



Whole School Curriculum 2026-27

Oak Lodge School
Heath View
LONDON N2 0QY

info@oaklodeschool.org

Headteacher: Charlotte Charlesworth
Chair of Local Governing Body Committee: Julian Cole



Learning for Life: Oak Lodge Curriculum Aims

To provide a curriculum that effectively delivers and supports both academic achievement and holistic personal growth.

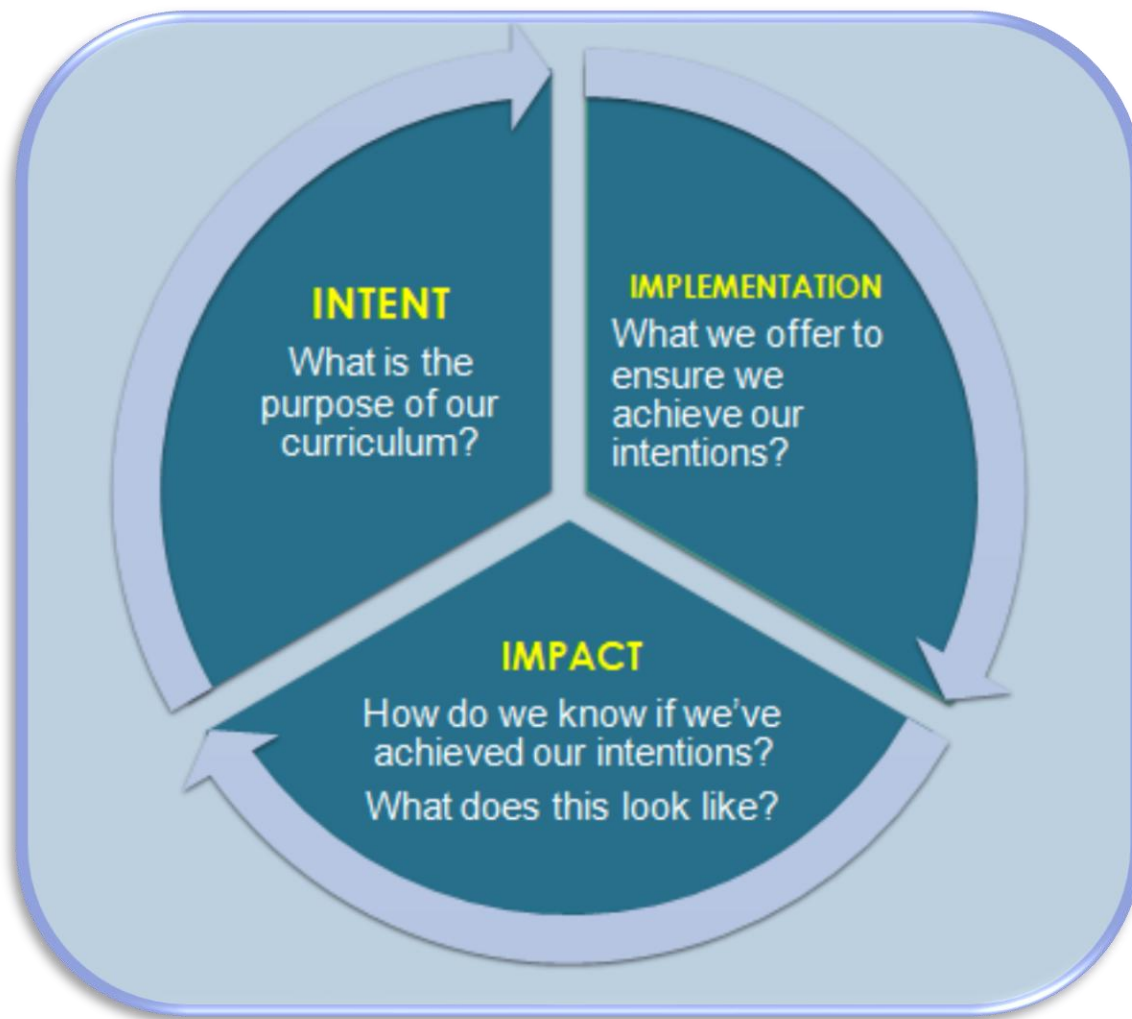
Embedded structure and routine are essential to our students' ability to regulate and engage in learning, and we seek to provide the appropriate level of 'scaffolding' to support individuals according to their needs.

A key aspect of our curriculum is to provide practical and active learning experiences both within and beyond the classroom.

Themes are used across the school to extend students' interest across all subject areas and allow for students to be able to link subjects, concepts and skills together in a practical and meaningful way.

Concepts are developed and consolidated through revisiting and repetition as needed by each individual student as they progress through the school.

When designing and developing our curriculum we focus on **intent**, **implementation** and **impact**.



INTENT

We want our curriculum to be ambitious and motivating, supporting our students to develop holistically to become active citizens who engage and make a positive contribution to their community, and develop a sense of personal achievement and wellbeing.



IMPLEMENTATION

What we offer:

A spiral curriculum with regular opportunities to revisit concepts and ideas

Integration of concepts into a thematic learning model

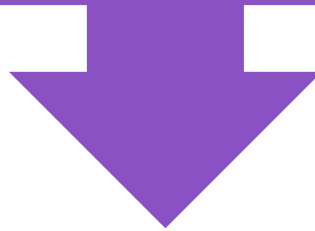
Curriculum enrichment opportunities including trips and in-school workshops.

Development of practical life skills

A focus on building self-awareness, regulation, tolerance and understanding of others

Support for students to use their voice however they choose to communicate

Adaptations of environment to encourage learning



IMPACT

This enables our students to:

develop independence

communicate confidently

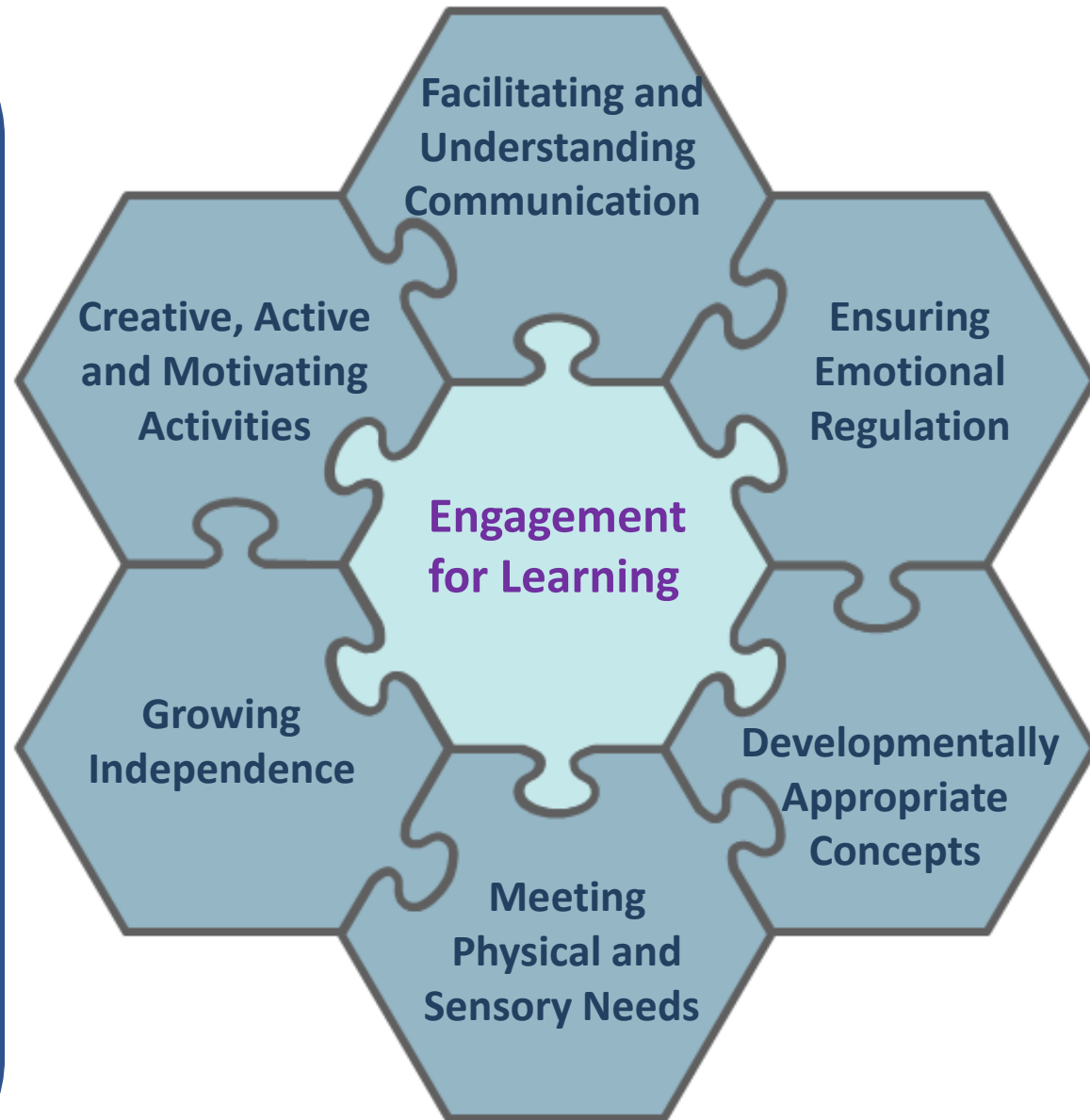
enjoy learning

and achieve

ENSURING ENGAGEMENT

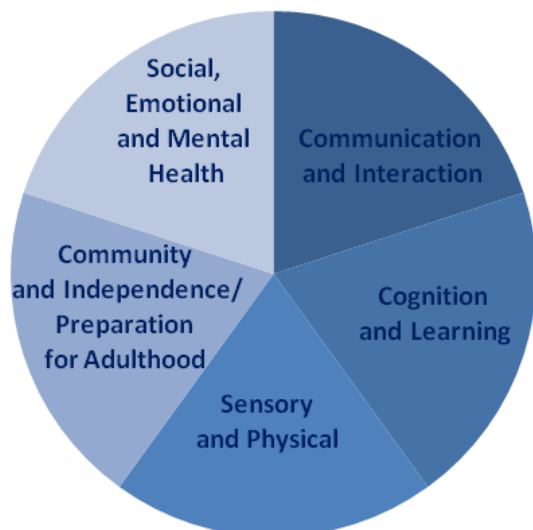
In order for students to engage in learning, we aim to provide opportunities that:

- Allow students to use their own communication methods effectively to express their thoughts and ideas, as well as engage in the social side of learning through communicating with peers and staff .
- Provide learning activities that are developmentally appropriate and that give students the opportunity to experience success, whilst building and consolidating prior learning.
- Develop all students' 'toolkits' for emotional regulation, both by themselves and with a partner.
- Consider students' physical and sensory needs, developing their understanding of themselves and their ability to self-advocate.
- Build skills towards independence in their learning and wider experiences.
- Foster creativity, with active, motivating activities that tap into students' individual interests.
- Ensure that student voice is promoted, including special interests and allowing students to 'vote' for areas in which to extend their learning, knowing that their voices will be heard.



FOCUSING ON INDIVIDUAL PROGRESS

EHCP Outcome Areas



Each student's EHCP (Education, Health and Care Plan) is incorporated into teacher planning and teachers formally assess against outcomes on a termly basis. Upon arrival to the school, a review of outcomes takes place to ensure alignment with the Oak Lodge ethos and curriculum.

The EHCP outcomes are divided into 5 core areas. Progress against these outcomes is discussed at the annual review every year.

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical
- Community and Independence/Preparation for Adulthood

This 'annual review' document also incorporates our other core assessment information including academic data and SCERTS assessments.



The SCERTS (Social Communication, Emotional Regulation and Transactional Support) approach underpins our entire ethos at Oak Lodge. To secure engagement in learning, a student must have the tools to successfully communicate and the strategies to be able to emotionally regulate. These outcomes are embedded into every student's EHCP and across the curriculum in all departments.

All activities are developmentally appropriate, meaningful and functional based on each student's level of development. Sessions provide contexts for learning with adjustments and supports with an emphasis on development of positive interactions with others.

We build positively on what students already know and what they can do. We provide well-structured opportunities to learn skills and generalise these into natural environments, developing and extending learning. Teaching aims to be relevant, functional and interesting for the learner alongside offering opportunities for students to be creative and active.



EHCP AREAS

Cognition and Learning:

This area highlights core skills and their practical application linked to specific curriculum areas such as Maths and English. Cognition and learning outcomes also aim to develop problem solving skills, student engagement and their ability to work independently. Students also work towards developing their strengths and interests to help inform their choices as they progress through the school and beyond.

Communication and Interaction:

This area addresses different functions of communication:

- to regulate themselves and manage their wants and needs,
- for social interaction,
- to collaborate and share experiences with others,
- to give, receive or find out information, and
- for self-expression.

Often, outcomes in this section will closely link with the SCERTS framework.

EHCP outcomes (Education, Health and Care Plan)

Community and Independence/ Preparation for Adulthood:

This area centres on key life skills such as students' ability to;

- stay safe and healthy,
- access the community,
- develop independent living skills,
- develop employability skills
- be able to make choices and self – advocate,
- manage transition, and
- use and manage money

Sensory and Physical:

Outcomes will address any sensory processing issues, sensory sensitivities, interoception and the ability to manage environmental factors including attention and arousal levels.

This area may also include outcomes relating to their physical development. Where needed outcomes will focus on fine and gross motor skills development as well as each student's ability to manage their own health and self-care needs.

Social, Emotional and Mental Health:

This area focuses on the ability to develop social relationships as well as to be able to recognise their own emotions as well as others'. Students learn strategies to help themselves emotionally regulate both by themselves and using other people to support. Often outcomes in this section will closely link with the SCERTS framework.

INTEGRATION OF THERAPIES

Alongside form tutors and specialist teachers, NHS therapists also help to form and develop the curriculum and individual programmes. Every student in the school is assessed at the start of the academic year by the physiotherapy department to enable us to plan for any specific interventions needed for individual students. The speech and language therapy team also assess all new starters and allocate them a level of intervention according to their needs: Universal, Targeted or Specialist. All students in the school experience the universal offer for their communication and physical and sensory needs. The universal offers are detailed below.



Speech and Language Therapy

- Specialist communication environment
- Differentiated curriculum
- Small class sizes
- Whole school / staff communication training delivered by the SLT
- Parent training / information sessions
- SLT working with school staff to identify and develop specific curriculum resources and lessons SLT supporting staff to use the SCERTs framework through feedback to teachers and resources
- Review of the communication environment by SLT and feedback given to school staff
- Training in use of appropriate classroom-based supports and resources
- In-class modelling of specific approaches or interventions when required or identified as a concern

- Whole school / staff motor skills training delivered by the therapy team including training for whole school interventions , e.g. Motor skills united
- Parent training / information on supporting their child's motor skills development
- Daily sensory circuit
- Integration of physiotherapy programmes into PE lessons
- Small group interventions held by therapy team, e.g. fitness, core stability, proprioception
- Therapists to advise school staff (including subject specialist teachers) on activities or equipment suitable to maximise the participation of students with specific motor skills difficulties



Physiotherapy



and



Occupational Therapy

Where a student is identified as needing support beyond the universal offer, therapists work with staff to ensure that any interventions are delivered as part of everyday learning, allowing them to become more generalised for students instead of being exclusively isolated sessions.

Middle School: ensuring a broad and balanced curriculum

Classes in Middle School (KS3) are made up of students across years 7, 8 and 9. Students may move between classes during their time in Middle School and so we have set up a rolling 3-year thematic plan that teachers differentiate according to individual and whole class needs. Students are timetabled with classes in all our core and foundation subject areas. We have a strong emphasis on P.S.H.E as many of our students find this area particularly challenging. Timetables are individual for each class, with subjects assigned to suit the needs of the group – this allows for flexibility in the timetable and further adaptation for individuals. Students remain with their form tutor for most lessons of the week, with subject specialist teachers for cooking, communication, PE, Journeys, Music and Art. All classes are timetabled for various subjects such as PE dependent on their learning profile. However swimming is first offered to individual students who require hydrotherapy as part of their physiotherapy programme, and then to the most complex groups of learners as a priority.

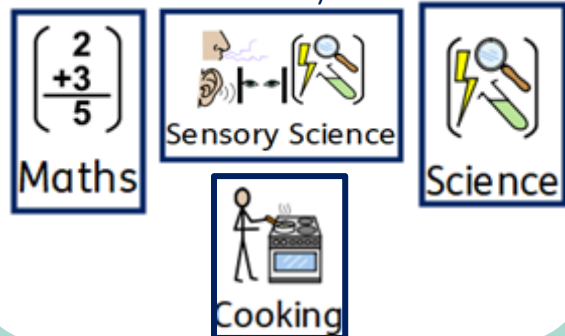
Middle School (KS3) Core Subject Areas – timetabled classes

Communication and English



S.T.E.M

(Science, Technology, Engineering and Maths)



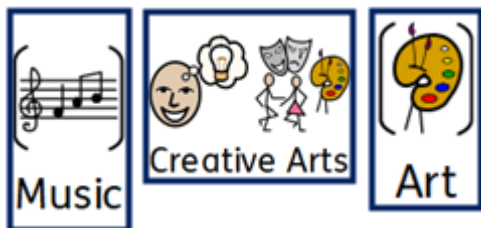
P.S.H.E

(Personal, Social, Health Education)

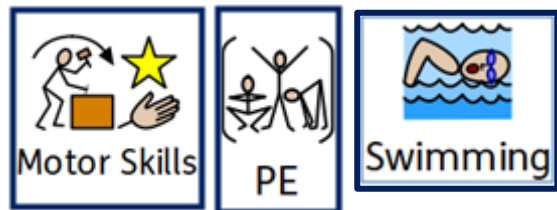


Middle School (KS3) Foundation Subject Areas – timetabled classes

Creative



Physical Development



Understanding the World



Key stage 3 : A Thematic Approach – sparking students' interest



The KS3 (Middle school) curriculum is delivered primarily through a thematic approach. Thematic learning is a holistic, integrated teaching approach that promotes wider coverage of the curriculum through a variety of interconnected activities. Each half term, a theme from a popular culture reference is used as a 'spark' point and becomes the catalyst for developing learning activities across the curriculum. This includes using related texts using the 'Power of reading' approach - linking the subject areas of the curriculum to the ideas and concepts raised in the stories, ensuring students become immersed in the theme and can thoroughly explore the ideas raised. This enables students to have:

- **Connection** - By selecting a theme that students are familiar with, we can teach the material and draw connections to students' previous understanding of the information – allowing students to build and consolidate their learning.

