



## BLUEBELL PARK



### **CURRICULUM POLICY**

This policy refers to and should be read in conjunction with:

- Assessment Policy
- Communication Policy
- Bullying Policy
- Confidentiality Policy
- Equality Policy
- Behavior Policy
- Teaching Policy

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## **Section 1 – Bluebell Curriculum Overview**

“Curriculum is the servant of the child”

Barry Carpenter

## **1 Introduction: Purpose**

This key policy includes essential information about our curriculum. Bluebell Park School caters for a range of cohorts, each is carefully considered to ensure that progress for all learners is captured by the best possible measures. We firmly believe that one size doesn't fit all, we are all very individual.

Teaching and learning has to be personalised. Our methodology and pedagogy have been reviewed and further enhanced in response to this. We have carefully considered a sequenced, aspirational, thematic, play and 4 areas of SEND approach leading to a pupil being able to 'Learn about our world, care for others and celebrate achievement in the most independent way possible'.

## **2 Context**

Bluebell Park School is a special school that caters for children with complex needs, profound & multiple learning difficulties, SLD, ASC and high medical needs from 3 – 19 years. The school population has grown and the balance between the different types of need pupils present has shifted. There are also changes nationally that has impacted the school's curriculum.

## **3 Curriculum Statement of Intent**

The curriculum delivered at Bluebell Park is designed to be ambitious and to give learners the skills and knowledge to meet their full potential and become as independent as possible.

**Our curriculum at Bluebell Park is a skills and knowledge based curriculum underpinned by our central aim 'Learn about the world, care for others and celebrate achievement'.**

Important to all pupils learning is that they are safe, happy stimulated, healthy and confident learners. All pupils will receive an individualised curriculum based on their needs as outlined in their EHCP following the pathway that best suits their need. Pupils' readiness to learn, engagement, communication skills and regulation of emotions are all a key focus of our curriculum. We have a multi-tiered curriculum that is through carefully and sequenced learning experiences.

Our holistic learning is a personalised approach driven by pupils and their individual needs, interests and aspirations. In preparation for adulthood, pupils are supported to develop relationships and foster positive attitudes towards learning, which enables them to participate and succeed in the wider world. Our curriculum is relevant and purposeful, motivating and stimulating. Broad and balanced topics and themes are

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used as a vehicle for individualised learning offering new and varied experiences. This approach is underpinned by an ongoing collaborative process across the MSLD network.

Pupils within the school are grouped within three pathways that support the pedagogy of learning: Traditional, Sensory and Structured.

### **3.1 Bluebell Park Curriculum Aims**

The following aims form the bedrock upon which the Bluebell Park curriculum delivery takes place:

1. To provide a positive learning environment through the establishment of a warm, secure and caring atmosphere.
2. To recognise effort, not merely attainment.
3. To celebrate all achievement.
4. To promote through the range of opportunities provided, the maximum degree of independent living.
5. To maximise the potential of each child and meet their needs irrespective of disability by the provision of a broad, balanced, relevant and suitably differentiated curriculum, which includes, where appropriate, the national curriculum and which motivates, stimulates and excites.
6. To ensure continuity and progression.
7. To promote access to the curriculum through the application of appropriate technology.
8. To seek opportunities and, where possible, provide the necessary support for pupils whose development can be further enhanced by attending alternative educational establishments.

The following is an application of the above into the practices by which Bluebell Park meets the diverse continuum of need evident within its pupil population.

## **4. Our Curriculum Implementation**

The curriculum has been designed in line with Rochford Review recommendations, widespread research and stakeholder involvement. Our approach provides stimulating learning experiences and links concepts in a meaningful way. The curriculum is differentiated at three levels:

**Sensory pathway** – pupils engaged in non-subject specific pre-formal learning

**Structured pathway** – pupils engaged in non-subject specific informal or semi-formal pathway

**Traditional pathway** – pupils engaged in subject specific formal learning.

This meets the needs of our different cohorts of pupils ensuring that they access the learning experiences that are relevant and appropriate to them delivered through evidence based pedagogy.

## **5. Curriculum Impact**

Our curriculum enables the pupils to make outstanding progress in all areas of their learning so that they can move onto Post 16 provision and a life beyond school. Our aim is that pupils leave Bluebell Park with the communication, confidence, self-help and life skills that support overall independence. Functional accreditation and qualifications are achieved to enable our pupils to continue their learning journeys into adult life.

## **6. Pupil Characteristics**

Common to all children attending the school are degrees of learning difficulty (SLD/MLD). In addition, a pupil may have a physical disability, have a level of Autistic Spectrum Condition (ASC) and/or severe medical condition. In some cases there may be a profound and multiple learning difficulty (PMLD). However, it should be fully recognised that the needs of pupils are not uniformly distributed across the curriculum. The majority of pupils attending Bluebell Park have complex and profound physical and learning difficulties and/or Autistic Spectrum Condition (ASC). The complexity is on the increase particularly in terms of medical support. The number of pupils with a learning disability whether associated with a physical disability or not who require access to a mainstream curriculum through technology is small and decreasing. The needs of these pupils and those of their families/carers often demand multidisciplinary, multi-agency services including those provided by the NHS (Nurse, Occupational Therapist, Physiotherapist, Speech and Language Therapist), School Psychological Service, Sensory Impairment Service and Sure Start/ Portage Services. Bluebell Park is committed to a co-ordinated response of delivery with all these services working collaboratively with parents, teachers and carers. In particular we have introduced specific pathways to respond to defined needs. They are as follows:

## 7. Pathways:

### 7.1 Sensory Pathway (pre-formal curriculum)

#### Curriculum for Pupils with Profound and Multiple Learning Difficulties (PMLD)

Pupils will receive personalised learning opportunities with the curriculum intention to develop an understanding of their own sensory needs and empower them to make personal choices. Special focus will be given to communication, independence, attention, regulation and self-awareness. Teaching will be informed by individual engagement in the areas of realisation, exploration, anticipation, persistence and initiation. Progression and consolidation will reflect the individual's learning journey. There is a focus on therapeutic activities such as hydrotherapy, rebound therapy, physiotherapy, speech and language therapy, intensive interaction, sensory integration and physical development programmes. Pupils will use a small range of formal communication. Pupils are working consistently and over time within P1-P4 (Engagement step 1-5).

#### Definition of PMLD

*"Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Their attainments are likely to remain in the early P scale range (P1-P4) throughout their school career." (DfE definition of PMLD.)*

#### PMLD at Bluebell Park

The development of the PMLD curriculum at Bluebell Park has been driven by the specific needs and abilities of pupils working within Engagement Steps (P Levels 1-4). These pupils, who are working at the lowest levels in all areas of their development, need specific teaching and learning experiences in order to reach their potential and maximise their school learning experience. In particular following recommendation from the Rochford report we have building and look for the following:

#### Sensory Learners – 5 areas of cognition (2020): (P1-P4)

- **Realisation** – (Responsiveness/Curiosity) – Changes in a pupil's behaviour that demonstrate s/he is being attentive to a new stimulus. This sort of assessment is important for establishing what differing stimuli motivate a pupil to attend and is particularly relevant for assessing pupils with multiple sensory impairments who have reduced and/or atypical sensory acuities and perception. How a pupil is building on an initial, fleeting reaction to a new stimulus, perhaps by reaching out or scanning for the source of a new stimulus
- **Exploration** - Discovery/Investigation – Changes in the way a pupil is interacting or responding to a new stimulus, sometimes accompanied by

expressions such as enjoyment and excitement. The extent to which a pupil is actively trying to find out more about an object or activity via prolonged, independent experiment

- **Anticipation** – How a pupil is able to predict, expect or associate a particular stimulus with an event which is important for measuring a pupil's understanding of cause and effect
- **Persistence** – The extent to which a pupil is sustaining attention towards a particular item or action and thus beginning to develop conceptual understanding
- **Initiation** – The different ways and extent to which a pupil is instigating an event in order to bring about a desired outcome

Many pupils working at this level work have many opportunities to alongside similar ability peers in the Lower, Upper or Post 16 department. To prepare our 'Leaver' students for their transition from Bluebell Park School into college we have established strong links with local colleges, which specifically caters for those students with profound and multiple learning difficulties. 'Leavers' are able attend this college by appointment at any time.

As we recognise we are teaching the four areas of SEND, and subjects are creative vehicles in which to teach our creative curriculum long term Pathway plans have been made by TLR's to aid teaching within pathways. These long-term plans (based on the Topic/Theme Cycles (see Appendix)) are used to teach pupils on a different pathway. You will be able to find these on teacher shared (a system teachers have access to record, report, and store curriculum needs of the pupils) along with schemes of work for the informal curriculum.

## **7.2 Structured Pathway (informal / semi-formal curriculum) Curriculum for Pupils for Autistic Spectrum Condition (ASC) / SLD / CLD**

Learning is pupil centred and encourages the pupils to engage in their learning journey. Pupils are encouraged and supported to become aware of their achievements, emotions and routines. Positive learning behaviour (readiness to learn) is key to the pupil's success. Pupils are developing a curiosity to engage in a range of new experiences. The semi-formal pathway offers a holistic approach to developing and promoting personal and functional independence, opportunities are given to generalise these life skills in a variety of contexts. Repetition, consolidation and spiralled learning is key to individual progress and unique to each learner.

Pupils are working consistently and over time within P4 (Engagement Step 6 to Step 3) to the early reaches of the national curriculum

### **Definition of ASC**

"Autism is a difference in the way a person thinks, perceives and therefore understands the world and others. This results in difficulties or differences in communication, social interaction, thinking and in sensitivity of the senses. However,



the way autism impacts on each individual is unique. No two people are exactly the same. 'Autism Spectrum Condition' is used to describe the range of the autism spectrum, including Asperger syndrome." (NAS)

### ASC at Bluebell Park School

The difficulties and challenges faced by pupils with ASC means that they require a separate, specialised curriculum. These pupils, who are learning at a lower than age-expected rate in all areas of their development, need specific teaching and learning experiences in order to reach their potential and maximise their school learning experience. Most pupils working at this level work alongside their peers of a similar ability in either the lower, Upper or Post 16. Some pupils may remain at these levels or make small steps of progress; therefore, the curriculum across the phases has been designed with this in mind.

Where some of our ASC pupils are in the main body of the school, teacher use part traditional pathway with support of the long-term structured path documents to support planning and teaching.

Some groups of pupils within the structured pathway require a specialist curriculum designed for their learning. Within these groups the initial foundation curriculum pathways (using SCERTS) are current. Please see the diagram for the second part of their journey with Bluebell Park.

Some of our more complex learners may be measured on the 5 areas of engagement (Barry Carpenter). This is done either within connecting steps or sometimes within EFL itself. Pupils are mostly working consistently and over time within P4 to the early reaches of the national curriculum.

### **7.3 Traditional Pathway (formal curriculum) Curriculum for Pupils with Severe Learning Difficulties (SLD) / ASC**

Learning is child centred and teaches the pupils to take ownership of their own learning. Pupils are guided to reflect on their learning in order to become self-aware. Pupils are beginning to use taught strategies to self-regulate and attitudes towards learning are positive. Pupils are generally ready to learn with some having the curiosity to acquire new knowledge. The formal pathway offers more structure and develops and promotes independence in preparation for next steps of learning. The curriculum is beginning to offer knowledge-based learning with subjects being used as a vehicle for learners to apply and generalise skill. The progression is based on the individual pupil's prior knowledge and understanding. Life skills and independence skills will also form a large part of the curriculum the topics are planned to be practical, building on previous learning experiences to allow for consolidation and scaffolded to promote progressions of skills and independence.

Pupils are working consistently and over time significantly below age related expectations.

#### Definition of SLD

*'Pupils with severe learning difficulties (SLD) have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. Pupils with severe learning difficulties will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations. Their attainments may be within the upper P scale range (P4-P8) for much of their school careers.'* (DfE definition of SLD.)

#### SLD at Bluebell Park School

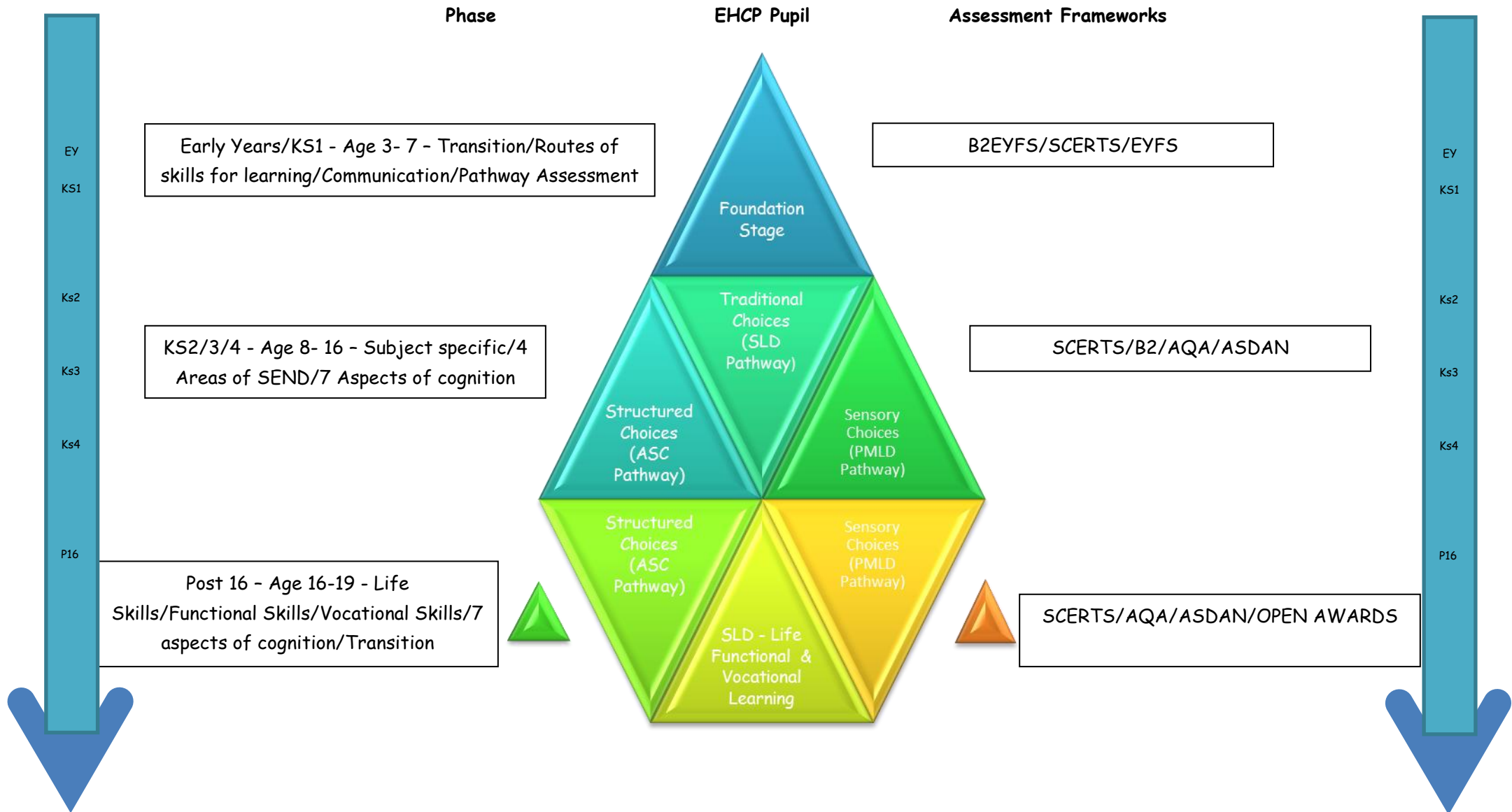
The difficulties and challenges faced by pupils with SLD means that they require an adapted, specialised curriculum. These pupils, who are learning at a lower than age-expected rate in all areas of their development, need specific teaching and learning experiences in order to reach their potential and maximise their school learning experience. Most pupils working at this level work alongside their peers of a similar ability in either the lower, Upper or Post 16. Some pupils may remain at these levels or make small steps of progress; therefore, the curriculum across the phases has been designed with this in mind.

Specifically (as already outlined), we use the Topic/Theme Cycle. As we recognise, we are teaching the four areas of SEND, and subjects are creative vehicles in which to teach our creative curriculum long term Pathway plans have been made by TLR's to aid teaching within pathways. These long-term plans (based on the Topic/Theme Cycles (see Appendix)) are used to teach pupils on a different pathway. You will be able to find these on teacher shared (a system teachers have access to record, report, and store curriculum needs of the pupils).

Focus on Skills for Learning, Communication, Interaction, Community involvement, Special Interests and Physical & Sensory Development. Sessions are structured and sequential. Where there are subject specific sessions the intention is to focus on the EHCP targets/Four Areas of SEND.

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# BLUEBELL PARK CURRICULUM PATHWAY



## **8 Curriculum Requirements**

The curriculum should be delivered in an appropriate environment which provides a suitable level of personal and technological support, including specialised furniture and other environmental adaptations. The setting may change over time in response to changing pupil needs and to reflect the requirements of individual Statements of SEN as they are modified following the Annual Review/Educational Health and Care Plan Review (EHCP).

The curriculum will:

Provide a planned and sequenced learning experience cumulatively building skills and knowledge for future learning or employment.

Recognise the need for a broad, balanced, relevant and differentiated curriculum which relates to the learning needs of the pupils and reflects the EHCP, Bluebell Park needs of the individual, Engagement Scale, Open awards, AQA and SCERTS

Recognise the impact on teaching time, continuity and progression of the requirement to meet medical and para-medical needs.

Include the use of appropriate technology, specialist furniture and teaching/learning aids, e.g. ICT, PECS.

Provide ongoing assessment which informs future teaching and learning with the use of Evidence for Learning and External moderation.

Promote physical independence, personal and social skills.

Include medical and para-medical support and support for parents/carers.

Provide opportunities for a wide range of experiences.

Include specialist advice to pupils and parents/carers and for post-school life with assistance from placement providers.

Recognise the possible impact of physical disability/ learning difficulty/ASC on personal development and self-concept.

Provide enhanced curricular and social opportunities with partner schools including those in the mainstream.

Provide an appropriate and stimulating alternative curriculum beyond the statutory school leaving age.

All pupils attending Bluebell Park have Individual Education Programmes (IEP's). These are comprised of termly targets jointly determined by teachers, carers, paramedical staff and where appropriate, support agencies (e.g. Sensory Impairment Service, School Psychological Service). These targets are organised in to the 4 areas of SEND and are broken down into achievable steps, reflecting the objectives set at the present and previous review/EHCP meetings.

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The Individual Educational Programme (IEP) are implemented and monitored continually, this process informing future teaching and learning with necessary modifications when needed.

