities are taken to include Literacy across other subjects, including Maths, Science and Creative Curriculum work. |
| Maths | In KS2 the aim is to increase understanding of number through knowledge of place value whilst also ensuring pupils are increasingly fluent at using mental and written methods to solve problems. Pupils are taught a range of written methods and where they are most appropriately applied. Reasoning, analytical thinking and independence are priorities.Accuracy in drawing shapes, measuring and presenting data are developed to enable children to solve problems across the curriculum.Pupils are taught to read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling. The entire Maths curriculum is delivered using New Heinemann Maths resources. Times tables are practiced regularly. Maths learning, skills and knowledge are revisited and used in other subject areas where relevant. |
| Science | The Science curriculum in KS2 is delivered having been informed by the Rising Stars assessment statements. Twinkl and Hamilton Trust resources are used to deliver topics which have been ‘missed’ by pupils at Sallygate. Emphasis is placed on learning new scientific vocabulary, skills and further knowledge of concepts. For some KS2 classes Science will be taught during structured play sessions. |
| Computing | ICT skills are taught in KS2 using iPads. Pupils develop their word processing skills, changing font, font size/colour etc. They will also develop their animation skills, using apps which allow them to create short films; adding audio where necessary. They will also develop basic coding skills, creating a number of different games using coding blocks. |
| Physical Education | The purpose of Primary PE is to promote the spiritual cultural, mental and physical development of pupils at the school and to improve school opportunities and prepare pupils for responsibilities and experiences of later life. Pupils in key stage 2 have the opportunity to participate in Team Building, Trampolining, Tag Rugby, Football, Bench Ball, Basketball, Swimming, Archery, Badminton, Cricket, and Athletics.The curriculum aims to ensure that all pupils develop competence to excel in a broad range of physical activities. Pupils are physically active for sustained periods of time. Engage in competitive sports activities and lead healthy and active lives beyond school. |
| Design & Technology | Pupils in KS2 will understand the design process and then apply it to producing a variety of products. These will include designing and making miniature versions of parks and fairground rides. Pupils will be taught with an emphasis on the importance of how the design will affect the final outcome of production.For some KS2 classes Design Technology will be taught during structured play sessions. |
| Outdoor Learning | Outdoor Learning has been introduced into the Sallygate curriculum this year to offer some of our pupils a different way of learning. Rather than learning in a conventional manner, in a classroom, the teaching is conducted outside with a large variety of different tasks and activities to complete. Activities such as woodcrafts, orienteering, team building games and self-esteem boosters are used to create a stimulating scheme of work which will ultimately help pupils to achieve higher in all their subjects as well as support some of their SEMH needs and reduce the barriers to learning. |
| PSHE & Citizenship | Pupils in KS2 participate in *Circle Time* lessons which will cover topics such as friendship, working together and accepting others. Issues are talked about on a daily basis throughout the day, highlighting a holistic discrete curriculum, encouraging pupils to practice what they have learnt in lessons, in order for them to display more appropriate behaviour more regularly. |
| French | In KS2 pupils follow the *Salut Sophie* scheme. They will learn the basic greetings and be able to answer questions about how old they are, where they live etc. As their skills develop pupils will develop their French writing skills; looking at noun agreement, plurals etc. Work is done in the form of conversation, as this enables them to develop accents and correct pronunciation. This is reinforced and further developed with the completion of written tasks, which will improve their spelling of French. |
| Art | Pupils in KS2 will be experimenting with a variety of different mediums and techniques in Art and Design this year. These will include clay modelling and pottery, understanding colours and teaching techniques that artists have implemented such as pop art. |
| History | Pupils in KS2 will be learning about ancient civilisations this year starting with The Stone Age; understanding how they managed to survive and eventually thrive. They will be encouraged to compare and contrast life back then with their lives now. Role play will play an essential part of the lessons as pupils will be able to act out what life was like, thus further developing their understanding.For some KS2 classes History will be taught during structured play sessions. |
