



PensMeadowSchool

Living, Growing, Learning

Provision Overview

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Context

Pens Meadow School caters for pupils aged 3–19 with severe, complex and profound learning difficulties. Our provision offers pupils a broad, balanced and contextualised range of learning experiences that enable them to work towards achieving their EHCPs outcomes. It develops their knowledge and understanding whilst ensuring opportunities to apply their core skills of Communication, English and Maths. There is also a strong emphasis on encouraging independence, developing life skills through real world contexts and addressing barriers to learning such as challenging behaviour or physical disabilities.

Pupils at Pens Meadow in KS1–3 are generally working within the DAPA levels that incorporate Pre Key Stage Standards (developed in partnership with Brier School, Woodsetton School, Jane Lane School and Halesbury School). The implementation of the new version of DAPA levels has been in place since September 2019.

Within the provision, we deliver the curriculum. The curriculum consists of core subjects English and Maths which are supplemented by phonics and communication sessions. Pupils follow a whole school theme linked closely to the development of mental health wellbeing. The Key Stage 1 and 2 National Curriculum (2014) content has been used to ensure appropriate coverage and accessible learning opportunities are planned for. Long Term plans for each subject taught demonstrate the breadth of curriculum delivered. Our sensory learners, working within the generic DAPA Levels, are able to explore the topics at an appropriate level and are assessed based on the Engagement Model. Computing skills are taught as an integral part of the school curriculum, Pens Meadow School has adopted Sheffield SEND Computing Scheme of Work. Teachers have created Programmes of Learning (PoL) based on the appropriate schemes of work to ensure the curriculum content is relevant and contextualised to promote steady educational progression. Implementation of these Programmes of Learning is informed by individual EHCP Outcomes. Pens Meadow School's Curriculum is enhanced by contextualised learning as well as frequent opportunities to generalise skills and knowledge in real-life situations. Pupils take part in and learn about the events and celebrations throughout the year. Themed weekly assemblies support pupils' development of their knowledge about carefully selected world's festivals and celebrations, whilst LOTC and form times activities allow them to learn about their local environment and community.

The core provision in Post 14 ensures all students have broad, balanced, relevant and challenging opportunities. Communication, independence, personal development and preparation for the next stage of their adult life are the central themes. This is delivered through an accredited curriculum. In KS4 pupils follow Transition Challenge ASDAN accreditation. During Years 12 and 13 OCR Life and Living Skills and ASDAN Personal Progress are used, with AimVoc qualifications used to accredit a more vocational curriculum in Year 14. Different approaches are used; teaching in registration groups, ability groups, interest groups with 1:1 teaching and support where required.

Once particular needs, strengths, areas of interests or challenges have been identified, there are opportunities within the week to personalise the provision for students. The accreditation offered in Y14 reflects the interests of our students, following discussions with our Key Worker staff and Learning Manager. Students also take part in interviews at the end of Year 13 to choose the courses they would like to complete from Aim Awards. We have excellent facilities for developing catering and hospitality skills, office skills or outdoor learning such as horticulture. This supports students by providing relevant work-related learning opportunities with internal and external opportunities. We have links with Mary Stevens Hospice, where students help with ground maintenance, in their charity shop and in their book scanning department. In addition, we have links with the Black Country Food Bank, where students help in their warehouse, and we are continually searching out new opportunities. Students also have opportunities to undertake farm visits, swimming, college links, sports studies in the sports hall, creative arts and community engagement where they practise their maths and

English skills.

Classes at Pens Meadow are divided into two departments at our Ridge Hill site – Lower & Complex Phase and Middle & Upper Phase, with our Post 14 provision being delivered at our Pensnett site. We utilise three provision approaches across school which are based on developmental levels; Early Development, Sensory and Semi-Formal. Class/Phase timetables are devised with a pupil-centred approach and are flexible in their delivery, teaching is conducted in class groups and learning groups based on pupil learning styles. For some pupils, a personalised timetable is delivered in order to maximise learning opportunities in a safe, consistent manner as well as ensure progress towards their individual EHCP Outcomes.

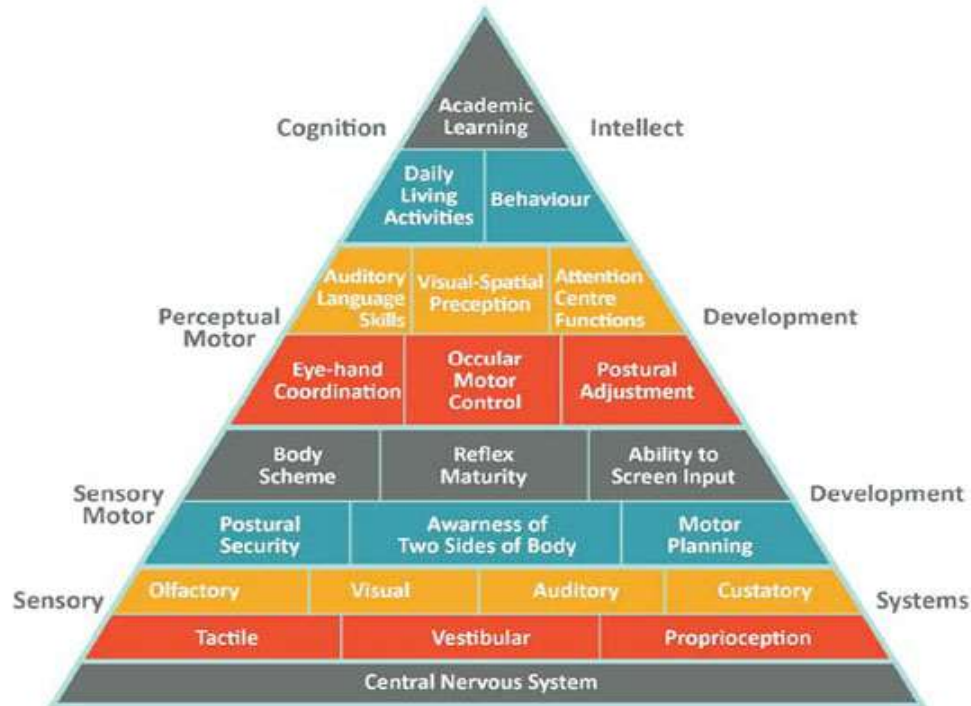
Our curriculum at Post 14 recognises and promotes that we are preparing our young people for adulthood. Therefore, core teaching is the focus for three days, whilst one day is dedicated to work related learning opportunities, and another to encouraging a range of leisure pursuits. In order to accommodate that, we have set our students 'The Pens Meadow Challenge'. Our aim is for every student to complete the following; An Adventure Challenge, An Underground Challenge, A Summit Challenge, An Animal Challenge and a Water Challenge. This will give our students a range of new experiences. An annual residential to Bendrigg, an outward bounds provider in the Lake District, offers further adventurous activities for a selection of students, where this kind of provision is identified within their EHCP.