- **Variety** – By using popular culture themes with linked texts, students can engage with a wide range of concepts and topics and make connections between texts and ideas. We also build on students' voices with a week each half term when students can 'vote' to extend their learning on different texts and topics that have been covered during the half term, developing their basic understanding of democracy and the value of their opinion.

- **Community of Learners** – In Middle school, the thematic approach allows students to share experiences and ideas around them to themes and stories they are all able to relate to. Each week begins with storytelling, where all classes join over zoom to share in the telling of the story for that week. The week then culminates in a 'weekly review' where classes are invited to share their work to the department over Zoom. This establishes a sense of community, allows students to share experiences and provides an opportunity to celebrate everyone's success.

Once students enter 14-19, the curriculum focus becomes functional skills and potential qualifications. Half-termly themes determine the texts used in English set groups.

Subject area overviews

We use a range of frameworks to map the curriculum for students in Key stage 3:

- The National Curriculum is used and adapted to suit the needs of our learners.
- The SCERTS framework in all three partner stages (social, language and conversation partner) is used to help support communication and regulation across every area of school (see SCERTS links below for more information).
- The EQUALS semi formal curriculum is used to help plan sequences of lessons for our most complex learners.

Curriculum Area	Linked frameworks	Overview
Communication and English	National Curriculum: English SCERTS model https://equals.co.uk/curriculum/ The Power of Reading - Centre for Literacy in Primary Education Autism Support - Attention Autism Ltd Blank-questioning-information Colourful Semantics - Info and Resources	Students are encouraged to develop their communication skills – both in structured teaching sessions and during free time. All staff use the SCERTS framework to help develop communication-rich environments throughout the school. In addition, all Key stage 3 classes have weekly communication lessons, which include a range of approaches: • eg 'attention autism' to encourage spontaneous communication and joint attention, • focus on Blanks levels of questioning, • social communication and understanding. Storytelling introduces or consolidates the text for the week ready to inform students understanding of other subjects through the thematic approach. Texts are introduced using the <i>Power of reading</i> approach, so themes and concepts are drawn out of the words and imagery in the book. We carefully select the texts based on the ideas within them, but also in the language used, ensuring that all students can experience success with their reading and comprehension of the text. Students develop reading, communication and recording skills as part of their English lessons, with laptops often being used in one of the lessons to support ICT skills. Staff use the <i>colourful semantics</i> framework to help develop students' understanding of the different types of word classes (noun, adjective etc.) which in turn helps students to structure their written and spoken language. Creative projects and drama are also frequently used to improve students' engagement and understanding of literature, alongside focused teaching on different nuances of language such as figures of speech. In terms of reading comprehension, particular emphasis is placed on inference and understanding of text, as many of our students have a relative strength in decoding words but struggle with the interpretation of the meaning of what

Curriculum Area	Linked frameworks	Overview
S.T.E.M Science, Technology, Engineering and Maths	National Curriculum: Maths National Curriculum: Science National Curriculum: Computing National Curriculum: Design Technology https://equals.co.uk/curriculum/	S.T.E.M subjects are addressed through many lessons during the week, and the practical application of Maths (especially number) is a core goal that feeds into all subjects. In addition to 'number', students are taught and assessed on 'geometry and measurement' and 'statistics' as part of the Maths curriculum. Often, students are set problem solving projects within Maths so that they can understand the practical application in a concrete way as well as having the opportunity to solve open ended puzzles and extend their own learning. The approach to Science is also practical, with investigations being the catalysts for students to develop their scientific thinking. Sensory science is also used to engage the interest of our students as a mechanism for developing their curiosity in scientific concepts and processes. Laptops are also allocated to classes for a STEM lesson each week – allowing students to develop the use of ICT to extend their learning. As an essential life skill, all students in the school access cooking from year 7 onwards. Students develop an understanding of their own food preferences through opportunities to cook and taste a wide range of dishes. Recipes are scaffolded to support the development of independence and students have the opportunity to repeat dishes – giving them the chance to work as independently as possible the second time around. Students apply their skills in measurement and sequencing and develop an understanding of the scientific processes involved in cooking. Design and Technology – practical activities and the opportunity to 'design and make' feature heavily within subjects across the curriculum. During Creative Arts lessons students work towards completing simple design and craft projects that they are often very proud to show at the end of the week.

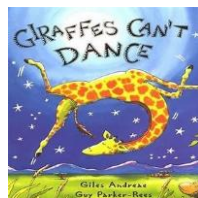
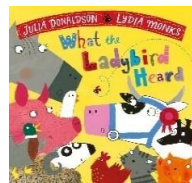
Curriculum Area	Linked frameworks	Overview
P.S.H.E Personal Social, Health Education	National Curriculum: Citizenship SCERTS model https://equals.co.uk/curriculum/ https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education PSHE education Planning Framework for Pupils with SEND	P.S.H.E is an integral part of the curriculum. For many of our learners, the concepts and skills taught in PSHE are the most challenging. Through timetabled lessons, the topics covered are: • Self Awareness: Personal strengths and skills, kind and unkind behaviours, People who are special to us, getting on with others and consent • Self care, support and safety: Taking care of ourselves, keeping safe and keeping safe online, trust, public and private • Understanding and managing my emotions: Identifying and expressing feelings, managing strong feelings, recognising and responding appropriately to emotions in others • Accessing the community and using transport safely: Road safety awareness, public transport, leisure awareness, using money • Healthy Lifestyles: Healthy eating, Taking care of physical health, keeping well, personal hygiene and self care skills • Changing and Growing (within Relationships and Sex Education (RSE): Baby to adult, changes at puberty, different types of relationships • The world I live in: Respecting differences between people, jobs people do, rules and laws, taking care of the environment, belonging to a community, equality <i>Careers and KS3:</i> We strive to offer good careers guidance for our students in line with the 'Gatsby benchmarks.' In KS3, we start students on this journey by encouraging them to think about their skills and strengths while recognising their needs. Students also start to explore different workplaces and jobs and to link curriculum learning to jobs and careers.

Curriculum Area	Linked frameworks	Overview
Creative	National Curriculum: Art and Design National curriculum: music https://equals.co.uk/curriculum/	Cross-curricular creative projects provide meaningful opportunities for students to make connections between different subjects and apply their learning in practical, engaging ways. Through carefully planned craft and art activities, students develop both gross and fine motor skills while simultaneously building their capacity for self-expression and demonstrating their understanding of topics being studied. Art lessons offer students a structured environment to: • Experiment with diverse processes and media – enabling them to discover techniques that resonate with their individual creative preferences • Develop their own creative style – building confidence and artistic identity through exploration and practice • Apply practical skills – translating their understanding of curriculum topics into visual and tactile forms Music and sound are integrated throughout the curriculum as powerful tools for engagement and learning. Students are supported to: • Develop understanding of pattern, rhythm and melody – building foundational musical knowledge through active participation • Build tolerance and awareness of sound – recognising how sound shapes and reflects their environment • Engage with learning – using music to access and explore concepts across subjects
Physical Development	National Curriculum: PE Gross motor skills - EYFS Fine motor skills – EYFS https://equals.co.uk/curriculum/	PE and motor skills support students to develop movement skills from their individual starting point. The curriculum includes a broad range of sports and activities from dodgeball to trampolining adapted to accommodate all students regardless of physical ability. PE also provides the opportunity to teach teamwork, communication and the rules of team sports. All middle school classes also use the 'Motor Skills United' programme, to target the seven key areas of difficulty: • Hand/eye co-ordination • Proprioception and body awareness • Eye tracking • Bi-lateral integration and crossing the midline • Auditory and Visual perception • Spatial Awareness • Rhythm, Auditory/Visual sequencing

Autumn Half Term 1 – "What Else Can I do?"



