



St Giles Curriculum

Be the best you can be.

Intent

Learners at St Giles have a wide range of abilities and needs. The curriculum is designed to provide the opportunities essential for the learning and development of all learners, enabling them to make maximum progress throughout their time at the school and be the best that they can be.

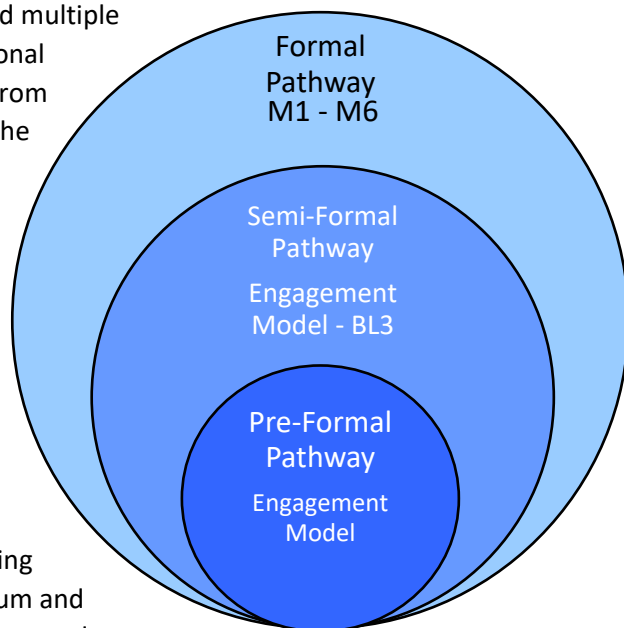
Over time individual learners may move between curriculum pathways as their strengths and needs change and develop.

Implementation

Curriculum Pathways

The curriculum is organised into three pathways;

- **The Pre-formal pathway** for learners with profound and multiple learning difficulties working below the level of the national curriculum and not engaged in subject-specific study. From September 2021 these learners will be assessed using the Engagement Model.
- **The Semi-formal pathway** is for learners with severe learning difficulties, working below national curriculum level with some subject-specific studies. These learners will be assessed through the Engagement Model or up to Bridging Level 3. This pathway is currently being updated and further developed by subject leaders.
- **The Formal pathway** for learners with moderate learning difficulties working at the level of the national curriculum and engaged in subject-specific study. These learners are assessed between Milestone 1 to Milestone 6. This pathway is due to be updated during the summer term 2021.



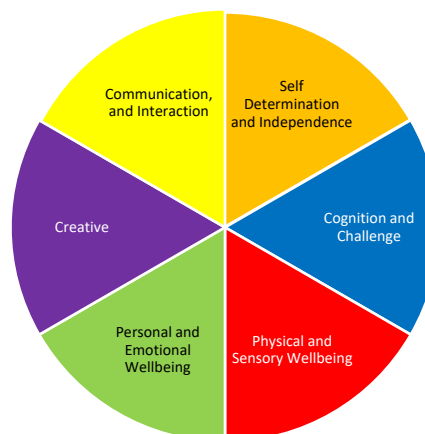
Additionally, learners in Lower School follow the **Early Years Foundation Stage Framework**.

Curriculum Areas

Each pathway is divided into **six curriculum areas** which we believe are essential for life and learning.

The areas are:

- Self Determination and Independence
- Communication and Interaction
- Personal and Emotional Wellbeing
- Sensory and physical
- Cognition and Challenge
- Creative



The first 5 of these areas correspond to the key stage outcomes set for our learners in their Education, Health and Care Plans. Within each of these 5 areas, at least one target is set for each learner every year.

The 6 curriculum areas are further divided as follows;

- Communication and Interaction contains functional literacy, and English
- Cognition and Challenge contains functional numeracy, maths, science and the humanities.
- Creative contains art, drama and music.

The curriculum areas are the backbone of our curriculum. However, each of our learners has complex and individual learning needs that change over time.

Therefore, the proportion of each curriculum area that is reflected in each learners' daily timetable may;

- vary according to the learners' curriculum pathway e.g. the Communication & Interaction and Sensory & Physical curriculum areas will be central to all learning in the Pre-formal pathway
- vary according to learners' individual needs e.g. if learner is recovering after surgery.
- vary according to learners' age e.g. if learner is undertaking work experience.

Termly Topics

The six curriculum areas are enriched by and delivered through our **termly cross curricular topics**.

Topics are selected to;

- reflect the age and interests of learners,
- provide creative, motivating opportunities to cover the 6 curriculum areas,
- provide a rich range of experiences giving learners opportunities to practise and generalise their learning,

- be accessible to learners in any of the three learning pathways,
- reflect events, experiences and opportunities available to learners in the local area.

Topics are organised in cycles by the Lower, Middle and Upper Schools and change over time as the strengths and needs of pupils change and to accommodate internal and external events.

Lower School Topic cycle

This is a three-year topic cycle

| | 22/23 last covered 19/20 | This year 20/21 | Next year 21/22 |
|---|-------------------------------------|----------------------------------|------------------------------------|
| Autumn 1 PSED/CL focus Special event: Jeans for Genes, Harvest, Black History Month | My favourite things | Amazing me | All about me |
| Autumn 2 EAD/UW/cognition—Maths/Literacy Special event: End of year show | Night and day | Let's Celebrate | I can sing a rainbow |
| Spring 1 and 2 Science/PD/Maths Special events: New Year's celebrations; St George's Day street party, Easter | Pets and Animals | Down at the bottom of the garden | Whatever the Weather/ hot and cold |
| Summer 1 Understanding the world Core areas development: PD/C/PSED/community Characteristics of Effective Learning | Great British summer | People who help us | Where we live |
| Summer 2 (as above) Extension and play activities Special events: Den Day; sporting events | (The environment) e.g. recycling | Super heroes | (The High Street) |

Middle School Topic Cycle

This is a four-year topic cycle.

| Term | Year 1 20/21 | Year 2 21/22 | Year 3 22/23 | Year 4 23/24 |
|----------|--|--|---|--|
| Autumn 1 | Who Am I? Autumn | This Is Me! Autumn | I'm amazing. You're amazing. We're all amazing! Autumn | Me, Myself and I Autumn |
| Autumn 2 | Special people, special places Christmas / Winter | Festivals of light Christmas/Winter | Is it a bird, is it a plane? (Superheroes, Forces) Christmas/Winter | Here Comes the Aliens (Light + Dark, Space) Christmas/Winter |
| Spring | Long, Long Ago: Nurses | Long, Long Ago: Great Fire of London/Spring | Long, Long Ago: Toys | Long, long Ago: walk like a dinosaur Spring |
| Summer | We're all going on a summer holiday. (Europe) Summer | Passports Please! (a country far away – Africa) | South America: rainforests Summer | Long, Long Ago: Transport |

Upper School Topic Cycle

This is a two-year topic cycle.

| Term | Year 1 19/20 | Year 2 20/21 |
|--------|------------------------------------|---|
| Autumn | Different Places, Different People | Let's Celebrate |
| Spring | Through the decades | "We are not amused" (Victorian England) |
| Summer | The town where we live | The Great Outdoors |