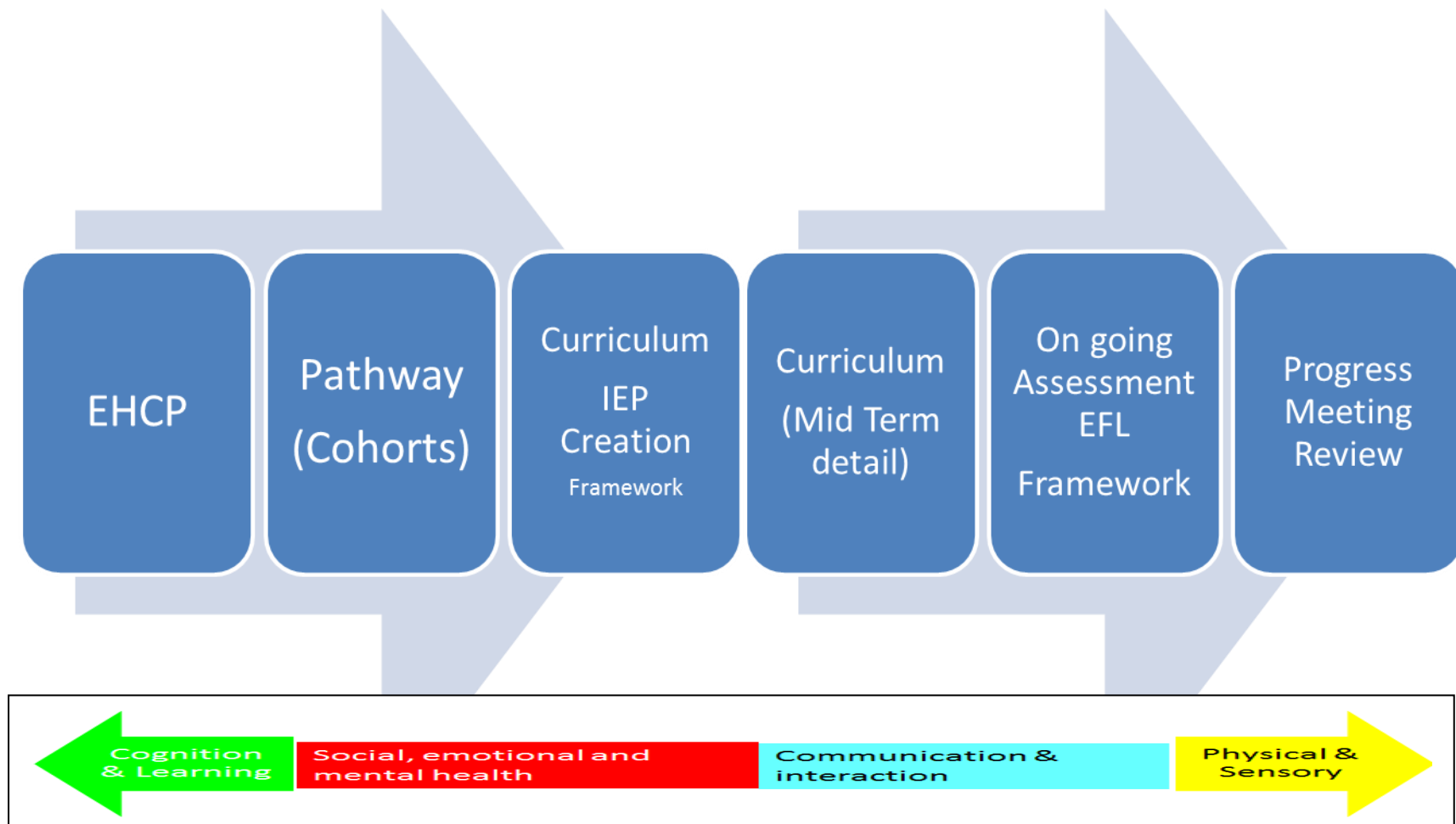
### Summary

- The child is at the centre of our curriculum.
- Recognition that teachers are teaching the four areas of send: Cognition and learning, Social, Emotional and Mental health, Communication and Interaction, and Physical and Sensory
- Subjects are the Vehicle for what we teach
- The Curriculum is the creative and inventive way in which we operate the vehicle.
- We have pre-formal, informal, semi-formal and formal curriculum which provide the basis of a sequential, planned curriculum

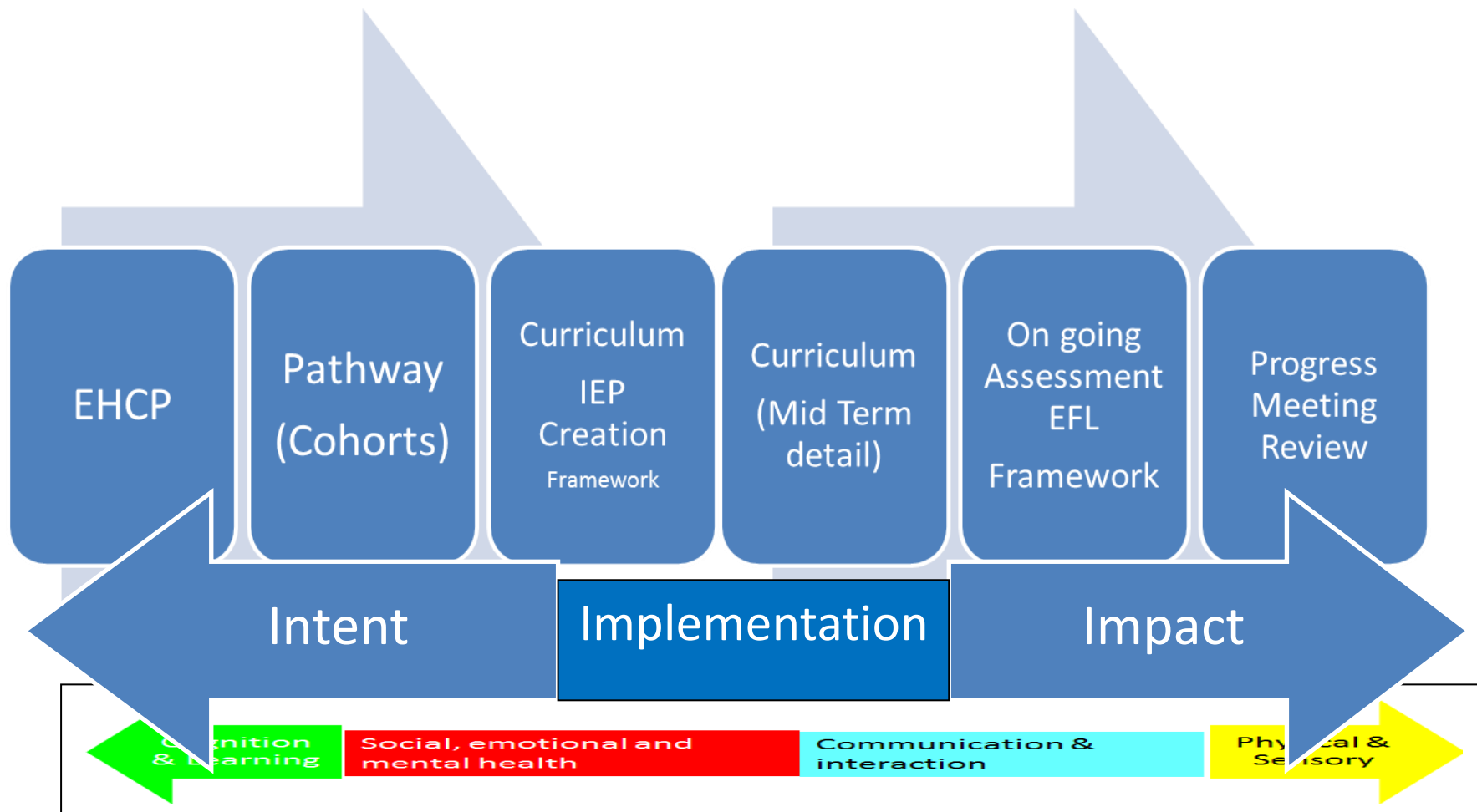
	Pedagogy			
Supporting documents/Long/Medium Term Planning		Structured	Sensory	Traditional
	Pre-formal	Topic plan  Connected and responding curriculum		
	Informal	Topic plan  Connected and responding curriculum		
	Semi-formal	Topic Plan  Life skills-based curriculum		
	Formal	Topic Plans		Topic plans
		Adapted curriculum		Adapted curriculum

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# WHOLE SCHOOL BLUEBELL PARK CHILD CENTRED PROCESS



# WHOLE SCHOOL BLUEBELL PARK CHILD CENTRED PROCESS WITH INTENT/IMPLEMENTATION/IMPACT



## 9. Curriculum Approaches:

### Whole school overview: Cohorts, Pathways & Phases

To enable the school's curriculum requirements to be implemented effectively with due regard to the varying needs of the Bluebell Park pupil population we adopt a multi-tiered approach.

The school is understood by phase and by pathway. The phases are as follows:

Early Years	EY(KS1)
Lower School	KS1/KS2 (KS3)
Upper School	KS2/KS3 (KS4)
Post 16	(KS4) KS5

Important to all pupils learning in Bluebell Park are the following areas: To be a safe, happy, stimulated, healthy and confident learner. All pupils will receive an individualised curriculum based on their needs, following the pathway that best meets their needs. Pupils' readiness to learn, engagement, communication skills and regulation of emotions are all a key focus of our curriculum. Our holistic learning is a personalised approach driven by pupils and their individual needs, interests and aspirations. In preparation for adulthood, pupils are supported to develop relationships and foster positive attitudes towards learning, which enables them to participate and succeed in the wider world. Our curriculum is relevant and purposeful, motivating and stimulating. Broad and balanced topics and themes are used as a vehicle for individualised learning offering new and varied experiences. This approach is underpinned by an ongoing collaborative process across the MSLD network.

Specific learning in our Pathways are as follows:

- **Sensory (pre-formal curriculum) (PMLD) –**  
Pupils will receive personalised learning opportunities with the curriculum intention to develop an understanding of their own sensory needs and empower them to make personal choices. Special focus will be given to communication, independence, attention, regulation and self awareness. Teaching will be informed by individual engagement in the areas of realisation, exploration, anticipation, persistence and initiation. Progression and consolidation will reflect the individual's learning journey. There is a focus on therapeutic activities such as hydrotherapy, rebound therapy, physiotherapy, speech and language therapy, intensive interaction, sensory integration and physical development programmes. Pupils will use a small range of formal communication. Pupils are working consistently and over time within P1-P3.
- **Structured (informal/semi-formal curriculum) (ASC) –**



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Learning is pupil centred and encourages the pupils to engage in their learning journey. Pupils are encouraged and supported to become aware of their achievements, emotions and routines. Positive learning behaviour (readiness to learn) is key to the pupils success. Pupils are developing a curiosity to engage in a range of new experiences. The semi-formal pathway offers a holistic approach to developing and promoting personal and functional independence, opportunities are given to generalise these life skills in a variety of contexts. Repetition, consolidation and spiralled learning is key to individual progress and unique to each learner.

Pupils are working consistently and over time within P4 to the early reaches of the national curriculum

- **Traditional (formal curriculum) (SLD) –**

Learning is child centred and teaches the pupils to take ownership of their own learning. Pupils are guided to reflect on their learning in order to become self aware. Pupils are beginning to use taught strategies to self regulate and attitudes towards learning are positive. Pupils are generally ready to learn with some having the curiosity to acquire new knowledge. The formal pathway offers more structure and develops and promotes independence in preparation for next steps of learning. The curriculum is beginning to offer knowledge based learning with subjects being used as a vehicle for learners to apply and generalise skill. The progression is based on the individual pupils prior knowledge and understanding. Life skills and independence skills will also form a large part of the curriculum the topics are planned to be practical, building on previous learning experiences to allow for consolidation and scaffolded to promote progressions of skills and independence.

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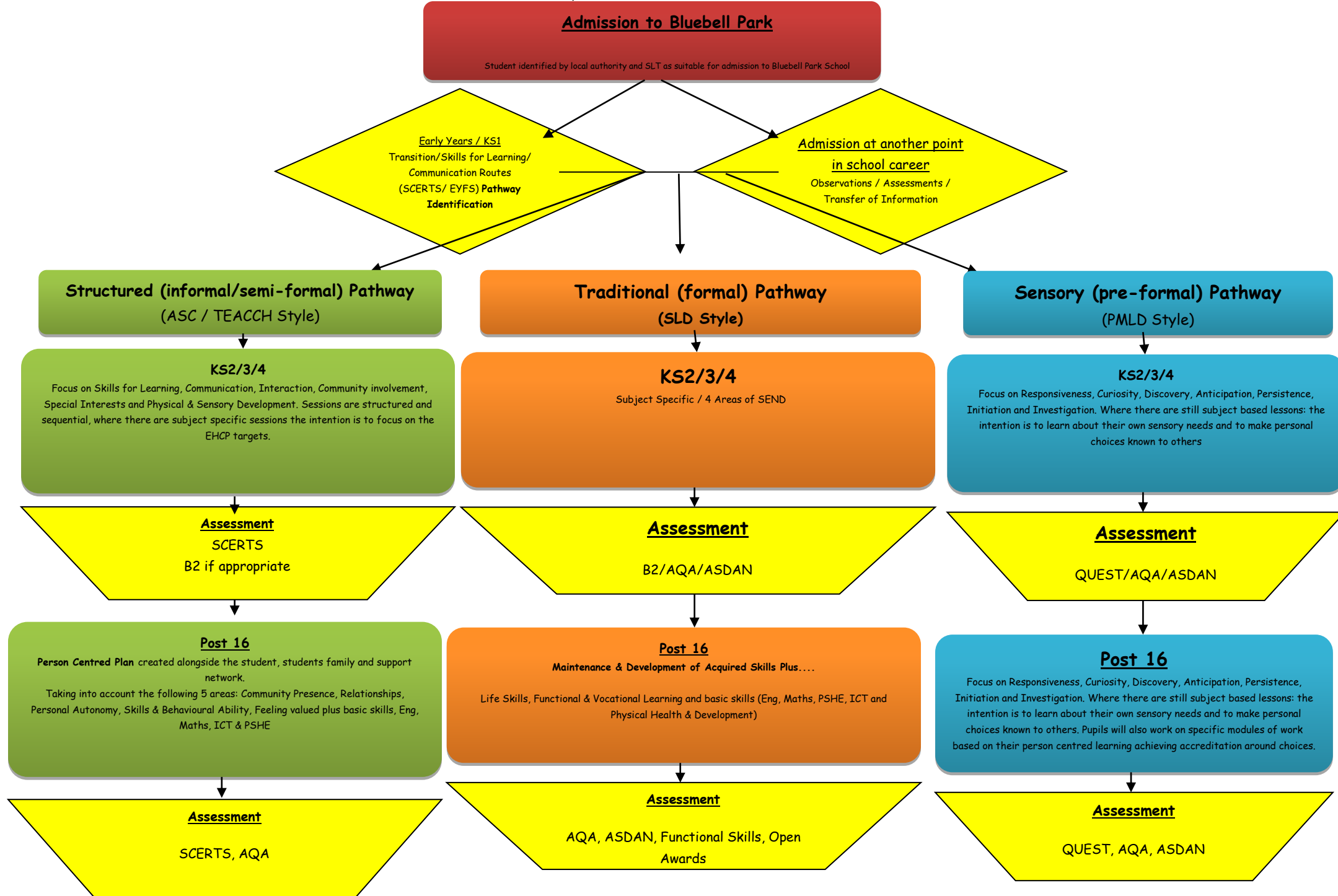
Each pathway maps out a progression route into adulthood. It is possible for a pupil to change to a different pathway at any time. Some pupils may need a curriculum that crosses over the pathways and is unique to them. Our pathways are sensory, structured and traditional and are based on a pedagogy to help our pupils access the curriculum in their preferred learning style. The curriculum we deliver is based on pre-formal, informal, semi-formal and formal learners.

The diagram below includes an outline of accreditation routes and *likely* destinations for our pupils. Most pupils stay at Bluebell Park School until they are 19. This is

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regularly reviewed with the pupil and their parents as part of the Annual Review Process/Education, Health and Care Plan (EHCP) meeting.

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**Core Learning for All pupils**

Communication/Interaction/- CAL	PD, wellbeing, interventions, therapies	Local community	-EAD	Subjects for use as cross curricula	Learning to support 4 areas of SEND teaching
Readiness for Learning (Sensory/Health)	PSED	-Problem Solving/Thinking skills	UW	What is important to the learner	
Looks Different for every child	PD/Sensory	It is a given the pupils will work on the 4 areas of send in all pathways.	ILS	A desire to learn	
Linked to EHCP Outcomes	-Emotional wellbeing - developing/maintaining relationships	Through Play starting to be adult led	Holistic Curriculum	Actively participating	
Independence skills	Emotional Literacy (Wellbeing/Mindfulness)	Lit/Maths – Functional	SEMH - Play, emotional lit. ILS	Discrete subject based learning as a vehicle to teach what is important to our pupils: The pupils needs and the Four areas of SEND.	
SEMH -Emotional wellbeing - developing/maintaining relationships	-Enjoyment	- Cog.Le-EYFS areas, Early Maths/English/KUW	Life skills	Preparing pupils for post school life	

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## 9.1 Early Years

In our Early Years department children are offered a play based curriculum with opportunities for adult led and child initiated play. They are taught skills and opportunities to explore their world with a strong focus on independence, self awareness, emotional regulation and communication.

Pupils experiencing severe or profound learning difficulties in Early Years will have the same experiences with a strong emphasis on a multi-agency approach to support with therapeutic interventions.

We have mapped the four areas into the EYFS curriculum to ensure and identify how a pupils individual learning needs are catered for. The four areas are:

1. Cognition and learning
2. Communication & interaction;
3. Physical & sensory;
4. Social, emotional & mental health

During their time in Early Years, pupils are continually assessed to inform us how they best learn and prepare them for the most appropriate pathway as they transition into school.

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## Early Years Foundation Stage

### Communication and Interaction

**EYFS Area:**  
Communication & Language

**Key Objectives of Teaching:**

- Establishing effective communication systems.
- Building relationships with staff and peers.

#### Integrated Services

Speech & Language Therapy (SALT)

### Social, Emotional & Mental Health

**EYFS Area:**  
Personal, Social & Emotional Development

**Key Objectives of Teaching:**

- Developing an awareness of themselves as individuals.
- Managing and adopting appropriate behaviours to ensure they are ready to learn.

#### Integrated Services

- Educational Psychologists
- Behaviour Analysts (PBS)
- Medical Professionals

### Sensory or Physical Needs

**EYFS Area:**  
Physical Development

**Key Objectives of Teaching:**

- Promoting independence and self-care skills.
- Finding ways to meet the needs of their bodies.
- Developing fine & gross motor skills.

#### Integrated Services

- Occupational Therapists
- Physiotherapists
- Orthotics
- SALT (Feeding)
- Continence/ Nursing Team Input

### Cognition & Learning

**EYFS Areas:**  
Literacy, Mathematics, Expressive Arts & Design & Understanding the World

**Key Objectives of Teaching:**

- Providing pupils with a range of adult and child-initiated learning opportunities tailored to their developmental stage.
- Develop 'characteristics of effective learning'.

#### Integrated Services

- Educational Psychologists
- Behaviour Analysts (PBS)
- Neuro development pathway
- Neuro consultant

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### What may you see in an EYFS/KS1 Classroom?

- Establishing how pupils currently communicate- gesture, body language, behaviour.
- Establishing 'what is worth communicating for?' (motivators)
- Teaching of modes of communication i.e. PECS, Communication Books, Makaton.
- Lots of opportunity for positive interaction.

### What may you see in an EYFS/KS1 Classroom?

- Ensuring a high level of emotional and social well-being- ensuring their needs are met- hunger, thirst, tiredness, separation anxieties etc.
- Introducing pupils to visual structure where needed i.e. now and next boards.
- Implementation of proactive strategies to reduce challenging behaviour.
- Rewarding positive behaviour i.e. token boards.