'What Else Can I do' is a prominent song in the film, *Encanto*. It follows a multigenerational Colombian family, the Madrigals, led by a matriarch whose children and grandchildren - except for Mirabel Madrigal - receive magical gifts that help them serve the people in their rural community called the Encanto. When Mirabel learns that the family is losing their magic, she sets out to find out what is happening and save her family and their magical house. Through this song, Mirabel understands that one doesn't have to be perfect and celebrates the idea that true strength comes from accepting all parts of yourself.



Communication and literacy

The concepts of identity, skills and talents provides the starting point for the texts below:

Narrative: *What the ladybird heard*

The animals on the farm are always noisy, all except for the ladybird who never says a word. But when burglars plot to steal the farmer's fine prize cow, it is the quiet ladybird who comes up with the perfect way to stop their dastardly plan!

Narrative: *Giraffes can't dance*

Giraffes can't Dance raises questions about abilities, the abilities people have or lack, and how people discover them. Gerald is a giraffe who is tall and awkward. He is best at eating leaves from tall trees. Gerald would like to be able to dance. When he attempts to join in the dancing at the Jungle Dance, the other animals make fun of him and Gerald feels he is useless. A cricket comes along and encourages Gerald to try to dance by listening to a different song. Skeptical at first, Gerald finds his song and finds he can dance rather well.

Narrative: *The bear and the piano*

One day, a young bear stumbles upon something he has never seen before in the forest. As time passes, he teaches himself how to play the strange instrument, and eventually, the beautiful sounds are heard by a father and son who are picnicking in the woods. The bear goes with them on an incredible journey to New York, where his piano playing makes him a huge star. He has fame, fortune and all the music in the world, but he misses the friends and family he has left behind.

Written word focus: sequencing, rhyming, sentence construction, introduction to creative writing

S.T.E.M

Number Concepts: Ordering numbers, missing numbers, addition and subtraction, multiplication and division with 2, 5, 10 .

Geometry and Measurement: Position and direction including half, quarter , distance, height

Statistics: Sorting and organising through colour and shape, tallying information into categories, plotting simple numerical information on graphs

Money: Looking at how much things cost and understanding what a simple class budget is. Roleplay shopping, using online shopping.

Time: – Units of time, days of the week and months of the year, seasons, timetables

Scientific Concepts and Experiments:

The human body: Identify and label parts of the human body. The 5 senses. Seasonal changes (Autumn)

Cooking: Baking with South American flavours

Autumn Half Term 1 – "What else can I do"

P.S.H.E

Social Wellbeing - Self awareness, concept circle – starting with me. *What makes me?* – my appearance, personality, skills and talents. My likes and dislikes – *how have these changed over time? How have I changed over time? Who is in my concept circle?* expected and unexpected behaviour, the importance of rules and law in society, how rules and laws can help us to feel safe,

RSE – Managing feelings, strategies to help us feel calm. Identifying the emotions in each zone relating to characters in stories. Introducing calming and alerting activities.

Life Skills – Voting for preferred activities and introducing the idea of democracy. Shared interests. Social clubs. Factors that support my overall health and wellbeing and being ready to learn. Growth mindset

Community – The world I live in: Community helpers in school and the wider community, *What is a community?* Kind and unkind behaviours – online and in person and what to do if someone is being unkind. Feeling included and excluded. End of week social time. Art for leisure – community arts projects, jobs in the arts.

Creative – Artists and Makers

Beatriz Milhazes – exploring shape and colour
Romero Britto – using line and contrast
Maria Berrio – collage with watercolour
Abel Rodriguez – rainforest landscapes

Creative – Projects

Gestural drawing with charcoal
Composing melodies
Choreographing dances
Creating posters

Exploring the World

A trip to South America – travelling to Columbia. South American cultures.

Local geography – *what community buildings do we know and use?*

Famous Faces – famous dancers and classical musicians throughout history

Physical Development

PE Team sports: Basketball

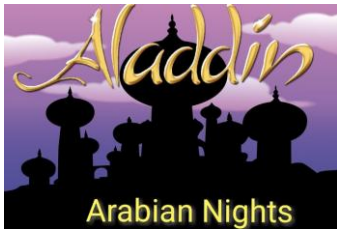
PE Individual Skills: Fundamental skills

Motor Skills – warm up activities, Collage, spot the difference, dot-to-dot, wordsearches, mazes

Key Dates and Celebrations

Rosh Hashana – 11th – 13th September
Fairtrade Fortnight – 21st September – 4th October
September Equinox – 23rd September
Yom Kippur- 20th – 21st September
Moon Festival – 25th September
Black History month – October
National Poetry Day – 1st October
World Space Week – 4th – 10th October
World Mental Health Day - 10th October

Autumn Half Term 2 – "Arabian Nights"



Communication and literacy

The concept of confronting fears and worries is the starting point for the texts below:

Narrative: *The Night Box* Max has a key and a box of midnight blue. When he turns the key in the lock - WHOOSH! Day slips inside as Night sweeps out. Darkness tumbles into the air. It dances and whirls around the room. It goes under the bed, under the chair - everywhere. The magical nature of night-time is explored in this book.

Narrative: *The Dark* Laszlo is afraid of the dark, which spends its time down in the basement of his house. It doesn't visit Laszlo in his room, but then one night the night-light goes out, and the dark calls Laszlo down into the basement to meet it... Emotive, evocative and ultimately very reassuring, this is a story that is certain to speak to any child who has ever been afraid of the dark.

Poetry and Rhyme: *The Night before Christmas* 'Twas the Night Before Christmas story poem is about all the Christmas traditions we know and love such as hanging stockings, listening for Santa's reindeer and sharing gifts with family and friends.

Written word focus: Sentence structure, Adding adjectives, Place descriptions, Instructional writing, Using the past tense

S.T.E.M

Number Concepts: Recognising and ordering numbers, understanding half, quarter, multiples and counting in steps of time, place value, addition and subtraction

Geometry and Measurement: 2D and 3D shape recognition and properties, angles, symmetry, direction, plotting onto a grid

Statistics: Tallies and analysing collected data

Money: Creating a shopping list to a budget and using an online shop, comparing prices online,

Time: Chronology of events, times of the day and night in the winter, telling the time on a digital (24 hour) and analogue clock, adding time, minutes and hours

Scientific Concepts and Experiments: Materials, exploring common materials. Melting and freezing, floating and sinking. Seasonal change (Winter).

Cooking: Mexican and South American flavours

Autumn Half Term 2 – "Arabian Nights"

Social Wellbeing - Self-awareness, Getting on with others: identify times when we may be upset with others and what 'falling out' means, different ways to repair a relationships and why this is important, different points of view and managing our response to others' viewpoints, respecting others' views and being respectful, personal space.

RSE – Managing feelings (continue): looking at how we manage fear and strong emotions and who we can turn to for help, recognising non-verbal cues in self and others that indicate different feelings or emotions, developing empathy for others by appreciating that different things can scare different people. Developing a personal toolkit to help us when we are anxious or scared – including things that scare us and things we need to help us.

Life Skills – keeping healthy and taking care of ourselves elements of a healthy lifestyle, focus on sleep hygiene- what is it, why is sleep important, how do we feel if we do not have enough sleep, what can we do - bedtime routine- to help with sleep and things to avoid that stop us from sleeping well. Personal care associated with a bedtime routine - teeth, bath shower - how and why is this important.

Community – the importance of leisure in maintaining mental well-being, looking at leisure activities in the local community - why is leisure important, what is there to do in the local community, how can I get there, what are hobbies, how can this help mental well-being, trying a new hobby, craft or leisure activity.

Creative – Artists and Makers

Islamic art
Van de Neer – moonlit landscapes
Lesser Ury
John Atkinson Grimshaw

Creative – Projects

Working with shape and colour
Creating a picture using shapes and bold colours
Creating a collage for Living with Orcas week
Acting and singing "Springers journey"

Exploring the World

Exploring Asia – travelling to India – looking at the history and culture of India

Living with Badgers week with Born Free

Celebrations – what traditions and conventions related to light and dark are included in different celebrations?

Famous Faces: Wendell Rodricks, Mahatma Gandhi, Sarajini Naidu

Physical Development

PE Team sports: Dodgeball

PE Individual Skills: Dance/ball skills

Motor Skills: warm up activities, construction and Lego, peg board patterns, collage making (including tearing paper and cutting skills), dot to dot, torches, cooking and sequencing.

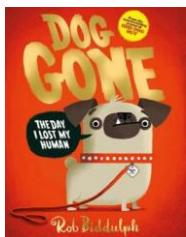
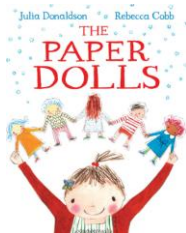
Key Dates and Celebrations

Living with Badgers – Week beginning 19th October
Remembrance (Armistice) Day – 11th November
Diwali (Hindu) – 8th November
Children in Need – 21st November
Christmas Jumper Day – 11th December
Hanukkah (Jewish) – 4th – 12th December
Christmas (Christian) – 25th December

Spring Half Term 1 – "Memory"



'Memory' is a show tune composed by Andrew Lloyd Webber, with lyrics by Trevor Nunn based on poems by T. S. Eliot. It was written for the 1981 musical *Cats*, where it is sung primarily by the character Grizabella as a melancholic remembrance of her glamorous past and as a plea for acceptance. 'Memory' is the climax of the musical and by far its best-known song, having achieved mainstream success outside of the musical. According to musicologist Jessica Sternfeld, writing in 2006, it is 'by some estimations the most successful song ever from a musical'.



