



THE GARDEN

# Curriculum Overview

## 2017

## Whole School Curriculum

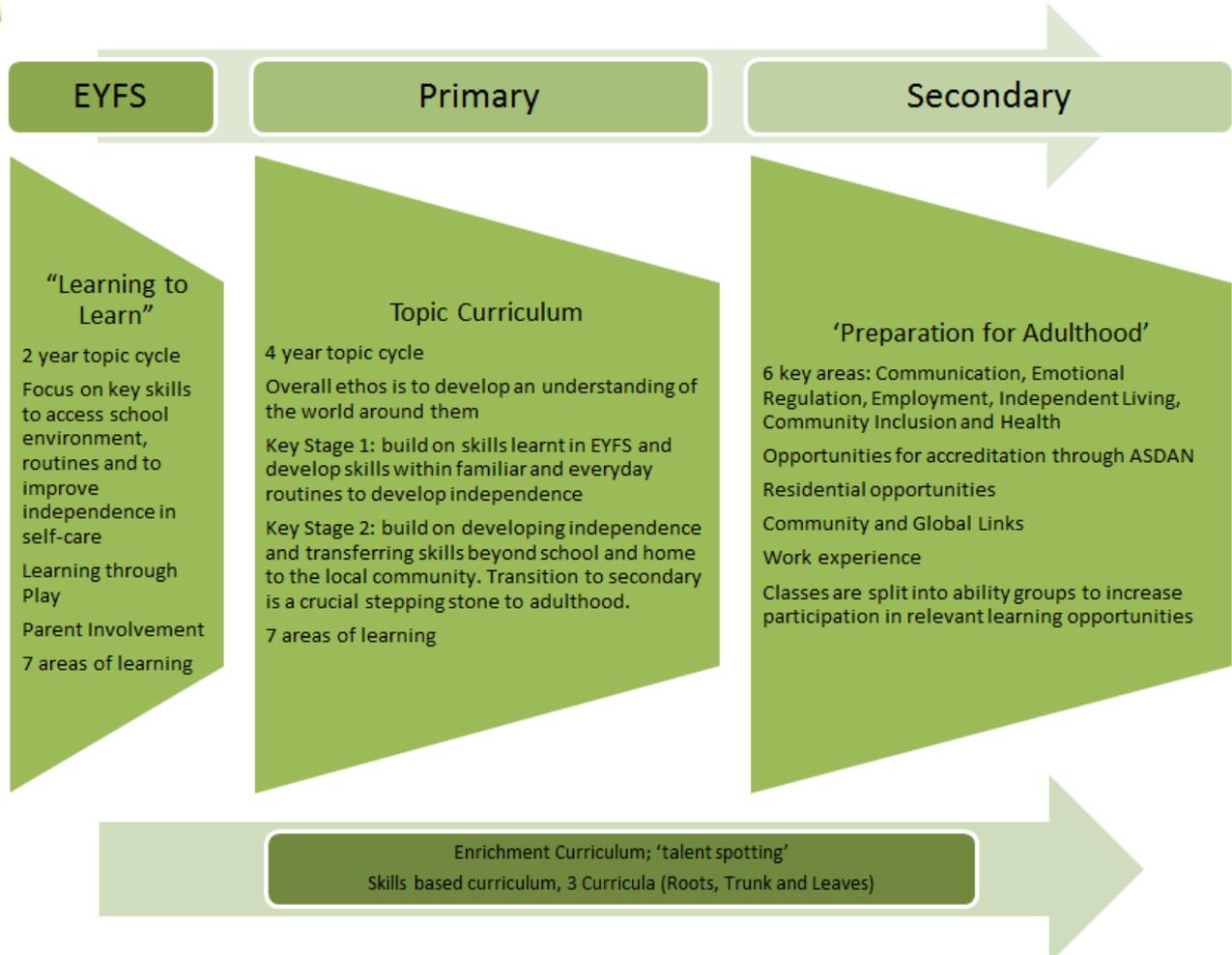
### Overview

The Garden School caters for pupils between the ages of 4 and 16 years old with a diagnosis of Autism and who also have learning disabilities (P level 3 to Year 1 National Curriculum standard). Autism creates a unique set of barriers to learning which affects each individual's progress in different ways. Therefore, we believe that every pupil should be recognised and respected as a unique and special individual. We place each pupil's needs and goals at the centre of our work. It is this ethos that underpins our bespoke pupil-centred curriculum which has been developed to create optimal opportunities to nurture communication, learning and independence in a safe and inclusive environment. Our curriculum aims to create individual purposeful pathways to adulthood to develop their fullest potential and equip them with the skills needed for work, leisure and/or home life.





# THE GARDEN Curriculum Framework



**Diagram 1: a brief summary and overview of the whole school curriculum framework.**

We have identified 3 distinct phases in their education at The Garden; Early Years and Foundation Stage (EYFS), Primary (Key Stage 1 and 2) and Secondary (Key Stages 3 and 4). According to the needs of that particular age group, each of these phases has a particular ethos and aim within our curriculum provision. These are set out in more detail later in this document.

The Garden Curriculum is based on a spiral curriculum model. This means that pupils return to the same skills throughout their education, with each encounter building on what they learnt previously and applying their skills to a wider range of contexts.