Following the Gatsby Benchmarks, once a student starts at Post 14 we work with a wide range of providers and support networks to ensure our students have the best possible opportunities for moving on positively after school. These include designated transition staff within school, the Family Outreach Team, Connexions, Social Care, health professionals, colleges and local businesses.

All students have targets in Maths and English as well as IEP targets, taken from their EHCPs to address their barriers to learning. The class teams work with families to focus on areas of priority to achieve targets together.

Since September 2018 we have implemented Standards for All based on the "Supporting people with profound and multiple learning disabilities, 1st Edition, November 2017". We strongly believe that when we get it right for pupils with PMLD we get it right for everybody.

PYRAMID of LEARNING



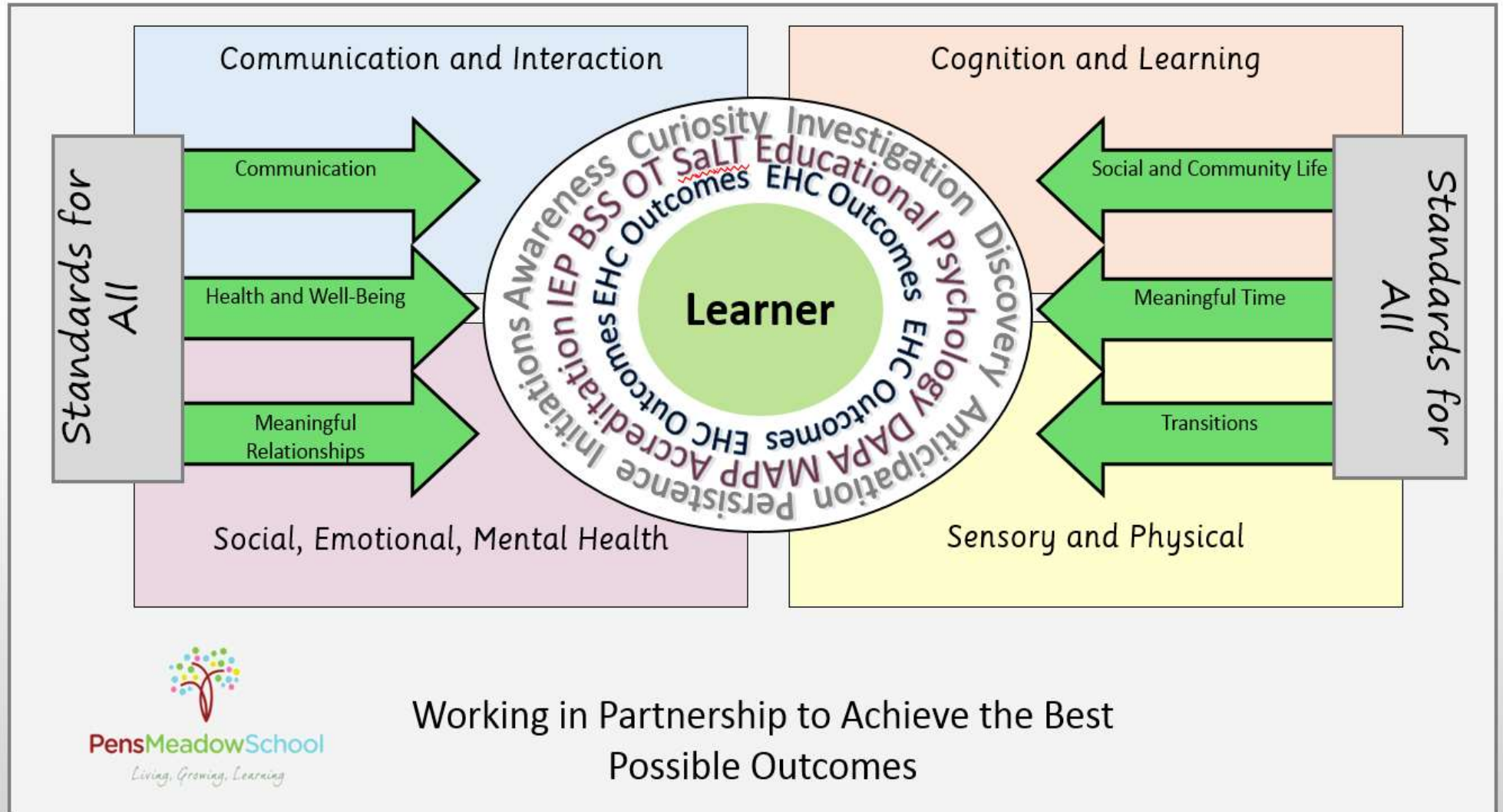
The provision at Pens Meadow is child-centred and designed around pupils who have a range of complex cognitive difficulties alongside sensory, physical and/or behavioural barriers to learning.

