

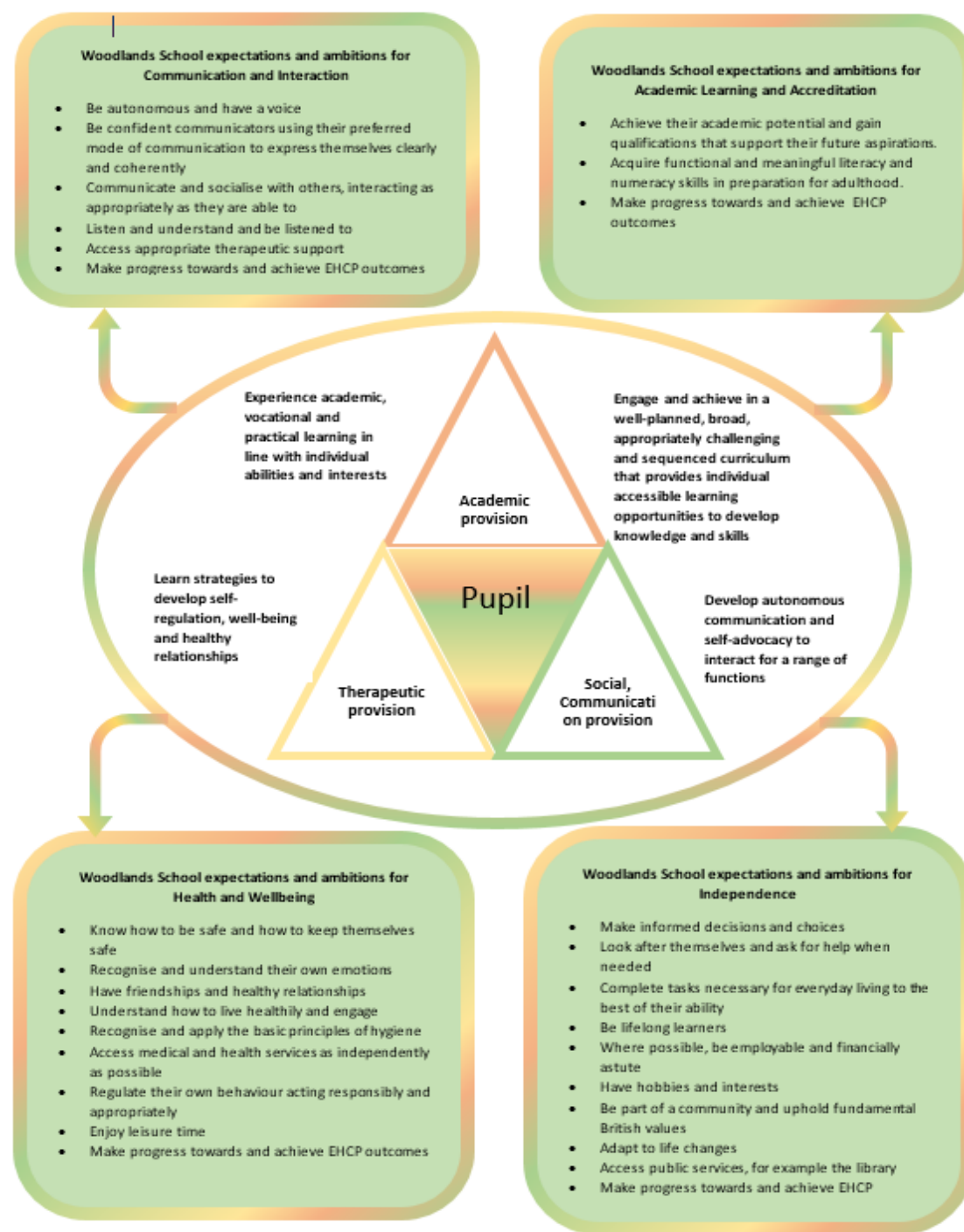
Woodlands Curriculum

February 2023

Woodlands School Vision

- ▶ At Woodlands, we strive to equip all pupils with the skills needed to meet their full potential through an **innovative and specialised curriculum**.
- ▶ **Pupil voice is empowered** through a strong emphasis on developing individual communication strategies.
- ▶ We work together as a **team** to provide a **happy, safe and stimulating** environment, where pupils are encouraged to develop **independence**, whilst promoting **well-being** for all and building confidence for the future.