### What may you see in an EYFS/KS1 Classroom?

- Feeding Skills
- Toilet Training
- Dressing Skills
- Sensory Diet Implementation
- Standing Programmes
- MOVE Programme
- Orthotics

**Environments:** Swimming, Outdoors, Cookery, Rebound, Sensory Rooms, Sensory Circuits.

### What may you see in an EYFS/KS1 Classroom?

- Active engagement in learning
- Focused work sessions with progressive targets
- Purposeful play
- Pupil led activities
- Generalisation of skills beyond classroom

### Assessment

**Formative:** EfL, Individual Target Sheets

**Summative:** EHCP, IEPs, EYFS Profile, SCERTS

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### Assessment

**Formative:** EfL, Individual Target Sheets

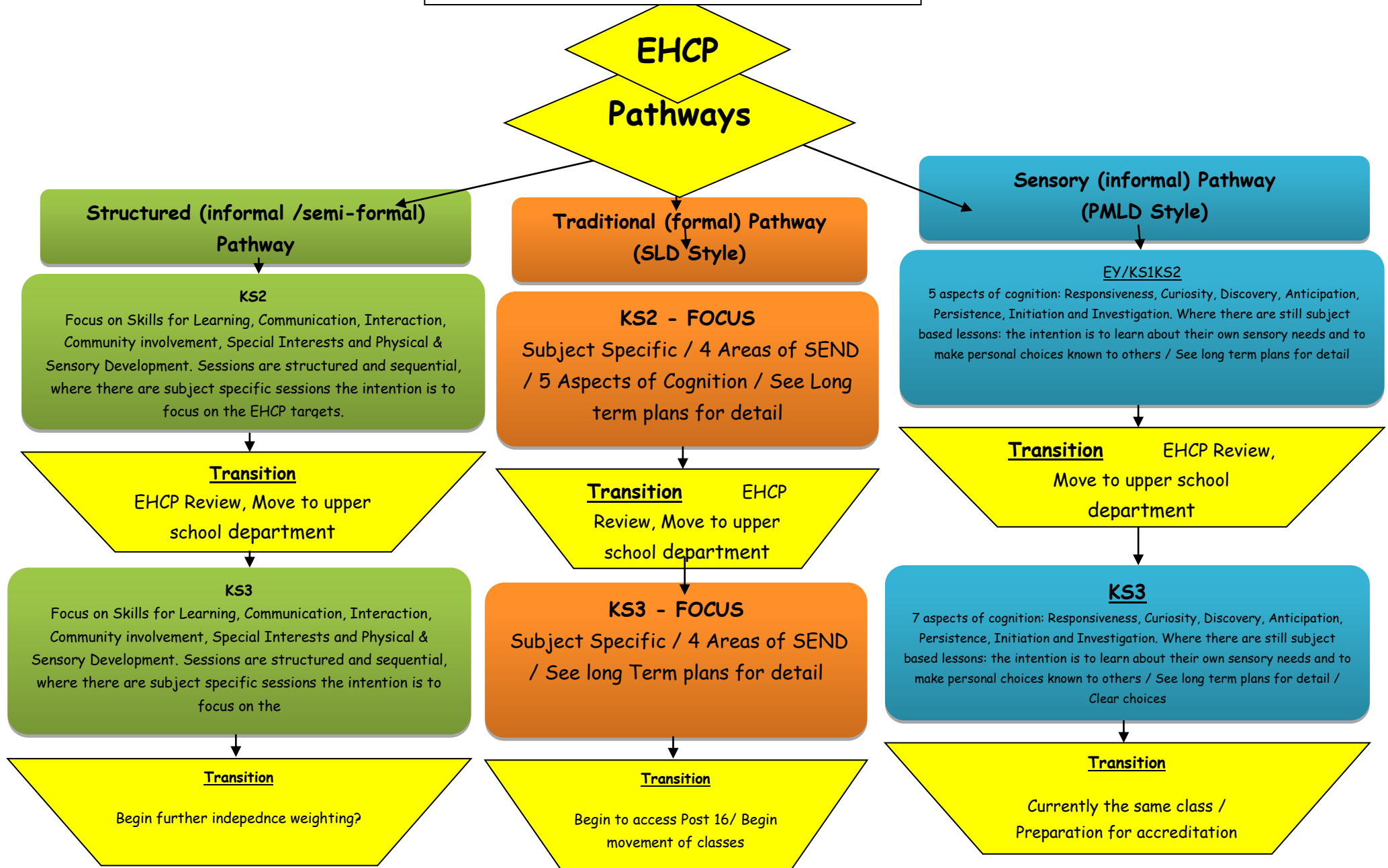
**Summative:** EHCP, IEPs, EYFS Profile, SCERTS



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## Bluebell Park School Post KS2/3/4 Pathways



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# WHOLE SCHOOL BLUEBELL PARK TOPIC CYCLE OVERVIEW

	Week 1	Autumn	Spring	Summer
1 <sup>st</sup> Year 2018/2019 2022/2023	<u>New team, time Table &amp; Safety</u>	<b><u>Celebrations</u></b> Every Day Celebrations National Festivals Who? What? Where? When? Why? Calendars Life's Celebrations	<b><u>Past, Present &amp; Future</u></b> Dinosaurs Time & Time Travel Inventors A Walk in time Air transport through time/Space	<b><u>Up, up and Away</u></b> Seaside Holidays of the past Journeys Transport Road Safety Foreign Features/World Cup
2 <sup>nd</sup> Year 2019/2020 2023/2024	<u>New team, time Table &amp; Safety</u>	<b><u>House and Home</u></b> Functional rooms/Castles Liverpool British Values Invaders and settlers Grand Designs	<b><u>Fantasy Worlds</u></b> Once upon a time Super Hero's Traditional tales Imagination Fact or fiction	<b><u>Fun and Games</u></b> Circus is in Town Piecing the Puzzle Fun Facts Olympics Hobbies/Leisure
3 <sup>rd</sup> Year 2020/2012 2024/2025	<u>New team, time Table &amp; Safety</u>	<b><u>Fires</u></b> Cubs/Brownies Safety & Safeguarding Environments Climates The Great Fire	<b><u>Changes</u></b> Seasons Feelings & Emotions The Rules Ages of Man Puberty	<b><u>Wonderful Weather</u></b> Pirates Water Rainforest Using the Weather Sustainability
4 <sup>th</sup> Year 2021/2022 2025/2026	<u>New team, time Table &amp; Safety</u>	<b><u>Important people</u></b> Me and my school/All about me Family Friends/People who help us Our community Building Relationships Famous People	<b><u>Farm to Fork</u></b> Animals/Life Cycles Mini Beasts Picnics Growing Digestion	<b><u>Pupil Led Topic</u></b> Creative Crayons Different Worlds Your choice Charities Aspirations

### 9.3 Post 14

Offers focused areas to develop individualised programmes, courses, qualifications and experiences that will meet personal needs. Ultimately these are the vehicle to develop skills in preparation for Independence and adulthood. The grid (included in the Appendix) consists of four main strands including Independent living (Life-skills), Employment (voluntary work), Community participation (developing friendships and relationships in the community) and Good health and wellbeing (personal progress and self- help skills). These are chosen to reflect the pathway to further Independence or towards supported employment.

Modules are colour coded to reflect the four broad areas of need

Communication and interaction

Cognition and Learning

Social, emotional and mental health

Sensory and Physical

There is a clear determination to provide further preparation for post-school life to enable individual school leavers to achieve maximum levels of competence in physical, social and academic terms and then apply these competencies in adult life. The post 16 curriculum provides a wide range of relevant experiences both within and beyond school. To further extend opportunities for students, learning experiences, work experience, both on and off site will be accessed which in the majority of cases will lead to external accreditation. It is the aim of the school that no young person will leave at 16+ without an appropriate placement in further education, sheltered employment or other opportunities provided by Health and Social Care Services and the school is exploring post 19 provision with the Local Authority to support an innovative approach to this issue.

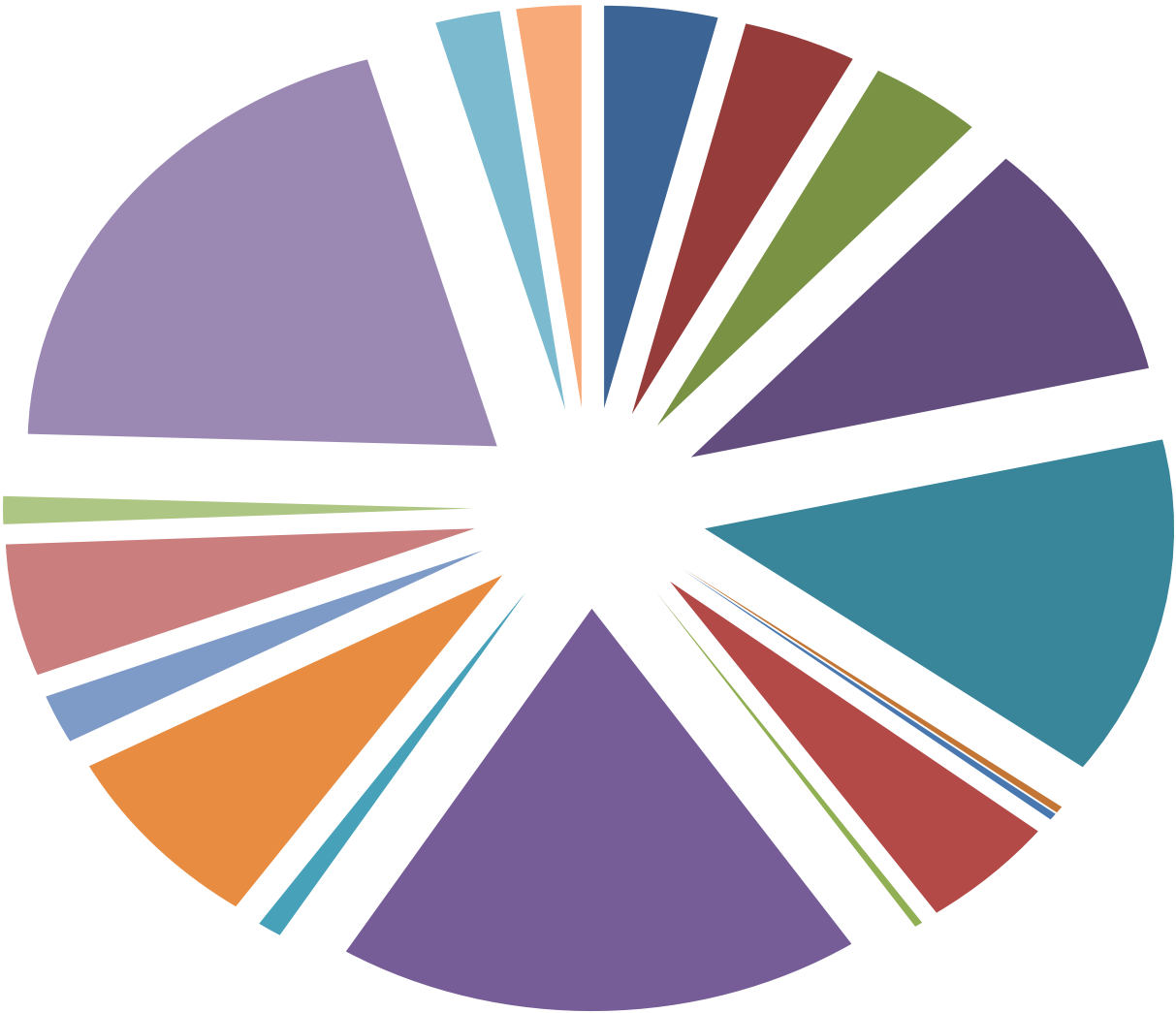
Therefore the basis of the Post 14 curriculum has a derivative of external accreditation. All accreditation has been collected and recorded from 2013. This accreditation has provided a curriculum map which can then meet the needs of the pupils within the four areas of SEND to progress to independence (A more detailed view of the post 14 curriculum can be viewed in the appendix.)

Count of Curriculum Via Accreditation

Total

AB Subject

- Art
- Art & DT
- DT
- DT & Food Technology
- English
- English & Performing Arts
- History
- ICT
- ICT & Art
- Maths
- MFL
- Outdoor Education
- PE
- Performing Arts
- Performing Arts & ICT
- PSHE
- PSHE & Car
- Science



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## POST BLUEBELL PARK CURRICULUM PATHWAY

This has been typical but not exclusive. Please take this as an example:

### Sensory Choices (PMLD Pathway)

- **Personal Budget:** High level of support
- **Example Local services:** At home care, Day services, Bracknell Centre (3 Days), KCC (3 Days), Acorn Farm, supported living, Knosley Adult Social Care
- **Expected Outcomes:** High level of personalised care and a tailor made package
- **Preparation:** Individualised packages are based on Health and social care assessments. Multi agency planning (from EHCP attendance) to provide appropriate levels of support. Co-ordination required at EHCP to get the placement right and authorise budgets. A look to the future event is organised and held at BBP every Oct/Nov to aid with the decision making process of placement. BBP to aid with transition in to placements once a placement has been agreed. Medical input is of the highest priority.

### Structured Choices (ASC Pathway)

- **Personal Budget:** High Level of Support
- **Example Local services:** Day services (5 Days), Autism Initiatives (5 days), KCC (3 days), Autism Stocksbridge provision, supported living
- **Expected Outcomes:** High level of personalised care support and a tailor made package made
- **Preparation:** Individualised packages are based on Health and social care assessments. Multi agency planning/application (from EHCP attendance) to provide appropriate levels of support with panel decision. Co-ordination required at EHCP to get the placement right and authorise budgets. A look to the future event is organised and held at BBP every Oct/Nov to aid with the decision making process of placement. BBP to aid with transition in to placements once a placement has been agreed. Transport is also decided through a panel by application. Transitions and school to provide information to parents and pupils about placements available. Taster days can be arranged. Longer term placements may be accessed through post 16.

### Traditional Choices (SLD Pathway College)

- **Specialist College** (Low level of support)
- **Example Local Services:** KCC(3days), Activate, Supported living, Thorton College(5 Days), Hugh Baird, Supported employment, Day services
- **Expected Outcomes:** Working towards suitable and relevant qualifications/accreditations such as ASDAN and diploma in life skills. Continuation of functional English/Maths skills (Open Awards).
- **Preparation:** Individualised packages are based on Health and social care assessments. Information on local colleges provided to parents and pupils. A look to the future event is organised and held at BBP every Oct/Nov to aid with the decision making process of placement. Taster days and short visits offered to pupils and families. School and post Bluebell providers work together to make an application to the placement. Transport is also decided through a panel by application. Social services submit a funding application to the social services panel alongside an education application to the LA. School support transition days and communicate with the college to provide the best possible transition between placements. Pupils may also access work experience placements and access some other provisions to support them making a choice.

### Traditional Choices (SLD Pathway Supported Employ.)

- **Specialist College** (Medium level of support)
- **Example Local Services:** KCC (3 days), St Helens, Activate, KITE/CIC/Supported internships
- **Expected Outcomes:** Provides training and real life work experience or social skills. A paid Job. Supported living
- **Preparation:** Individualised packages are based on Health and social care assessments. Multi agency planning (from EHCP attendance) to provide appropriate levels of support. Co-ordination required at EHCP to get the placement right and authorise budgets. A look to the future event is organised and held at BBP every Oct/Nov to aid with the decision making process of placement. BBP to aid with transition in to placements once a placement has been agreed. Transport is also decided through a panel by application. Transitions and school to provide information to parents and pupils about placements available. Taster days can be arranged. Work experience/internship placements may be suitable. Longer term placements may be accessed through post 16.

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## KS3/4/5 (Structured Pathway)

### Communication and Interaction

Structured Pathway Area  
Personal Autonomy  
Community Presence

#### Key Objectives of Teaching:

##### Communication

- Maintain & develop effective communication systems.
- Building relationships with staff and peers.

##### Community Presence

- Communicate with a variety of persons in a variety of settings (especially in the community )
- Taking an active role in community settings/facilities and events

##### Personal Autonomy

- This is all about the decisions I make, how much control I have in my life, and the opportunities I have to act on my own, relative to my age, experience and ability. Autonomy spans everyday things (such as what and when to eat, what to wear and how I spend my time) and the bigger issues in life, such as where to live and what to do for work.

### Social, Emotional & Mental Health

Structured Pathway Area  
Feeling Valued  
Relationships  
Behavioural Ability

#### Key Objectives of Teaching

##### Behaviour

- Managing and adopting appropriate behaviours to ensure they are ready to learn, interact and conduct themselves appropriately in a variety of settings

##### Feeling Valued

- This is all about how I see myself and the way other people see me.

##### Relationships

- This is about me spending time with people I know and like, and with those I love. It's also about meeting people with whom a relationship might develop.

##### Personal choices

- To make decisions/choices that affect them and their environment

### Sensory or Physical Needs

Structured Pathway Area  
Sensory Processing  
Physical Health

#### Key Objectives of Teaching:

- Promoting independence and self-care skills.
- Finding ways to meet their own sensory needs
- Developing fine & gross motor skills.
- Keeping healthy and active and engaging in regular stimulating exercises

### Cognition & Learning

Structured Pathway Area  
Basic Skills: Eng, Maths, ICT

#### Key Objectives of Teaching:

- To use academic skills in a way that helps them to live an independent as is possible life
- To maintain and develop skills consistent with independent living and community interaction.
- This is about the activities I do and the help I get to do them. It's also about my ability to learn new skills and change behaviours that may be a problem for others.



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### Integrated Services

Speech & Language Therapy (SALT)

### Integrated Services

- Educational Psychologists
- Behaviour Analysts (PBS)
- Medical Professionals e.g. CAMHS

### Integrated Services

- Occupational Therapists
- Physiotherapists
- Orthotics
- SALT (Feeding)
- Continence/ Nursing Team Input
- Health Commissioners
- Learning Disability Team (LDT NHS)

### Integrated Services

- Post 19 providers
- Colleges / charities
- Local businesses

### What may you see in a P16 Structured Group?

- Maintaining communication methods and building opportunities for pupils to communicate outside the classroom
- Liaising with SP&LT and parents/carers to make their communication methods sustainable P19
- Developing TEACCH systems to fit life skills tasks
- Regular opportunities to use community facilities
- Regular opportunities to take an **active** part in community groups e.g. wheels for all, arts and crafts group at the Library

**booths**

### What may you see in a P16 structured group?

#### ***Structured, sequential, routined teaching methods***

- Ensuring a high level of emotional and social well-being- ensuring their needs are met- hunger, thirst, tiredness, separation anxieties etc.
- Maintaining visual structure i.e. now and next boards, schedules
- Continuation of proactive strategies to reduce challenging behaviour.
- Continuation of the development of replacement behaviours
- Rewarding positive behaviour i.e. token boards.
- Opportunities to build relationships with staff and peers outside the classroom
- Daily opportunities to make choices and decisions e.g. choosing the paint for a craft project, choosing the destination for a walk
- Daily opportunities & activities designed to increase the pupils social circle

### What may you see in a P16 structured group?

#### ***Continued implementation and monitoring of Sensory Profiling and Programs***

- Sensory Circuits
- Regular sensory interventions e.g. weighted vests, trampette
- Personal Care
- Regular physically orientated sessions such as rebound, cycling, orienteering
- Orthotics
- Physiotherapy & OT programs
- Promotion of healthy foods during snack, cookery & lunch
- Desensitisation programs

**Environments:** Swimming, Outdoors, Cookery, Rebound, Sensory Rooms, community facilities,

### What may you see in a P16 structured group?

#### ***Maintenance & development of basic skills & the application of these skills in real life situations Focus on sequential, routined teaching methods to promote independence***

- IEP / target teaching 1; 1
- Lego Therapy sessions
- Application of number skills during WRL e.g. counting milk into containers, counting and giving out cutlery at lunch time, reading bus timetables....
- Application literacy skills during real-life tasks e.g. reading & following recipes, reading safety and community signs, following directions
- Pursuit of special interests
- Using household items correctly e.g. washing machine, sky remote, Hoover.....

