



The Lodge @ Uplands Manor

'Curriculum Intent'



Intent - Rationale

Our children at The Lodge have Severe Learning Difficulties as well as other complex needs (ASD, sensory) therefore individual learning pathways are central to the practice and provision within the unit. The multiplicity of their needs means that they each have their own strengths and barriers to learning.

The Orchard Small Steps Framework provides us with a structured and sequenced curriculum that enables every child to progress in every area of their development.

Central to our teaching is the belief that pupils must be engaged, motivated and active in their learning whatever their starting point as suggested by the Characteristics of Effective Teaching and Learning. It is vital to understand what motivates the children to enable teaching to engage the children fully in order to get the best out of them.

There is a collaborative approach to planning and delivery of individualised learning programmes which includes multi-agency teams and partnerships with families.

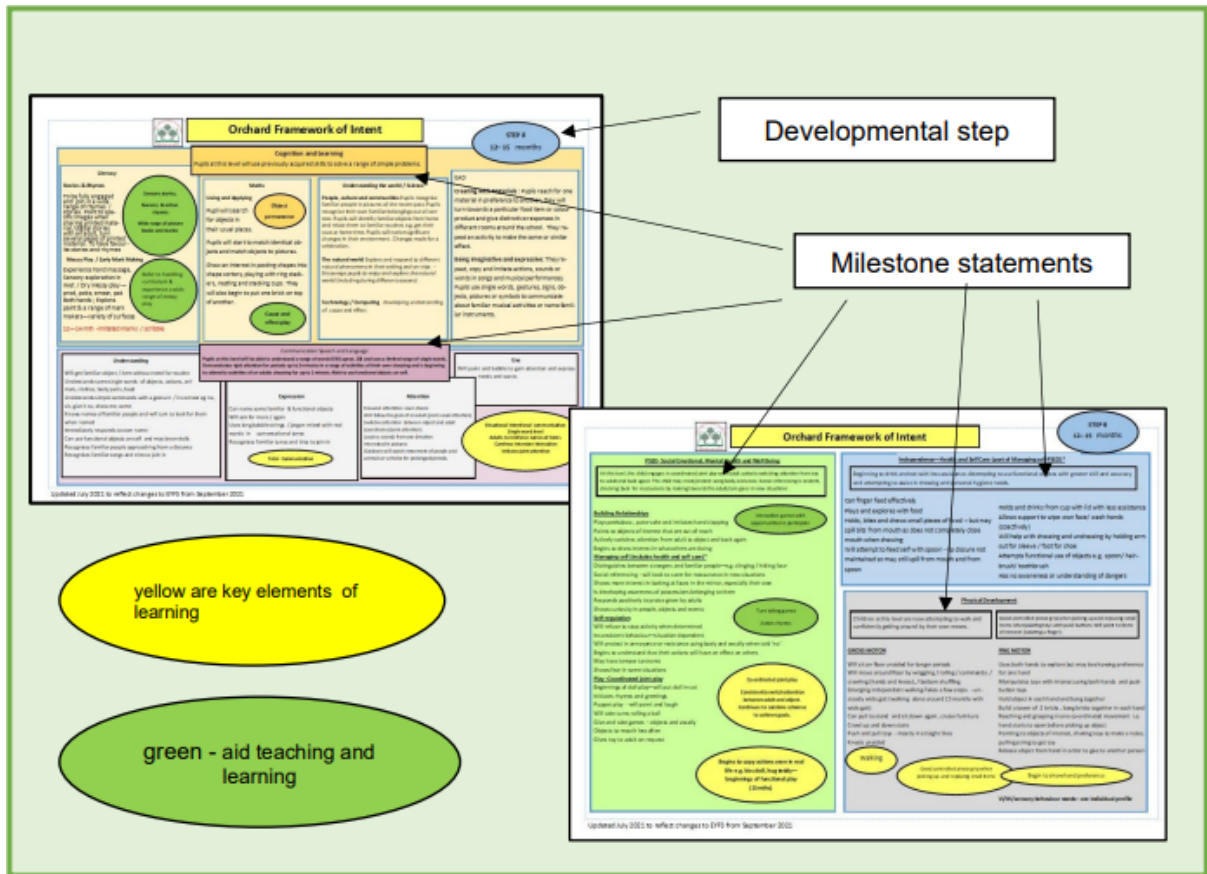
The Orchard Curriculum enhances our whole school curriculum and runs parallel to the aims and intent of the all the curriculum policies. Please refer to the school website for these.

The Curriculum

The Orchard Curriculum links directly to the key areas of the EHCP.

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Independence and Self-Care
- Physical and/or Sensory

The Small Steps Framework is laid out as developmental steps with a milestone statement at each key area and each developmental level. Currently, there are 16 steps as shown below.



Each developmental 'STEP' of the framework gives an overview of 'typical' development at a specific age band, and this provides a good guide to ensure that teaching and learning is developmentally appropriate and relevant, being pitched at just the right level for each child. Behind each 'STEP' there are a block of outcomes to achieve. These provide the focus for teaching and learning in each of the five areas and link to the key goals as outlined in each child's EHCP.

The following chart gives an approximate reference to the old P levels and show the age bands for each developmental STEP.

STEP →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Approximate old level / NC	P1i (ARL*)	P1i	P1ii	P2i	P2ii	P3i	P3ii	P4	P5	P6			P7		P8		
Developmental age	Pre 0-1 mth	0-1 mth	1-2 mth	2-4 mth	4-6 mth	6-9 mth	9-12 mth	12-15/ 15-18 mth	18-24 mth	24-30 mth	30-36 mth		3-3.5 yrs	3.5-4 yrs		4-5 yrs	5 yrs ELG

The Children as Learners

Within The Lodge, we recognise that due to the complex nature and needs of the pupils, their progress does not follow a linear pathway and a spiky profile is expected. This may mean that they will acquire skills in some areas

more quickly than others and will need a series of repeated and varied planned experiences in order to broaden and deepen their understanding.