| Geography | In KS2, pupils will be developing many of the basic skills and understanding necessary to access the curriculum. They will be looking at physical and human features, developing observational skills, and improving their knowledge of the world around them, on a local and global scale.For some KS2 classes Geography will be taught during structured play sessions. |
| Emotional Literacy | **KS2 Emotional Literacy** lessons aim to teach our pupils self-awareness and recognition of their own feelings plus the knowledge and skills to manage them, such as the ability to stay calm when angered or to reassure oneself when in doubt. |
| Structured Play  | For some KS2 classes, structured play is used to teach elements of History, Geography and Science tasks with a primary focus on the building of literacy and communication skills. The lessons are theme based and take place for a good portion of a full school day every week. |
| Lego Therapy | LEGO therapy is a proven and effective way for children with social difficulties to improve and practice their social interaction and communication skills. KS2 pupils are offered LEGO therapy sessions to aid improvements in their social competence. |

**Curriculum Overview – KS3**

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| **Subject** | **Periods** | **Curriculum Overview** |
| English | 4 | English at Key Stage 3 focusses on addressing and closing the gaps in student’s learning, whilst equipping them with a range of skills to develop their confidence and abilities as competent readers and writers. The program incorporates areas of both National Curriculum and Functional Skills standards to meet the needs of the individual; covering all aspects of reading, writing grammar and spoken English. Students are provided with further opportunity to develop an appreciation and love of reading outside of their daily English lessons with focussed reading group sessions. These sessions enable students to further develop their confidence and understanding through reading a range of material across a variety of genres, whilst engaging in discussion of relevant issues/ themes linked to the text. |
| Reading  |  | All pupils in KS3/4 are encouraged to read daily. Pupils select their own reading material and are provided with the quiet time needed to immerse themselves in their chosen books . |
| Maths | 4 | The KS3 course for Maths concentrates on ensuring pupils have secured the basic key mathematical concepts in mathematics in preparation for the KS4 examination scheme of work. Pupils continue to be assessed against age expectations from the primary curriculum in order to close gaps in their knowledge and to allow for accurate assessment of future progress to be made. The program incorporates areas of both the National Curriculum and Functional Skills schemes of work to meet the needs of each individual. |
| Science | 2 | The Science KS3 curriculum is designed using national curriculum and aims to prepare for KS4 where pupils will study towards an AQA Entry Level Science Award. Its purpose is to bridge gaps in students learning. Topics will provide opportunities for practical investigative work, with the emphasis being placed on learning new scientific vocabulary, skills and further knowledge of concepts.All pupils will study topics from physics, chemistry, biology and working scientifically. These will be taught using an engaging range of resources designed to encourage students' development and maintain focus. Students will be encouraged to develop the critical thinking skills in order to prepare for KS4 by being offered a range of challenging tasks. |
| BSL | 1 | Some KS3 classes have the opportunity to learn British Sign Language. Sign language is a visual language that uses hand shapes, facial expression, gestures and body language. BSL is a complete language with a unique vocabulary, construction and grammar. Our pupils learn the need for sign language and quickly learn the basics to help them communicate confidently with each other and with the 70,000 people whose first or preferred language is BSL. |
| Computing | 1 | All KS3 pupils have access to a laptop computer. Pupils in KS3 develop their Information Communication Technology knowledge by exploring new creative techniques in a range of areas; such as Stop Motion Animation where pupils will understand the process before embarking on producing animation films to experiment with this technology. Pupils develop coding skills creating games using the Scratch platform.  |
| Physical Education | 2 | Pupils in Key Stage 3 have the opportunity to participate in Health and Fitness, Dance, Football, Rugby, Basketball, Team Building, Swimming, Archery, Badminton, Cricket, Athletics.The curriculum aims to ensure that all pupils can use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] Pupils also have the chance to take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourages them to work in a team, building trust and developing skills to solve problems, either individually or as a group.Throughout the curriculum pupils have the opportunity to evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best. |