What do we aim for our pupils to achieve and experience?



| | Core Subjects | | | | Foundation Subjects | | | | | | | |
|---|--|---|--|---|--|---|---|---|--|--|--|---|
| | Literacy | Numeracy | Computing | Science | History | Geog | Art and Design | Music | PE | PSHE + C | RE | |
| Ongoing Thinking Skill: Asking for Help | Personalised learning objectives covering Speaking and Listening Reading Writing | Personalised learning objectives covering Using and applying Number Space, Shape and Measures | Personalised learning objectives focused on access to ICT and application of skills Cross-curricular use | All units will cover aspects of ‘Working Scientifically’ | Sequential and temporal language Celebration of birthdays and significant events | Directional and positional language | Use of tools integral to other subjects | Ongoing songs and rhythm used throughout the school day Weekly singing assembly | Ongoing physical development activities linked to IEP | Self-Care routines and independence Autonomy and choice-making Forming relationships | Daily class assembly (15 mins daily) Weekly good work assembly Weekly class led assembly. Weekly SLT led assembly. | |
| Autumn 1-Here We Go We can find out about different ways of getting around our environment and how movement works. Thinking Skill: Playing together | Emergent W1-5 Shared Reading Daily Independent Reading - Self-selected choice of fiction, non-fiction, electronic, interactive texts Little Wandle foundation for phonics programme (2 letters per day, 4 letters per week) Writing with adults - Predictable Chart writing Early Conventional W6-W7 & Conventional W8+ Reading Comprehension Daily Independent Reading Self-selected choice of fiction, non-fiction, electronic, interactive texts Textless reading scheme books (W6 - Lilac level, W8+ Pink band Collins Big Cat, Oxford Reading Tree Grey wordless books) Little Wandle from Phase 2 (2 letters per day, 4 letters per week) Writing - Predictable chart writing Independent Writing | W1-5 Generic Maths targets worked on daily | Coding and Programming | Forces and Magnets (Magnetic forces)- repel and attract, poles of a magnet, identifying magnetic objects. | | Geographical Skills and Fieldwork - Using Maps, Plans and Sensory Cues to find our way around our environment | Moving art | Patterns | Gymnastics “Twist & Shout” Or Dance “Strictly fun dancing” | <u>Core theme 2: Relationships</u> Bullying Some parts are not for sharing Internet safety | Harvest Christmas Why is harvest a worldwide celebration? Pg57 | |
| Autumn 2-Out Of The Darkness We can learn about light and dark through different experiences. Thinking Skill: Exploring | | Every Half Term (W6+) | | Exploring ICT through functional skills in the context of the Christmas Production | | | | Light - Light and shadows. How shadows are formed, shadows change throughout the day, materials that block light. | | | | Ancient China - Light Festivals |
| Spring 1-London We can find out about the man-made features of London and compare the buildings with a different city. Thinking Skill: Collecting | | Writing from adults Independent writing | Week 1 Number | Multimedia Handling Data | Electricity - What Needs Electricity. Practical application of electricity. | | Place Knowledge - Features of the city of London and a Contrasting City | Structures - buildings | Duration (Long and Short) | Invasion Games “Making your mark” Multi-disciplinary sessions: therapy Swimming / hydro (alternate weeks) | <u>Core theme 1: Health and wellbeing</u> My body Gender Puberty Healthy eating | How do Christians know what happened at Easter? Pg87 Easter story different versions |
| Spring 2-Eden We can learn about what plants needs to be healthy and grow. Thinking Skill: Remembering | | Week 2 Space and Shape | Exploring ICT through functional skills in the context of the Christmas Production | | | | | | | | | |
| Summer 1-Inside Outside We can learn about different materials and understand how their properties make them suitable for buildings e.g. homes. Thinking Skill: Keep trying | Writing from adults Independent writing | Week 3 Number Calculations | Multimedia Sound and Motion | Plants - Reproduction/Pollination and lifecycles, investigate what encourages healthy plant. | Anglo-Saxon Art and Culture | | Containers - plant pots | Pulse | Invasion Games “Making your mark” Multi-disciplinary sessions: therapy Swimming / hydro (alternate weeks) | Puberty Healthy eating | How do Christians know what happened at Easter? Pg87 Easter story different versions | |
| Summer 2-Rainforest We can learn about living things and their environments. Thinking Skill: Imagining | | Week 4 Measures | | | | | | | | | | Technology in our Everyday Lives |
| Summer 2-Rainforest We can learn about living things and their environments. Thinking Skill: Imagining | | Week 5 Number | Multimedia Text and Images | Living things in their habitats. Changing environments -local environment, sustaining habitats, global habitats, environments can change. | | Human and Physical Geography - The rainforest. | Wall mural - the jungle | Conducting | | UK Communities - Indian | | |
| NOTES | Taught 5 X 1 hr per week | Taught 5 x 40 mins per week | Taught weekly 40 mins | Taught weekly 60 mins | History/Geography taught in alternate half-terms 40 mins | | Art/DT taught in alternate half- | Taught weekly 40 min - | Taught weekly 90 min Taught weekly half- | Taught weekly 60 mins Key focus on development of | Taught 1 full day per term | |