PRE-SUBJECT SPECIFIC: Those pupils working from STEPS 1- 9 are taught through topic-based activities, combining curriculum areas through supported, multi-sensory led learning experiences and play.

SUBJECT SPECIFIC: Those pupils working from STEPS 10-16 increasingly have more opportunities for subject led teaching and group learning. Using in-depth knowledge of the pupils, the teacher will decide upon the best approach for each child. The topic themes guide planning and delivery but there will be more focused lessons for some subjects such as science. As pupils progress through steps 10 onwards there will be increased encouragement and expectation for pupils to become more active in their own learning. By Step 13/14 some children will have their own workbooks for maths and literacy.

Curriculum areas

Communication and Language

Communication and language skills are developed in the following areas for all pupils:

- Speaking (expression)
- Listening (understanding)
- Attention
- Use (of language)

All pupils need to access an effective mode of communication that can be understood and supported by a range of other people with whom the pupil will interact.

Cognition and Learning

Reading

Pupils have planned activities to develop their literacy and phonic skills by experiencing and engaging with a wide range of opportunities that develop reading skills and promote a love of books.

This will include:

- Sensory stories
- Listening to stories for enjoyment
- Book skills

- Comprehension
- Narrative
- Whole word reading
- Phonological Awareness and when ready, phonics work*

*Phonological awareness is developed through opportunities to explore environmental sounds and work with an adult to explore songs, rhymes, poems, stories, and written texts.

Writing

The writing curriculum begins in line with the physical handling curriculum to develop:

- Fine motor skills
- Messy play
- Mark making experiences

Progression then leads into:

- Grips – using appropriate tools
- Purposeful motor movements
- Surfaces and tools (paper, pencils, paint, chalk etc)
- Mark making with meaning
- Composition

Maths

- Using and applying – understanding of the characteristics of objects and materials, exploring cause and effect, problem solving and application of mathematical concepts
- Number and numerical patterns – counting, understanding and using numbers, calculating simple addition and subtraction problems
- Shape, Space and Measure – describe and use shapes, space and measures in different contexts

Understanding the World

Understanding the world involves guiding children to make sense of their physical surroundings and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

The Natural World – Science and Geography

Specific outcomes for science enquiry begin at Step 11. Prior to that science is embedded into learning through exploring and discovering via first-hand experience of materials and the physical world around.

Geography covers locations and environments in, around and beyond the school.

People, Culture and Communities (RE and History)

RE aims to expose the children to elements of all religions celebrating festivals/events. Experiences and learning for the pupils is explored through special words, colours, sounds and patterns; special people, stories and places; special things such as symbolic items to use, to wear to eat.

Past and Present (History) is taught in a way that is appropriate for the pupils and links to key points in time within their own lives, as well as learning about significant historical events across the year.

Technology

The pupils explore a variety of technology and learn skills to support their learning across the curriculum. Access to technology is provided in a variety of ways; for example by accessing cause and effect toys and equipment, iPads and cameras.

Expressive Arts and design (Creative Curriculum)

- Creating with materials
- Being Imaginative and expressive

Expressive Arts and Design involve enabling children to explore and use a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design & technology.

The school's music lead provides opportunities for the children to experiment with different sounds, instruments and musical technologies.

Social and Emotional Development and Wellbeing

Development of pupils social and emotional wellbeing runs through the whole of the curriculum in The Lodge and is central to all teaching and learning.

- Building Relationships
- Managing Self
- Self-regulation
- Independence and self-care

The school's policy for PSHE including RSHE is implemented within The Lodge appropriate to the children's developmental level. The school uses the 'Jigsaw' programme to ensure breadth of learning.

Independence Skills

Independence skills are promoted throughout the day in the following categories:

- Dressing and undressing
- Personal hygiene
- Eating and drinking
- Being healthy and keeping safe (from Step 12).

Physical Development

Moving – Gross Motor skills – Developing larger movements of the arms, legs, feet or whole body. PE sessions will cover elements of dance, gymnastics, balance and team games.

Handling – Fine Motor Skills – Developing the coordination of small movements, involving synchronisation of the hands and fingers with the eyes, (referred to as hand-eye coordination). The development of handling skills is an important aspect of promoting independence and the ability to actively engage in the world by exploring and handling a range of materials and objects.

Implementation - Planning teaching and learning

Long-term planning – This is taken from the outcomes from the children's EHCPs.

Medium Term planning sets out the intended teaching and learning for the half term.

Short Term planning- is the ongoing, weekly planning that drives daily teaching and learning. This provides a working document that will be used to evidence progress made, gaps in learning and next steps for each pupil.

Impact – Assessing learning

Formative assessment – which is our ongoing recording as part of the planning/recording process to inform next steps for teaching and learning.

Summative assessment – Teachers use evidence gathered, professional judgement and knowledge of the pupil's learning to match to a STEP descriptor for all curriculum areas. This is then reported each term and progress is monitored through this.

Observations – WOW moments are recorded, using 'Evidence for Learning', through photographs or videos with comments linking them to the steps in the

framework. This adds to the pupils learning profile and supports teacher judgements.

Links to other key documents:

Curriculum documents and policies -

<https://uplandsmanor.sch.life/Page/Category/subjects-1>

Additional Policies - <https://uplandsmanor.sch.life/Page/Detail/policies>

With special thanks to the team at The Orchard School for all their support and advice.

<https://www.orchard.sandwell.sch.uk/>