### Assessment

**Formative:** Target Sheets / AQA sheets

**Summative:** EHCP, IEPs, **SCERTS**

### Assessment

**Formative:** Target Sheets / AQA sheets

**Summative:** EHCP, IEPs, **SCERTS**

### Assessment

**Formative:** Target Sheets / AQA sheets

**Summative:** EHCP, IEPs, **SCERTS**

### Assessment

**Formative:** Target Sheets / AQA sheets

**Summative:** EHCP, IEPs, **SCERTS**

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# **Appendices**

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## *Bluebell Park*

### *Long Term Planning Cycle*

In this pack is the Long Term Planning from TLRs. Please use these to inform your medium and short term creative planning:

Some key messages we want you to be aware of are:

- The document is to support your creative curriculum that drives the subject element (the vehicle) of your lesson, rather than to inhibit how you teach what is important to the child. Further ideas on title can be found here: T:\Bluebell Park\CURRICULUM\! THEME TOPIC CYCLE\LONG TERM SUPPORT DOCS
- We are teaching with the child at the centre, Child>EHCP>Pathway>IEP>Midterm>Lesson>Assess>Repeat.
- You do not have to cover all areas and it has to be tailored to suit your class.
- In case you miss an opportunity within the creative curriculum – why not fill in a year plan so that your pupils don't miss an opportunity.
- All TLRs are keen for feedback– we actively invite you to talk through how a certain subject or parts of the curriculum is taught within your class.
- The plans are adaptable & moveable – e.g. base it on the needs of the pupils
- PLEASE Remember the Child comes first and you are teaching the 4 areas of SEND: **Cognition & Learning**, **Communication & Interaction**, **Physical & Sensory**, **Social, Emotional & Mental Health**

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# WHOLE SCHOOL BLUEBELL PARK TOPIC CYCLE OVERVIEW

	Week 1	Autumn	Spring	Summer
1 <sup>st</sup> Year 2018/2019 2022/2023	<u>New team, time Table &amp; Safety</u>	<b><u>Celebrations</u></b> Every Day Celebrations National Festivals Who? What? Where? When? Why? Calendars Life's Celebrations	<b><u>Past, Present &amp; Future</u></b> Dinosaurs Time & Time Travel Inventors A Walk in time Air transport through time/Space	<b><u>Up, up and Away</u></b> Seaside Holidays of the past Journeys Transport Road Safety Foreign Features/World Cup
2 <sup>nd</sup> Year 2019/2020 2023/2024	<u>New team, time Table &amp; Safety</u>	<b><u>House and Home</u></b> Functional rooms/Castles Liverpool British Values Invaders and settlers Grand Designs	<b><u>Fantasy Worlds</u></b> Once upon a time Super Hero's Traditional tales Imagination Fact or fiction	<b><u>Fun and Games</u></b> Circus is in Town Piecing the Puzzle Fun Facts Olympics Hobbies/Leisure
3 <sup>rd</sup> Year 2020/2012 2024/2025	<u>New team, time Table &amp; Safety</u>	<b><u>Fires</u></b> Cubs/Brownies Safety & Safeguarding Environments Climates The Great Fire	<b><u>Changes</u></b> Seasons Feelings & Emotions The Rules Ages of Man Puberty	<b><u>Wonderful Weather</u></b> Pirates Water Rainforest Using the Weather Sustainability
4 <sup>th</sup> Year 2021/2022 2025/2026	<u>New team, time Table &amp; Safety</u>	<b><u>Important people</u></b> Me and my school/All about me Family Friends/People who help us Our community Building Relationships Famous People	<b><u>Farm to Fork</u></b> Animals/Life Cycles Mini Beasts Picnics Growing Digestion	<b><u>Pupil Led Topic</u></b> Creative Crayons Different Worlds Your choice Charities Aspirations

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## BLUEBELL PARK PATHWAY CURRICULUM - ICT

	Autumn	Spring	Summer
<b>1<sup>st</sup> Year</b> 2018/2019 2022/2023	<b><u>Celebrations</u></b> EY C & A/Exploring Technology in the world/ Fostering curiosity in technology KS1 Control: Making things happen (1.2a) KS2 Data: Introducing pictograms (2.1d) KS3 Controlling Devices (3.2a) KS4 Using a range of devises (4.2a) Post16 Functional IT/ External Accreditation	<b><u>Past, Present &amp; Future</u></b> EY C & A/Exploring Technology in the world/ Fostering curiosity in technology KS1 Control: Moving Pictures (1.2b) KS2 Making pictures (2.3a) KS3 Designing and Exploring environments (3.2b) KS4 Exploring simulations (4.2b) Post16 Functional IT/ External Accreditation	<b><u>Up, up and Away</u></b> EY C & A/Exploring Technology in the world/ Fostering curiosity in technology KS1 Listening and responding to sounds (1.2c) KS2 Beginning to Write (2.3b) KS3 Manipulating Sounds (3.2c) KS4 Manipulating and squnc. Sounds (4.2c) Post16 Functional IT/ External Accreditation
<b>2<sup>nd</sup> Year</b> 2019/2020 2023/2024	<b><u>House and Home</u></b> EY C & A/Exploring Technology in the world/ Fostering curiosity in technology KS1 Pictures: Beginning to paint (1.3a) KS2 Learning to control things (2.2a) KS3 Using painting tools (3.3a) KS4 Working with images (4.3a) Post 16 Functional IT/ External Accreditation	<b><u>Fantasy Worlds</u></b> EY C & A/Exploring Technology in the world/ Fostering curiosity in technology KS1 Introducing Symbols and text (1.3b) KS2 Creating Scenes (2.2b) KS3 Writing in different ways (3.3b) KS4 Developing ideas for audience (4.3b) Post 16 Functional IT/ External Accreditation	<b><u>Fun and Games</u></b> EY C & A/Exploring Technology in the world/ Fostering curiosity in technology KS1 Combing text/gra: Labelling Pics(1.3c) KS2 Making & Recording sounds (2.2c) KS3 Intro to desktop publishing (3.3c) KS4 Desktop design(4.3c) Post 16 Functional IT/ External Accreditation
<b>3<sup>rd</sup> Year</b> 2020/2012 2024/2025	<b><u>Fires</u></b> EY C & A/Exploring Technology in the world/ Fostering curiosity in technology KS1 Combing text/gra: Taking books (1.3d) KS2 Text and Pictures (2.3c) KS3 Intro to multimedia tools (3.3d) KS4 Creating a presentation (4.3d) Post 16 Functional IT/ External Accreditation	<b><u>Changes</u></b> EY C & A/Exploring Technology in the world/ Fostering curiosity in technology KS1 Using an Ipad: Flo Longhorn KS2 Making Talking Books (2.3d) KS3 Introducing email (3.3e) KS4 Communication Electronically (4.3e) Post 16 Functional IT/ External Accreditation	<b><u>Wonderful Weather</u></b> EY C & A/Exploring Technology in the world/ Fostering curiosity in technology KS1 Taking and print photographs (2.3f) KS2 Different ways to communicate(2.3e) KS3 Using photographs (3.1a/3.3f) KS4 Making Videos (4.3f) Post 16 Functional IT/ External Accreditation
<b>4<sup>th</sup> Year</b> 2021/2022 2025/2026	<b><u>Important people</u></b> EY C & A/Exploring Technology in the world/ Fostering curiosity in technology KS1 Information in Class (1.1.a) KS2 Information: In the school (2.1a) KS3 Information in the community (3.1a) KS4 Info: Advertising and Media (4.1a) Post 16 Functional IT/ External Accreditation	<b><u>Farm to Fork</u></b> EY C & A/Exploring Technology in the world/ Fostering curiosity in technology KS1 Looking at Information (1.1.b) KS2 Beginning to find information (2.1b) KS3 Introducing the internet (3.1b) KS4 Info through the internet (4.1b) Post 16 Functional IT/ External Accreditation	<b><u>Pupil Led Topic</u></b> EY C & A/Exploring Technology in the world/ Fostering curiosity in technology KS1 Data: Sorting and Matching (1.1c) KS2 Data: Labelling/Classifying (2.1c) KS3 Data: Questions and Answers (3.1c) KS4 Surveys/Spreadsheets (4.1c/4.1d) Post 16 Functional IT/ External Accreditation

Sensory Pathway please note supplementary ICT planning units S1a, S2a,S2b,S2c, S3a, S3b, S3c at the end of each planning doc.

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## BLUEBELL PARK PATHWAY CURRICULUM – Computer Science – Enrichment

	Autumn	Spring	Summer
<b>1<sup>st</sup> Year</b> 2018/2019 2022/2023	<b><u>Celebrations</u></b> EY C & A/Exploring Technology in the world/ Fostering curiosity in technology KS1 Let's Celebrate KS2 You've got mail KS3 Hurry for Hollywood KS4 Newsroom Post16 Functional IT/ External Accreditation	<b><u>Past, Present &amp; Future</u></b> EY C & A/Exploring Technology in the world/ Fostering curiosity in technology KS1 Little Computers KS2 Walking with Dinosaurs KS3 Back To The Future KS4 Appy Times Pt 1 Post16 Functional IT/ External Accreditation	<b><u>Up, up and Away</u></b> EY C & A/Exploring Technology in the world/ Fostering curiosity in technology KS1 Junior Explorers KS2 Super Sci-fi KS3 My first program KS4 Let's Change The World Post16 Functional IT/ External Accreditation
<b>2<sup>nd</sup> Year</b> 2019/2020 2023/2024	<b><u>House and Home</u></b> EY C & A/Exploring Technology in the world/ Fostering curiosity in technology KS1 Art Attack KS2 We Are All Connected KS3 We built This City KS4 Interactive Art Exhibition Post 16 Functional IT/ External Accreditation	<b><u>Fantasy Worlds</u></b> EY C & A/Exploring Technology in the world/ Fostering curiosity in technology KS1 Fantastic Tales KS2 Crazy Creatures KS3 Big Robots KS4 Heroes & Villains Post 16 Functional IT/ External Accreditation	<b><u>Fun and Games</u></b> EY C & A/Exploring Technology in the world/ Fostering curiosity in technology KS1 A is for Algorithm KS2 App Attack KS3 We love Games KS4 Cars Post 16 Functional IT/ External Accreditation
<b>3<sup>rd</sup> Year</b> 2020/2012 2024/2025	<b><u>Fires</u></b> EY C & A/Exploring Technology in the world/ Fostering curiosity in technology KS1 Art Attack KS2 We are all connected KS3 My First Programme KS4 Newsroom Post 16 Functional IT/ External Accreditation	<b><u>Changes</u></b> EY C & A/Exploring Technology in the world/ Fostering curiosity in technology KS1 A is For Algorithm KS2 Let's Fix It KS3 Making Games KS4 Code Breakers Post 16 Functional IT/ External Accreditation	<b><u>Wonderful Weather</u></b> EY C & A/Exploring Technology in the world/ Fostering curiosity in technology KS1 Art Attack KS2 Whatever The Weather KS3 Hurry For Hollywood KS4 Web Site designers Post 16 Functional IT/ External Accreditation
<b>4<sup>th</sup> Year</b> 2021/2022 2025/2026	<b><u>Important people</u></b> EY C & A/Exploring Technology in the world/ Fostering curiosity in technology KS1 Fantastic tales KS2 Young Authors KS3 We are Publishers KS4 Young Authors Post 16 Functional IT/ External Accreditation	<b><u>Farm to Fork</u></b> EY C & A/Exploring Technology in the world/ Fostering curiosity in technology KS1 Junior Explorers KS2 Code-tastic KS3 Code-tastic KS4 Code-tastic Post 16 Functional IT/ External Accreditation	<b><u>Pupil Led Topic</u></b> EY C & A/Exploring Technology in the world/ Fostering curiosity in technology KS1 Little Computers KS2 Pictures Tell A 1000 Words KS3 Class Democracy KS4 Interactive Art Exhibition Post 16 Functional IT/ External Accreditation

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## BLUEBELL PARK PATHWAY CURRICULUM – Mathematics

	Autumn	Spring	Summer
<b><u>1<sup>st</sup> Year</u></b>	<u>Celebrations</u> EY— Number – Encountering Permanence (1.2a) KS1— Number – Encountering Permanence (1.2a) KS2— Number Calculating (2.2a) KS3— Number Establishing order (3.2a) KS4— Number -Developing order (4.2a)/ EX A Post 16— External Accreditation	<u>Past, Present &amp; Future</u> EY— SSM – Exploration (1.3a) KS1— SSM – Exploration (1.3a) KS2— SSM Exploration (2.3a) KS3— SSM Exploration (3.3a) KS4— SSM Exploration (4.3a)/ EX A Post 16— External Accreditation	<u>Up, Up and Away</u> EY— Using and Applying – Searching (1.1a) KS1— Using and Applying - Searching (1.1a) KS2— Using and Applying - Searching (2.1a) KS3— Using and Applying - Searching (3.1a) KS4— Using and Applying - Searching (4.1a) / EX A Post 16— External Accreditation
<b><u>2<sup>nd</sup> Year</u></b>	<u>House &amp; Home</u> EY— Number and the number systems (1.2b) KS1— Number and the number systems (1.2b) KS2— Number and the number systems (2.2b) KS3— Number and the number systems (3.2b) KS4— Number & the number systems (4.2b)/ EX Post 16— External Accreditation	<u>Fantasy Worlds</u> EY— SSM – Shape and Space (1.3b) KS1— SSM – Shape and Space (1.3b) KS2— SSM – Shape and Space (2.3b) KS3— SSM – Shape and Space (3.3b) KS4— SSM – Shape and Space (4.3b)/ EX A Post 16— External Accreditation	<u>Fun &amp; Games</u> EY— Reasoning about numbers or shapes (1.1b) KS1— Reasoning about numbers or shapes (1.1b) KS2— U&A - Problem solving (2.1b) KS3— U&A - Problem solving (3.1b) KS4— U&A - Problem solving (4.1b) / EX A Post 16— External Accreditation
<b><u>3<sup>rd</sup> Year</u></b>	<u>Fires</u> EY—Number – Encountering Permanence (1.2a) KS1— Number – Encountering Permanence (1.2a) KS2— Number Calculating (2.2a) KS3— Number Establishing order (3.2a) KS4— Number -Developing order (4.2a)/ EX A Post 16— External Accreditation	<u>Changes</u> EY— Weight and Volume (1.3c) KS1— Weight and Volume (1.3c) KS2— Weight and volume (2.3c) KS3— Weight and volume (3.3c) KS4— Weight and volume (4.3c) / EX A Post 16— External Accreditation	<u>Wonderful Weather</u> EY— Using and Applying – Searching (1.1a) KS1— Using and Applying – Searching (1.1a) KS2— Handling Data Responding (2.4a) KS3— Handling Data- Responding (3.4 a) KS4— Handling Data- Responding (4.4 a) / EX A Post 16— External Accreditation
<b><u>4<sup>th</sup> Year</u></b>	<u>Important People</u> EY— Number and the number systems (1.2b) KS1— Number and the number systems (1.2b) KS2— Number and the number systems (2.2b) KS3— Number and the number systems (3.2b) KS4— Number & number systems (4.2b)/ EX A Post 16— External Accreditation	<u>Farm to Fork</u> EY— Length, Size and Height (1.3d) KS1— Length, Size and Height (1.3d) KS2 -Length, size, and Height (2.3d) /Time (2.3e) KS3- SSM—Time (3.3e) KS4- SSM- Time (4.3e) / EX A Post 16— External Accreditation	<u>Pupil Led Topic</u> EY— Handling Data- Responding (1.4 a) KS1— Handling Data- Responding (1.4 a) KS2— Organising and using data (2. 2.4b) KS3—Organising and using data (3. 2.4b) KS4—Organising and using data (4. 2.4b)/ EX A Post 16— External Accreditation

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## BLUEBELL PARK PATHWAY CURRICULUM – Science

	Autumn	Spring	Summer
<b>1<sup>st</sup> Year</b> 2018/2019 2022/2023	<b><u>Celebrations</u></b> EY 1.4c Sound and Hearing KS11.4c Sound and Hearing KS2 2.3a Characteristics of Materials KS3 <b>3.2d Variation and classification</b> KS4 4.3b Heating and cooling Post 16— Follow Post 14 Curriculum	<b><u>Past, Present &amp; Future</u></b> EY 1.4a Light and Dark KS11.4a Light and Dark KS2 2.4c Light and Shadows KS3 3.4b The earth and beyond KS4 4.3 Patterns of chemical change Post 16— Follow Post 14 Curriculum	<b><u>Up, up and Away</u></b> EY 1.4b Pushes and Pulls KS1 1.4b Pushes and Pulls KS2 2.4a Forces and Movement KS3 3.4a Forces and motion KS4 4.4c Forces Post 16— Follow Post 14 Curriculum
<b>2<sup>nd</sup> Year</b> 2019/2020 2023/2024	<b><u>House and Home</u></b> EY 2.3b Rocks and Soil KS1 2.3b Rocks and Soil KS2 2.4b Using Electricity KS3 3.4c Electricity & magnetism KS4 4.4a Electricity Post 16— Follow Post 14 Curriculum	<b><u>Fantasy Worlds</u></b> EY 2.2f Variation KS1 2.2f Variation KS2 2.2e Teeth and Eating KS3 3.3c Separating Materials and their properties KS4 4.3c Metals Post 16— Follow Post 14 Curriculum	<b><u>Fun and Games</u></b> EY Movement KS1 Movement KS2 2.2b Moving and Growing KS3 3.3a Grouping & classifying Material KS4 4.3a Compounds & Mixtures Post 16— Follow Post 14 Curriculum
<b>3<sup>rd</sup> Year</b> 2020/2021 2024/2025	<b><u>Fires</u></b> EY 1.4c Sound and Hearing KS11.4c Sound and Hearing KS2 2.3d Keeping Warm KS3 3.4d Light & sound KS4 4.3b Heating and cooling Post 16— Follow Post 14 Curriculum	<b><u>Changes</u></b> EY 1.3a Sorting and Using materials KS1 1.3a Sorting and Using materials KS2 2.3c Grouping and changing materials KS3 3.3b Changing Materials & their properties KS4 4.3 Patterns of chemical change Post 16— Follow Post 14 Curriculum	<b><u>Wonderful Weather</u></b> EY 1.2a Growing Plants KS11.2a Growing Plants KS2 2.2d Helping plants grow well KS3 3.2a Green Plants KS4 4.2b Maintenance of Life Post 16— Follow Post 14 Curriculum
<b>4<sup>th</sup> Year</b> 2021/2022 2025/2026	<b><u>Important people</u></b> EY 1.2b Ourselves KS1 1.2b Ourselves KS2 2.2a Health and Growth KS3 3.2b Keep Healthy KS4 4.2a Humans as organisms Post 16— Follow Post 14 Curriculum	<b><u>Farm to Fork</u></b> EY 2.2f Variation KS1 2.2f Variation KS2 2.2c Plants and animals in the local environment KS3 3.2c Living things and their environment KS4 4.3c Metals Post 16— Follow Post 14 Curriculum	<b><u>Pupil Led Topic</u></b> EY Early Experiments KS1 Early Experiments KS2 2.4d Magnets and magnetism KS3 3.2d Variation and classification KS4 4.3a Compounds & Mixtures Post 16— Follow Post 14 Curriculum



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## BLUEBELL PARK PATHWAY CURRICULUM – Drama/Performing Arts

	Autumn	Spring	Summer
<b>1<sup>st</sup> Year</b> 2018/2019 2022/2023	<b><u>Celebrations</u></b> EY Nativity stories KS1 Nativity Stories KS2 Putting on a Xmas Nativity KS3 Serious Fun KS4 Chatter Box Rooms Post16 Improvisation, Status and Devising	<b><u>Past, Present &amp; Future</u></b> EY Robots KS1 Robots KS2 Space Journey KS3 Time Travel KS4 Greek Theatre Post16 Technical Theatre	<b><u>Up, up and Away</u></b> EY 80 days around the world KS1 80 Days around the world KS2 Dance KS3 WWII KS4 Puppetry Post16 Street Theatre
<b>2<sup>nd</sup> Year</b> 2019/2020 2023/2024	<b><u>House and Home</u></b> EY Indoor Den Making KS1 Dance KS2 Den Making KS3 (Serious Fun)Dark wood Manor/Ghosts KS4 (Serious Fun)Masks Post 16 (Serious Fun)Instillations	<b><u>Fantasy Worlds</u></b> EY Costume & story KS1 Once upon a time KS2 Super Hero's KS3 Story telling KS4 Story Telling Performance Post 16 CanterburyTales/Mysteries/Pantomi	<b><u>Fun and Games</u></b> EY Circle Games KS1 Circus Games KS2 Circus KS3 Mime KS4 Improvisation Games Post 16 Commedia Del Arte
<b>3<sup>rd</sup> Year</b> 2020/2012 2024/2025	<b><u>Fires</u></b> EY Camp fire games/singsongs KS1 Camp fire games KS2 Camp fire games KS3 Dracula KS4 Grand Guignol Post 16 Stage Fighting	<b><u>Changes</u></b> EY Emotions and Feelings KS1 Emotions and Feelings/Early Mime KS2 Dance KS3 Dirty Clothes KS4 Sparkle Shark Post 16 Forum Theatre	<b><u>Wonderful Weather</u></b> EY Life for me KS1 Treasure Island KS2 Treasure Island KS3 Water Journey/Odyssey KS4 Expressive Arts Post 16 Theatre in Education
<b>4<sup>th</sup> Year</b> 2021/2022 2025/2026	<b><u>Important people</u></b> EY Circle Time KS1 Sleepy Bear's Journey KS2 Status KS3 Build a Character KS4 Shakespeare Post 16 Practioners	<b><u>Farm to Fork</u></b> EY Animal Games KS1 Animal Games KS2 Oliver/Food Glorious Food KS3 Melodrama/Food Glorious food KS4 Berkoff and Devised Post 16 Physical Theatre	<b><u>Pupil Led Topic</u></b> EY Den Making KS1Den Making KS2 Dance KS3 Intro to Drama/Freeze Framing KS4 Devised Theatre/Play Writing Post 16 Devised Theatre/Film

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## BLUEBELL PARK PATHWAY CURRICULUM – English