Pupil's well-being, levels of involvement and enjoyment are a vital part of successful provision planning.

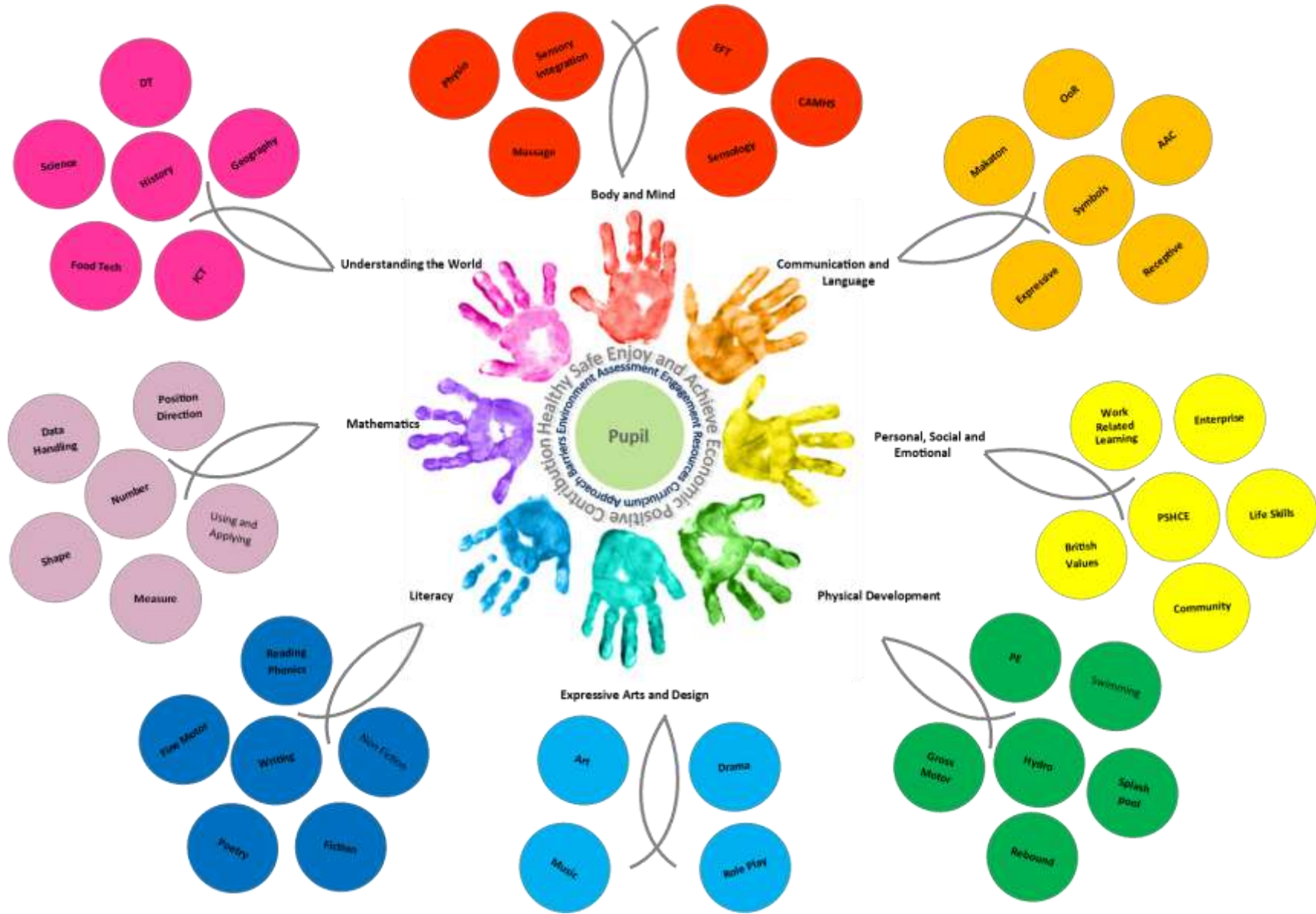
We recognise that if pupils are going to access academic learning at an appropriate level, then we must ensure that their basic needs are met. Opportunities for pupil's to develop their early sensory and perceptual motor skills must also be included.

The provision at Pens Meadow is based around a 'Total Communication' approach and incorporates a range of therapies, sensory integration programmes and behaviour management strategies. These are all tailored towards individuals and their next steps.