Curriculum Audit & process

| Key Stage | Term | Year A | Year B | Year C |
|-----------|----------|---|---|--|
| 1 | Autumn 1 | Topic: Self-portraits Art using our bodies and from various artists Style/Artist Guiseppe Archimboldo, Paul Klee, Matisse, Cubist, Mehndi Media: Pr P C S Digital technology | Topic: Autumn Materials printing Style/Artist Andy Goldsworthy Media: Pr P C S | Topic: Building a House Style/Artist Media: Pr C S T D Digital Technology |
| | Autumn 2 | Topic: Making toys Exploring old and new toys, making moving toys Style/Artist Media: Pr T | Topic: Shadow puppets Style/Artist Media: C S | Topic: Sculptures Style/Artist Joan Miro Media: Pr P C S Food Technology |
| | Spring 1 | Topic: Investigating materials Manipulating materials and weaving with found materials Style/Artist Media: P T | Topic: Using food as a construction material Style/Artist Media: Pr P C | Topic: Little Red Riding Hood Style/Artist Media: C T |
| | Spring 2 | Topic: Natural Materials Collecting and creating art using natural materials Style/Artist Andy Goldsworthy Media: Pr S | Topic: Patterns Style/Artist Media: Pr P C S | Topic: Natural Materials gardens Style/Artist Media: C S |
| | Summer 1 | Topic: Homes Constructing houses and homes from different materials Style/Artist Media: P C S D | Topic: Making vehicles Style/Artist Media: Pr P C S | Topic: Paper Puppets Style/Artist Media: S T |
| | Summer 2 | Topic: Animal puppets. Making puppets from different textiles eg. socks felt, wool and material Style/Artist Media: C S T | Topic: Natural materials – The sea Style/Artist Media: P C S | Topic: Summer Landscapes Style/Artist Monet, Van Gogh Media: P C D Digital Technology |

Key:

| | | | |
|--|--|---|--|
| Exploring and developing ideas - Throughout all SOW | Drawing (D) KS1 3 KS2 6 KS3&4 11 KS5 7 | Painting (P) KS1 10 KS2 17 KS3/4 14 KS5 9 | Sculpture (S) KS1 13 KS2 18 KS3&4 10 KS5 6 |
| Collage (C) KS1 14 KS2 14 KS3&4 14 KS5 7 | Textiles (T) KS1 6 KS2 6 KS3/4 0 KS5 5 | Printing (Pr) KS1 9 KS2 8 KS3&4 10 KS5 5 | ICT (I) KS5 6 Work of other Artists |