	Autumn	Spring	Summer
<b>1<sup>st</sup> Year</b> 2018/2019 2022/2023	<u>Celebrations</u> EY Eric Carle <b>Author Spotlight *</b> KS1 Special Days <b>Non Fiction</b> KS2 Planning Celebrations <b>Writing for purpose (11a)</b> KS3 Who? What? When? <b>Journalism (11b)</b> KS4 Festivals/Carnivals <b>Media Studies</b> P16 Life's Celebrations <b>Poetry (2b)</b>	<u>Past, Present &amp; Future</u> EY Dinosaurs <b>Non Fiction</b> KS1 Robots <b>Instructions &amp; Rules (1a)</b> KS2 Space <b>Non-Fiction (6a)</b> KS3 Time Travel <b>Fiction (4a)</b> KS4 War Times <b>Non-Fiction (6b)</b> P16 Settings <b>Creative Writing (13b)</b>	<u>Up, up and Away</u> EY Transport <b>Nursery Rhymes &amp; Action Songs</b> KS1 Holidays <b>Print in the Environment</b> KS2 Travel <b>Comprehension (12a)</b> KS3 Roald Dahl <b>Author Spotlight *</b> KS4 From Way up High <b>Poetry (3a)</b> P16 Lord of the Flies <b>Literature *</b>
<b>2<sup>nd</sup> Year</b> 2019/2020 2023/2024	<u>House and Home</u> EY Our School- <b>Print in the environment</b> KS1 Our Home - <b>Familiar Settings</b> KS2 Our City <b>Familiar Settings</b> KS3 Making it Work <b>Instructions (16a)</b> KS4 Frankenstein <b>Fiction *</b> P16 Running a Home <b>Instructions &amp; Lists (16b)</b>	<u>Fantasy Worlds</u> EY Julia Donaldson <b>Author Spotlight</b> KS1 Once upon a time <b>Traditional Tales *</b> KS2 Superheroes <b>Creative Writing (13a)</b> KS3 Storytelling <b>Speaking &amp; Listening (4b)</b> KS4 Storytelling <b>Scriptwriting (4b)</b> P16 William Shakespeare <b>Playwright Spotlight *</b>	<u>Fun and Games</u> EY Toys <b>Speaking &amp; Listening</b> KS1 Rod Campbell <b>Author Spotlight *</b> KS2 Toy Advertisements <b>Sp&amp;Li</b> KS3 Hobbies <b>Poetry (3a/15a/15b)</b> KS4 Game Design <b>Instructions &amp; Rules (12b)</b> P16 Leisure <b>Advertisements (10b)</b>
<b>3<sup>rd</sup> Year</b> 2020/2012 2024/2025	<u>Fires</u> EY Campfire <b>Nursery Rhymes &amp; Action Songs</b> KS1 Emergency Services <b>Non-Fiction *</b> KS2 David Walliams <b>Author Spotlight (10a)</b> KS3 Autumn <b>Creative Writing *</b> KS4 Fire <b>Poetry (3b)</b> P16 The Great Fire of London <b>Non-Fiction</b>	<u>Changes</u> EY Micheal Rosen <b>Author Spotlight *</b> KS1 Emotions & Feelings <b>Non-Fiction (17a)</b> KS2 Growing Up <b>Non- Fiction (18a)</b> KS3 The Seasons – <b>Poetry (17b)</b> KS4 Sparkle Shark <b>Speaking &amp; Listening *</b> P16 Dr. J and Mr. H <b>19<sup>th</sup> Century Prose *</b>	<u>Wonderful Weather</u> EY The Weather – <b>Signs and Symbols (8a)</b> KS1 Tropical Climates <b>(9a)</b> KS2 Treasure Island <b>Literature *</b> KS3 Natural Disasters <b>Non-Fiction (5b)</b> KS4 Weather Reporters <b>Journalism (1b)</b> P16 Odyssey <b>Poetry *</b>
<b>4<sup>th</sup> Year</b> 2021/2022 2025/2026	<u>Important people</u> EY – All about me - <b>Autobiography</b> KS1- My Family – <b>Biography, Fiction</b> KS2- People who help us. <b>Journalism (1a)</b> KS3 – Famous People – <b>Fact or Fiction (14a)</b> KS4 – Inventors – <b>Fact Files/ Research (9b)</b> P16 – Who am I? <b>Autobiography/ Journals (14b)</b>	<u>Farm to Fork</u> EY- Farm Animals <b>Nursery Rhymes &amp; Action Songs *</b> KS1 The Zoo <b>Poetry (2a)</b> KS2 Minibeasts <b>Non-Fiction (5a)</b> KS3 The Jungle <b>Fiction/Jungle Book *</b> KS4 Of Mice and Men <b>(Author Spot Light) *</b> P16 Animal Farm <b>Literature *</b>	<u>Pupil Led Topic</u> <u>changable</u> EY Food, Nursery Rhymes, Water? <b>*</b> KS1 Pets, Family? <b>*</b> KS2 Film & Television, The Library <b>(7a)</b> KS3 J.K Rowling <b>Author Spotlight *</b> KS4 Planning Even <b>Writing for a purpose (7b/8b)</b> P16 Reporting an event <b>Journalism (18b)</b>

Areas of English curriculum

Supportive progressive curriculum document reference

\* Means refer to Literacy planning or premade unit on TS

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## BLUEBELL PARK PATHWAY CURRICULUM – MFL

	Autumn	Spring	Summer
<b>1<sup>st</sup> Year</b> 2018/2019 French 2022/2023 Spanish	<b><u>Celebrations</u></b> EY Christmas KS1 Christmas KS2 Designing Xmas cards KS3 Festivals KS4 Christmas and New Year's Post16 Comparing main National Festivals to British Festivals	<b><u>Past, Present &amp; Future</u></b> EY Prehistoric animals KS1 Prehistoric animals KS2 Telling time KS3 Researching famous people KS4 Me last year (timeline) Post16 Me in 5 years' time	<b><u>Up, up and Away</u></b> EY Transport KS1 Holiday destinations KS2 Describing your ideal weekend KS3 Your recent travel KS4 Past holidays Post16 Planning a visit to ...
<b>2<sup>nd</sup> Year</b> 2019/2020 Spanish 2023/2024 German	<b><u>House and Home</u></b> EY Types of houses KS1 Types of houses KS2 Describing rooms in the house KS3 Describing your house & neighborhood KS4 Where do you live Post 16 Describing your town & what is there to do	<b><u>Fantasy Worlds</u></b> EY Songs and rhymes KS1 TinTin & Equivalent KS2 French cinema KS3 Poetry KS4 Fact or fiction Post 16 Famous French writers	<b><u>Fun and Games</u></b> EY Circus acts KS1 World of toys KS2 Your favorite toy KS3 Your hobbies KS4 Online gaming Post 16 Dangers of online gaming
<b>3<sup>rd</sup> Year</b> 2020/2012 German 2024/2025 French	<b><u>Fires</u></b> EY Camp fire games/singsongs KS1 Naming Emergency services KS2 Safety on the road KS3 School building and timetable KS4 Climates Post 16 In what environment do you live in	<b><u>Changes</u></b> EY Seasons KS1 Describing your feelings KS2 Describing your physical description KS3 A typical British teenager KS4 School rules Post 16 Comparing School rules in France and UK	<b><u>Wonderful Weather</u></b> EY Weather types KS1 Weather types KS2 Clothes for different weather KS3 Activities in different types of weather KS4 Natural disasters Post 16 Climate changes
<b>4<sup>th</sup> Year</b> 2021/2022 French 2025/2026 Spanish	<b><u>Important people</u></b> EY Introducing yourself KS1 My best friends KS2 My siblings KS3 Me and my family KS4 Describing ideal boy/girlfriend Post 16 Describing famous personalities	<b><u>Farm to Fork</u></b> EY Farm animals KS1 Meat we eat KS2 Describing farm life KS3 Typical food KS4 Ordering food Post 16 Planning a picnic in the countryside	<b><u>Pupil Led Topic</u></b> EY Pets KS1 Food & drink KS2 Traditions KS3 Education – how is it different KS4 Pen friend writing Post 16 Planning a visit

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## BLUEBELL PARK PATHWAY CURRICULUM – Music

	Autumn	Spring	Summer
<b>1<sup>st</sup> Year</b> 2018/2019 2022/2023	<b><u>Celebrations</u></b> EY Nativity Songs KS1 Nativity Songs/Halloween/Bonfire night KS2 Nativity Songs/Halloween/bonfire night KS3 Xmas Songs/music & narrative-sound effects KS4 Xmas Songs/music & narrative-sound effects Post16 Explore Xmas genres-pop/hymns/carols	<b><u>Past, Present &amp; Future</u></b> EY Action Songs KS1 Action Songs/space themed music & sounds. KS2 Action Songs/time travel KS3 Stepping back in time – through the generations KS4 Stepping back in time-through the generations Post16 History of Music – compare past and present.	<b><u>Up, up and Away</u></b> EY Seaside songs KS1 Seaside songs KS2 Lets go on a summer holiday/ seaside songs KS3 Music from around the world KS4 Music from around the world Post16 African culture and music styles
<b>2<sup>nd</sup> Year</b> 2019/2020 2023/2024	<b><u>House and Home</u></b> EY Exploring Sounds – in and around school KS1 Exploring Sound – in and around school KS2 Exploring sound effects to songs KS3 Exploring sound effects to poetry KS4 Exploring sound effects to poetry Post 16 Liverpool music history	<b><u>Fantasy Worlds</u></b> EY Songs for superheroes KS1 Alice in Wonderland – a musical story KS2 Composition for traditional tales KS3 Composition for traditional tales-Choose KS4 Using your imagination – Timbre & Texture Post 16 Midsummer night's dream	<b><u>Fun and Games</u></b> EY Listen for the sounds KS1 Copy me musical games KS2 Copy me musical games KS3 Circus in town – drumming KS4 Circus in town – drumming Post 16 Improvisation
<b>3<sup>rd</sup> Year</b> 2020/2012 2024/2025	<b><u>Fires</u></b> EY Camp fire games/singsongs KS1 Camp fire games KS2 Camp fire games KS3 Scary Music KS4 Great Fire of London Post 16 Great Fire of London	<b><u>Changes</u></b> EY sing/play un tuned instruments – seasons KS1 sing/play un tuned instruments – seasons KS2 Vivaldi – four season KS3 Vivaldi – four seasons KS4 Bands Post 16 Bands	<b><u>Wonderful Weather</u></b> EY Weather Around the world KS1 Weather Around the world KS2 Sea Shanties KS3 Water, Water everywhere KS4 Sound Scapes Post 16 Handle's Water Music
<b>4<sup>th</sup> Year</b> 2021/2022 2025/2026	<b><u>Important people</u></b> EY Fantasia KS1 John Williams KS2 Mozart KS3 Carer's and sharers KS4 Introduction to classical instruments Post 16 Classical Composers	<b><u>Farm to Fork</u></b> EY Animal Music KS1 Animal Songs KS2 Food Glorious Food KS3 Peter and the Wolf KS4 Stomp Post 16 Oliver	<b><u>Pupil Led Topic</u></b> EY Bands KS1 Bands KS2 Bands KS3 World cup songs & chants KS4 World cup songs & chants Post 16 Composition

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## BLUEBELL PARK PATHWAY CURRICULUM – Food Technology

Any module within DT should be completed in conjunction with the Bluebell Park DT curriculum booklet found here: T:\Bluebell Park/Curriculum/ITLR/Design Technology

	Autumn	Spring	Summer
<b>1<sup>st</sup> Year</b> 2018/2019 2022/2023	<b><u>Celebrations</u></b> EY Food Celebrations 1 KS1 Food Celebrations 2 KS2 Licence to Cook Part 1 KS3 3.8.6 The Right Combination KS4 Festival Food Post16 See Post 16 Accreditation Curriculum	<b><u>Past, Present &amp; Future</u></b> EY1.1.3 Eat More Fruit & Veg KS11.1.3 Eat More Fruit & Veg KS2 Tudor Foods KS3 3.8.2 Develop a Food Product Range KS4 Space Age Food Post16 See Post 16 Accreditation Curriculum	<b><u>Up, up and Away</u></b> EY 1.2.7 Picnics KS1 1.2.7 Picnics KS2 2.5.2 Bread KS3 <b>3.7.5 Snacks</b> KS4 Food around the world Post16 See Post 16 Accreditation Curriculum
<b>2<sup>nd</sup> Year</b> 2019/2020 2023/2024	<b><u>House and Home</u></b> EY 1.1.3 Eat more fruit and Vegetables KS1 1.1.3 Eat more fruit and Vegetables KS2 Local Food KS3 British Food KS4 Indian Food 1 & 2 Post16 See Post 16 Accreditation Curriculum	<b><u>Fantasy Worlds</u></b> EY Meals at Hog Warts KS1 Meals at Hogwarts KS2 Banquets KS3 3.8.3 Molds used with Food Products KS4 Licence to Cook Part 2 Post16 See Post 16 Accreditation Curriculum	<b><u>Fun and Games</u></b> EY 17 Food KS1 17 Food KS2 Unfair Fun Fair Food KS3 Pies KS4 Olympic 2020 Japan Post16 See Post 16 Accreditation Curriculum
<b>3<sup>rd</sup> Year</b> 2020/2021 2024/2025	<b><u>Fires</u></b> EY Camp Fires KS1 Camp Fires KS2 2.5.4 Biscuits KS3 Licence to Cook Part 1 KS4 Pizza Post16 See Post 16 Accreditation Curriculum	<b><u>Changes</u></b> EY Chocolate Making KS1 Chocolate Making KS2 2.5.2 Bread KS3 Raw and Cooked KS4 Restaurant Food Post16 See Post 16 Accreditation Curriculum	<b><u>Wonderful Weather</u></b> EY 1.2.7 Picnics KS1 1.2.7 Picnics KS2 Shake it up KS3 3.7.2 Salads and Soups KS4 Preparing a packed lunch Post16 See Post 16 Accreditation Curriculum
<b>4<sup>th</sup> Year</b> 2021/2022 2025/2026	<b><u>Important people</u></b> EY 1.1.3 Eat more fruit and Vegetables KS1 1.1.3 Eat more fruit and Vegetables KS2 People who cook for us KS3 3.9.1 Specialist Diets KS4 4.10.2 Pasta Production Post16 See Post 16 Accreditation Curriculum	<b><u>Farm to Fork</u></b> EY On the farm KS1 On the farm KS2 2.3.2 Sandwich Snacks KS3 3.8.3 Molds used with Food Products KS4 Licence to Cook Part 2 Post16 See Post 16 Accreditation Curriculum	<b><u>Pupil Led Topic</u></b> EY 17 Food KS1 17 Food KS2 Personal Menu KS3 Personal Menu KS4 Personal Menu Post16 See Post 16 Accreditation Curriculum

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## BLUEBELL PARK PATHWAY CURRICULUM – DT

Any module within DT should be completed in conjunction with the Bluebell Park DT curriculum booklet found here: T:\Bluebell Park/Curriculum/ITLR/Design Technology

	Autumn	Spring	Summer
<b>1<sup>st</sup> Year</b> 2018/2019 2022/2023	<b><u>Celebrations</u></b> EY 1.1.1 Moving Pictures KS1 8 Linkages KS2 2.3.4 Photograph Frames KS3 22 Photography KS4 23 Photogrammes Post16 See Post 16 Acc. Curriculum	<b><u>Past, Present &amp; Future</u></b> EY 2 Moving Toys KS11.2.3 Winding Up KS2 14 Motor Vehicle KS3 3.9.3 Mini Enterprise KS4 4.11.5 Times Past Post16 See Post 16 Acc. Curriculum	<b><u>Up, up and Away</u></b> EY 1.2.6 Energy KS1 5 Pneumatics KS2 2.3.1 Packaging KS3 4 Textiles KS4 4.11.4 In the style of... Post16 See Post 16 Acc. Curriculum
<b>2<sup>nd</sup> Year</b> 2019/2020 2023/2024	<b><u>House and Home</u></b> EY Homes 1.1.4 KS1 6 Structures KS2 9 Masks (1.2.5) KS3 2.6.1 Shelters/3.7.1 Novelties KS4 32 Simple laminating/Keyring Post16 See Post 16 Acc. Curriculum	<b><u>Fantasy Worlds</u></b> EY 1.2.2 Puppets KS1 3 Levers & Hinges KS2 2.3.3 Monsters & Hero's KS3 3.94 Finding an Identity KS4 2.4.2 Story Books Post16 See Post 16 Acc. Curriculum	<b><u>Fun and Games</u></b> EY 1.1.2 Play Grounds KS1 2.5.1 Musical instructions KS2 2.6.3 Fairground KS3 3.7.6 Pocket game KS4 4.10.6 Inclusive Designing Post16 See Post 16 Acc. Curriculum
<b>3<sup>rd</sup> Year</b> 2020/2012 2024/2025	<b><u>Fires</u></b> EY 5 Pneumatics KS1 1.2.6 Energy KS2 12 Hydraulics KS3 3.8.5 Personal Light KS4 33 Make a Candle Post16 See Post 16 Acc. Curriculum	<b><u>Changes</u></b> EY 1 Wheels&Axels/2 Moving V/1.2.1 KS1 2.5.3 Moving Toys KS2 2.6.4 Controllable Vehicles KS3 3.9.5 Safe and Sound KS4 4.10.5 Taking Care Post16 See Post 16 Acc. Curriculum	<b><u>Wonderful Weather</u></b> EY 1.2.4 Joseph's Coat KS1 3.8.1 Kites KS2 13 Fastening KS3 3.8.4 T-shirt Challenge KS4 24 Design and Make a Whirligig Post16 See Post 16 Acc. Curriculum
<b>4<sup>th</sup> Year</b> 2021/2022 2025/2026	<b><u>Important people</u></b> EY 1.1.2 Playgrounds KS1 1.1.2 Playgrounds KS2 4.10.4 Dedicated to Tradition KS3 25 Design a bookend KS4 26 Build a bookend Post16 See Post 16 Acc. Curriculum	<b><u>Farm to Fork</u></b> EY 1.2.2 Puppets KS1 3 Levers and hinges KS2 10 Pulleys KS3 4.10.1 Point of sale display KS4 28 Carve a decorative animal Post16 See Post 16 Acc. Curriculum	<b><u>Pupil Led Topic</u></b> EY Let pupils choose (from planning doc) KS1 Let pupils choose KS2 Let pupils choose KS3 Let pupils choose KS4 35 Make a named plate (Shaped) Post16 See Post 16 Acc. Curriculum

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## BLUEBELL PARK PATHWAY CURRICULUM – Humanities – Geography

	Autumn	Spring	Summer
<b>1<sup>st</sup> Year</b> 2018/2019 2022/2023	<b><u>Celebrations</u></b> EY – See EYFS curriculum KS1 H Our personal celebrations H1.6 KS2 Changing Our School Area G2.10 KS3 The Restless Earth (G3.6) KS4 Achievement For all (Equals KS4) Post16 See Post 14 Curriculum	<b><u>Past, Present &amp; Future</u></b> EY – See EYFS curriculum KS1 H Passage of time – me H1.1 KS2 Investigating Recycling in the Local Environment G2.11 KS3 People Everywhere G3.5 KS4 Gandhi (Equals KS4) Post16 See Post 14 Curriculum	<b><u>Up, up and Away</u></b> EY – See EYFS curriculum KS1 H Seaside holidays of the past H1.2 KS2 The Local Traffic, Journey's 2.12 KS3 Tourism Good or Bad G3.4 KS4 Food Journey's (Equals KS4) Post16 See Post 14 Curriculum
<b>2<sup>nd</sup> Year</b> 2019/2020 2023/2024	<b><u>House and Home</u></b> EY – See EYFS curriculum KS1 G Where is Barnaby Bear? G1.3 KS2 My Home my Island G2.3 KS3 Can the Earth Cope (Humans) G3.11 KS4 Equability and Peace (Equals KS4) Post16 See Post 14 Curriculum	<b><u>Fantasy Worlds</u></b> EY – See EYFS curriculum KS1 Changing Our School Playground G1.7 KS2 Investigating Our Area G2.2 KS3 Can the Earth Cope (Physical) G3.12 KS4 India/Indian Culture (Equals KS4) Post16 See Post 14 Curriculum	<b><u>Fun and Games</u></b> EY – See EYFS curriculum KS1 H Toys and games H1.3 KS2 Investigating the Geography of Our School G2.1 KS3 Investigating Brazil G3.13 KS4 Olympics/History of (Equals KS4) Post16 See Post 14 Curriculum
<b>3<sup>rd</sup> Year</b> 2020/2012 2024/2025	<b><u>Fires</u></b> EY – See EYFS curriculum KS1 Fires and its uses through time in Britain 1.5 KS2 Where in the world is Barnaby Bear G2.4 KS3 Shopping Past,present,future G 3.10 KS4 Experiencing Food (Equals KS4) Post16 See Post 14 Curriculum	<b><u>Changes</u></b> EY – See EYFS curriculum KS1 Improving Our School Environment G1.7 KS2 Town and Country G2.5 KS3 Rivers, Floods, disaster G3.9 KS4 Indian Environments (Equals KS4) Post16 See Post 14 Curriculum	<b><u>Wonderful Weather</u></b> EY – See EYFS curriculum KS1 Clothes for weather/Water Sources G 1.5 KS2 The Weather 2.6 KS3 Weather Patterns G3.8 (Coastal G3.7) KS4 Ethics (Equals KS4) Post16 See Post 14 Curriculum
<b>4<sup>th</sup> Year</b> 2021/2022 2025/2026	<b><u>Important people</u></b> EY – See EYFS curriculum KS1 People Who Help Us G1.2 KS2 Water, water, everywhere 2.7 KS3 Making Connections G3.1 KS4 Olympic Hero's (Equals KS4) Post16 See Post 14 Curriculum	<b><u>Farm to Fork</u></b> EY – See EYFS curriculum KS1 Going to the countryside G1.4 KS2 Investigating Rivers G2.8 KS3 Exploring England G3.2 KS4 G Food Glorious Food (Equals KS4) Post16 See Post 14 Curriculum	<b><u>Pupil Led Topic</u></b> EY – See EYFS curriculum KS1 G 1.1 Our School KS2 Changing the Classroom G2.9 KS3 Images of a Country G3.3 KS4 Individual achievements and Excellence (Equals KS4) Post16 See Post 14 Curriculum