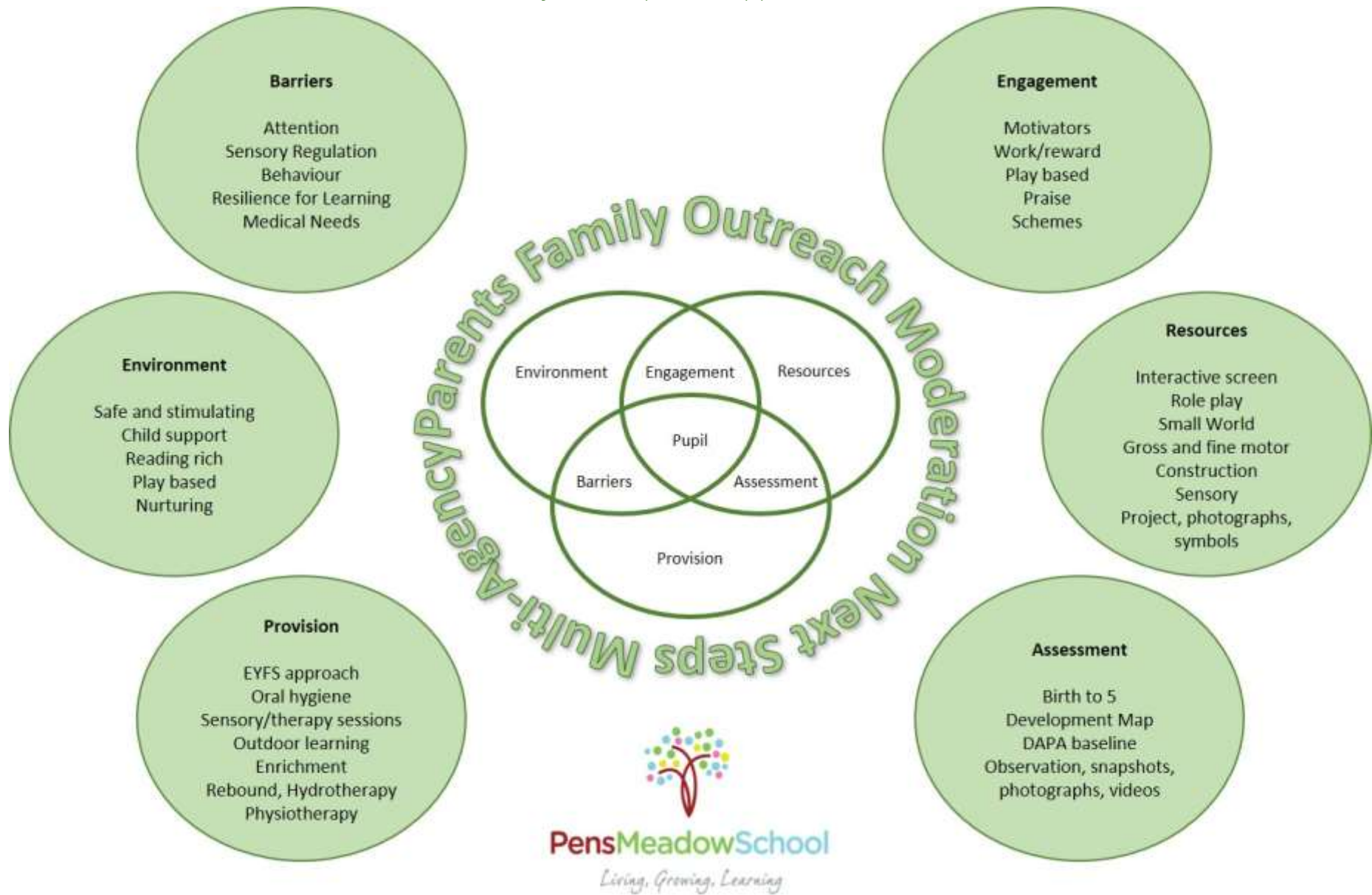
Provision Planning vs Curriculum Planning



