

Ivy House curriculum 2015

Ivy House School offers a curriculum which is balanced and broadly based and promotes the spiritual, moral, cultural, mental and physical development of pupils at the school, prepares pupils for opportunities, responsibilities and experiences of later life.

The school curriculum comprises all learning and other experiences. At Ivy House School working towards accessing the national curriculum is part of the school curriculum.

There is a daily act of collective worship and RE is delivered at each key stage. Relationship education is part of our secondary curriculum. All key stages access Personal, Social and Independence education.

Please see the overview for the curriculum areas for Ivy house School being developed towards accessing the national curriculum.

Lessons are planned to ensure that there are no barriers to every child achieving. The Ivy house curriculum builds up in steps towards accessing the national curriculum.

Our pupils require access to a range of specialist equipment and to differentiated approaches to teaching and learning.

Teachers need to take into account the needs of the pupils, their physical and sensory difficulties and preferred communication modes, and their health needs. Teachers plan opportunities to help pupils develop their communication and cognition skills and support to access learning in all subjects.

Communication and Cognition skills should be developed across the curriculum subjects.

Effective learning should include ;(EYFS statements)

- Finding out and exploring
- Playing with what they know and repeating or consolidating
- Willing to have a go
- Concentrating and attending
- Persevering
- Enjoying achieving
- Having their own ideas
- Making links
- Choosing how to do things

EYFS

Ivy House have adopted the 3 prime areas focussed upon **from the EYFS** plus a 4th from the additional aspects of the EYFS curriculum with skills delivered through a thematic approach with a balance across all the EYFS aspects.

Communication

Cognition (mathematics)

Physical

Personal Care and Independence.

Additional aspects for themes:

- Literacy
- understanding the world
- Expressive arts and design

EYFS have a 3 year rolling programme of themes

Pre- formal (Primary and Secondary)

There are 4 core subjects with Programmes of Learning and Schemes of Work, with skills delivered through a thematic approach with a balance across the National curriculum foundation subjects as relevant to the key stage.

Communication

Cognition

Physical

Personal care and independence.

Primary have a 6 year rolling programme of themes.

Key stage 3 have a three year rolling programme of themes

Semi formal –Primary

There are 6 core subjects with Programmes Of Learning and schemes or work, with skills delivered through a thematic approach with a balance across the National Curriculum foundation subjects.

Communication and literacy

Cognition and numeracy

Physical development

Personal and social education

The World

Expressive arts

Primary have a 6 year rolling programme of themes.

Semi formal –Secondary -key stage 3

There are 7 core subjects with Programmes Of Learning and schemes or work, with skills delivered through a thematic approach with a balance across the National Curriculum foundation subjects.

Communication and literacy

Cognition and numeracy

Physical development

Personal and social education

Life and work

Culture and communities

Leisure and creative arts

Key stage 3 has a three year rolling programme of themes

Semi formal –Secondary -Key Stage 4

There are 7 core subject areas of Programmes Of Learning being developed, (with a balance across the National Curriculum foundation subjects), delivered mainly through Moving On Schemes of Work from Equals and accredited by Equals.

The schemes are delivered through a balanced evolving thematic half-termly rota involving 9 areas of the Moving on modules in addition to the core areas of Literacy and Numeracy. There are 2 additional aspects (Citizenship and post school planning), which are addressed at a more individual level and with the families involved.

Individual skills are also targeted within the thematic approach.

Communication and Literacy-(Literacy)

Cognition and Numeracy – (Numeracy, Science)

Fitness -Some aspects are non –accredited but school certificated for breadth and relevance of experience to supplement the Moving On. (Leisure and Recreation)

Personal and social education (Citizenship and Personal, Social and Health Education)

Life and Work (Work Related Learning, Daily Living Skills, and Careers Education and guidance / Post School Planning.)

Culture and Communities. (Foreign cultures, Humanities)

Leisure and creative arts (Technology, Creativity, Leisure and Recreation)

Key stage 4 and Post 16 have a five year rolling programme of themes linked to include the Moving On accreditation as they work inclusively with the post 16 on the Moving on units. (ASDAN units to commence trial from September 2015 for a small cohort of identified pupils as they move through key stage 4 and post 16 to supplement the Moving On).

Moving On programmes:

Year	1	2	3	4	5
Title	Voyager	Globetrotter	Adventurer	Explorer	Traveller

Semi formal –Secondary -Post 16

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Formal

These opportunities will be made available on a more individualised basis as they are required. This curriculum is only partially accessed due to the working levels of the cohorts attending Ivy House School. Additional inclusive opportunities support aspects.

As the curriculum is developed there will be National Curriculum subjects delivered through a thematic approach and subjects may be grouped together under new curriculum titles. Please see Ivy House School Curriculum areas document.

Curriculum aspects and purpose of study- referenced to the NC and Ivy House

School curriculum.