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## BLUEBELL PARK PATHWAY CURRICULUM – Humanities – History

	Autumn	Spring	Summer
<b>1<sup>st</sup> Year</b> 2018/2019 2022/2023	<b><u>Celebrations</u></b> EY – See EYFS curriculum KS1 H Our personal celebrations H1.6 KS2 WWII – Children (H2.12) KS3 Middle Ages – Royalty (H3.3.) KS4 African&Caribbean Cultures (Equals KS4) Post16 See Post 14 Curriculum	<b><u>Past, Present &amp; Future</u></b> EY – See EYFS curriculum KS1 H Passage of time – me H1.1 KS2 History of Local Area – Community (H2.13) KS3 Time – Past Present Future (H3.1) KS4 Life in 1939 -1945 (Equals KS4) Post16 See Post 14 Curriculum	<b><u>Up, up and Away</u></b> EY – See EYFS curriculum KS1 H Seaside holidays of the past H1.2 KS2 History of Local Area – Jobs (H2.14) KS3 Time – Great Britain (H3.2) KS4 Mary McLeod Bethune (Equals KS4) Post16 See Post 14 Curriculum
<b>2<sup>nd</sup> Year</b> 2019/2020 2023/2024	<b><u>House and Home</u></b> EY – See EYFS curriculum KS1 G Where is Barnaby Bear? G1.3 KS2 Passage of Time-Homes/BlackMusic H2.1/2 KS3 Middle Ages – Peasants H3.4 KS4 Dignity and Respect (Equals KS4) Post16 See Post 14 Curriculum	<b><u>Fantasy Worlds</u></b> EY – See EYFS curriculum KS1 Changing Our School Playground G1.7 KS2 Life and Death in Ancient Egypt (H2.3) KS3 English Civil War (H3.5) KS4 African&Caribbean Environments (Equals KS4) Post16 See Post 14 Curriculum	<b><u>Fun and Games</u></b> EY – See EYFS curriculum KS1 H Toys and games H1.3 KS2 Life in Ancient Greece (H2.4) KS3 French Revolution (H3.6) KS4 Leadership (Equals KS4) Post16 See Post 14 Curriculum
<b>3<sup>rd</sup> Year</b> 2020/2012 2024/2025	<b><u>Fires</u></b> EY – See EYFS curriculum KS1 Fires through time in Britain H1.5 KS2 Boudicca and the Romans (H2.5) KS3 Robert Peel & Police (H3.7) KS4 The Effects of Slavery (Equals KS4) Post16 See Post 14 Curriculum	<b><u>Changes</u></b> EY – See EYFS curriculum KS1 Improving Our School Environment G1.7 KS2 Anglo-Saxon Life in Britain (H2.6) KS3 Indigenous of North America (H3.9) KS4 Ann Frank (Equals KS4) Post16 See Post 14 Curriculum	<b><u>Wonderful Weather</u></b> EY – See EYFS curriculum KS1 Clothes 4 weather/Water Sources G 1.5 KS2 Vikings – (H2.7) KS3 Australia, Transport & Colonization(H3.8) KS4 Understanding War (Equals KS4) Post16 See Post 14 Curriculum
<b>4<sup>th</sup> Year</b> 2021/2022 2025/2026	<b><u>Important people</u></b> EY – See EYFS curriculum KS1 People Who Help Us G1.2 KS2 Tudors – Henry VIII H2.8 KS3 WWII – Home Front (H3.10) KS4 Martin Luther King (Equals KS4) Post16 See Post 14 Curriculum	<b><u>Farm to Fork</u></b> EY – See EYFS curriculum KS1 Going to the countryside G1.4 KS2 Tudors – Exploration (H2.9) KS3 WWII – Leaders (H3.11) KS4 The Effects of Slavery (Equals KS4) Post16 See Post 14 Curriculum	<b><u>Pupil Led Topic</u></b> EY – See EYFS curriculum KS1 G 1.1 Our School KS2 Victorian Britain (H2.10/11) KS3 WWII – War Machines (H3.12) KS4 Choice of Lifestyles (Equals KS4) Post16 See Post 14 Curriculum



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## BLUEBELL PARK PATHWAY CURRICULUM – Outdoor Education

	Autumn	Spring	Summer
<b>Year 1</b> 2018/2019 2022/2023	<b><u>Celebrations</u></b> EY— See Early Years Curriculum KS1— Green Learning Pack C10 KS2— Green Learning Pack C14 KS3— Wilderness exploration EFC 1 KS4— Wilderness exploration EFC 2 Post 16— External Accreditation	<b><u>Past, Present &amp; Future</u></b> EY— See Early Years Curriculum KS1— Green Learning Pack C19 KS2— Green Learning Pack C7 KS3— Green Learning Pack C5 KS4— Green Learning Pack C3 Post 16— Travel training	<b><u>Up, up and Away</u></b> EY— See Early Years Curriculum KS1— Green Learning Pack C11 KS2— Green Learning Pack C9 KS3— Orienteering EFC 1 KS4— Orienteering EFC 2 Post 16— External Accreditation
<b>Year 2</b> 2019/2020 2023/2024	<b><u>House and Home</u></b> EY— See Early Years Curriculum KS1— Green Learning Pack C18 KS2— Green Learning Pack C8 KS3— Shelter building EFC 1 KS4— Shelter building EFC 2 Post 16— External Accreditation	<b><u>Fantasy Worlds</u></b> EY— See Early Years Curriculum KS1— Green Learning Pack C2 KS2— Green Learning Pack C4 KS3— Creativity EFC 1 KS4— Creativity EFC 2 Post 16— External Accreditation	<b><u>Fun and Games</u></b> EY— See Early Years Curriculum KS1— Green Learning Pack C1 KS2— Green Learning Pack C11 KS3— Playing Games EFC 1 KS4— Playing Games EFC 2 Post 16— External Accreditation
<b>Year3</b> 2020/2012 2024/2025	<b><u>Fires</u></b> EY— See Early Years Curriculum KS1— Campfire songs/ Indoor campfire KS2— Green Learning C4 Campfire songs KS3— Making a fire EFC 1 KS4— Making a fire EFC 2 Post 16— External Accreditation	<b><u>Changes</u></b> EY— See Early Years Curriculum KS1— Green Learning Pack C8 KS2— Green Learning Pack C17 KS3— Environmental awareness EFC 1 KS4— Environmental awareness EFC 2 Post 16— External Accreditation	<b><u>Wonderful Weather</u></b> EY— See Early Years Curriculum KS1— Green Learning Pack C15 KS2— Make a weather station KS3— Seasonal Awareness EFC 1 KS4— Seasonal Awareness EFC 2 Post 16— External Accreditation
<b>Year 4</b> 2021/2022 2025/202	<b><u>Important people</u></b> EY— See Early Years Curriculum KS1— Pocahontas KS2— Mary Anning –Fossils KS3— Staff and Learner Prep EFC 1 KS4— Staff and Learner Prep EFC 1 Post 16— Edmund Hilary	<b><u>Farm to Fork</u></b> EY— See Early Years Curriculum KS1— Green Learning Pack C1 KS2— Green Learning Pack C16 KS3— Cooking outdoors EFC 1 KS4— Cooking outdoors EFC 2 Post 16— External Accreditation	<b><u>Pupil Led Topic</u></b> EY See Early Years Curriculum <b>KS1</b> Green Learning Pack C13 <b>KS2</b> Green Learning Pack C12 <b>KS3 Starting Out EFC1</b> <b>KS4 Starting Out EFC2</b> <b>Post 16</b> External Accreditation

EFC=Equals Formal Curriculum Folder

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## BLUEBELL PARK PATHWAY CURRICULUM – (PE)

	Autumn	Spring	Summer
<b>1<sup>st</sup> Year</b> 2018/2019 2022/2023	<b><u>Celebrations</u></b> EY – See EYFS curriculum KS1 Team games-Sharing Together (1.3) KS2 Striking and Fielding Games (2.14/2.13) KS3 Striking and Fielding (3.10/3.11) KS4 Striking and Fielding (4.8/4.9) Post16 External accreditations / Health and wellbeing	<b><u>Past, Present &amp; Future</u></b> EY – See EYFS curriculum KS1 Prance and Dance (1.1) KS2 A Sense of Dance (2.4) KS3 Dance With Me (3.3) KS4 Dance – Dance the Dream 4.2 Post16 External accreditations / Health and wellbeing	<b><u>Up, up and Away</u></b> EY – See EYFS curriculum KS1 Gross motor development (KS1 Folder) KS2 Gymnastics -Busy Bodies 2.5/2.6 KS3 Gymnastics-Partner Time (3.13) KS4 Gymnastics Getting There (4.11) Post16 External accreditations / Health and wellbeing
<b>2<sup>nd</sup> Year</b> 2019/2020 2023/2024	<b><u>House and Home</u></b> EY – See EYFS curriculum KS1 Volleyball U& Basketball (KS1 Folder) KS2 Emotion Dance (2.1) KS3 O&AA-Lets Get together (3.14) KS4 O&AA-Walk the Walk (4.10) Post 16 External accreditations / Health and wellbeing	<b><u>Fantasy Worlds</u></b> EY – See EYFS curriculum KS1 Gymnastics Zig Zags (1.7) KS2 Moving Stories (2.2) KS3 Hockey (KS3 Folder) KS4 Net and Wall Games 4.6 Post 16 External accreditations / Health and wellbeing	<b><u>Fun and Games</u></b> EY – See EYFS curriculum KS1 Team Games -To me to you (1.4) KS2 Net and Wall Games (2.16/2.15) KS3 Net and Wall Games (3.8/3/9) KS4 Net and Wall Games 4.7 Post 16 External accreditations / Health and wellbeing
<b>3<sup>rd</sup> Year</b> 2020/2012 2024/2025	<b><u>Fires</u></b> EY – See EYFS curriculum KS1 Dance-Express Yourself (1.2) KS2 Dance – Strickly Fun Dancing (2.3) KS3 Gymnastics-Jump Down (3.12) KS4 Gymnastics-Gymfit 4.10 Post 16 External accreditations / Health and wellbeing	<b><u>Changes</u></b> EY – See EYFS curriculum KS1 Fitness KS2 Invasion Games (2.12/2.9/2.10) KS3 Invasion Games (3.6/3.7) KS4 Invasion Games (4.4) Post 16 External accreditations / Health and wellbeing	<b><u>Wonderful Weather</u></b> EY – See EYFS curriculum KS1 Athletics Starting Blocks 2.17 KS2 Athletics Going for Gold 2.18 KS3 Athletics-Skills Zone 3.1/3.2 KS4 Athletics – Ready Steady (4.1) Post 16 External accreditations / Health and wellbeing
<b>4<sup>th</sup> Year</b> 2021/2022 2025/2026	<b><u>Important people</u></b> EY – See EYFS curriculum KS1 Gymnastics-Push me Pull me 1.6 KS2 Fantastic Gymnastics&Balanced 2.7/8 KS3 I Feel Like Dancing (3.4/3.5) KS4 Dance – Composing the Dream 4.3 Post 16 External accreditations / Health and wellbeing	<b><u>Farm to Fork</u></b> EY – See EYFS curriculum KS1 Parachute Games (KS1 Folder) KS2 OAA-Out and About 2.22 KS3 O&AA-Follow it Find it 3.15 KS4 Boccia and Cricket (KS4 Folder) Post 16 External accreditations / Health and wellbeing	<b><u>Pupil Led Topic</u></b> EY – See EYFS curriculum KS1 Team gamesTo Me toYouAgain (1.5) KS2 Invasion Games (2.11) KS3 Goal Ball and Netball (KS3 Folder) KS4 Invasion Games (4.5) Post 16 External accreditations / Health and wellbeing

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## BLUEBELL PARK PATHWAY CURRICULUM – (ART)

	Autumn	Spring	Summer
1 <sup>st</sup> Year 2018/2019 2022/2023	<b><u>Celebrations</u></b> EYFS Please see EYFS curriculum <b>KS1 Smelly Art</b> (Flo Longhorn Chapter 7) <b>KS2 Print Making (1) - Explorative mark making using pattern and texture.</b> <b>KS3 Print Making (3) pattern and texture</b> <b>KS4 Print Making (3) pattern and texture</b> Post16 : See Post 14 curriculum/accreditation links	<b><u>Past, Present &amp; Future</u></b> EYFS Please see EYFS curriculum <b>KS1 Sound Art</b> (Flo Longhorn Chapter 4) <b>KS2 Collage 1 - pattern, texture, form</b> <b>KS3 Collage 4 - Texture</b> <b>KS4 Collage 4 - Texture</b> Post16 : See Post 14 curriculum/accreditation links	<b><u>Up, up and Away</u></b> EYFS Please see EYFS curriculum <b>KS1 Movement Art</b> (Flo Longhorn Chapter 5) <b>KS2 Collage 3 - using colour. Negative and positive shape and space</b> <b>KS3 Collage 5 - Freedom to explore and create</b> <b>KS4 Collage 5 - Freedom to explore and create</b> Post16 : See Post 14 curriculum/accreditation links
2 <sup>nd</sup> Year 2019/2020 2023/2024	<b><u>House and Home</u></b> EYFS Please see EYFS curriculum <b>KS1 Frank Stella</b> <b>KS2 Paint 1 - Colour, tone, pattern</b> <b>KS3 Paint 3 - - Tonal exploration</b> <b>KS4 Paint 3 - - Tonal exploration</b> Post16 : See Post 14 curriculum/accreditation links	<b><u>Fantasy Worlds</u></b> EYFS Please see EYFS curriculum <b>KS1 Multi-Sensory Art</b> (Flo Longhorn Chapter 8) <b>KS2 Paint 2 - - Colour exploration</b> <b>KS3 Paint 4 - - Colour, pattern and space.</b> <b>KS4 Paint 4 - - Colour, pattern and space.</b> Post16 : See Post 14 curriculum/accreditation links	<b><u>Fun and Games</u></b> EYFS Please see EYFS curriculum <b>KS1 Mix and Match</b> <b>KS2 Portraits and Pop Art</b> <b>KS3 - Painting (5) - Freedom to explore and create</b> <b>KS4 Painting (5) - Freedom to explore and create</b> Post16 : See Post 14 curriculum/accreditation links
3 <sup>rd</sup> Year 2020/2012 2024/2025	<b><u>Fires</u></b> EYFS Please see EYFS curriculum <b>KS1 Mother Nature Designer</b> <b>KS2 Print making (2) – Mono-printing using pattern and line</b> <b>KS3 Print Making (4) - Freedom to explore and create</b> <b>KS4 Print Making (4) - Freedom to explore and create</b> Post16 : See Post 14 curriculum/accreditation links	<b><u>Changes</u></b> EYFS Please see EYFS curriculum <b>KS1 Sculpture 1 form and space.</b> <b>KS2 Sculpture 2 form, shape and pattern.</b> <b>KS3 Sculpture 3 form, shape and space</b> <b>KS4 Sculpture 3 form, shape and space</b> Post16 : See Post 14 curriculum/accreditation links	<b><u>Wonderful Weather</u></b> EYFS Please see EYFS curriculum <b>KS1 Tactile Art</b> (Flo Longhorn Chapter 3) <b>KS2 Picture This</b> <b>KS3 Sculpture 4 - Freedom to explore and create</b> <b>KS4 Sculpture 4 - Freedom to explore and create</b> Post16 : See Post 14 curriculum/accreditation links
4 <sup>th</sup> Year 2021/2022 2025/2026	<b><u>Important people</u></b> EYFS Please see EYFS curriculum <b>KS1 Collage 2 - Faces and everyday objects using line and form.</b> <b>KS2 digital Media 1 - line, colour and pattern.</b> <b>KS3 digital Media 2 - photography, photomontage - Surrealism</b> <b>KS4 digital Media 2 - Animation</b> Post16 : See Post 14 curriculum/accreditation links	<b><u>Farm to Fork</u></b> EYFS Please see EYFS curriculum <b>KS1 Tasty Art</b> (Flo Longhorn Chapter 6) <b>KS2 textile 1 - weaving</b> <b>KS3 textile 2 - texture and pattern</b> <b>KS4 Textile 2 - further texture and pattern</b> Post16 : See Post 14 curriculum/accreditation links	<b><u>Pupil Led Topic (Ideas)</u></b> EYFS Please see EYFS curriculum <b>KS1 Visual Art</b> (Flo Longhorn Chapter 2) <b>KS2 Drawing 1 - line and space</b> <b>KS3 drawing 2 - line, shape and tone</b> <b>KS4 Drawing 3 - line, tone and texture.</b> Post16 : See Post 14 curriculum/accreditation links

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### PSHE Whole School Bluebell Park Topic Cycle Overview

	Autumn	Spring	Summer
<b><u>1<sup>st</sup> Year</u></b>  <b>2018-2019</b>  <b>2022-2023</b>	<u>Celebrations</u> EY— Dressing/ Eating Skills KS1— Making Personal Choices (Equals 1.1a) KS2— Special Days/ Personal celebrations (Equals 2.4d) KS3— Communities and Cultures (Equals 3.1d) KS4— Celebrations in other cultures (Equals 4.4d) Post 16— Special Days— Time & calendars / External Accreditation	<u>Past, Present &amp; Future</u> EY— Follow classroom rules/ Toileting skills KS1— Looking After Our Environment (Equals 1.2b) KS2— Growing and Changing (Equals 2.3d) KS3— Changing Relationships (Equals 3.4a) KS4— Relationships/SRE (Equals 4.5d) Post 16— Life Cycle/ External Accreditation	<u>Up, Up and Away</u> EY— Grooming skills/ Group interactions KS1— The People Around Me (Equals 1.4b) KS2— Taking Responsibility Towards Others (Equals 2.1d) KS3— Group activities and acceptable behaviour in the community (3.4c) KS4— Out in the community (Equals 4.2a) Post 16— Transport Training / Getting Out and About External Accreditation
<b><u>2<sup>nd</sup> Year</u></b>  <b>2019-2020</b>  <b>2023-2024</b>	<u>House &amp; Home</u> EY— Me and my home – life skills KS1— Ourselves (Equals 1.3a) KS2— Choosing (Equals 2.1b) KS3— Looking After our School (Equals 3.2e) KS4— Personal safety in the home—technology and the internet (Equals 4.3a) Post 16— Using technology safety (see PSD) - External Accreditation	<u>Fantasy Worlds</u> EY— Group Play/Story time activities/ Dressing up (dressing skills) KS1— Belonging to Groups (Equals 1.2a) KS2— Communities (Equals 2.1c) KS3— Groups I Belong to (Equals 3.2c) KS4— SRE (Equals 4.5a) Post 16— Awareness online – E-Safety and pupil awareness of their safety online/ External Accreditation	<u>Fun &amp; Games</u> EY— Group play, sharing and Interactions through play KS1— Personal Relationships (1.5b) KS2— Friends (Equals 2.4a) Playing and Learning together (Equals 2.4c) KS3— Playing and Learning—Team sports (Equals 3.3f) KS4— Exercise is for Life (Equals 4.3f) Post 16— Duke of Edinburgh/ PE/ External Accreditation
<b><u>3<sup>rd</sup> Year</u></b>  <b>2020-2021</b>  <b>2024-2025</b>	<u>Fires</u> EY— Safety games & awareness/ following rules KS1— Emergency Services (Equals 1.5a) KS2— Safety in the Community (Equals 2.5c) KS3— Camp Fire Games and Safety (Equals 3.1b) KS4— Fire Safety via JASS Award Post 16— WRL – careers in the services/ External Accreditation	<u>Changes</u> EY— Knowing Myself KS1— Knowing Myself (Equals 1.4a) KS2— Knowing How I Am Changing (Equals 2.5a) KS3— Personal Hygiene (Equals 3.3e) KS4— SRE (Equals 4.5 <i>see all</i> ) Post 16— SRE/ External Accreditation	<u>Wonderful Weather</u> EY— Caring for Plants KS1— Caring for Plants (Equals 1.3b) KS2— Tropical Issues (Equals 2.2c) KS3— Gardening and Growing plants/ food (Equals 3.3a) KS4— Climate change – environmental awareness (Equals 4.2d) Post 16— Horticulture/ External Accreditation
<b><u>4<sup>th</sup> Year</u></b>  <b>2021-2022</b>  <b>2025-2026</b>	<u>Important People</u> EY— Recognising and responding to the people around me KS1— Important people in the community (Equals 1.1b) KS2— Communities (Equals 2.4b) KS3— Helping Others (Equals 3.2d) KS4— Developing good relationships (Equals 4.4 <i>see all</i> ) Post 16— Safety in the community/ Transport Training/ External Accreditation	<u>Farm to Fork</u> EY— Exploring food and healthy eating/ eating skills KS1— Healthy Choices (Equals 1.3b) KS2— Healthy Lifestyles (Equals 2.3 <i>see all</i> ) KS3— Healthy Eating - HE Plate (Equals 3.3c) KS4— Food Preparation and Meal Making (Equals 4.3e) Post 16— Catering/ External Accreditation	<u>Pupil Led Topic</u> EY— Ourselves (Equals 1.3a) KS1— Caring (Equals 1.4a) KS2— Recycling (Equals 2.2a) KS3— Feelings (Equals 3.1f) KS4— Raising Money for Charity (Equals 4.2e) Post 16— Co-Operating (Equals 4.1e)/ External Accreditation