Progression Grid for Art

| Key Elements | KS1 | KS2 | KS3/4 | KS5 |
|--|---|--|--|--|
| Exploring and developing ideas Exploring / Investigating | <ul style="list-style-type: none"> Pupils explore materials and techniques to develop their ideas | <ul style="list-style-type: none"> Pupils explore ideas from first hand observations Review and revisit ideas in their sketch books | <ul style="list-style-type: none"> Use digital technology as a source for developing ideas Review and revisit ideas in their portfolios, journals | |
| Exploring and Using Materials, Developing Techniques Keeping Trying /Persevering /Planning | <ul style="list-style-type: none"> Pupils are introduced to and experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk | <ul style="list-style-type: none"> Pupils are introduced to a wider range of materials and techniques Creating a piece of art in response to specific stimulus | <ul style="list-style-type: none"> Extending their use of tools and developing own tools to create artwork Creating a piece of art using a specific technique Functional use of art e.g. creating art and design product for a purpose Enterprise projects Food technology – exploring and using a variety of ingredients | <ul style="list-style-type: none"> Use of materials more functionally / for a purpose e.g. create a collage for enterprise Design and create a sculpture for a purpose e.g. bird feeder / Christmas production props, use of textiles to create a costume / bag etc. May introduce woodwork |
| | Drawing: pencil, chalk, crayon | Drawing pencil, chalk, charcoal, inks,, pastels | Drawing: pencil, chalk, charcoal, inks, pastels, ICT software | |
| | Painting: Brushes of various thickness Mixing colours Painting on some contrasting surfaces | Painting: Creating textured paint by adding sand/flour Painting on a wider range of surfaces | Painting: Experimenting with different textures adding a wider range of materials to paint (sawdust, pencil shavings etc.) Creating different effects using a wider range of tools Applying paint in layers Painting on fabrics | |
| | Sculpture: Playdough, salt dough | Sculpture Play dough, clay, junk modelling | Sculpture Plasticine, clay, junk modelling Create and shape materials for a purpose e.g. pot Papier mache | Sculpture: Plasticine, clay, wood (woodwork) Different ways of finishing work e.g. glaze, paint, polish |
| | Collage: Using natural objects e.g. leaves | Collage: Using natural objects e.g. leaves Different types of paper Begin to collage on 3D background e.g. cardboard | Collage: Using natural objects e.g. leaves Newspapers, magazines, photography Use collage as a means for collecting ideas and information Collage on 3D materials | Collage: |
| | Textiles: Use of some fabrics in art work | Textiles: Add colour to material using fabric pens/ crayons Fabric collages Cut and shape fabrics Applying decorations to fabrics using beads, feathers etc. | Textiles: Create own fabric through weaving Apply shapes and patterns to fabrics using glue Dying fabric (tie dying) Experiment with stitches if appropriate | |
| | Printing: Taking rubbings of bricks, leaves, coins Printing with a range of everyday objects | Printing: Print with a range of hard and soft materials (corks, sponges, vegetables) | Printing: Create own printing blocks or printing tiles Print on fabric as well as paper | |
| Learning and demonstrating understanding of different artists, movements and designers Imagining Collecting | Use mostly natural world and materials as a stimulus | Begin to explore some specific artists, movements Begin to use inspiration from work of famous artists Collect ideas in sketch books | Exploring a wider range of artists, movements and designers in more detail Use inspiration from famous, notable artists to create their own work and compare. Using portfolios and journals to collect, record and develop their ideas | |
| Analysing and evaluating Linking, Working Together | Analyse and evaluate own work | Analyse and evaluate work of self or peers | Opportunities to visit art gallery to look at and analyse art products | |

New Woodlands Curriculum design & Assessment levels

- ▶ **Emergent** - pupils working within W1-W5, curriculum designed to support pupils to develop skills and knowledge in the 5 areas of Engagement. These are exploration, realisation, anticipation, persistence, initiation
- ▶ **Early Conventional** - pupils working within W6-W7, curriculum designed to support pupils to develop early subject specific knowledge and skills
- ▶ **Conventional** - pupils working from W8 and beyond, curriculum adapted to support and encourage pupils to develop knowledge and skills to a level of fluency within subject areas.