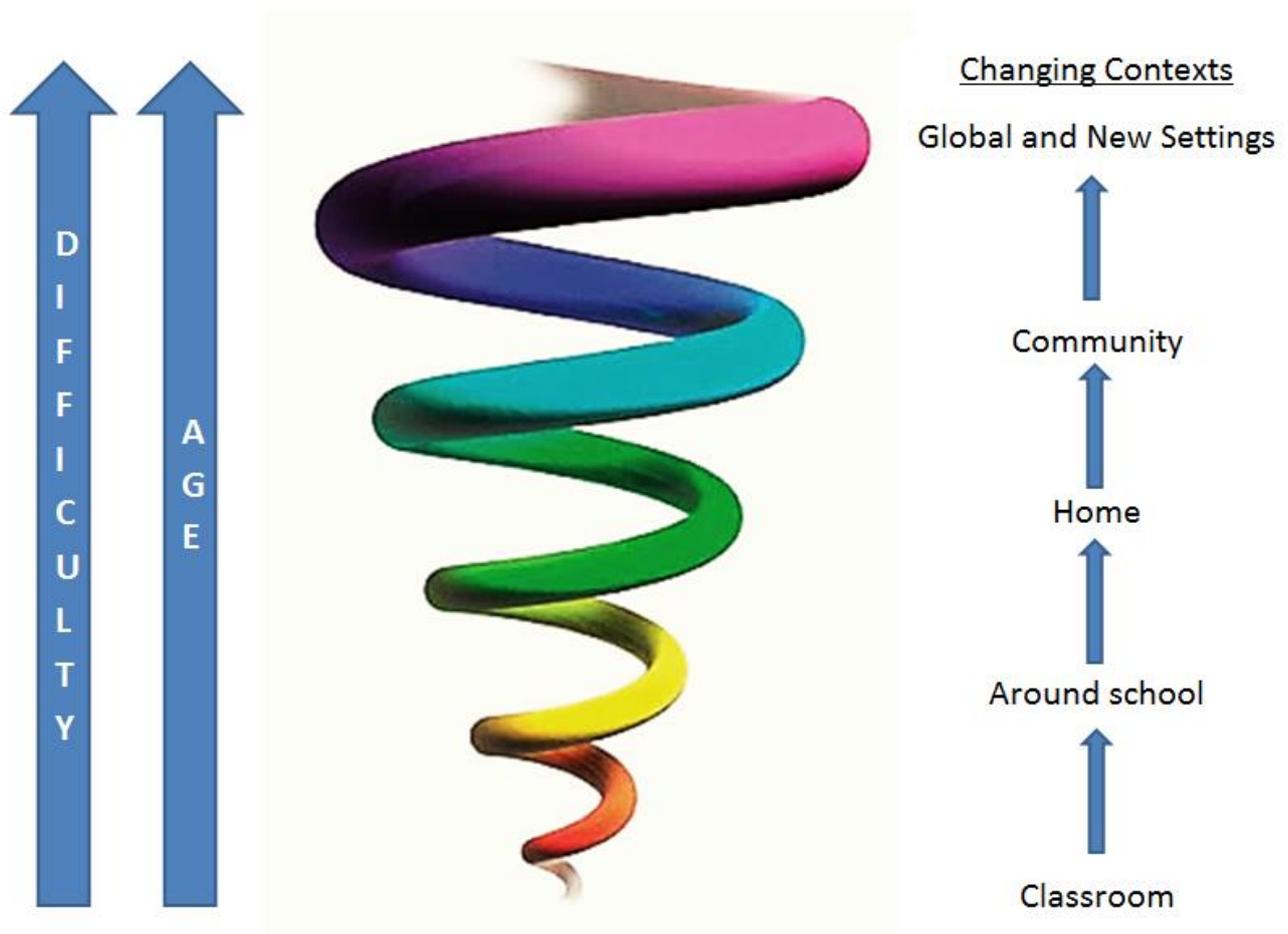


Diagram 2: a visual explanation of a spiral curriculum.

## **Whole School Curriculum Philosophy**

### **SCERTS**

Our whole school framework and philosophy is based on the SCERTS® Model. This is “a research-based educational approach and multidisciplinary framework that directly addresses the core challenges faced by children and persons with ASD and related disabilities, and their families. SCERTS® focuses on building competence in Social Communication, Emotional Regulation and Transactional Support as the highest priorities that must be addressed in any program, and is applicable for individuals with a wide range of abilities and ages across home, school and community settings”. (see [www.scerts.com](http://www.scerts.com))

This means that through every learning opportunity, communication and emotional regulation is our main focus and priority for all our pupils.

### **Teaching Strategies**

The Garden school uses a range of evidence-based teaching strategies and pedagogies including Attention Autism, PECs, Makaton, Intensive Interaction, TEACCH, and Assessment for Learning. These are all used effectively and are adapted to fit within the framework of SCERTS®.

## Curriculum Structure

### 7 areas of learning

Our primary curriculum is based around the 7 EYFS areas of learning. We use these areas of learning as we believe that they give more flexibility for an individual and child-centred curriculum than traditional subject areas. It also allows for more cross-curricular learning and development of those specific skills we need to nurture in our pupils in preparation for the secondary curriculum and eventually for adulthood. The following table outlines how each of the primary phases approaches these areas of learning.

Primary	EYFS	KS1 and 2	
Prime Areas	Communication and Language	Listening and Attention	Listening and Attention
		Speaking	Speaking
		Understanding	Understanding
	Personal, Social, Emotional Development	Making Relationships	Making Relationships
		Self-confidence and self-awareness	Self-confidence and self-awareness
		Managing feelings and behaviour	Managing feelings and behaviour
	Physical Development	Moving and Handling	Moving and Handling
		Health and Self-Care	Health and Self-Care
	Specific Areas	Literacy	Reading
Writing			Writing
			<b>Using and Applying Literacy</b>
Mathematics		Numbers	Numbers
		Space, Shape and Measures	Space, Shape and Measures
			<b>Using and Applying Maths</b>
Understanding the World		People and Communities	People and Communities
		The World	The World
		Technology	Technology
Expressive Arts and Design		Exploring and Using Media and Materials	Exploring and Using Media and Materials
	Being Imaginative	Being Imaginative	

**Table 1: the 7 areas of learning for Primary Curriculum at The Garden School.**

Secondary		KS3 and KS4
Prime Areas	Communication and Language	<b>Communication Strand</b> Using communication in new situations, in community or global contexts
	Personal, Social, Emotional Development	<b>Emotional Regulation Strand</b> Coping with and preparing for transitions, emotional regulation in work places or accessing hobbies. Links to citizenship.  Access to SRE and coping with puberty and physical changes.
	Physical Development	<b>Health Strand</b> Accessing physical exercise outside of school to continue into adulthood PE and Dance  <b>Independent Living Strand</b> Develop independent healthy eating, functional, practical and self-care skills at home and work place
Specific Areas	Literacy	<b>Employment Strand</b> Using Literacy functionally e.g. to look up bus timetables or routes, read menus
	Mathematics	Using maths functionally e.g. following a recipe, recognising the number bus to take
	Understanding the World	Develop familiarity with local environment and community. Opportunities for residential experiences locally and further afield to prepare for transitions towards and during adulthood
	Expressive Arts and Design	<b>Community Inclusion Strand</b> Access special projects in community that develops links for work experiences and hobby placements Drama, Art

**Table 2: the 6 strands for Secondary Curriculum at The Garden School**

Programmes of study have been created in the form of skills grids for each area of learning. These skills grid show the progression for each pupil as they move through the school. Schemes of work have been developed to link these skills to the topics or strands, giving ideas for learning opportunities to teachers and highlighting how different learners access the different topics and strands. This ensures that individualised learning takes place and that pupils build on previous learning without repeating it too many times.



### 3 Curriculum Pathways (Roots, Trunk and Leaves)

We have 3 broad groups of learners who need different curriculum offers according to their pathway to adulthood. Each of these curricula offers learning opportunities that are relevant and purposeful to that stage of learning.



#### **Leaves**

**The Leaves Curriculum** is a more **formal curriculum for learners on P8 – key stage 1 national curriculum standards**. This curriculum provides learners with opportunities for developing their knowledge and skills within a wider range of purposeful contexts. We have linked skills to the National Curriculum where appropriate.



#### **Trunk**

**The Trunk Curriculum** is a **semi-formal curriculum for learners on P5-7**. Learning through exploration and play is still important as it motivates and supports learning. This curriculum provides opportunity for pupil voice, communication and development of **functional** skills.



#### **Roots**

**The Roots Curriculum** is a **sensory and exploratory curriculum (P3-4)**. It covers the essential key skills and knowledge that our students need to learn. Engagement and learning through play and sensory exploration is vital to this stage of development. This curriculum should provide learners with opportunities for developing their skills within **meaningful** contexts.

## Curriculum Ethos and Rationale by Phase

### Early Years and Foundation Stage

#### Rationale

Every year, a new cohort of pupils joins The Garden School in Reception year. They need access to a curriculum that comprises of all the necessary skills to prepare them for their school career and beyond. At this early stage, introducing and developing communication and play skills, adapting to new environments and building relationships are priorities. They also need to learn the structures, routines and expectations of being at school. [ADD HERE ABOUT IMPORTANCE OF EARLY INTERVENTION – look up research base](#)

#### Philosophy

The EYFS framework is combined with SCERTS to create individualised learning that supports each pupil to develop their skills to access further learning experiences as they progress into Key Stage 1. Learning in EYFS takes place through play, exploration, being active and creative and problem solving both indoors and outdoors. Underpinning these learning opportunities is the provision of a safe environment, inspiring learning experiences and developing parental input and support in order to promote pupil and family voice.

#### Structure

The EYFS curriculum will follow a developmental learning path to cultivate key skills. These skills enable each pupil to adapt to the school environment. There is a two year topic cycle within which these skills are learned. Each pupil will follow an individualised programme within the framework of the curriculum which will include individual targets and personal interests (pupil voice). The parents, carers and families will also be able to share and contribute to pupils learning and target setting. The chosen topics and nurture curriculum focus on pupils settling into the school environment and routines, developing friendships and play skills and exploring the world around them. These topics are outlined in the following table.

Nursery and EYFS Topics		
	Year A	Year B
Autumn	<b>Colours</b> Brown Bear, Elmer Rainbow Fish	<b>Textures</b> 'Hungry Caterpillar' 'Handa's surprise'
Spring	<b>Songs</b> Animal Boogies, Walking through the jungle	<b>Spring</b> Chicka Chicka 123 Garden Sounds
Summer	<b>Parks and Playgrounds</b> We're going on a bear hunt Mr Gumpy's Outing	<b>Let's Play</b> 'What the ladybird heard' 'Teddy Bears picnic' 'Outdoor Opposites' 'Up, up, up'

There are 7 key areas of learning in EYFS. These are explained in the following diagram.



**Diagram 4: the EYFS 7 areas of learning**

## **Primary; Key Stage 1 and 2**

### **Rationale**

The Primary Curriculum is for pupils between school years 1 and 6. These years at school must build on the foundation laid during their year in EYFS. This is the time for pupils to consolidate skills and learn attention and communication and to engage them as learners to find out about the world around them. A thematic/topic approach ensures that they develop familiarity with a wide range of stimuli and experiences that will help them understand and access their environment.

### **Primary Phase Philosophy**

The chosen topics and nurture curriculum focus on developing an understanding of the world around them so that they have more confidence and skills to access familiar and unfamiliar environments and develop relationships with adults and peers.

In Key Stage 1, our pupils need a curriculum that includes all the necessary skills to continue to prepare them for their time at school. This includes further opportunities to adapt to new environments, to build relationships, and to continue to learn the structures, routines and expectations of being at school. Therefore, for Key Stage 1, the structure of the week will look similar to EYFS. This means that learning will take place through play, exploration, being active and creative and problem solving indoors and outdoors. There will be a greater emphasis on developing life skills through familiar and relevant everyday routines and experiences so that they can be as independent as possible.

In Key Stage 2, the curriculum will develop to include further opportunities for independence and transferring skills beyond school and home environments. It is important to develop the relevant skills as early as possible to be involved in community projects and events and to practice travelling within their local community. They are also supported to transfer their regulation and communication strategies to different contexts. In Year 6, we focus on how to support our pupils in preparation for their transition to secondary.

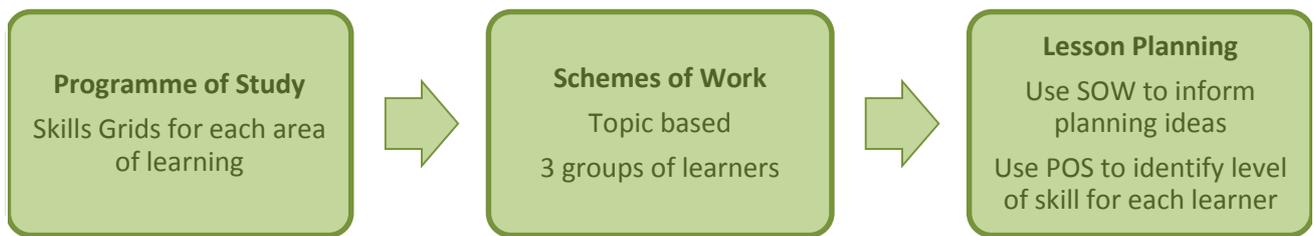
Parent participation and involvement remains an important part of ensuring the best outcomes for our pupils. Pupil voice is evident in all the opportunities they have access to and within every lesson pupils are given choices and responded to individually. Developing friendships and play skills is a continued focus through further opportunities to learn and play in small groups.

### **Structure**

There is a four year spiral topic cycle to ensure that pupils build on previous learning. There are three separate curricula's depending on the learning style and ability of each pupil. Our P3/4 learners access the Roots curriculum which covers key basic skills. Our P5-7 learners access the Trunk curriculum which develops skills within a more subject specific structure. For our P8+ learners, the Leaves Curriculum builds on the Trunk curriculum and links more closely with the primary National Curriculum to provide opportunities for learning in a wider range of contexts.

Each pupil follows an individualised programme within the framework of the curriculum which includes unique individual targets, personal interests (pupil voice) and incorporates family views also.

Key Stage 1 and 2 Topic Grid				
	Year A	Year B	Year C	Year D
<b>Autumn: Me</b>	Me and My Home	Me and My body and Senses	Me and the Things I like	Me and My Relationships
<b>Spring: Inside</b>	Celebrations	Food and Drink	Shops	Contrasts and Materials
<b>Summer: Outside</b>	Trips	Plants and Animals	Weather and Water	Transport and London

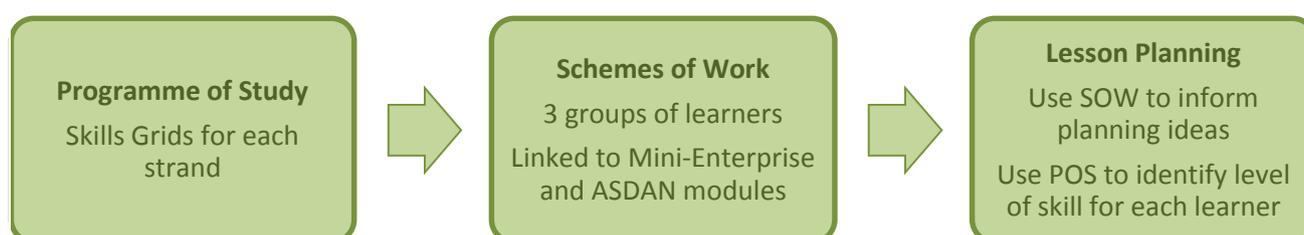


The programmes of study are the skills grids. Each pupil is mapped according to their development in each skill. Evidence must be provided for that skill to be mastered and generalised before moving onto the next skill. There are schemes of work for each topic, split into the three pathways roots, trunk and leaves. These provide ideas for how to link skills to activities and learning opportunities. Teachers are able to add their own ideas and to adapt these to the needs of their pupils. This is made clear in their lesson planning.



machine). We promote pupil independence, responsibility and organisation of their own possessions, travelling around their community, communication in a variety of contexts and developing leisure activities that they can continue beyond school. It is important that our pupils develop self-regulation strategies to cope with new situations in preparation for their transition to adulthood. Hygiene becomes a key issue as we prepare and support our pupils through puberty, with coping with the changes in their body and to take responsibility to look after their own hygiene.

ASDAN is an accredited scheme which is used to give pupils evidence of their learning to take to further providers or employers. Pupils take the lead to broaden and develop their skills in contexts which they feel are important, productive, purposeful and interesting. We wish to find their talents and help them to connect with employment and/or leisure that suit them through work experience and the nurture curriculum. This means that we need to focus on what will make the most difference for the individual.



As with primary, the programmes of study are the skills grids. Each pupil is mapped according to their development in each skill. Evidence must be provided for that skill to be mastered and generalised before moving onto the next skill. In secondary classes, the contexts must be more focussed towards functional use of these skills such as in developing house maintenance skills or accessing their local community. All pupils access the ASDAN modules 'Communication Skills', 'Numeracy Skills', 'Independent Living' and 'Food Preparation'. We have developed our own schemes of work linked to each ASDAN module, the Mini-Enterprise focus for that term and split into the three pathways roots, trunk and leaves. These provide ideas for how to link skills to activities/learning opportunities and how to extend the learning for our more able learners. Teachers are able to add their own ideas and to adapt these to the needs of their pupils. This is made evident in their lesson planning.

Secondary Themes (Mini-Enterprise)					
	Year A	Year B	Year C	Year D	Year E
<b>Autumn: Glitz and Glam</b>	Beads and Boxes	Beauty Gift Sets	Decorations	Magnets and Mirrors	Decoupage and Cards
<b>Spring: Cotton On!</b>	T-shirts and Socks	Tea cosies and Tea towels	Blankets and Bags	Shawls and Hats	Cushions
<b>Summer: Eco Warriors</b>	Plant Pots and Hanging Baskets	Garden Accessories	Insects and Flowers	Upcycling	Birds

### **Enrichment Subjects Philosophy and Offer**

The whole school has access to our enrichment curriculum. This is broadly offered through Art, Dance, Drama, PE, Clubs and Work-related experiences. These aim to provide a range of opportunities to find out about and develop individual skills, interests and leisure activities. Through these enrichment activities, our pupil's make choices, find their talents and make the most of these skills for employment or community inclusion in preparation for adulthood.