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## BLUEBELL PARK PATHWAY CURRICULUM – RELIGIOUS EDUCATION

	Autumn	Spring	Summer
<b>1<sup>st</sup> Year</b> 2018/2019 2022/2023	EYFS Please see EYFS curriculum Ks1 Celebrations (1.1.4) Ks2 Buddha (2.3.4)/Jesus (2.3.2) Ks3 Christian & Muslim aid (3.7.2) Ks4 Community Celebration (4.10.6) P16 golden rule	EYFS Please see EYFS curriculum Ks1 Visiting A Church (1.1.6) KS2 Colours (2.6.6) Easter (2,5,4) KS3 Signs and Symbols (3.7.1) KS4 Behave towards others (4.11.3) P16 rights and responsibilities	EYFS Please see EYFS curriculum KS1 New Babies 1.2.6 KS2 Caring for the world/Muhammad (2.6.1/2.5.5) KS3 Muslims (3.7.4) KS4 Events (4.11.6) P16 differences between people
<b>2<sup>nd</sup> Year</b> 2019/2020 2023/2024	EYFS Please see EYFS curriculum Ks1 Harvest (1.2.1) Ks2 Ganesh (2.3.1)/Religious Buliding(2.5.1) Ks3 Buildings and Statues (3.8.2) Ks4 Inspiration (4.11.1) P16 myself and others / harvest christmas	EYFS Please see EYFS curriculum KS1 shabbat (1.1.5) KS2 Guru Nanak (2.4.4) Sharing (2.6.4) KS3 Sikhs and Gurdwara (3.8.5) KS4 Worship 4.10.5 P16 helping others in the community	EYFS Please see EYFS curriculum KS1 Recognize Religious Leaders (1.2.3) KS2- Bible / Prayers (2.5.6)/2.5.2) KS3 Peace 3.9.5 KS4 RE Community (4.10.1) Asdan making choices /Caring about things and the environment
<b>3<sup>rd</sup> Year</b> 2020/2012 2024/2025	EYFS Please see EYFS curriculum Ks Harvest stories - make different bread Christmas and Divali festivals (1.2.2) Ks2 Jewish/Muslim Family and others(2.4.1/2) Ks3 Good and Evil 3.7.5 Ks4 Why do people suffer? (4.11.5) P16 following rules ; golden rule	EYFS Please see EYFS curriculum KS1 And Special Books 1.1.3 KS2 St Francis/Jesus Stories 2.4.6/2.3.5 KS3 Where do we come from 3.9.3 KS4 Spirituality (4.10.3) P16 rights and responsibilities	SEYFS Please see EYFS curriculum KS1 Praying (1.2.5) KS2 Sacred Places 2.5.3 KS3 Smaratians 3.7.3 KS4 Environments (4.11.4_ P16 differences between people
<b>4<sup>th</sup> Year</b> 2021/2022 2025/2026	EYFS Please see EYFS curriculum Ks1 fresh harvest produce/Jesus birthday Hinduism –Ganesh , worship at home and temple(1.1.2) Ks2 Creation Stories 2.4.5 Ks3 BahaI Faith 3.9.6 KS4 Being Christian 4.11.2 P16 myself and others lharvest / christmas	EYFS Please see EYFS curriculum KS1 Easter 1.2.4 KS2 Weddings 2.3.3 KS3 Faith and Art (3.9.4) KS4 RE and Food 4.10.4 P16 helping others in the community find out about a religious groups	EYFS Please see EYFS curriculum KS1 Who am I (1.1.1) KS2 RE makes a difference (2.6.5) KS3 Salvation Army (3.8.3) KS Speak up! 4.10.2 P16 making choices

## Post 14/16 Curriculum - Pathways to Independence and Supported employment

The grid below aims to provide a framework that contains a diverse range of headings that may be relevant to individuals attending Bluebell Park. The headings offer focus areas to develop individualised programmes, courses, qualifications and experiences that will meet personal needs. Ultimately these are the vehicle to develop skills in preparation for Independence and adulthood. The grid consists of four main strands including Independent living (Life-skills), Employment (voluntary work), Community participation ( developing friendships and relationships in the community) and Good health and wellbeing ( personal progress and self- help skills). These are chosen to reflect the pathway to further Independence or towards supported employment.

Modules are colour coded to reflect the four broad areas of need

Communication and interaction

Cognition and Learning

Social, emotional and mental health

Sensory and Physical

<u>Independent Living ( Life-skills)</u>	<u>Employment (voluntary work, simulated work experience)</u>	<u>Community Participation (Any activity engagement within the local area</u>	<u>Good Health and Well Being. Personal care and self help skills ( engaging with OT SALT etc)</u>
Cleaning	Participate in vocational tasters, work experience	Accessing the cinema/theatre	Showering
Washing	Participate in voluntary work	Accessing the local pool	Bathing
Ironing	Visit work places	Accessing local parks	Selecting appropriate clothing and Dressing
Planning Meals and Menus	Wash cars	Eating out	Washing/drying hair
Household	Supported work	Accessing a	Oral health

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Shopping	placements	leisure centre	
<u>Independent Living ( Life-skills)</u>	<u>Employment (voluntary work, simulated work experience)</u>		<u>Good Health and Well Being. Personal care and self help skills ( engaging with OT SALT etc)</u>
Shopping	Participate in enterprise activities (make and sell projects, Coffee morning etc.)	Using public services	Cutting nails
Organising food ( putting items away)	Upcycling	Using public transport – getting about safely	Applying Makeup
Preparing Food	College chores  Cleaning windows, floors, surfaces.	Using a bank/post office	Having a shave
Everyday food and drink preparation	College admin ( photocopying, shredding etc)	Using the internet	Applying deodorant
Cooking	Link work e.g. with care home for the elderly RSPCA.	Accessing a / joining a club	Preparing to go out ( what do I need for?)
Setting a table	Small animal care e.g. chickens / egg production	Social networking	Using public toilets ( safely)
Washing Up	Health and safety in the workplace.	Lord Derby's (D of E Equivalent?) Award – outdoor pursuits	Making healthy choices
Organising utensils and crockery	Grounds maintenance	Hobbies and interests	Employing communication.

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Using a dishwasher	Developing the college grounds	Bendrigg Lodge Residential.	Looking after clothes
<u>Independent Living ( Life-skills)</u>	<u>Employment (voluntary work, simulated work experience)</u>	<u>Community Participation (Any activity engagement within the local area)</u>	<u>Good Health and Well Being. Personal care and self help skills ( engaging with OT SALT etc)</u>
Making a bed	DT Woodwork Projects	Music	Making choices
Organising a bathroom	Woodland path maintenance/ tree planting	Digital photography	Understanding/developing relationships
Maintaining a bathroom	Dog Walking		Choosing clothing / footwear for an activity
General cleaning	Small Animal Care		
Managing and recycling waste	Car Valeting	Local plastic litter pick up and – recycling (adjoining park)	
Gardening –	Hospitality/ catering		
Using Public Transport	Bakery – work experience		
Managing money	Park Rangers – work experience		
PP -Modules	PP-Modules	PP-Modules	PP-Modules
Developing independent skills: Looking after your home ( ILOH)	Planning and preparing food for an event (PFE)	Getting on with Other People (GOP)	Developing Independent skills: Looking after yourself (LAY)
Preparing Drinks and snacks (PDS)	Engaging in new creative activities (NCA)	Developing community participation skills:	Developing independent skills: Personal presentation (ILPP)



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		caring for the environment (CPE)	
<u>Independent Living</u> ( Life-skills)	<u>Employment</u> (voluntary work, simulated work experience)	<u>Community Participation</u> (Any activity engagement within the local area)	<u>Good Health and Well Being</u> . Personal care and self help skills ( engaging with OT SALT etc)
Taking part in daily routine activities (DRA)	Developing Skills for the workplace: Following instructions (FIS)	Using interpersonal skills to contribute to positive relationships (ISPR)	Dealing with Problems (DPS)
Travel within the community: Going places (CGP)	Participating in a mini enterprise project (MEP)	Developing Community participation skills: Getting out and about (CPS)	Developing Learning Skills : Learn to Learn (DLS)
Developing ICT Skills	Developing skills for the workplace : getting things done (GTD)	Using a community facility over a period of time (CPT)	Developing self – awareness: all about me (DSA)
Engaging with the world around you : objects (EWO)	Developing skills for the workplace: health and safety (HAS)	Encountering experiences : being part of things (EES)	Rights and responsibilities : everybody matters (RAR)
Engaging with the world around you : technology (EWT)	Developing skills for the workplace: Looking after and caring for animals (LCA)	Engaging with the world around you : events (EWE)	Developing community participation skills : Participating in sports activities (CPSA)
Developing Communication skills (DCS)	Developing skills for the workplace: looking and acting the part	Engaging with the people around you: people (EWP)	Developing community participation skills: personal enrichment (CPP)

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	(LAP		
<u>Independent Living ( Life-skills)</u>	<u>Employment (voluntary work, simulated work experience)</u>	<u>Community Participation (Any activity engagement within the local area)</u>	<u>Good Health and Well Being. Personal care and self help skills ( engaging with OT SALT etc)</u>
Developing Independent Living Skills: keeping safe (ILKS)	Developing skills for the workplace: growing and caring for plants (GCP)	Recognising time through regular events (TRE)	Using Health services (LHS)
Developing Independent Living Skills : Having your say (HYS)			Engaging with the world around you : therapies (EWTH)
Understanding what money is used for (UMF)			Developing Independent Skills : Being healthy (ILBH)
Providing personal information (PPI)			
Making requests and asking questions in familiar situations (RAQ)			
Developing reading skills (DIS)			
Developing writing skills (DWS)			
Early mathematics developing number skills (EMNS)			
Early mathematics : measure (EMM)			
Early mathematics			

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: Position (EMP)			
<u>Independent Living ( Life-skills)</u>	<u>Employment (voluntary work, simulated work experience)</u>	<u>Community Participation (Any activity engagement within the local area)</u>	<u>Good Health and Well Being. Personal care and self help skills ( engaging with OT SALT etc)</u>
Early mathematics: sequencing and sorting (EMSO)			
Early mathematics: Shape (EMSH)			
Preparing for adulthood modules	Preparing for adulthood modules	Preparing for adulthood modules	Preparing for adulthood modules
Baking: Sensory	Craft Making	Animal Care	Knowing about myself
Baking Introduction	Business Enterprise	Citizenship	Developing Communication Skills: Sensory
Developing Communication Skills: Introduction	Horticulture	Engaging with the world around me : Events	Getting ready to go out
Current Affairs	Pottery and ceramics	Engaging with the world around me: people	Looking Smart :Sensory
Engaging with the world around me: Objects	Practical workshop	The environment	Looking Smart: Introduction
Developing Communication Skills : Progression	Printing	Getting to Know a Group	Yogasize
Developing Numeracy Skills : introduction	Photography and multimedia	Making Pictures	Myself and others
Developing Numeracy Skills:	Work awareness	Creativity	Personal care routines :sensory

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progression			
<u>Independent Living ( Life-skills)</u>	<u>Employment (voluntary work, simulated work experience)</u>	<u>Community Participation (Any activity engagement within the local area</u>	<u>Good Health and Well Being. Personal care and self-help skills ( engaging with OT SALT etc)</u>
Every day Living	World of work : care assistant	Sound	Residential Experiences
Going to College	World of work : Catering assistant	Rhythm and music	Personal care routines: Introduction
Multi-sensory experiences	World of work: Horticulture assistant	Sport and leisure	Personal safety
Using ICT	World of work : Leisure assistant	The world around us	Sports and leisure
Meal preparation and cooking : sensory	World of work : Office Assistant	Living here	Time management and self-organisation
Meal preparation and cooking: Introduction	World of work : Retail assistant	Out in the community	Water skills
Meal preparation and cooking : Progression	World of work : Salon assistant	Performing arts	Mobility
Money :Introduction		Using leisure time	Using transport
Independent Living: Introduction			Relationships
E-Safety			Self-advocacy
History			Recognising and using everyday signs
Independent			

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Living: progression			
<u>Independent Living ( Life-skills)</u>	<u>Employment (voluntary work, simulated work experience)</u>	<u>Community Participation (Any activity engagement within the local area</u>	<u>Good Health and Well Being. Personal care and self-help skills ( engaging with OT SALT etc)</u>
Money : progression			
Using computer technology			
My future choices			
The wider world			
Geography			
Popular Culture			

## Core Skills

Core skills will run throughout the range of activities listed above. Generally many core skills can be developed through practical activities and where SEND students experience difficulties extra time and support is needed to help them progress to a higher level of independence

Core organisational skills that we would wish to promote include:-

To Make choices/decisions

To manage time

To take greater responsibility for self and belongings

To deal with problems

## Core Behavioural skills

Core Behavioural skills are important to our cohort as these are skills that they need to develop in order to participate more fully in Community Life. They are relevant to every aspect of a student's life and underpin his/her learning.

Core behavioural skills that we would wish to promote include:-

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To behave in a safe manner

To behave in a manner that is appropriate for the time and place

To relate to people in a manner appropriate for the setting and their relationship with the student.

## **Functional Skills**

Functional Skills English and Maths are intrinsic throughout the curriculum. Students will demonstrate their understanding through practical participation. When a student is assessed as being able to sit a functional Maths or English qualification at E1 or above then more formal subject specific time will be allocated. Bluebell Park will usually provide assessment for Functional Skills using The Open Awards for accreditation.

## **Assessment**

We intend to use a range of Awarding Bodies who offer programmes that will support us in our reporting and recording and assessment. These include:-

ASDAN Focus

ASDAN Towards Independence

ASDAN Personal Progress

AQA Units from the AQA unit accreditation scheme.

Open Awards – Functional skills or other e.g. Independent travel.

Programmes from the above schemes can be internally and externally verified. Generally with ASDAN there is a requirement to operate in collaboration with other providers and in this respect it is possible to ensure joint moderation to secure greater accountability and credibility for the work undertaken.

Where there is no formal qualification RARPA is recognised by OFSTED as providing a robust framework for planning, delivering, monitoring and recording learning

RARPA – recognising and Recording Progress and Achievement is divided into 5 stages

Determining long term goals (EHCP Outcomes)

Initial Assessment / Developing baseline learning profile (Review IEP's and records from previous setting).

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Setting challenging learning objectives – Individualised targets that relate to the EHCP but delivered through a considered selection of programmes in consultation with parents.

Formative assessment – review of progress made within a term or review of progress made in a unit of work.

Summative assessment – Annual EHCP review (Updating outcomes to reflect the needs of students as they progress)

Bluebell Park is an established school that aims to develop an extremely robust approach in terms of internal and external moderation and internal and external verification. In this respect we will liaise with other external providers in securing best practice and always seek validation for our work from the various external awarding bodies. We aim to build an excellent and consistent record of validation that secures accountability with high levels of credibility for the work undertaken by our students.

#### AQA Unit Award Scheme

There are a significant number of units at pre-entry level and at level one that would serve as a basis for creating Individual education Plans with smart targets that would be relevant for each student. Listed below are the most recent popular 500 units from the AQA site however it would be useful for tutors to access the AQA unit award site where it is possible to search specific curriculum areas for a specific level of accreditation. There is a very wide and diverse collection of units that cover all areas of the pre-entry and entry 1, 2 and 3 level curriculum. *This is also a useful resource to form units of work that you may consider for recognition using alternative awarding bodies.*