New Woodlands Art Assessment

| Levels Developmental + P levels | Exploring and Developing Ideas | Using Materials, Developing Techniques | Learning and demonstrating understanding of different artists, movements and designers | Analysing and Evaluating |
|---------------------------------|--|--|--|---|
| W6 (P4) | <ul style="list-style-type: none"> • Observes the use of materials and techniques to develop ideas • Imitates the use of materials and techniques to develop ideas • Explores options within a limited range of materials | <ul style="list-style-type: none"> • Explores materials systematically e.g. tearing and scrunching paper to create a collage • Creates different effects • Makes marks intentionally on a surface with fingers or tools • Repeat an activity to make the same or similar effect • Shows an active interest in a range of tools and materials, taking part in familiar activities with some support • Begins to assemble components provided for an activity with support | <ul style="list-style-type: none"> • Expresses an opinion on the work of famous, notable artists e.g. like/don't like | <ul style="list-style-type: none"> • Aware of starting and stopping processes • Shows some awareness of cause and effect in a creative process • Expresses an opinion on own and others' work e.g. like/don't like |
| W7 (P5) | <ul style="list-style-type: none"> • Demonstrates preferences for products • Demonstrates preferences for materials • Demonstrates preferences for ingredients | <ul style="list-style-type: none"> • Uses a basic tool, with support • Handles or uses tools purposefully • Handles or uses materials purposefully | <ul style="list-style-type: none"> • Expresses an opinion on the work of famous, notable artists e.g. adjective | <ul style="list-style-type: none"> • Expresses an opinion on own and others' work e.g. adjective |
| W8 P5 | <ul style="list-style-type: none"> • Shows preferences for activities and begin to carry out simple processes | <ul style="list-style-type: none"> • Chooses tools and materials which are appropriate to the activity • Shows they can create and apply familiar techniques to a task | <ul style="list-style-type: none"> • Expresses opinions on the work of famous, notable artists e.g. adjectives | <ul style="list-style-type: none"> • Expresses opinions on own and others' work e.g. adjectives |
| W9 P6 | <ul style="list-style-type: none"> • Selects suitable resources and tools for a piece of work, from a selection of choices • Offers a response to making activities | <ul style="list-style-type: none"> • Recognises familiar products and explore the different parts they are made from • Watches others using a basic tool and imitates the actions | <ul style="list-style-type: none"> • Expresses opinions on the work of famous, notable artists using simple phrases | <ul style="list-style-type: none"> • Notices when their work is complete and shows others • Answers Where, what and Who questions about Artwork |

| Levels Developmental + P levels | Transcription <u>Inc</u> Spelling/handwriting Developmental writing scales in bold | Composition (ideas & structure in speech and writing) | Grammar Punctuation Vocabulary |
|---------------------------------------|--|--|---|
| W6 (old P4) | <ul style="list-style-type: none"> • Uses input device randomly • Experiences a range of mark making tools • Makes marks when asked to write • Makes marks on screen • Indicates they wish to make marks • Shows an interest in mark making • Draws – lines and curves that appear to represent objects. • Accommodations: Selection of a picture by a [student] who cannot hold a traditional pencil or marker. | <ul style="list-style-type: none"> • Shows interest when an adult writes down/reads back their news/story; confirm it is what they want to say • Looks at/acknowledges their 'drawing' when an adult talks about what they have done • Shares their drawing in an interaction with an adult • Selects a single symbol or picture to describe something that has just happened in motivating situations or <u>favourite</u> activities. | <ul style="list-style-type: none"> • Uses names for familiar objects/people (symbol/sign or spoken word) |
| W7 (old P5) | <ul style="list-style-type: none"> • Puts initial sound of name on work • Uses input device for cause and effect • Uses input device to change screen | <ul style="list-style-type: none"> • Begins to combine 2 key signs/symbols/words together • Dictates a caption for a picture - 2 key words • Observes an adult writing for a range of purposes. • Sequences 2 symbols | <ul style="list-style-type: none"> • Gives a picture a name • Labels a picture with a symbol |

WSDP - Curriculum & pedagogical Development



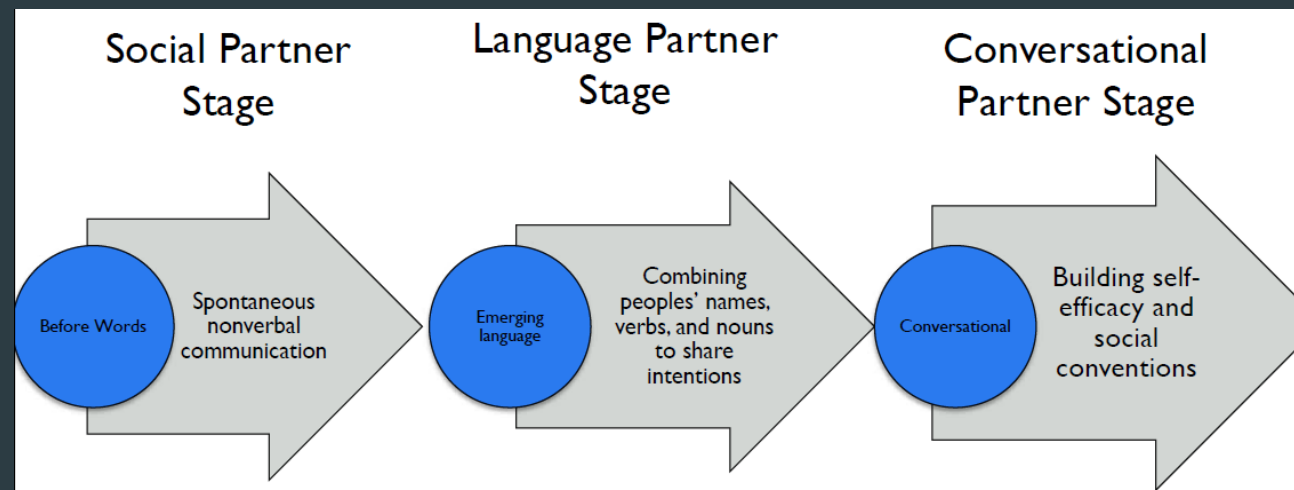
- ▶ To improve access to the curriculum and the outside world for autistic pupils. This will be done by increasing the level of Autism specialist knowledge and support to ensure appropriate systems are in place to support all pupils.

The acronym “SCERTS” refers to the focus on:

“SC” - **Social Communication** – the development of spontaneous, functional communication, emotional expression and secure and trusting relationships with children and adults.

“ER” - **Emotional Regulation** – the development of the ability to maintain a well-regulated emotional state to cope with everyday stress, and to be most available for learning and interacting.

“TS” – **Transactional Support** – the development and implementation of supports to help partners respond to the person’s needs and interests, modify the environment, and provide tools to enhance learning. Specific plans are developed to provide educational and emotional support to families, and to foster teamwork among professionals.



WSDP - Curriculum & pedagogical Development

- ▶ To improve access to the curriculum and the outside world for autistic pupils. This will be done by increasing the level of Autism specialist knowledge and support to ensure appropriate systems are in place to support all pupils.

Attention Autism: 'An irresistible invitation to learn'

Stage 1: The Bucket to Focus Attention

Stage 2: The Attention Builder

Stage 3: Turn taking & Re-engaging Attention

Stage 4: Shifting & Re-engaging Attention



Gina Davies
AUTISM CENTRE

Curriculum Development and the WSDP

- ▶ To develop the effective use of specialist ICT across the school into all areas of the curriculum to ensure all pupils can lead active lives during and after their time at school.
- ▶ www.helpkidzlearn.com



Comprehensive Literacy

At Woodlands, we pride ourselves on holding high expectations for all pupils. We believe that with the right access methods, all pupils have the ability to be proficient readers, writers and communicators

| Comprehensive Literacy elements and resources Implemented daily for pupils from Reception | | | |
|--|---|--|--|
| | Emergent W1-5 | Early Conventional W6-W7 | Conventional W8+ |
| Reading | Shared Reading | Reading Comprehension | Reading Comprehension |
| | Daily Independent Reading – Self-selected choice of fiction, non-fiction, electronic, interactive texts | Daily Independent Reading Self-selected choice of fiction, non-fiction, electronic, interactive texts | Daily Independent Reading Self-selected choice of fiction, non-fiction, electronic, interactive texts |
| Reading Scheme | | Textless reading scheme books (Lilac level Collins Big Cat, Oxford Reading Tree Grey wordless books) | Texts from Pink band Collins Big Cat, Oxford Reading Tree Moon Dog series |
| Phonics 'Letters and Sounds' SEND programme | Little Wandle foundation for phonics programme (2 letters per day, 4 letters per week) | Little Wandle from Phase 2 (2 letters per day, 4 letters per week) | Little Wandle SSP Programme from Phase 3+ |
| Writing | Writing with adults – Predictable Chart writing Writing from adults Independent writing | Writing – Predictable chart writing Independent Writing | Writing conventions Independent writing |

Reading and Phonics

Little Wandle - Letters and Sounds Revised

- ▶ Supporting your child at home with reading
- ▶ Our school has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.



“

Phonics is:

making connections between the sounds of our spoken words and the letters that are used to write them down.

”