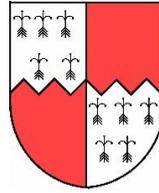


## Fitzwaryn School Curriculum Intent



'Through learning to learn, pupils will access society'

### Overview

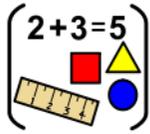
Our school vision underpins the broad and balanced curriculum offer for all pupils at Fitzwaryn. All areas, which include an adapted academic curriculum, communication and a range of therapies and interventions are planned to support pupils to access society. Clear end goals and milestones are identified for each area and opportunities are provided to develop cultural capital for all. The curriculum is spiraled so that pupils are building on a (mostly transferrable) knowledge of vocabulary, events, people, places, concepts and procedures; through knowing more and remembering more, pupils make progress. Essential skills are explicitly taught and identified in all curriculum areas: this document identifies the Key Stage endpoints for these essential skills. Pupils benefit from Enterprise opportunities and work-related learning. Personal, Social and Independence sessions are a distinctive feature of our offer and allow pupils to work on individualized targets based on EHCP outcomes. Community links and off-site visits enhance the experiences of our pupils who benefit from a well-resourced and attractive physical environment.

### Individual Subject Intent

(**ABC**)

English

Writing covers Narrative, Poetry, Recount/Diary, and Explanation spiraled across the Key Stages so that pupils can adapt their writing for a range of meaningful purposes. The Reading Spine identifies the essential reads for all pupils at each Key Stage and ensures that pupils are exposed to a broad range of literature from a range of genres, writers, and cultures. Pupils each have three books based on decoding, comprehension, and interest to foster and develop a love of reading.



## Maths

The spiraled Maths curriculum has Number at its heart as mastery of this builds competency in other areas and underpins Maths as a Functional Skill. At each Key Stage, concepts are regularly revisited, and this supports the ideal of depth before breadth. Weekly problem-solving sessions are a distinctive feature across the school. The Calculation Policy identifies progression in calculation strategies, details key vocabulary for consistency and highlights appropriate mental strategies to be employed at each Key Stage.



## Science

Through a varied range of topics, pupils learn to work scientifically and methodically. They understand that scientific methods and skills can be used to help answer questions.



## Geography

Pupils can recognize and describe features of different environments at a range of scales from local to global. They develop an awareness of environmental issues.



## History

Pupils learn about the lives of significant individuals and events from the past. They understand how we learn about the past by studying different sources and compare aspects of life in different periods.



## Computing

Pupils can use different forms of information and communication technology responsibly, competently, confidently, creatively, and safely. They can recognize unacceptable online behaviour and know how to report it.



Art

Pupils learn about great artists/ designs and create their own pieces of work using different media. They can evaluate their own work.



DT

Pupils can design, make, and evaluate their ideas in different contexts. They develop an understanding of nutrition and learn to cook.



Music

Pupils create, perform, and review their own musical compositions. They learn about and evaluate the work of great composers and musicians.



PE

Pupils develop their physical confidence through different sports and activities, supporting their ongoing health and fitness.



RE

Pupils explore their own beliefs as they learn about Christianity and other principal religions. They can demonstrate respect for others and build their own sense of identity and belonging to support them as citizens in a diverse society.



RSE

Pupils learn how to respect themselves and others in the range of relationships they will experience in their lives. They will learn how to keep themselves safe and ask for help.



PSHE

Pupils gain the understanding and learn the skills they will need to make choices and live safely in the world as they grow into adults.



PSI

Through a range of activities linked to every-day situations, pupils develop their personal, social and independence skills. They will learn to use these skills in the local and wider community.