| Art/ Design Technology | 4 | In Art pupils will be focusing on further developing their skills and techniques by using various mediums and experimentation. All pupils will be focusing on art history and various eras throughout art history. Pupils will be encouraged to become independent and be able to critique their work in order to further develop their reflective skills. When focusing on design technology pupils will design and plan their ideas and experiment with alternative materials. Pupils will be encouraged to take ownership of their work throughout. |
| SRE | 1 | Following the PSHE Association and National Curriculum, the focus of KS3 is to develop their understanding of healthy and unhealthy relationships and how to manage these. The curriculum will address the changes that they may be experiencing and look in depth at various and diverse relationships, the effect of peers and how to manage conflict appropriately. Pupils will also be discussing sexual health and emotional health to encourage them to become responsible for their own health and preparing them for adulthood. |
| Outdoor Learning | 2 | The Outdoor Learning curriculum provides pupils with the opportunity to develop skills and confidence in areas that cannot be achieved in conventional classroom/school settings. The primary focus of the lessons is to achieve Duke of Edinburgh awards; however other aspects of Forest School and Bushcraft skills are also included in the curriculum plan. |
| PSHE  | 2 | For KS3 the aim is to develop the knowledge of the pupils around subjects relating to PSHE, learning new skills and developing those that they already have the pupils will also gain knowledge that related to the guidelines set out within the PREVENT strategy, giving the pupils the skill and knowledge required to understand how to keep themselves safe online and be aware of the risks and processes around radicalisation and extremism. |
| Global Studies (Geography, History, RE, Music, Cooking & MFL) | 3 | Global studies takes a project based learning approach to the Humanities and other creative subjects. Pupils have the opportunity to make choices about their learning under broad topic titles and are guided individually using subject specific outcomes and criteria to explore the various subjects that fall within this learning bracket. Pupils have the chance to expand their knowledge and understanding of the wider world as well as more local features and issues. |
| Emotional Literacy | 2 | In some KS3 classes pupils continue with Emotional Literacy lessons to continue to support them in recognising their own feelings and emotions and provide the skills to manage them. |

**Curriculum Overview – KS4**

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| **Subject** | **Periods** |  |
| Maths | 4 | The maths curriculum in KS4 aims to ensure our pupils have the mathematical skills needed to succeed in further education, live independently and make choices about their own lives. The curriculum has an emphasis on real world mathematical skills whilst still maintaining the academic rigour needed to stretch our pupils to achieve successful examination outcomes.Pupils follow a Functional Skills scheme of work allowing qualifications at Entry Level through to GCSE equivalent Level 2. Pupils achieving Level 2 Functional Skills are then able to study further towards a GCSE exam.  |
| English | 4 | At Key Stage 4 our focus is to equip students with a range of practical skills that will enable them to live, learn and work successfully in the modern world. Students will follow a Functional Skills based program which will aim to ensure they have good communication skills in reading, writing, speaking and listening and they are able to adapt these skills to use in everyday situations. Certification is available at Functional Skills Entry Level 1 through to Level 2 which is equivalent GCSE equivalent qualification. Students are taught to write for a range of audience and purpose and are encouraged to express themselves clearly. Topics will be contextualised to ensure they are relevant to meet students’ learning needs and will incorporate a wide range of practical reading material in addition to fiction and non-fiction texts. |
| Reading  |  | All pupils in KS3/4 are encouraged to read daily. Pupils select their own reading material and are provided with the quiet time needed to immerse themselves in their chosen books . |
| Science | 4 | KS4 science builds on the core scientific concepts and skills taught through Key Stage 3. The KS4 scheme of work builds towards the AQA Entry Level Certificates (ELC), the specifications of which align with GCSE Combined Science courses. The science specification includes Physics, Biology and Chemistry and pupils will all sit two assignments in each strand. |