Communication / Communication and English

English education provides the foundation for equipping pupils with receptive and expressive communication.

Aims:

- To develop competence in speaking(or expression) and listening (or comprehension)
- To be aware of the purpose to communicate
- To communicate functionally or express self through preferred modes confidently and competently appropriate to individual needs and abilities
- To interact and communicate for social reasons and personal self esteem
- To communicate needs, ideas and emotions
- To listen and attend
- To comprehend or understand others
- To develop early visual skills
- To develop functional hand skills leading to early mark making, name writing or labelling.
- To develop and increase an appropriate vocabulary for individual pupils
- To read with understanding
- To develop reading for purpose and pleasure
- To develop writing skills for purpose
- To utilise communication skills across all subjects and sessions

Cognition/ cognition and mathematics

Mathematics education provides the foundation for understanding the world and the ability to reason, and is essential to everyday life.

Aims:

- To become aware of events and actions and to recognise changes in pattern, quantity and space.
- To develop an awareness to anticipate and predict change.
- To use awareness develop understanding of pattern, shape and space to develop problem solving skills.
- Use cognitive skills and understanding which allows them to visualise, compare and estimate.
- To become confident and fluent in the language of and some fundamental concepts and skills of early mathematics
- To use early concepts to solve simple problems
- To transfer these skills and concepts across learning areas

Physical /Fitness

To provide opportunities for pupils to become physically confident in a way which supports their health and fitness.

To develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and co-ordination, individually and with others.

Physiotherapy, MOVE (Move Opportunities Via Education), Posture awareness, hydrotherapy and swimming, PE and leisure sports are integral to our curriculum.

Aims:

- To increase confidence in movement and enjoyment of physical activity.
- To compensate for restricted movement experiences through active/ passive participation in various movement experiences
- To develop competence in a range of physical activities both gross and fine motor
- To extend the range and control of movement initiated
- To sustain physical activity for extended periods
- To improve balance and postural mechanisms and encourage mobility and loco-motor skills
- To increase agility , strength and co-ordination
- To promote motor organisation and the ability to carry out purposeful movements.
- Promote a healthy life
- Promote an active life
- To promote well-being
- Engage with others in physical activities
- To develop physical skills for leisure including outdoor opportunities.
- To consider health and safety awareness.

Personal care and independence/ Personal and social education

Personal Social and Health Education provides the foundation for developing independence, self esteem, social and community skills. It is essential to everyday life.

Aims:

- To become aware of events and actions that relate to personal care.
- To develop awareness to anticipate events
- To tolerate activities and routines.
- To co-operate with activities and routines.
- To begin to use mobility to perform some skills independently.
- To develop skills of independence
- To develop personal care skills

- To develop self confidence and awareness
- To explore and manage feelings
- To explore and manage behaviour encourage students to accept responsibility for their behaviour,
- To develop and understanding of social rules
- To develop appropriate relationships with others
- To enable students to develop their self-knowledge, self-esteem and self-confidence;
- To enable students to distinguish right from wrong and to respect the law of England
- To encourage respect for other people.

The World/ Life and work/ Culture and communities

Science education provides the foundation for understanding about the world around us, our bodies and living creatures.

Language and Culture, Geography, History and Technology themes can inspire pupils' curiosity and fascination of the world, natural and man-made resources.

Computing education needs to prepare pupils for using information technology in their daily lives. A variety of ICT is used to support the development of learning in the prime areas and teaching supports the inclusion of these skills across the curriculum.

Aims:

- To develop a wide range of early scientific concepts and knowledge and appropriate vocabulary
- To understand some basic processes and uses of science.
- To experience and be able to use or access appropriate computer technology
- To experience designing or making products that we can use or help us to solve problems.
- To experience food preparation and learn how to prepare or cook as appropriate
- To experience and access knowledge about diverse places, people, resources and natural and human environments (land and water, climates, various terrains, physical and human features)
- To experience some significant aspects of the past in Britain and the wider world
- To experience other languages and associated cultural activities
- To experience or access RE that reflects the traditions in Britain which are in the main Christian whilst taking into account the teaching and practices of other principal religions represented in Great Britain which are defined as Buddhism, Hinduism, Islam, Judaism and Sikhism.
- To develop tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.

Expressive arts/ Leisure and creative arts

Art, craft and design education should engage, inspire and challenge pupils involving them in experiencing, experimenting, creating and inventing.

Music should be included in the curriculum to engage and inspire pupils to develop a love of music, increase their self confidence, creativity and sense of achievement.

Aims:

- To experience, explore, be engaged, inspired and challenged through access to a range of media and materials
- To produce creative work exploring ideas and imagination
- To record experiences
- To access music, drawing, painting, sculpture and a wide range of art, craft or design techniques.
- To experience or access the works of great artists in various forms.