## Key Stage End-Points

### Social Interaction & Communication

EYFS/KSI	KS2	KS3	KS4	KS5
<p>Pupils will have a preferred method of communication and will be beginning to develop their proficiency using it.</p> <p>Pupils will begin to see the purpose and pleasure in interacting with peers.</p>	<p>Pupils will communicate with a range of people within school using a consistent preferred method.</p> <p>Pupils will build friendships within the classroom.</p>	<p>Pupils will begin to communicate more confidently with less familiar adults, both within school and in the local community.</p> <p>Pupils will interact with and build friendships with peers from across the Key Stage/school.</p>	<p>With support, pupils will communicate effectively within their local community.</p> <p>Pupils will communicate effectively with all stakeholders within the school community.</p>	<p>Students will be active members of their local community. Their communication skills will enable them to interact with the wider community, including with key professionals (e.g. doctors) supporting them to access local services.</p>

### Self-care (including staying safe)

EYFS/KSI	KS2	KS3	KS4	KS5
<p>Pupils will develop an understanding of danger in the immediate environment.</p> <p>Pupils will cooperate with self-care activities and begin to show some independence when following instructions.</p>	<p>Pupils will show an awareness of danger as they begin to be able to move around school safely and with more independence.</p> <p>Pupils will take an increasingly active role in self-care tasks, enabling them to be as independent as possible.</p>	<p>Pupils will access local and online communities safely with support and begin to identify who to ask for help if required.</p> <p>Pupils will complete self-care tasks independently, where possible, considering puberty.</p>	<p>Pupils will take an active role in decision making when accessing the local community, considering potential risks.</p> <p>Pupils will have a secure understanding of online risks and personal responsibilities across different platforms.</p> <p>Pupils will take an active role in determining how best to present themselves in different situations.</p>	<p>Students will know how to stay safe in the local community and online, identifying potential dangers, and know who to ask for help if required.</p> <p>Students will know how to present themselves appropriately to fully access society, including the world of work.</p>

## Independence Skills

EYFS/KSI	KS2	KS3	KS4	KS5
Pupils will become active learners in all aspects of the classroom environment.	Pupils will have the confidence and resilience to independently attempt different challenges, including unfamiliar ones.	Pupils will more independently manage their learning, belongings and resources within the classroom.	<p>Pupils will take responsibility within school, including for their learning and belongings.</p> <p>Pupils will begin to become independent when in the local community.</p>	Students will demonstrate a level of independence that would allow them to function as an adult, at home and in the local community.

## Behaviours and Wellbeing for Learning

EYFS/KSI	KS2	KS3	KS4	KS5
<p>Pupils will participate within all aspects of the classroom through demonstrating e.g. active listening and turn taking.</p> <p>Pupils will recognize basic emotions in themselves and follow routines to support the self-management of these emotions.</p> <p>Pupils will experience some strategies that can support good mental wellbeing.</p>	<p>Pupils will recognise some emotions that they find difficult and begin to explore supportive strategies.</p> <p>Pupils will experience an increased range of strategies that can support good mental wellbeing.</p>	<p>Pupils will recognize their own emotions and link them to a strategy which will support their readiness for learning.</p> <p>Pupils will explore and review different strategies that can support good mental wellbeing.</p>	<p>Pupils will know different individualized strategies to use to manage own behaviours in readiness for learning.</p> <p>Pupils know different strategies to use to try to ensure good mental wellbeing.</p>	<p>Students will use effective, individualized strategies to manage own behaviours within all settings and the community.</p> <p>Students will use a range of known strategies to support good mental wellbeing.</p>

## Learning and Cognition

EYFS/KSI	KS2	KS3	KS4+	KS5
<p>Through exploring and engaging with different experiences, pupil will develop an enjoyment in learning.</p> <p>Pupils will actively participate in a wide range of sensory and structured learning activities.</p>	<p>Pupils will develop a love for learning, and a desire and curiosity to look at topics in more depth.</p>	<p>Pupils will take increased responsibility for their own learning.</p> <p>To know how and where to find out further about a topic of interest.</p>	<p>Pupils will be self-motivated learners and have skills to investigate topics in greater detail.</p> <p>Pupils will apply knowledge to gain accreditation and to plan future steps.</p>	<p>Students will be inquisitive about the wider world and view themselves as life-long learners.</p>