| Physical Education | 2 | Pupils in Key Stage 4 continue to participate in Health and Fitness, Dance, Football, Rugby, Basketball, Team Building, Swimming, Archery, Badminton, Cricket, Athletics.The curriculum aims to ensure that all pupils can use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] Pupils also have the chance to take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourages them to work in a team, building trust and developing skills to solve problems, either individually or as a group.Throughout the curriculum pupils have the opportunity to evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.Pupils that choose to are given the responsibility of supporting some primary classes in their PE lessons, learning leadership skills and acting as role models for the younger pupils. |
| PSHE & Citizenship | 2 | Pupil learning consolidates and extends upon the topics taught in KS3 as well as covering topics that assist them to make informed choices around further education and to have a clear plan of action when leaving school. There will be focus on preparation for independent living, such as managing finances. |
| SRE | 1 | Following the PSHE Association and National Curriculum, the focus of KS4 will be health and well-being. Within this core theme pupils will be covering how to manage their emotional health and sexual health. Pupils in KS4 will be exploring, attitudes, values, sexualities, discrimination and deepening their knowledge of topics covered in KS3. This is to encourage pupils to move forward into their independent adult lives with the ability and confidence to take responsibility for themselves and others. |
| Art/Design Technology | 4 | Throughout KS4 pupils will be focusing on both Art and Design Technology. Whilst studying Art pupils will be able to focus on and explore various areas within art i.e. Fine art, photography and textile design. Pupils will be further developing their sketch book work and awareness of using space effectively. Pupils will be able to demonstrate their abilities to explore mixed media, work creatively and research in depth. During their art projects KS4 pupils will be encouraged to collect first hand evidence and be able to clearly annotate their work. When focusing on Design Technology pupils will design and plan their ideas and experiment with alternative materials. Pupils will be encouraged to take ownership of their work throughout. |
| Computing | 1 | Pupils in KS4 continue to develop their Information Communication Technology knowledge by refining their creative techniques in a range of areas working towards recognised Functional Skills qualifications at levels between Entry Level 3 through to GCSE equivalent Level 2. |
| Global Studies | 3 | Global studies takes a project based learning approach to the Humanities and other creative subjects. Pupils have the opportunity to make choices about their learning under broad topic titles and are guided individually using subject specific outcomes and criteria to explore the various subjects that fall within this learning bracket. Pupils have the chance to expand their knowledge and understanding of the wider world as well as more local features and issues. |
| Vocational/ Careers |  | In addition to careers lessons within PSHE, KS4 pupils are visited by a professional careers advisor from CXK every year where career options are discussed in class groups and individually. Close links with other organisations allow pupils the chance to experience working life e.g. Sallygate school works with Carmel Motors Community Project to allow interested pupils first-hand experience working as a mechanic over the course of a school term. |
| Outdoor Learning | 2 | Pupils in KS4 continue to pursue elements of Outdoor Learning from KS3 aiming to complete DofE Bronze and /or Silver Awards; included in this are also the opportunities to achieve AQA Unit Awards in a multitude of personalised learning pathways, all of which help to strengthen pupil certificated outcomes in applying for FE etc. |
| Enrichment | 2 | Enrichment Afternoon is an opportunity for pupils to choose their learning for 1 afternoon in the week. Pupils select an option for the term from a range of creative and exciting alternative learning opportunities including additional Sports participation, Arts/Crafts, Nature Club, cookery etc.  |
| Catch Up | 1 | Catch Up lessons are timetabled to give pupils a chance to finish or extend their learning from the day which may have been missed or avoided due to the pupil’s availability, attendance or choice to disengage. Catch Up is supervised by teachers and Learning Mentors to provide support. Any incomplete work after Catch Up is sent home to be completed independently as Homework. |
| Tutor Time | x2 each day | All pupils attend 2 Tutor Time sessions a day where they have time with a dedicated member of staff to help prepare for each school day; explore emotions/feelings; set targets; share difficulties and at the end of the day review how their learning and behaviour has been in line with school expectations. The Tutor and Learning Mentor is responsible for all initial communication with the House/Carers which will be shared with all staff at briefing/De Brief. Feedback for every pupil is communicated daily to house/carers.The tutor will also be an advocate for the pupil at meetings and reviews as applicable. Tutor Time is also a time to cover aspects such as World Affairs, Charity Work and engage in intra-school challenges/competitions each term. |