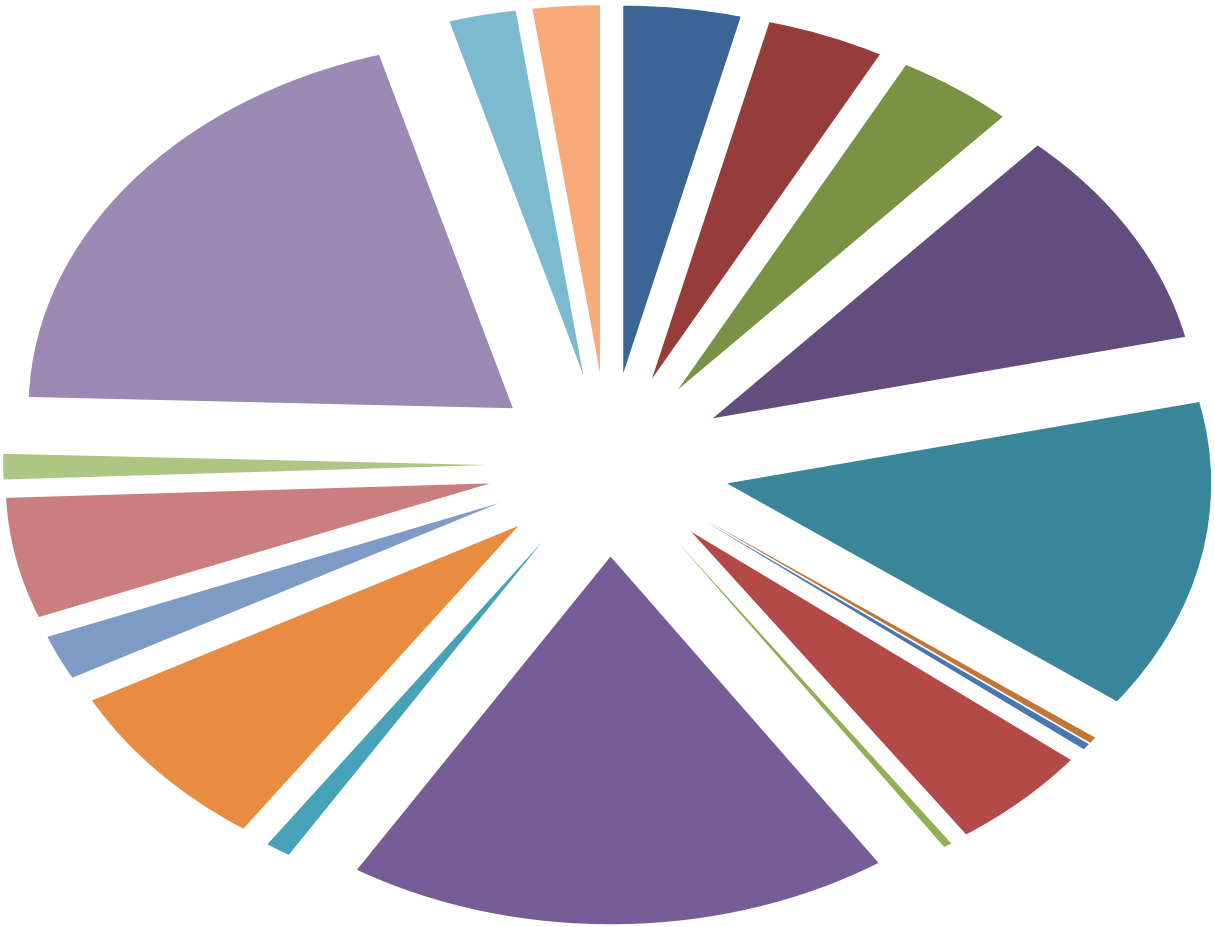
Post 16 Offer

Count of Curriculum Via Accreditation

Total

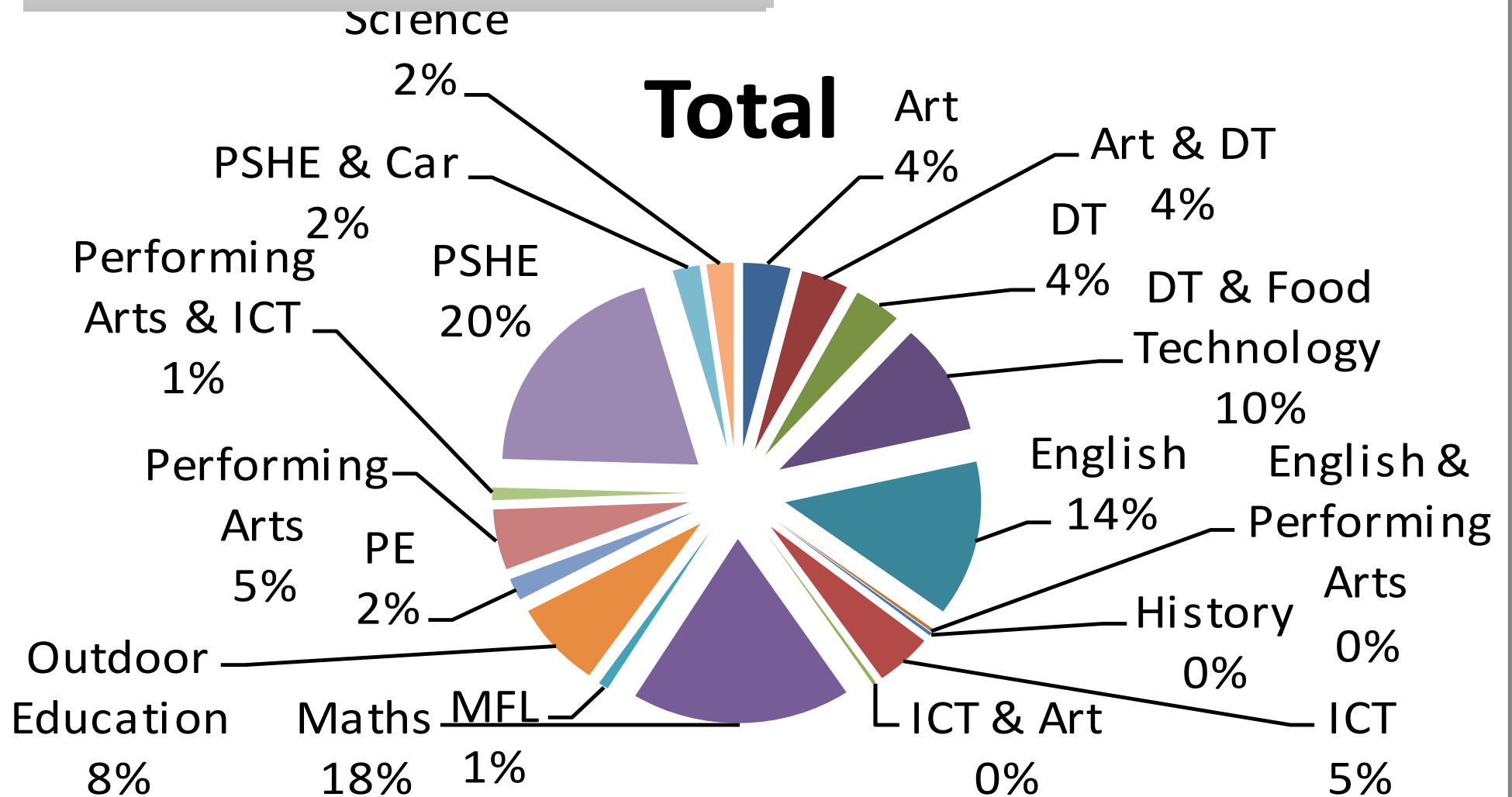
AB Subject

- Art
- Art & DT
- DT
- DT & Food Technology
- English
- English & Performing Arts
- History
- ICT
- ICT & Art
- Maths
- MFL
- Outdoor Education
- PE
- Performing Arts
- Performing Arts & ICT
- PSHE
- PSHE & Car
- Science

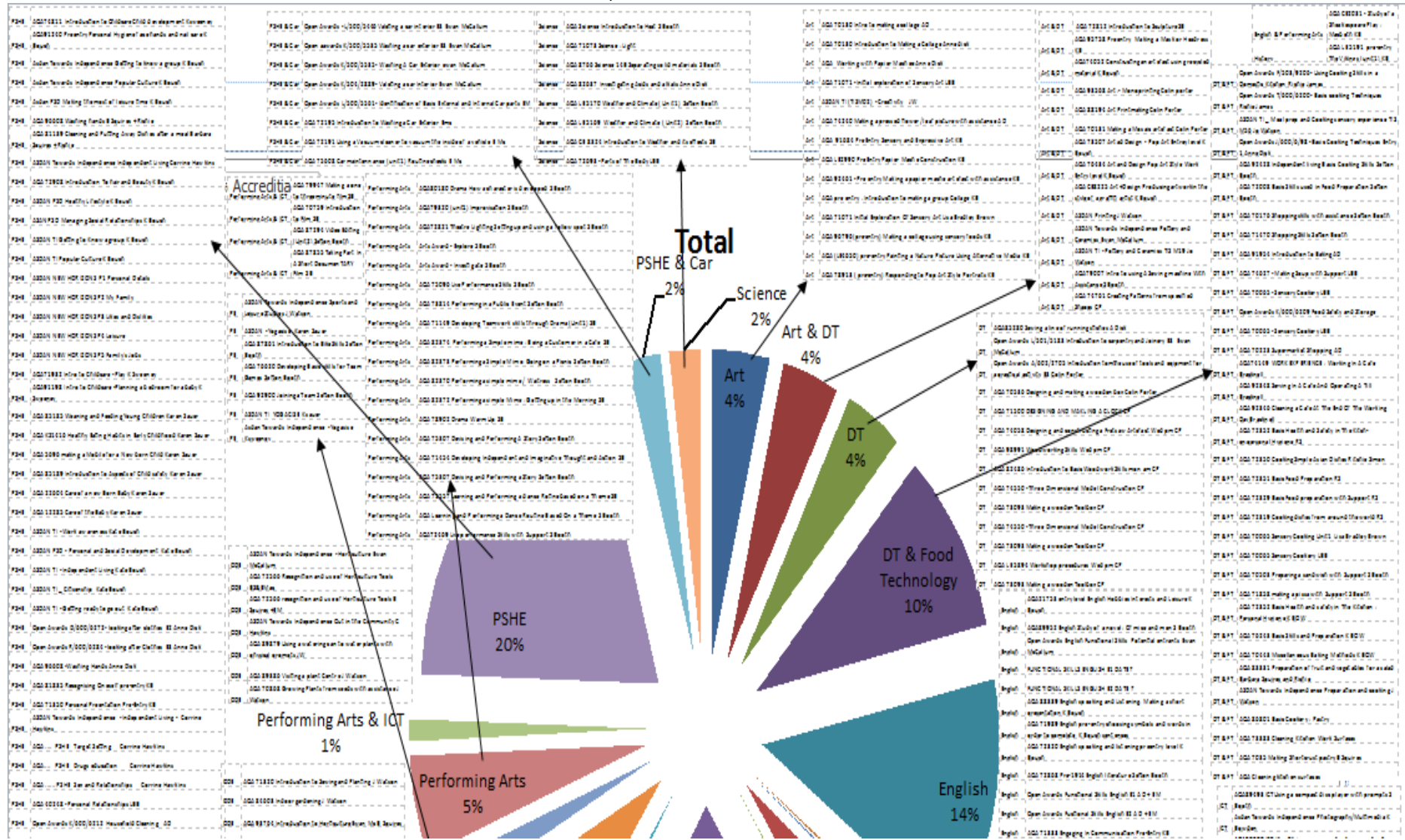




## Count of Curriculum Via Accreditation



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## Sample Timetable



### Bluebell Park School

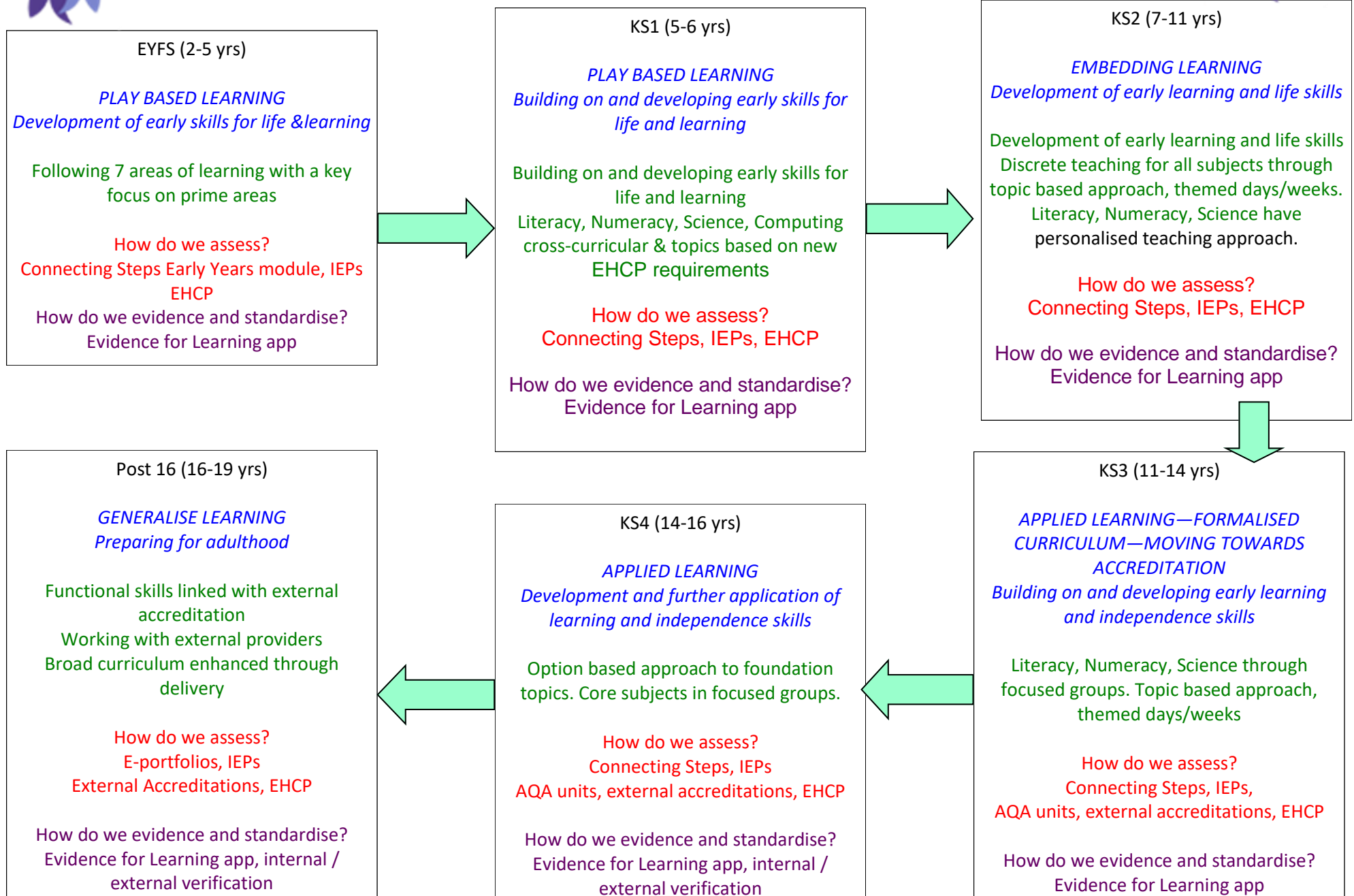
#### Class Maple U4



	8:45 9	9- 9:30	9.30—10.30 Session 1		11.00—12.00 Session 2			1.30 —3.10 Session 3      Session 4	3:10— 3:30 Session 5	3:30— 3:45/4.00
<b>Mon</b>	IEP Class Discussion	Resister/settle activities/Communication/1:1 reading sessions	Swimming	Break/Communication/Tasks/Maths	Swimming	Lunch/Social time	Change of Position	ICT/Dark Room	TRANSITION: Going Home routines (Getting ready for the outside world)	Expanding Practise Meetings
<b>Tues</b>			English/Light Room		Maths			<i>Topic</i>		Class environment focus
<b>Wed</b>			Food Technology		Food Technology			Science		Nest meetings
<b>Thurs</b>			Rebound/MOVE		Media/ICT/English			English/Drama		Cross phase meetings
<b>Fri</b>			PE/Green Learning		Topic			Groups/Social Learning		Class Ready for Monday



## Bluebell Park School Overview of Curriculum Progression and Coverage



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### **Bluebell Park Child Centred Pathways**

**Pathways** - Pupils are baselined upon admission and at the beginning of each year. The pathways provide structure for the delivery of the curriculum. The three pathways are fluid and students are able to move between them.

Sensory Pathway	Structured Pathway	Traditional Pathway
<p>You might expect to see me...</p> <ul style="list-style-type: none"> <li>...learning to an object of ref. timetable</li> <li>...Clear use of the for areas of SEND in my lessons</li> <li>...learning to use alternative means of communication including switches, on body Makaton, some eye pointing or possibly pointing</li> <li>...I may or may not be able to communicate my basic needs</li> <li>...be presented with limited choices e.g. choice of 2</li> <li>...take part in simple routines</li> <li>...take part in age appropriate learning</li> <li>...engaged in the Bluebell Park sensory curriculum</li> <li>...co-active experience of learning with 1:1 support to access learning experiences</li> <li>...VAK impacting lessons and relating learning to tangible objects</li> <li>...multi-agency approach (e.g. OT/Physio/SaLT)</li> <li>...partaking in learning activities which involve lots of sensory exploration</li> <li>... Supported with personal care</li> <li>...objectives based in Engagements steps, Quest, Physio/OT/SALT, EHCP, accreditation and knowing the child</li> <li>...Weekly evidence to be captured via EFL and data input on engagement steps/and or Accreditation</li> </ul>	<p>You might expect to see me...</p> <ul style="list-style-type: none"> <li>...using/and or following a visual or Now and Next schedule.</li> <li>...Clear use of the for areas of SEND in my lessons</li> <li>...using alternative means of communication e.g. PECS.</li> <li>...being supported to communicate feelings.</li> <li>...making simple choices.</li> <li>...learning about my behaviour.</li> <li>...following daily routines (including communication and PECS sessions).</li> <li>...relating learning to tangible objects.</li> <li>...engaged in the Bluebell Park structured curriculum</li> <li>...during 'break times' I may incidentally working on my routines or behaviour.</li> <li>...partaking in learning activities which involve sensory exploration.</li> <li>...multi-agency approach (e.g. OT/Physio/SaLT)</li> <li>...accessing short learning sessions, sometimes between 30 seconds to 10 mins at a time, which may include 1:1 ABLES/AFLES/TEACCH/Work/Tray sessions.</li> <li>...being supported with some of my personal care.</li> <li>...working towards generalising some information.</li> <li>...supported interactions with others.</li> <li>...objectives based in Engagements steps, SCERTS. Physio/OT/SALT, EHCP, knowing the child.</li> <li>...Weekly evidence to be captured via EFL and data input on engagement steps/and or Accreditation</li> </ul>	<p>You might expect to see me...</p> <ul style="list-style-type: none"> <li>...using a written schedule or task list.</li> <li>...relating learning to real life concepts.</li> <li>...naming a subject area e.g. Drama and Perf. Arts</li> <li>...communicating effectively with familiar adults and peers.</li> <li>...accessing my lessons with increasing independence and working towards accreditation.</li> <li>...taking a sensory break as part of my daily routine, or to self-regulate.</li> <li>...during 'break times' I may incidentally working on my routines or behaviour.</li> <li>...engaged in the Bluebell Park Traditional curriculum</li> <li>...needing time to process information, new information or more complex information.</li> <li>...being supported to make and/or maintain positive friendships and relationships.</li> <li>...generalising some information.</li> <li>...making choices independently and beginning to reflect upon my behaviour and/or actions.</li> <li>...transitioning successfully, amongst nest groups, classes, around school and in the community.</li> <li>...accessing different communities independently.</li> <li>...objectives based in Progression steps, Accreditation Physio/OT/SALT, EHCP, knowing the child</li> <li>...Evidence to be captured via work booklets (Sometimes EFL) and data input on Progression steps and/or Accreditation</li> </ul>

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Bluebell Park 4 areas of SEND Pathways

Pathways - Pupils are baselined upon admission and at the beginning of each year. The pathways provide structure for the delivery of the curriculum. The three pathways are fluid and students are able to move between them.

	Sensory Pathway	Structured Pathway	Traditional Pathway
Education and Learning Needs	Working significantly below age-expected stage Experiential age appropriate learning Learning within the 7 areas of cognition Modelling Often repetition of sensory activity or lesson Related learning to tangible concepts Predictability and routine Object/musical cued schedule Materials will often define learning Working towards choice of two	Working significantly below age-expected stage Little to no attention to learning when agenda is not their own Learning within modelled 1:1 target sessions Often repetition of activity or lesson Related learning to tangible concepts Predictability and routine Pictorial schedule Materials will often define learning Choice of 2-3	Working significantly below age-expected stage 5-15 mins attention on lesson agenda Can complete work with some independence Usually transition between lessons/class rooms/specialist rooms Able to generalise some skills May access written schedule Relate learning to real life concepts Choice of more than 3
Language and Communication Needs	Limited intentional communication Limited understanding of spoken lang. without object/visual support; 1or0 key word understanding. Learning may include SaLT targets.	May be non-verbal and has began total communication approach Understanding 1-2 1or2 key word/pictures understanding. Requires encouragement to initiate interactions with others Learning may include SaLT targets.	Can express wants and needs effectively Can understand 3 key word level (may appear to understand more) Needs some support to assist understanding Processing time required
Sensory Needs	Toileting/personal care support. Full body/sensory exploration of objects/experiences Learning activities are inclusive of sensory diet/Physio/OT goals Heavily supported	May need toileting/personal care support. Sensory exploration of objects/experiences Learning activities are inclusive of sensory diet/Physio/OT goals Requires prompts and some support to complete activities to self-regulate.	May need prompts for personal care Recognise needs to self-regulate but needs some support. (If needed) Sensory diet incorporated into day-today activity
Social and Emotional Needs	Limited social reactions Struggle to communicate basic needs. Limited or no joint attention. Play based. Known 1:1 support to identify need.	Needs support to interact with others Will learn to share space with familiar people Struggle to communicate basic needs. Learn to recognise simple emotion Limited or no joint attention. High levels of anxiety e.g. transitioning.	Needs social commentary to support understanding Support with friendship skills May be socially interested. Difficulty resolving conflict Able to understand some emotions and internal feelings, May seek councillor/talking therapy etc.
What does good progress look like?	Small increments of increased attention to activities. Increased functional communication e.g. press a switch. Elements of supported choice and responsibility leading to a fulfilling life. Supported interaction in the community.	Small increments of increased effective communication Increased functional communication e.g. PECS Elements of supported choice. Learn to tolerate peers and adults Learn to follow visual schedule Beginning of develop some SCERTS skills. Supported interaction in the community.	Becoming more independent (more than 5 mins) Self-regulate with increased independence Reflect upon own behaviour Starts to take positive risks Supported employment/supported living/college.

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### **Sample IEP's**

Bluebell Park - IEP FOR KEY STAGES 1 - 4		
Name: AN Other Smith	Class: Z3	Term/Year: Summer 2018
Cognition and Learning:		Supported (S)/ Independent (I)
Outcome	Origin	
1.		

Communication and Interaction: (SALT Input)		Supported (S)/ Independent (I)
Outcome	Origin	
1.		

Physical & Sensory (Medical input, OT Input)		Supported (S)/ Independent (I)
Outcome	Origin	
1.		

Social, Emotional and Mental Health:		Supported (S)/ Independent (I)
Outcome	Origin	



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1.		
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#### EHCP Targets

1. AN Other's interpersonal skills will develop to enable him to work and play co-operatively within a group situation and to establish and maintain friendships
2. AN Other will continue to develop his learning skills in all aspects of the curriculum at a rate commensurate with his cognitive ability
3. AN Other will improve his ability to manage transitions and changes to his routine during the school day
4. AN Other's self-help skills will be maintained and his independence will be encouraged within the scope of his health and medical needs, managing his stoma at school and at home
5. AN Other will be able to use his concentration and attention skills to facilitate his ability to play and learn
6. AN Other's fine and gross motor skills will be monitored and adaptations put in place to enable him to access the curriculum and to participate in social activities

Home Target (things you can do to help at home)	Comments (how well have they done)
Play a short game with another person e.g. rolling a ball , passing a toy	
Opportunities for mark making – chalk outside, in bubbles in the bath , shaving foam	
Encourage the use of PECs at all times when I am communicating	

Parent/Carer Comments:

Class teacher:

Date: 12.07.2018



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**Barry Carpenter (2018)**

Model used in the update of the curriculum 2018:

