

Woodland Hub - Learning Together

| National Curriculum 2014 | | | | | | | |
|--------------------------|-------|---------|-----------------------------|-----------------------|-----------|-------|-------------------------|
| English | Maths | Science | History Geography MFL | Art & Design DT | Computing | Music | Physical Development |



| Woodland Hub Curriculum (P4 and above) | | | | | |
|--|---------------------------|---------|--|----------------------|----------------------|
| ← Communication and Interaction → | | | | | |
| Language and literacy | Maths and problem solving | Science | Knowledge and understanding of the world | Creative Development | Physical Development |
| ← Computing → | | | | | |
| ← PSHE and Life Skills → | | | | | |

| Woodland Hub Curriculum - PMLD and Complex Needs (P1(i) – P3(ii)) | | | | | | |
|--|--|--|--|--|----------------------|----------------------|
| Communication | | | | | PSHE and Life-skills | Physical Development |

Woodland Hub is a large department with a diversity of challenges, characterised by a very busy and positive working environment for both children and staff. In the primary phase of their education we are looking to embed the essentials, learning together with pupils whilst allowing for their individual special educational needs. We work closely with parents and other professionals and welcome your interest. The Topic approach to science and the humanities gives a basis to introduce new experiences and concepts at levels in tune with the pupils' special educational needs; in all, there are twelve topics delivered over the four year cycle. We aim to consolidate the approaches to meaningful and functional life skill learning through our Pink Curriculum. The Social & Emotional Aspects of learning thread their way through all teaching.

Reading, functional literacy and communication skills are all necessary for engaging with the family and community. Although we recognise that the majority of our pupils may not be readers or communicators in the classic sense, we do need to prepare them for the wider world. The pupils follow personalized numeracy and literacy pathways and with lateral thinking and planning, we incorporate Speech & Language Therapy advice, Social Use of Language Programme and general early engagement activities of listening and discrimination. With literacy and numeracy group activities pupils progress at different rates, but all are accessing at a level appropriate to them. As some pupils progress through the key stage, it can become apparent that they will be unable to make sense of phonics; instead we begin to use the whole word approach to look at key vocabulary. The application of Total Communication at school ensures that we use additional and augmentative communication (AAC) tools; the use of Objects of Reference, TOBI's (True Object Based Icons), photos and symbols, signing, speaking and listening all ensure that pupils have as many ways of accessing the actual meaning of day to day living as well as task specific activities. Functional numeracy is another area that we emphasise throughout the daily routines for example, Snack Maths, make a shopping list if cooking themselves, going out to buy the items, sorting/measuring the ingredients when 'cooking'. Cooking for some may be very sensory based, for others it may be more the practical application of numeracy and literacy learning. Whilst food can be very motivating for learning many cross curricular skills, there are some pupils who are hyper-sensitive to specific tastes and/or textures, and so it may be an activity that is used to break down some of these barriers to their own learning.

The EYFS curriculum flows from its three prime areas of Communication and Language, Physical Development and Personal, Social and Emotional Development into the Woodland Hub curriculum, including the PMLD Curriculum. The Woodland Hub Curriculum likewise flows consistently into Venture Hub's Curriculum. Pupils with PMLD and complex needs (P1 – P3ii) follow the Milestone PMLD Curriculum. Topics are adapted according to pupil need, under the following four headings: **Communication, Sensory and Cognition, PSHE and Life Skills and Physical Development.**

Woodland Hub 4 Year Rolling Programme

| Year 1 2014-15 2017-18 | | Focus | Year 2 2015-16 2018-19 | | Focus | Year 3 2016-17 2019-20 | | Focus | Year 4 2017-18 2020-21 | | Focus |
|------------------------------|---|---|------------------------------|---|---|------------------------------|---|---|------------------------------|---|---|
| Autumn | 1 | It's a wonderful world! Science New Beginnings Say NO to bullying Health and Wellbeing | Autumn | 1 | Lost in Space Science New Beginnings Say NO to bullying Health and Wellbeing | Autumn | 1 | The magic of music History and Music New Beginnings Say NO to bullying Health and Wellbeing | Autumn | 1 | May the force be with you! Science New Beginnings Say NO to bullying Health and Wellbeing |
| Spring | 2 | Dr Who asks: "What makes Britain great?" History Going for Goals, Good to be Me Relationships | Spring | 2 | All around me RE and History Going for Goals, Good to be Me Relationships | Spring | 2 | Rumbling in the jungle Geography Going for Goals, Good to be Me Relationships | Spring | 2 | The magic school bus Geography Going for Goals, Good to be Me Relationships |
| Summer | 3 | Milestone Cadets Geography Getting on and falling out Living in the wider world | Summer | 3 | Pirates of the Severn Geography Getting on and falling out Living in the wider world | Summer | 3 | Oh, I do like to be beside the seaside! Science Getting on and falling out Living in the wider world | Summer | 3 | Under the big top! Music and Drama Getting on and falling out Living in the wider world |

- In addition to subject based topics, others aspects of teaching and learning e.g. religious festivals, global awareness, aspects of PSHE and Citizenship and SEAL are addressed throughout the school year
- Some children require a sensory approach to the curriculum
- In addition an outdoor learning area based on the Forest School Approach has been developed in conjunction with Phase 1
- Each theme has a main subject focus but reference will be made to all areas of the curriculum as relevant to the pupils' needs

Autumn Term 2016 - The Magic of Music

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| SMSC | <p>Spiritual: learn and grow qualities such as hope, courage, reflection and compassion</p> <p>Moral: good, bad, right and wrong</p> <p>Social: engaging with relationships and community in empathetic, dynamic and creative ways</p> <p>Cultural: developing confidence in themselves and their own identity</p> <p>SEAL focus: New Beginnings, Say No to bullying</p> |
| British Values | Promoting positive attitudes (tolerance, respect, diversity), an awareness of democracy (school council, class ethos and rules), right and wrong |
| English All set within a Total communication framework. | <p>1. Speaking 2. Listening & responding 3. Group discussion & interaction 5. Word recognition (de-coding and en-coding) 6. Word structure & spelling 8. Engaging & responding to texts 4. Drama (To include Christmas production) 10. Text structure and organization</p> <p>Traditional Tales (predictable & patterned language)</p> <p>Stories in familiar settings (that are familiar to the children e.g. home, school, holidays shops)</p> <p>Letters</p> <p>Poetry</p> <p>Literacy groups x 3 times per week to follow the phonics pathway</p> |
| Suggested texts | |
| Maths | <p>Functional Maths – Time and money within Life Skills activities</p> <p>Number: understanding place value, counting, comparing numbers, identifying, representing and estimating numbers, reading and writing numbers</p> <p>Calculations: addition and subtraction (number bonds, mental calculations, written methods, inverse operations, problem solving), multiplication and division (facts, written calculation, problem solving)</p> <p>Geometry: properties of shape, identifying shapes and their properties, drawing and constructing, comparing and classifying angles</p> <p>Measurement: comparing and estimating (non-standard and standard measurement) e.g. cooking, time and money, snack maths, SULP Café and clubs.</p> <p>Statistics: problem solving and sorting information</p> <p>3 x Numeracy ability groups weekly: number</p> |
| Science | <p>Physical Processes – Light and Sound 1.4c Light and Dark 2.4c Light and Shadow</p> <p>Nature Detectives 1.3a Sound and Hearing</p> |
| Humanities/ History | 2.2 The Passage of Time – Black music and Musicals |
| Computing | Understand what algorithms are. Create simple programs. Use technology purposefully to create and organise digital content. Be able to find similar information in different formats. Understand what a network is, including the Internet. Use technology safely and respectfully. |
| PE/Fundamental Motor Skill | <p>REAL PE Years 2. Units 5 & 6 (Health and Fitness / Physical Fitness)</p> <p>Unit 5 Dynamic balance to Agility (station 12) Coordination (Station 8) Unit 6 Dynamic balance to agility (station 11) Balance (Station 3)</p> |
| PSHE&C | Pink Curriculum - Health and well being Anxiety – Transfers Positive strategies for coping Take self responsibility. |
| RE | |
| Music | Charanga Term 1 – Hey you! Term 2 - My Stories |
| Art | Select two areas from Art & Design Scheme |
| DT | |
| MFL | Follow Spanish scheme of work as appropriate |

Spring Term 2017 - Rumbling in the Jungle

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|-----------------------------------|---|
| SMSC | <p>Spiritual: learn and grow qualities such as hope, courage, reflection and compassion</p> <p>Moral: good, bad, right and wrong</p> <p>Social: engaging with relationships and community in empathetic, dynamic and creative ways</p> <p>Cultural: developing confidence in themselves and their own identity</p> <p>SEAL focus: Going for Goals, Good to be me</p> |
| British Values | Promoting positive attitudes (tolerance, respect, diversity), an awareness of democracy (school council, class ethos and rules), right and wrong |
| Assemblies | <p>Spring 1 - Why different rules are needed in different situations and how to take part in making them.</p> <p>Spring 2 - Human rights and that children have their own special rights.</p> |
| English | <p>1. Speaking 2. Listening & responding 3. Group discussion & interaction 5. Word recognition (de-coding and en-coding) 6. Word structure & spelling 8. Engaging & responding to texts 11. Sentences & punctuation structure. Understanding and interpreting texts.</p> <p>Non-fiction including maps, department recipe book</p> <p>Instructions, Recounts. Persuasive writing (leaflets)</p> <p>Traditional stories from other cultures</p> <p>Fantasy stories. (Read, compare & contrast a range of fantasy world settings)</p> <p>Literacy groups x 3 times per week to follow the phonics pathway</p> |
| Suggested texts | Rumble in the Jungle, Giraffes Can't Dance |
| Maths | <p>Functional Maths – Time and money within Life Skills activities</p> <p>Number: place value, counting, comparing numbers, identifying, representing and estimating numbers, reading and writing numbers and understanding place value</p> <p>Calculations: addition and subtraction (number bonds, mental calculations, written methods, inverse operations, problem solving) multiplication and division (facts, written calculation, problem solving), algebra (equations e.g. filling in the missing number)</p> <p>Geometry: position and direction, movement and pattern</p> <p>Measurement : comparing and estimating – non-standard and standard measurement e.g. cooking, time and money, snack math's, SULP Café and clubs, comparing and estimating (e.g. big/small, long/short), time and money</p> <p>Statistics: problem solving and sorting information and explaining results</p> <p>Numeracy ability groups three times per week - number</p> |
| Science | <p>Life processes and living things - Variation and classification 2.2p</p> <p>Nature Detectives</p> |
| Humanities Geography | <p>Investigating Rivers 2.8</p> <p>Town and Country 2.5</p> |
| Computing | Understand how algorithms are implemented as programs on digital devices. Debug simple programs. Use technology purposefully to store and manipulate digital content. Recognise common uses of information technology in school. Understand the opportunities networks, including the Internet, offer for communication and collaboration. Recognise the need for keeping personal information private. |
| PE/Fundamental Motor Skill | REAL PE Years 2. Units 3 & 4 (Creative Skills & cognitive skills) Unit 3 Dynamic Balance to agility (station 5) Balance (Station 7) Coordination (Station 9) |
| PSHE&C | Pink Curriculum – Relationships Resilience - Hygiene - Bereavement as appropriate |
| RE | |
| Music | Charanga Term 1 – In the Groove Term 2 – Rhythm in the way we walk – Banana Rap |
| Art | Select two areas from Art & Design Scheme |
| DT | |
| MFL | Follow Spanish scheme of work as appropriate |

Summer Term 2017 - Oh, I do like to be beside the seaside!

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| SMSC | <p>Spiritual: learn and grow qualities such as hope, courage, reflection and compassion</p> <p>Moral: good, bad, right and wrong</p> <p>Social: engaging with relationships and community in empathetic, dynamic and creative ways</p> <p>Cultural: developing confidence in themselves and their own identity</p> <p>SEAL focus: Getting on and falling out</p> |
| British Values | Promoting positive attitudes (tolerance, respect, diversity), an awareness of democracy (school council, class ethos and rules), right and wrong |
| Assemblies | <p>Summer Term 1 – The lives of people, living in other places and people with different values and customs.</p> <p>Summer Term 2 - What improves and harms their local and natural environments and about some of the ways people look after them.</p> |
| English | <p>1. Speaking 2. Listening & responding 3. Group discussion & interaction 5. Word recognition (de-coding and en-coding) 6. Word structure & spelling 8. Engaging & responding to texts 11. Sentences & punctuation structure.</p> <p>Plus 9. Creating and shaping texts 12. Presentation</p> <p>Stories by the same writer (eg Antony brown, Jill Murphy)</p> <p>Fairy tales</p> <p>Information texts (Dictionaries, fact and fiction, reports)</p> <p>Poetry, Lists and cards</p> <p>Literacy groups x 3 times per week to follow the phonics pathway</p> |
| Suggested texts | |
| Maths | <p>Functional Maths – Time and money within Life Skills activities Numeracy ability groups three times per week - number</p> <p>Number: understanding place value, counting, comparing numbers, identifying, representing and estimating numbers, reading and writing numbers</p> <p>Calculations: addition and subtraction (number bonds, mental calculations, written methods, inverse operations, problem solving) multiplication and division, algebra (sequences), fractions</p> <p>Geometry: properties of shapes, identifying shapes and their properties, drawing and constructing, comparing and classifying</p> <p>Measurement: money, comparing and estimating (e.g. big/small, long/short) non-standard and standard measurement e.g. cooking, time and money, snack maths, SULP café and clubs</p> <p>Statistics: problem solving, sorting information and explaining results</p> |
| Science | Materials and their properties Separating materials, 2.3b Rocks and soils Nature Detectives |
| Humanities History | <p>Changes within living History Seaside Holidays 1.2 Passage of time seaside Holidays</p> <p>Toys /Homes/Changes in me 1.1 The Passage of time – Me 1.3 Toys and Games</p> |
| Computing | <p>Understand programs execute by following precise and unambiguous instructions. Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to retrieve digital content. Recognise common uses of information technology beyond school. Communicate using a network, including the Internet. Know where to obtain help and support with concerns about content or contact on the internet or other online technologies.</p> |
| PE/Fundamental Motor Skill | REAL PE Years 2. Units 1 & 2 (Social Skills & Personal Skills) Unit 1 Balance (Station 1) Coordination (Station 10) Unit 2 |
| PSHE&C | Pink Curriculum – Living in the wider world Positive touch activities – touch permission – respectful of personal boundaries. |
| RE | |
| Music | Charanga – Term 1 – Round and Round Term 2 - Reflect rewind and reply (year 1) |
| Art | Select two areas from Art & Design Scheme |
| DT | |
| MFL | Follow Spanish scheme of work as appropriate |