Communication and literacy

The concepts of remembering and forgetting are the starting point for the texts below:

Narrative: *The Paper Dolls* A little girl makes a string of paper dolls with her mother, and then takes them off to play in an imaginative world of her own in this lyrical picture book from Children's Laureate Julia Donaldson, exquisitely illustrated by Rebecca Cobb. The dolls jump, dance and sing on their fantastical adventure through the house and out into the garden, avoiding a toy dinosaur and an oven-glove crocodile along the way - but then an all-too-real pair of scissors threatens to spoil everything.

Narrative: *Dog Gone – The day I lost my human* Meet the adorable Teddy – Edward Pugglesworth – and his human Dave. Every morning Teddy wakes his human and takes him to the park – until one fateful day when, chasing squirrels to return their dropped acorns, he loses Dave and is confronted by the terrible troll who lives in the woods...

Narrative: *Grandpa Green* Grandpa Green wasn't always a gardener He was a boy who lived on a farm and a child who had chickenpox. He was a soldier, a husband and, most of all, an artist. Follow his grandson through a garden where memories are handed down through the shapes of topiary trees and imagination recreates things forgotten. An ode to the joys of a full life well lived as well as exploring some of the sorrow life brings.

Creative writing: Writing a 'memory' story, writing a biography

S.T.E.M

Number Concepts: 2-digit and 3-digit numbers, place value, addition and subtraction,

Geometry and Measurement: Units of measure, comparing distance, adding and subtracting distances

Statistics: Using tables

Money: Find different combinations of coins that make the same total, budgeting, addition and subtraction of money of the same unit, including giving change

Time: Sequencing events, estimating and comparing the length of time, rhymes and mnemonics to remember the orders of weeks, months and how many days in each month

Scientific Concepts and Experiments: Animals – Mammals, birds, fish, amphibians, reptiles. Compare and group animals. Carnivores, herbivores and omnivores

Cooking: Recipes from the UK throughout the decades

Spring Half Term 1 – "Memory"

P.S.H.E

Social Wellbeing - mental health: identifying and expressing feelings whilst reflecting on the past, happy and sad memories and how to cope with these, what is meant by mental wellbeing and strategies we can use to improve mental wellbeing, coping with loss or change, belongings – respecting others property

RSE – Changing and growing: different types of relationships and families, recognise that others may have a different family structure to self, healthy and unhealthy types of relationship and what to do or where to go to seek help. Getting older – how do we change through our life. Ageing and the impact on mental health e.g. loneliness

Life Skills – keeping safe in the community – what to do if I get lost, strategies we can use to help us remember things, Animal care – looking after pets

Community – Taking care of the environment – how do we take care of our home and the wider community, litter, graffiti, vandalism and pollution. Exploring parks and open spaces. People who work in parks. National Trust jobs. Volunteering and charities that support the elderly.

Creative – Artists and Makers

Pierre Bonard

Salvador Dali

Stephen Wiltshire

Creative – Projects

Telling stories through drawing and making

Creating memory boxes

Memory collage

Emotional expression through music and dance

Exploring the World

A United Europe- which countries make up Europe, key physical and human features of Europe, History of the EU

World War 1 - causes, propaganda, animals in the war, women children and rationing, life in the trenches

Famous Faces – European leaders, Anne Frank, Edith Cavell

Physical Development

PE Team sports: Volleyball

PE Individual Skills: Dance/Fitness

Motor Skills: warm up activities, finger painting, scissor control, paper folding, rhythm and tapping, wrapping, daily sequence, memory cover, crafts, memory games such as "I went to the shops and bought..." Collage

Key Dates and Celebrations

Kwanzaa – 26th December – 1st January

New Year around the world (Hogmanay, Ganjitsu etc) and World Day of Peace – 1st January

World Braille Day – 4th January

Martin Luther King Day – 15th January

Big Garden Birdwatch – 26th – 28th January

National Puzzle Day – 29th January

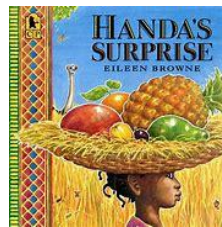
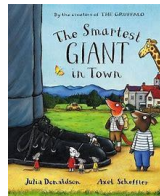
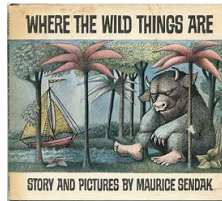
National Storytelling week – 29th January – 5th February

Chinese New Year – 10th February

Spring Half Term 2 – "A tale as old as time"



"A Tale as old as Time" is a song written by lyricist Howard Ashman and composer Alan Menken for the Disney animated feature film *Beauty and the Beast* (1991). The film's theme song, the Broadway-inspired ballad was sung by the character Mrs. Potts and essentially describes the relationship between its two main characters Belle and the Beast, specifically how the couple has learned to accept their differences and in turn change each other for the better.



Communication and literacy

Traditional Tales is the starting point for the texts below:

Narrative: *Where the Wild Things Are* Commonly accepted as one of the most important and influential picture books ever published, Sendak's masterpiece is the supremely told and illustrated tale of angry, petulant Max and his enchanted journey to the Wild Things' kingdom.

Narrative: *The Smartest Giant in Town* George wished he wasn't the scruffiest giant in town. So, one day, he sees a shop selling giant-size clothes, he decides it's time for a new look. With smart trousers, a smart shirt, stripy tie and shiny shoes, George is a new giant. But on his way home, he meets various animals who desperately need his help ... and his clothes!

Narrative: *Handa's Surprise* A modern classic named one of the best culturally diverse picture books in the UK, this is the story of Handa, who's part of the Luo tribe in south-west Kenya. Handa decides to take seven pieces of delicious fruit to her friend, Akeyo, who lives in the neighbouring village. But as Handa wonders, I wonder what fruit Akeyo will like best?, a series of sneaky animals steal something from Handa's basket, which she's carrying on her head... When Handa reaches Akeyo, will she have anything left to offer her friend?

Written word focus: Writing a traditional tale, structuring writing with a beginning, middle and end

S.T.E.M

Number Concepts: Place value, number patterns and sequences, times tables and counting in multiples, basic fractions

Geometry and Measurement: Repeating patterns, mass/ weight and estimation, light, heavy in relation to real life scenarios, position

Statistics: Identifying patterns and starting to respond to questions on data

Money: price comparisons – fairtrade and non-fairtrade products, multiplication of prices, mental maths – working out totals and change

Time: – Patterns in time, adding on amounts of time,

Scientific Concepts and Experiments: Caring for the planet, Seasonal change (Spring)

Cooking: recipes for fairy tales.

Spring Half Term 2 – "A tale as old as time"

P.S.H.E

Social Wellbeing - Playing and working together, body language, working as a team and developing teamwork skills, respecting other points of view, working towards shared goals. What is kindness to others and how do we show this?

RSE – Trust. Identify trusted adults, the difference between personal and private, secrets – safe and unsafe secrets, secrets that could make us feel uncomfortable and what to do about them, what is a surprise and when it's ok to keep a secret, degrees of trust, things that could put us under pressure and being able to say no

Life Skills – Different kinds of homes and their contents, Dangers in the home, Medication and hazardous substances

Community – What is prejudice, stereotyping and discrimination, and what are the impact of these? Sources of help linked to prejudice and discrimination. The role of charities – what are different types of charities and how do they help others – focus on Fair Trade Fortnight. Upcycling and repurposing old objects or clothing. Different types of charity jobs

Creative – Artists and Makers

Esther Mahlangu
Ed Johnetta Miller
Yinka Shonibare

Creative – Projects

Cloth, Thread, Paint

Creating African art or tribal necklaces
Weaving – using wool or other materials to create a pattern / simple picture
Upcycling project

Exploring the World

Contrasting locations – in Kenya – safari, Mt Kenya, rural and urban areas, shanty towns

Kenyan Tribes - different cultures and beliefs, food, art

Fairtrade – what is fairtrade? how does it help support communities?

Famous Faces – Eliod Kipchoge, Jomo Kenyatta, Lupita Nyong'o, Wangari Maathai

Physical Development

PE Team sports: PE games and motor skills

PE Individual Skills: Circuit training/fitness

Motor Skills: warm up activities, patterns, lacing and using beads, sewing / weaving/ lacing, sand drawing, finger painting / printing, clapping sequences, copying finger rhythms, mosaics

Key Dates and Celebrations

Children's mental health week – 1st to 7th February

Ramadan – 7th February – 8th March

Shrove Tuesday – 9th February / Lent – starts 10th February

Random Acts of Kindness Day – 17th February

Fairtrade fortnight – 27th February – 12th March

World Book Day – 4th March

Maha Shivaratri – 6th March

Mothering Sunday – 7th March

Eid al Fitr – 9th – 10th March

Comic Relief – 19th March

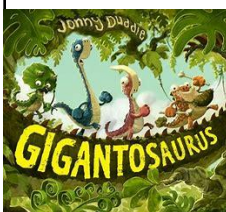
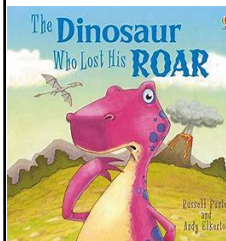
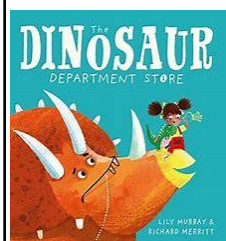
World Poetry Day – 21st March

Oak Lodge Awareness Day (Autism, Epilepsy and Down syndrome) Last day of term.

Summer Half Term 1 – "Theme from Jurassic Park"



"Theme from Jurassic park" is part of the film score to the 1993 Steven Spielberg film of the same name, composed and conducted by John Williams. It is the first motif, heard most frequently, and is introduced when the visitors first see the Brachiosaurus. It features, 'gentle religioso cantilena lines', which Williams declared was an attempt, 'to capture the awesome beauty and sublimity of the dinosaurs in nature'. This theme is widely regarded as one of John Williams' greatest.



Communication and literacy

Narrative: *The Dinosaur Department Store* The concept of managing feelings and emotions Join Eliza Jane and her parents on a marvellous magical tour of their local dinosaur department store. From huge, stomping sauropods stretching their necks to a pair of loved-up Ankylosaurs called Maud and Frank, there are plenty of amazing dinosaurs for Eliza Jane to choose from.

Narrative: *The Dinosaur Who Lost his Roar* Sid is a fun-loving dinosaur with a very loud roar. What he likes most of all is creeping up on his dinosaur friends Spike, Ross and Ollie and startling them with a ROAR. Not surprisingly, his friends aren't so amused; that is, until Sid loses his voice and can only croak. This they find hilarious.

Narrative: *Gigantosaurus* All young dinosaurs are warned about the scary Gigantosaurus. So Bonehead volunteers to be the dino-kids lookout whenever they go into the jungle to play. Unfortunately, he's the original boy-dinosaur who cried wolf, or in this case, GIGANTOSAURUS! Finally, Bonehead's friends refuse to believe his warnings and the Gigantosaurus really turns up! In a vertical gatefold surprise, it looks like Bonehead has got crunched - but in a hilarious reveal we discover this annoying little dinosaur is safe after all.

Non-fiction focus: Persuasive writing – looking at texts linked to global warming and climate change.

S.T.E.M

Number Concepts: Number and place value – read and write numbers up to 1000 in numerals and words, add and subtract with 2/3 digit numbers, fractions, equivalent fractions, addition and subtraction of simple fractions

Geometry and Measurement: measuring capacity (ml/litres) and using appropriate measuring vessels, comparing and ordering lengths, weights and heights,

Statistics: Estimation and prediction of measurement

Money: role play using money in real life situations including coins, notes and multiples of items, number operations with money, comparing prices

Time: – Timelines

Scientific Concepts and Experiments: Plants, plant parts, tree parts. Wild and garden plants. Plants in my local area. Deciduous and evergreen trees. Trees in my local area.

Cooking: *A herbivores diet* – making vegetables interesting.

Summer Half Term 1 – "Theme from Jurassic Park"

P.S.H.E

Social Wellbeing - Jokes – when jokes are not funny. What is a joke, what is banter and what is unkind teasing? What does 'out of control' or fear look like, understanding reasons why people may feel this way, emotional regulation strategies, interpreting others verbal and non-verbal language.

RSE – Changes and growing - puberty. Parts of the body, differences between male and female bodies, changes at puberty, who to speak to or where to go for advice about puberty. Consent – understanding saying no – communicating that you do not want or like something – accepting that someone may say no to you

Life Skills – the importance of a healthy diet, keeping bodies and belongings clean, how to keep well, understanding when to take medicine, vaccinations and what they are for, side effects of medicines if not taken correctly.

Community – Money - budgeting, essential and luxury items, prioritising spending, situations when we need money, different ways to pay for items, keeping money safe whilst in the community, how to save money and using the bank . Sources of help in the local community including job centres, medical centres, charities, what types of problems might these different sources of help be able to support you with.

Creative – Artists and Makers

Altamira Cave Paintings
Aboriginal Art
Paleolithic Art

Creative – Projects

Making animated drawings
Creating 3D model of own imaginary prehistoric animal
Music to evoke emotions including tempo, beat and volume
Papier Mache volcanoes
Prehistoric Art

Exploring the World

Physical Geography: structure of earth, tectonic plates and mountain ranges

The history of the earth: time-line of the Earth from evaluation of organisms to present day
Different theories of creation

Famous Faces: archaeologists - Howard Carter, Mary Leakey, Gertrude Bell

Physical Development

PE Team sports: Tennis/ Net and wall games

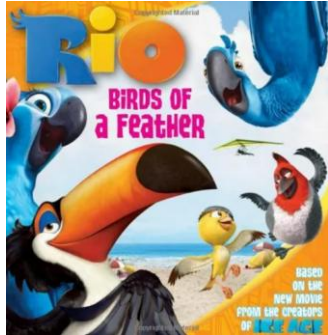
PE Individual Skills: Trampolining

Motor Skills: warm up activities, mosaics, sound sequencing, jigsaw, excavation of fossils, playdoh modelling, follow the line, snipping, where's the dinosaur?, memory game "The dinosaur had for lunch today ..." sequencing, string drawings

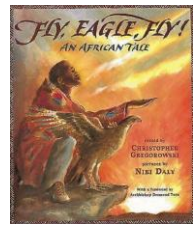
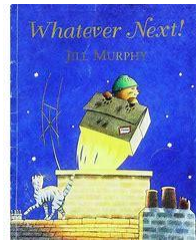
Key Dates and Celebrations

Autism Awareness Day – 2nd April
Earth Day – 22nd April
St Georges Day – 23rd April
International Dance Day – 29th April
Passover (21st to 29th April)
May Day – 1st May
Eid Al-Adha – 16th to 17th May
Wesak/Buddha Day (Buddhist)- 20th May

Summer Half Term 2 – "All the birds of a Feather"



"All the birds of a feather" is a lyric from the opening song "Real in Rio" of the film *Rio*. It tells the story of Blu, a domesticated male Spix's macaw who is taken to Rio de Janeiro to mate with a free-spirited female Spix's macaw, Jewel. The two eventually fall in love, and together they have to escape from being smuggled by Nigel, a cockatoo.



Communication and literacy

The concept of flight is the starting point for the texts below:

Narrative: *Space Tortoise* This tale tells the story of an isolated tortoise that inhabits a local park bin. Often the tortoise would scour the park long and high in search for other animals to be his friends. One night, when tortoise was gazing up at the night sky, he concluded that the 'blinking candles' in the sky must be where all the other animals are.

Narrative: *Whatever Next!* Baby Bear wants to go to the moon and so searches around the house until he finds a rocket (a cardboard box), a space-helmet (a colander) and space-boots (his wellies). All set, he blasts off out of the chimney and into the night. Joined by an owl, Baby Bear soars high into the night sky until they finally reach the moon. Of course, when he returns to earth for his bath, his mother doesn't believe where he's been.

Narrative: *Fly Eagle Fly* An African parable, originating in Ghana and interpreted by a South African author and illustrator, about recognising your potential – 'that we're all born to be eagles who are lifted up with the might of the Spirit – like the wind-borne flight of an eagle'. A farmer raises a baby eagle as though it were a chicken. The bird doesn't realise it can fly until a friend of the farmer intervenes.

Non-fiction focus: Writing for communication – letters, postcards, emails and messages

S.T.E.M

Number Concepts: Number recognition, counting backwards, number operations linked to measurement, pictorial representations and arrays, multiplication and division for the 2, 5 and 10 multiplication tables, recognising odd and even numbers

Geometry and Measurement: Maps, grids and using a scale, measuring perimeter and area of shapes, angles

Statistics: Interpreting information, comparing categorical data, create appropriate charts / graphs to represent data, solve problems based on data

Money: Planning a budget for a trip or project

Time: – units of time, sequencing, linking time to the sun, sunrise and sunset timetables

Scientific Concepts and Experiments: Growing and cooking (where does my food come from?). Seasonal change (Summer)

Cooking: Using seeds and eggs

Summer Half Term 2 – "All the birds of a Feather"

P.S.H.E

Social Wellbeing - Friendship, endings and coping with loss / saying goodbye, making new friends, accepting difference. Making own choices and peer pressure. Strategies to help us cope with change and loneliness. Thoughts and feelings using thought bubbles. Making mistakes and your reactions.

RSE – Puberty continued. Consent – understanding saying no – communicating that you don't want or like something – accepting that someone may say no to you. Personal safety online – Keeping safe in the community (real and virtual) – strangers and community helpers – public and private behaviours

Life Skills –Packing and planning for a trip. Travel - Reducing carbon footprint. Travel – road safety, reading a transport map / timetable, planning a route, using public transport and keeping safe in the community – what to do if I get lost, Accidents and first aid

Community – preparing for work how to use different machines in the workplace Using work skills in practice – role play / work experience in school. Review of year survey and presentation of data as charts or graphs. Farms and their produce – visiting a local farm.

Creative – Artists and Makers

Walter de Maria
Using maps in art
Chris Maynard
Michele McKinney

Creative – Projects

Design and create a rocket to fly to the moon.

Using natural materials

improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Exploring the World

Project: plan your own holiday to a country of your choice including travel, where to stay, climate and clothes to pack / important things to take, cultural and historical sights of interest, research on food and religion, money and any other useful information
History of Space Travel – first person on the moon
Amelia Earhart, Mark Shuttleworth, Helen Sharman

Physical Development

PE Team sports/individual skills: Athletics

Motor Skills: warm up activities, paper folding and paper airplanes, marble run, feely bags, cooking activities, spot the difference, Where's Wally?, sequencing a journey, jigsaws, what's missing, number search, papier mâché

Key Dates and Celebrations

Ashura – 6th – 16th June
Ocean Awareness Day – 8th June
Shavuot – 10th – 12th June
Father's Day – 20th June
Windrush Day – 22nd June
Tanabata – 7th July
Transition Day – 1st July

14 – 19 : preparing young adults for life beyond Oak Lodge

Students in years 10 and 11 are in Key stage 4 classes and those in years 12, 13 and 14 are in Post-16 (Key stage 5).

Students continue to build on the skills developed in earlier key stages while developing their independence and self-confidence. Student voice, choice and self-advocacy are central to our curriculum. Students access learning at a level that meets their holistic needs and at an appropriate level for their developmental understanding. Students are taught Maths and English in set groups spanning the whole of 14-19 following either the AQA /OCR Entry level curriculum or Pearsons Functional Skills curriculum depending on their individual needs. Students work towards accreditation in Maths and English in their final year. Subject specialist teachers offer lessons in Art, Music, Journeys, Cooking and PE which are timetabled in Key stage 4 and an option in Post-16. In addition, students have a choice of vocational options from across 14-19 which may also lead to qualifications from the WJEC and OCR awarding bodies. Students in Post-16 are entered where appropriate for nationally recognised qualifications.

Core Subject Areas – Timetabled classes

ENGLISH

MATHS

ICT

SCIENCE
(KS4 ONLY)

PSHE RSE

CULTURES

SKILLS FOR
WORK & LIFE

Foundation Subject Areas – Timetabled in KS4, Student Options in Post-16

ART

MUSIC

JOURNEYS

COOKING

PE

Vocational Subject Areas – Student Options

ANIMAL
CARE

WORK
EXPERIENCE

HAIR AND
BEAUTY

PLANT CARE

DANCE

DRAMA

SENSORY
ART

14 -19 Accreditation Pathways

Our curriculum pathways are informed by the National Curriculum, PSHE Education Planning Framework for pupils with SEN and Entry Level courses and qualifications from the Pearson's, AQA, WJEC and OCR awarding bodies. Learning Pathways are flexible, and courses are designed to provide a curriculum where students can continue to build on and reinforce their skills whilst equipping them for the next stage of their lives.

Core Subject Areas

AQA Maths
Entry Level 1-3

OCR English
Entry Level 1-3

Pearson Functional Skills
Maths, English
Entry Level 1-3, Level 1

Pearson Functional Skills
Maths, English
Entry Level 1-3, Level 1

Pearson Functional Skills
Digital
Entry Level 3

Foundation Subject Areas

WJEC Personal Progress
Entry Level 1

WJEC Preparing for Work
Entry Level 2-3

WJEC Personal and Social
Development
Entry Level 1-2

WJEC Independent Living
Entry Level 2-3

Vocational Subject Areas

WJEC Personal Progress
Entry Level 1

WJEC Preparing for Work
Entry Level 2-3

WJEC Creative Media
Performance Arts
Entry Level 2, Level 1

Cambridge OCR Entry Level
Physical Education Entry
Level 2

Cambridge OCR Entry Level
Art

Cambridge OCR GCSE Art
and Design

*Further information about Accreditation
is available from the Deputy Headteacher

14-19 Core Subjects

Curriculum Area	Linked frameworks	Overview
My Rights and Responsibilities – Student Voice and Self Advocacy	https://www.wjec.co.uk/media/h3tgonvr/e-entry-pathways-specification-main-spec.pdf	Student voice and self-advocacy are important skills for our students to develop, and they will be supported to do so in preparation for the opportunities, responsibilities and experiences of later life including Further Education and beyond. Students will learn that their thoughts and opinions count and that voicing these can make a difference. Student Voice and self-advocacy is encouraged, facilitated and embedded across the curriculum throughout the year within everyday lessons and interactions. Student are supported to further develop decision making skills to enable them to make appropriate choices, with support where needed, at school and in their own lives. Students are supported to develop an awareness of their rights and responsibilities. Students are encouraged to contribute to and engage in the student council election process, their student's views forms and reviewing and setting their goals linked to the assessments systems in place; their EHCP and SCERTS outcomes and the Progression Steps assessment framework. Student view forms and shared in the AR meeting of EHCP.

Autumn	Spring	Summer
Autumn 1 Options : Personal Choices My Views: My interests, likes and dislikes My Views: Student Views Form (Annual Review) Student Council Elections Autumn 2 My Views : Important to me, One page profile Student Wellbeing Questionnaire	Spring 1 My environment – what do I need to succeed? (School and Community) Spring 2 Our environment – making a difference	Summer 1 My transition – what do I need now? Summer 2 My transition – what do I need next? Resources and transactional supports to support my transition to new class or college Student Wellbeing Questionnaire

14 - 19 Core Subjects

Curriculum Area	Linked Frameworks	Overview
English	https://www.wjec.co.uk/media/h3tgonvr/e-entry-pathways-specification-main-spec.pdf https://www.ocr.org.uk/Images/529907-english-qualifications-summary-brochure.pdf Edexcel Functional Skills in English Pearson qualifications	Assessments for learning are completed at the beginning of each academic year for every student. This, alongside prior learning and attainment determines set groupings and individual programmes of study in Reading, Writing and Communication following the Personal Progress, Cambridge OCR or Pearson Functional Skills curriculum. Students who access some, but not all aspects of learning can achieve accredited stand-alone English Entry Level units through the Essential Skills for Work and Life Pathways. English is taught in set groups lessons using a different focus text each half term. It is also firmly embedded throughout the curriculum. Students are encouraged to develop their problem-solving skills in everyday contexts in school and the local community to support their independence. Emphasis is placed on emotional literacy and communication of choices to support a confident student voice. All students have personalised communication outcomes linked to their SCERTS baselines and EHCP outcomes.

Autumn Good vs Evil	Spring Loyalty	Summer Freedom
Autumn 1 Summarising Story mapping and sequencing Adverts, posters and social media <i>Oliver Twist – Charles Dickens</i> Autumn 2 Poetry, rhyme, performance <i>Poems to perform – Julia Donaldson</i>	Spring 1 Creating characters and settings Features of language <i>How to train your dragon - Cressida Cowell</i> Spring 2 Facts and opinion Forms and personal information <i>Charlotte's Web – E. B. White</i>	Summer 1 Instructions Discussions <i>Naughts and crosses – Malorie Blackman</i> Summer 2 Short stories. Debating Summarising <i>1984 – George Orwell</i>

14 - 19 Core Subjects

Curriculum Area	Linked Frameworks	Overview
Maths	https://www.wjec.co.uk/media/h3tgonvr/e-entry-pathways-specification-main-spec.pdf https://www.aqa.org.uk/subjects/mathematics/elc/mathematics-5930/specification/specification-at-a-glance Edexcel Functional Skills in Mathematics Pearson qualifications	Assessments for learning are completed at the beginning of each academic year for every student. Informed by assessment, prior learning and attainment, students across 14-19 work in levelled set groups following the Personal Progress, AQA or Pearson Functional Skills curriculum. Students, who access some but not all aspects of learning through the Entry Level Pathway, can achieve accredited stand-alone Maths Entry Level units through the Essential Skills for Work and Life Pathways. Through teaching and learning, emphasis is placed on students using and applying their mathematical skills and knowledge to make choices and decisions. Maths is taught through set group lessons but is also firmly embedded throughout the curriculum. This supports students to develop maths skills for everyday life experiences and encourages problem solving skills and independence. Students use their maths skills including measure, the calendar, money and time in practical situations such as cooking, shopping and vocational studies encouraging application of skills in different context and providing personalised learning opportunity linked to individual EHCP outcomes.

Autumn	Spring	Summer
Autumn 1 Number and place value Autumn 2 Position and direction	Spring 1 Statistics and probability Spring 2 Number operations	Summer 1 Measurement Summer 2 Money

Curriculum Area	Linked frameworks	Overview		
ICT	National curriculum in England: computing programmes of study - GOV.UK https://www.wjec.co.uk/qualifications/information-and-communication-technology-entry-pathways/#tab_keydocuments https://qualifications.pearson.com/en/qualifications/edsq/entry-level-and-level-1-in-eds.html	Computing and Internet safety are taught alongside each other to give context for learning wherever possible. Computing is linked to learning themes across the curriculum ensuring a functional and relevant ICT curriculum. Depending on the student's learning pathways, the ICT curriculum is linked to either Personal Progress, Personal and Social Development, WJEC IT Entry Pathway Qualification or Pearson's Digital Functional Skills.		
Autumn		Spring	Summer	
Internet safety – acceptable and unacceptable behaviour Computing for information Computing and Programming Functional skills Using devices and handling data		Internet safety – online risks and sources of support Researching educational websites Basic word processing skills Functional skills Creating and editing Communicating	Internet safety – strategies for staying safe Safe online games Basic presentation skills Functional skills Transacting Being safe and responsible online	

Curriculum Area	Linked Frameworks	Overview
Science	https://assets.publishing.service.gov.uk/media/5a806ebd40f0b62305b8b1fa/PRIMARY_national_curriculum_-_Science.pdf	In Key stage 4 science is delivered by form teachers. Students follow a modified and developmentally based primary national curriculum linked to White Rose science. Students build upon their prior learning in Key Stage 3 developing their use of scientific method to apply their scientific knowledge in meaningful contexts. The approach to science continues to be practical, with students planning and evaluating their investigations. Sensory science is also used to engage student interest.

Autumn	Spring	Summer
Autumn 1 Group and classify living things Data collection Autumn 2 States of matter	Spring 1 Sound Data collection Spring 2 Electricity Energy	Summer 1 Data collection Habitats Deforestation Summer 2 The digestive system Food chains

14 - 19 Core Subjects

Curriculum Area	Linked frameworks	Overview
P.S.H.E Personal Social, Health Education	PSHE education Planning Framework for Pupils with SEND	PSHE (personal, social, health and economic) education prepares students for life beyond school and supports them to fulfil their potential. Essential knowledge, skills and understanding focuses on how to look after themselves, keeping themselves and others safe and ways to access support. The curriculum supports students to recognise some of the complexities of modern life. Students study PHSE through courses or course units relevant to their level of need and understanding, building on their existing knowledge and offering appropriate challenge. There is a clear pathway that could lead to Entry Level Qualification in either Personal Progress or Personal and Social Development. PHSE lessons are taught by form teachers.

Autumn	Spring	Summer
Autumn 1 KS4 – Personal strengths Post-16 – Managing finances Autumn 2 KS4 – Managing online information Post-16 – Mental wellbeing	Spring 1 KS4 – Personal strengths Post-16 – Elements of a healthy lifestyle Spring 2 KS4 – Skills for learning Post-16 – Preparing for adulthood	Summer 1 KS4 – Healthy eating and body image Post-16 – Medicinal drugs Summer 2 KS4 – Physical activity and leisure time Post-16 – Managing pressure

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Curriculum Aims:

- For students to learn how to be safe and healthy and to be able to make choices independently.
- For students to become empowered and achieve personal and social development including mental wellbeing
- For students to develop the self-confidence and self-regulation to be able to successfully manage their lives independently or with support
- To give our students the information needed to develop healthy and nurturing relationships of all kinds, not necessarily intimate relationships



Physical health and mental wellbeing are interlinked, and it is important for students to understand that good physical health contributes to good mental wellbeing, and vice versa.

We refer to this work as RSE and place the focus very much on the 'relational' element of the work rather than on the 'sexual' for most. The aim is to find ways in which to support and assist our student's attempts to creating positive connections with others, developing meaningful relationships, and understanding the social rules of engagement required of them as young independent adults.

We will teach the ability to self-regulate, and strategies for doing so through the zones of regulation and other curriculum components such as 'Social Thinking'. This will enable students to respond calmly and have a more positive impact on learning and engagement with learning. We use the SCERTS Framework as the context for our model of behaviour support.

We welcome any input or involvement that we receive from Parents / Carers and Families of the students in the development of any work we do around 'sexuality' and 'sexual identity formation'. We view this home / school link as a crucial factor towards the positive outcomes that we are trying to develop and build on.

14 - 19 Core Subjects

Curriculum Area	Linked frameworks	Overview
RSE Relationships and Sex Education	https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education PSHE education Planning Framework for Pupils with SEND	The developmental model for RSE at Oak Lodge ensures that lessons and resources are delivered in a way students will understand yet will cover the content that is appropriate for their age and understanding. Specific timetabled RSE lessons will cover all aspects of the health and wellbeing curriculum, some topics will be taught across other curriculum areas: Science, PE, Personal and Social Development (PSD), Cooking, Computing and E-safety Students will be learning about creating positive connections with others, developing meaningful relationships and understanding the social rules of engagement required of them as young independent adults. Students will learn about strategies to self-regulate through the zones of regulation and other curriculum components such as 'Social Thinking'.

Autumn	Spring	Summer
Autumn 1 KS4 – Strong feelings Post-16 - Gambling Autumn 2 KS4 – Keeping safe online Public and Private Post-16 – Romantic feelings and sexual attraction	Spring 1 KS4 - Friendship Post-16 – Intimate relationships, consent and contraception Spring 2 KS4 – Long-term relationships / parenthood Post-16 – Managing pressure	Summer 1 KS4 – Puberty Post-16 – Healthy and unhealthy relationship behaviour Summer 2 KS4 – Feeling unwell Feeling frightened / worried Post-16 – Emergency situations

14 - 19 Core Subjects

Curriculum Area	Linked frameworks	Overview
Skills for Work and life	https://www.wjec.co.uk/qualifications/wjec-skills-for-life-and-work-qualifications/#tab_keydocuments https://www.skillsbuilder.uk/	Our curriculum aims to encourage our students to become confident and active citizens by: • participating in local community activities and understanding the benefits of these activities for themselves and the community • enabling our students to develop an awareness of their community and equip them with the skills and confidence to use various local services and facilities Shopping, budgeting and road safety are interlinked so learning takes place in context. Throughout the year students will be learning about skills needed to shop which will include money skills, budgeting and being safe when going to the shop. Students may practice road safety, for example using a pelican crossing, before walking to the local shops. Where necessary, students will practice and consolidate shopping skills in the classroom before going out in the community to shop with support. Students have opportunities to engage in a range of work-based learning experiences linked to jobs and careers. The aim is to develop further their understanding of their own skills and qualities as well as those required for different jobs. Students learn about job specific skills, health and safety, communication within the work-place (formal and informal), problem solving, managing feelings, and generic work skills such as workplace safety and timekeeping. Students will be learning about identify and working towards goals. Students will be studying units from the Entry Level Pathways Preparing for Work or from the Entry Level Pathway Personal Progress. For those students who show academic strengths there is a clear pathway that could lead to an Entry Level Qualification.

Post-16 Core Subjects

Curriculum Area	Linked frameworks	Overview
Cultures	https://barnet.moderngov.co.uk/documents/s85575/Appendix%201%20Agreed%20Syllabus%20for%20Religious%20Education%20in%20Barnet%202025-2030.pdf	Cultures is closely linked to Spiritual, Moral, Social and Cultural (SMSC) education. SMSC permeates through the school's curriculum and is personalised to meet the individual needs of our students. Students are supported to explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the world around us. Our curriculum and cultural themes aspire to provide encounters and participation in events and celebrations to broaden all students' experiences and their awareness of others. Students are supported to further develop their self-knowledge, self-esteem and self-confidence as well as their understanding that other people may have different faiths, beliefs or thoughts to oneself which should be respected, and should not be the cause of prejudicial or discriminatory behaviour.

Autumn	Spring	Summer
Autumn 1 and 2 Myself	Spring 1 and 2 Belonging	Summer 1 and 2 Beliefs

14 - 19 Vocational Options

Vocational options are designed to help students learn in a practical way about a specific job area, helping them to begin to develop the skills needed to start a job, to progress in a career or to go on to higher levels of education.

All students will be studying units or aspects of Entry Level Programmes linked to their vocational area such as:

- Animal Care study units from WJEC Entry Pathways Preparing for Work

All students keep a portfolio with evidence of learning. For those students who show academic strengths there is a clear pathway that could lead to Entry Level Qualifications.

Some vocational options also offer the opportunity for related work-experience, for example Animal Care students go to ZSL in Regents Park.

Animal Care

Hair and
Beauty

Drama

Plant Care

Work
Experience

Sensory Club

Community Cafe