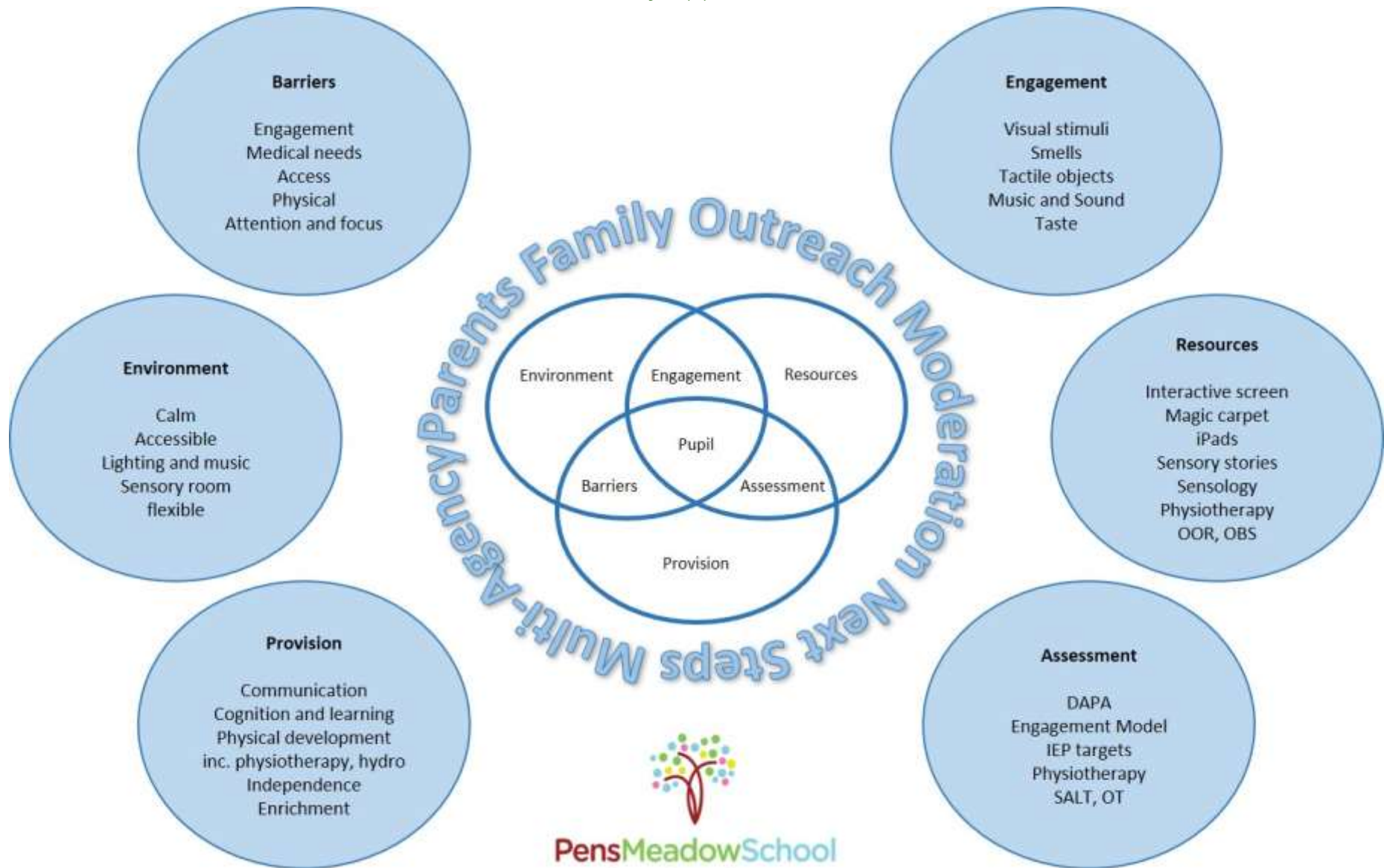
3-16 Academic Opportunities Overview



Early Development Approach



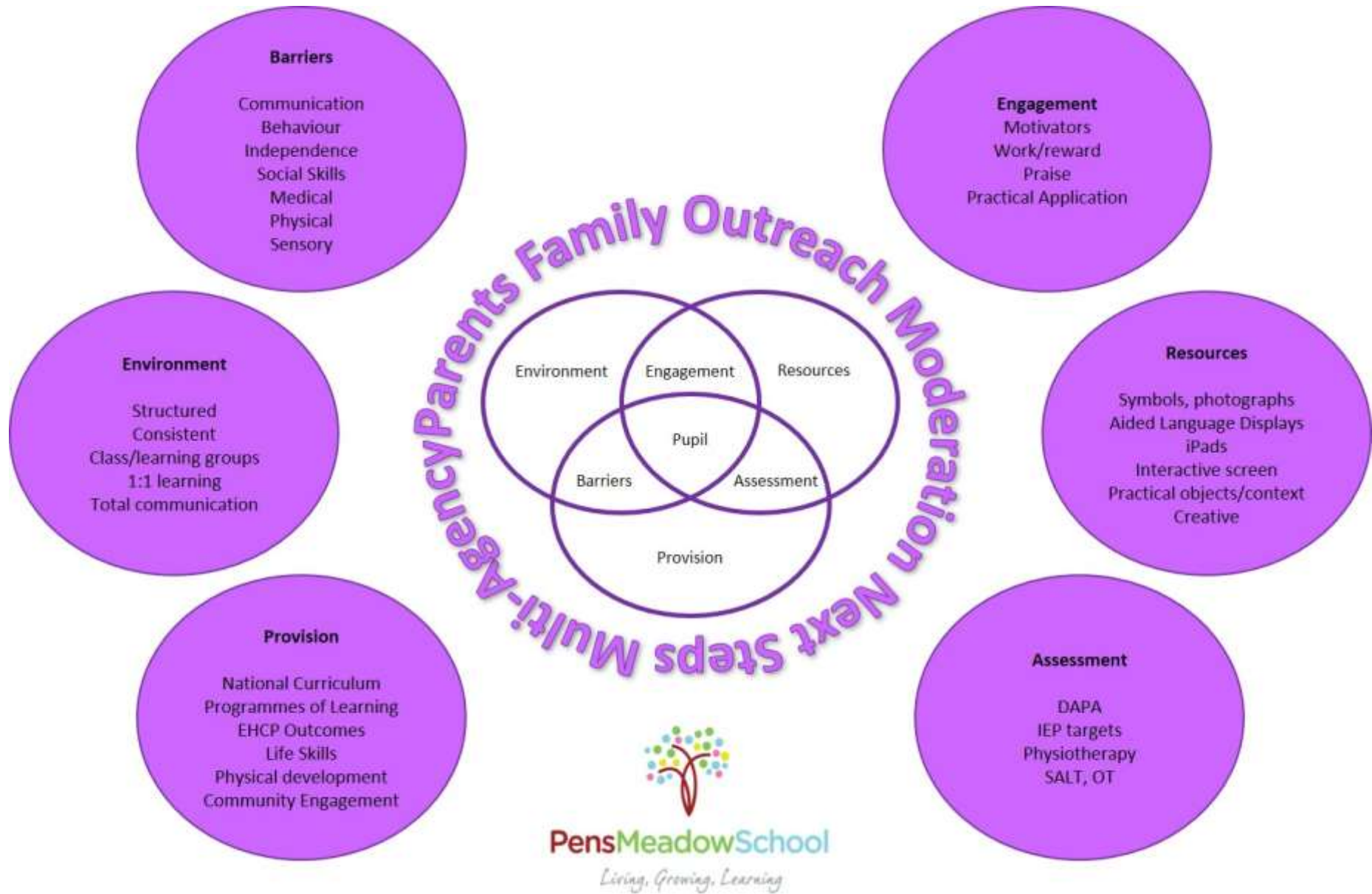
Sensory Approach



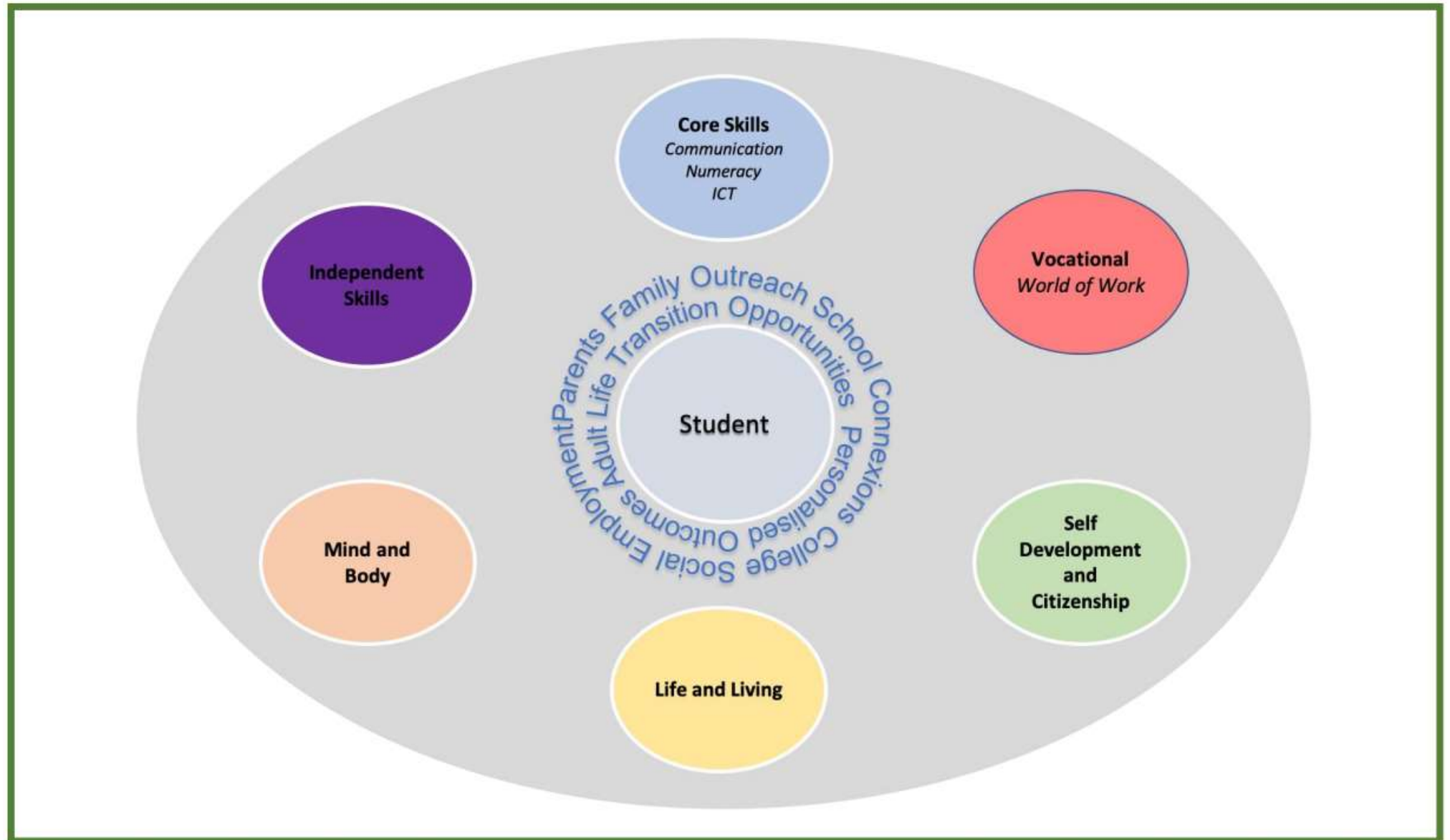
PensMeadowSchool

Living, Growing, Learning

Semi-Formal Approach (S4 Onwards)



14-19 Study Programme Overview



INTENT – We come to school every day to...

Curriculum Overview

Living Our encouragement will stimulate full engagement in school life We will ensure that partnerships with all stakeholders help us to achieve our goals			Growing We will develop confident and valued members of our community Our pastoral care, guidance and support will be recognised as outstanding			Learning We will deliver personalised provision for all our learners within a total communication environment All our pupils and staff will have high expectations for themselves and others			
CURRICULUM VISION	Develop our sense of self			Develop our sense of others			Develop our sense of the world		
	Lower and Complex Needs	Middle and Upper	Post 14	Lower	Middle	Post 14	Lower	Middle	Post 14
<p>*General themes for each of the phases to focus on the curriculum vision*</p> <p>Each teacher decides the topic they are focusing on in their planning for each half term. Planning is based on skills development as outlined in the PoL for each subject.</p>									
Year 1	This is Me	Understanding my emotions	Rights and Responsibilities	I Can Play	Teamwork/ working together- school	In the news	Out and about	Life where I live	The Wider World
Year 2	My 5 Senses	Using my 'voice'	Our Lives	My family	Teamwork/helping at home	My local community	Being safe in community	What's it like to live there?	Our Country
Year 3	My body	Growing and Changing (or My Just Rightness)	Personal Wellbeing	My friends	Understanding the emotions of others	My relationships	My favourite places	Careers and callings	Future opportunities

IMPLEMENTATION

Elements of Outstanding Learning	All adults in the room contribute effectively to pupil learning.	Information from assessments is used to set tasks that are perfectly matched to the pupils' prior attainment.	The work is pitched at a level that is achievable if individual pupils work hard and try their very best.	The lesson is resourced well, enabling all pupils to access learning, demonstrate understanding and access resources in a timely way.	Pupils receive support at the time and level it is required to optimise their learning.	Opportunities to practise skills learned in other contexts are promoted.	Incidents of behaviour do not impact on learning opportunities for other pupils.	Pupils are engaged in their learning and demonstrate understanding	Staff are exceptionally aware of the levels to which pupils are secure in their knowledge, skills and understanding.
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ORGANISATION OF CURRICULUM Lower and Complex Needs	Maths	Literacy	PSED inc RSE	Computing	Physical Development	Communication and Language	Understanding the World inc. Science, Humanities	Expressive Arts and Design inc. Music, Art, DT/FT								
	DISCRETE SUBJECTS					CURRICULUM DRIVERS TAUGHT THROUGH CONTINUOUS PROVISION and TOPIC LESSONS										
	<ul style="list-style-type: none"> In Maths, functional skills: Time and Money are ongoing and are taught within a real life context. Other Maths strands are taught over a two year rolling programme following PoLs which are based on the Willow Dene Scheme of Work. In LPCN, classes have Literacy lessons each week, which have a focus book. There are continuous Provision opportunities for pupils to explore books. Additionally, reading opportunities are maximised across all areas of the curriculum. Phonics is taught in mixed learning groups and is based on Pens Meadow Programmes of Learning (PoLs) which incorporates Floppy’s Phonics’. Curriculum themes in EYFS/Key Stage 1/2 span one term. Every curriculum theme includes Science and either History, Geography or RE and either Art, Music, Design Technology or Food Technology. Most KS1 & 2 pupils from the Complex needs class join other classes for these subjects. Continuous provision is the resources provided for pupils to interact with creatively. It encourages pupils to learn in the absence of an adult. During this time, guided groups and high quality adult interaction takes place to develop pupils’ learning. There are Contextualised learning opportunities across the curriculum. These include additional theme days linked to local and national foci along with weekly assemblies as well as embedded daily provision. 															
ORGANISATION OF CURRICULUM Middle and Upper	Maths	English	PSHE inc	Computing	Science	Music	PE	Art	DT	History	Geography	RE				
	DISCRETE SUBJECTS						CURRICULUM DRIVERS TAUGHT THROUGH CONTINUOUS PROVISION									
	<ul style="list-style-type: none"> Curriculum themes in Key Stage 2/3 span one term. Humanities based topics (history/geography and RE, but always also include art and DT) based on curriculum themes span for one term. Discrete subjects Science, Computing and PSHCE are taught by following individual subject PoLs Following a 2–year rolling plan, Maths is taught in a weekly double lesson within learning groups as well as within a real–life contexts. Pupils have a weekly double English lesson moving to their learning group. There are at least 4 shorter classed based phonics sessions, the range of texts used and skills taught are based on the PoLs. The Phonics programme is based on ‘Floppy’s phonics’ Focused reading is linked to the weekly phonics sessions. However, pupils are encouraged to read whenever the opportunity arises across all subjects including during community engagement visits. Curriculum themed ‘Topics’ are taught on two afternoons weekly. Resources are provided for pupils to interact with to encourage them to learn as independently as possible. Focused learning where pupils are supported by adults in small groups ensures progress of all pupils. Additional Contextualised learning along with RE, PHSE and MFL are taught in activities linked to national focus days and theme days across the year. They give pupils the opportunity for an in–depth extended exploration of topics. Knowledge organisers provide information including vocabulary, facts, diagrams, maps and pictures on which to base all pupils learning. Some pupils will be expected to know and be able to recall these facts by the end of each curriculum theme. Pupils in year 9 join a weekly group accessing provision at Pensnett to support their transition at Year 10. 															
ORGANISATION OF CURRICULUM Post 14	Maths	English	ICT	Personal Skills	Community Engagement	Work Related Learning	Horticulture	Catering	Art	Food Tech	Music	PE	Leisure	Forest School	RE	
	DISCRETE SUBJECTS															
	<ul style="list-style-type: none"> Curriculum themes in Key Stage 4/5 span one term. Students work towards accreditation at Entry Level 1 and 2. ASDAN Transition Challenge, OCR Life and Living and Aim Awards Vocational Qualifications are used. Asdan Transition Challenge is worked on in Years 10 and 11. OCR Accreditation is taught and mapped over Years 12 and 13. In Year 14 Aim Award Vocational qualifications are taught. A vocational curriculum is taught in Year 14 where students study three subjects in depth, horticulture, catering and art over their final year. Maths and English are taught within a real–life context. The students practise skills learnt when out in the community. In Year 14, maths and English skills are used within the Young Promoters programme. Core Skills are taught over three days, whilst Work Related Learning and Leisure options complete the timetable Post 16 students maximise their reading capacity through the functionality of print. Reading is promoted throughout the curriculum, with symbolised instructions, reading modified texts, and sharing books with adults in a secure environment. Students visit libraries when out in the community and learn to enjoy and treat books respectfully. ICT is taught as a discrete subject as well as being used continuously throughout all curriculum areas and online safety is taught and use encouraged on all devices. Contextualised learning takes place through activities in registration groups. Students are encouraged to watch the CBBC Newsround during breakfast and staff discuss big news items with them. Assemblies celebrate different cultural and current events throughout the year. There are Focus days throughout the year. During 2021–22 these focus on: Work Related Learning, Internet Safety, Children in Need, Chinese New Year, Science and Maths Day, Eid and Black Country Day. 															

TERMLY FIVE TO THRIVE	1. Planned opportunity for parental engagement	2. An inspiring investigation	3. A memorable experience	4. Continuous contextualised reading	5. An innovative challenge
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ASSESSMENT	Termly summative assessment – DAPA, Accreditation, MAPP	Ongoing formative assessment	Assessment for Learning	Key skills	Regular opportunities for pupils to demonstrate their new knowledge	Low-stakes phonics screening checks – Letters and Sounds checklist	IEPs – end of the week assemblies, certificates
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IMPACT

QUALITY OF EDUCATION	BEHAVIOUR AND ATTITUDES	PERSONAL DEVELOPMENT
<ul style="list-style-type: none"> All pupils make accelerated progress and a great majority of them achieve better than average All pupils work towards achieving their individual EHCP outcomes. Opportunities are available for all pupils to grasp concepts at a greater depth A knowledge rich and contextualised curriculum will prepare all pupils with skills for the 21st century All pupils are engaged by an irresistible curriculum 	<ul style="list-style-type: none"> All pupils will be encouraged to build binding, constructive relationships that enable them to make a positive contribution to the school community All pupils will be guided to see their learning challenges as opportunities – not obstacles All pupils will be encouraged to innovate and be willing to take risks All pupils will be taught the difference between right and wrong – and why All pupils are expected to take personal responsibility for their behaviour and attitude All pupils will learn that asking for help is a sign of strength 	<ul style="list-style-type: none"> All pupils are being equipped with the knowledge to be able to care for their physical and mental wellbeing All pupils are preparing for life in modern Britain All pupils will gain enterprise skills in preparation for the future All pupils are encouraged to be curious, creative and courageous All pupils use challenges to thrive and become even better versions of themselves

EVALUATION

	High quality outcomes	Innovation	Communication	Developing staff	Improving and changing
REVIEW	<ul style="list-style-type: none"> Learning must be clear, explicit and purposeful Pupils recorded learning or teacher’s systematic recording of learning must clearly show progress Annual Reviews of EHCP Outcomes Annual Reports 	<ul style="list-style-type: none"> Teaching and learning is reviewed in light of current thinking and research 	<ul style="list-style-type: none"> Learning is reviewed regularly with all members of the school community Parents evenings 	<ul style="list-style-type: none"> Professional development meetings focus on building the capacity of staff Learning is open and teachers learn and adjust their practice in light of what they see 	<ul style="list-style-type: none"> Teaching and learning is reviewed, improved and changed in light of outcomes and expectations Medium Term Planning Reviews

MONITORING	Book looks/trawls Teacher’s records	Data outcomes Pupil progress meetings	Pupil voice Termly learning conversation with parents	Learning walks Compliance Checks Lesson visits Professional development meetings	Curriculum evaluations
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Providing Impartial Careers Advice and Guidance and Effective Transition at Pens Meadow School

The duty on schools, to secure independent careers guidance for all year 8–13 pupils, is intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential. Schools should help every student develop high aspirations and consider a broad and ambitious range of careers. Inspiring every pupil through more real–life contacts with the world of work can help them understand where different choices can take them in the future.

Schools should provide face–to–face advice and guidance to build confidence and motivation. This should include consideration of the role that careers professionals can play in supporting pupils as one element of a varied careers programme.

Pens Meadow School uses the guidance of the Gatsby Benchmark, to ensure that our students have meaningful work–related learning opportunities and links with local college provision, to allow students to make meaningful choices of next steps for their 19–25 provision.

All students attending Pens Meadow School have an Education, Health Care Plan (EHCP). As part of the consultation towards these documents we fulfil the requirement to work with local authorities to identify vulnerable young people, including those with special educational needs and those at risk of not participating Post 16, and the services that are available to support them.

Connexions

The governing body must ensure that the independent careers guidance provided:

- Is presented in an impartial manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given

At Pens Meadow School Impartial Careers Advice and Guidance is provided by Connexions. This is through targeted support. The school is allocated a named Personal Assistant. This PA fulfils the role in several ways:

- Attending annual reviews from Y8 onwards
- Working with school and families to agree short term priorities for employment, community inclusion, independent living and health pathways. If other support agencies are involved, their input is included. This is documented in the EHCP
- Working with school and families to determine long term outcomes for adult life in the areas of employment, community inclusion, independent living and health pathways. These are documented in the EHCP.
- Visiting families to build relationships and understanding of individual student need
- Visiting school to observe students and gain understanding of needs, abilities and aspirations
- Supporting school staff to develop an understanding of local options for our student population
- Supporting students to access the connexions website
- Supporting families to visit a range of educational options which may be available after school
- Supporting families to apply for post school options

We are required to provide information to students about the financial support that may be available to help them stay in education Post 16. At Pens Meadow, this is through the provision of an EHCP. We also ensure that young people understand that the 16 to 19 Bursary Fund has been set up to support those in financial hardship, and that they can apply for this through school.

Transition

Continuing in education may not be a realistic option for some of our students. If college is a possible next step, it is likely to be successful if the right support is secured and everyone involved has a clear understanding of the student's needs. It may also be a part of a package of support, surrounding the student which may include social care or health input and provision.

We take our responsibility to prepare our students for the next stage of their adult life very seriously, and as such, have a team of staff to support this. This includes three transition staff; a teacher and HLTA and the family support team. In addition to this, we work closely with the complex and inclusion social care team, initially through annual reviews of EHCP to ensure our students' needs are fully understood and appropriate provision can be planned.

During the last year at Pens Meadow, the family support team organise and facilitate transition meetings with all agencies involved with our students. Central to this process are our students and families. The wider group may include; connexions; social care; health professionals; F.E. professionals; private providers; voluntary sector; therapists, or others.

We support our families to investigate available opportunities and decide preferences. Throughout all of this, the students are involved in as meaningful a way as possible, attending meetings if appropriate and visiting options for future placements.

Once a decision has been reached, we support our students and future placements with transition. This can be over the course of the year, or as long or short as is deemed appropriate. It will also take various formats as transition is planned and delivered on an individual basis.

Pens Meadow 14 – 19 Provision

In preparing our students for the next stage of their adult life we include the following, in accordance with the Careers guidance and inspiration in schools (DfE October 2018)

- Providing access to a range of activities that inspire young people, including employer talks, careers fairs, motivational speakers, colleges and university visits, coaches and mentors. High quality mentoring can be an important part of delivering against the duty as it develops the character and confidence needed to build a successful career. This is done as appropriate to the needs of our students.
- Building strong links with employers who can help to boost young people's attitudes and employability skills, inform pupils about the range of roles and opportunities available and help them understand how to make this a reality. Although paid employment is not a likely option for many of our students, voluntary work may well be part of adult options
- Offering high quality work experience that properly reflects individuals' studies and strengths, as well as supports the academic curriculum. All students have personal pathways meetings with their keyworker during which they discuss their targets in relation to key skills, vocational and work experience pathways.
- Widening access to advice on options available Post 16, for example, apprenticeships, entrepreneurialism or other vocational routes. This should also include giving other Post 16 providers opportunities to engage with pupils on school premises. This is delivered as relevant to our student population, working with local colleges and other providers, usually on an individual student level.
- Consciously working to prevent all forms of stereotyping in the advice and guidance they provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.
- Creating a learning environment which allows and encourages pupils to tackle real life challenges which require them to manage risk and to develop their decision making, team building and problem-solving skills. Having high expectations of all pupils. Facilitating access to a range of

inspirational role models can instil resilience, goal setting, hard work and social confidence in pupils, encouraging them to overcome barriers to success. All students at Pens Meadow have individual targets and are supported by a wide range of staff to work towards aspirational but realistic future options

- Having a clear focus on the enterprise skills, experience and qualifications that employers want can support preparation for work and help students gain confidence.
- However, Pens Meadow School's overall strategy for advice and guidance recognises that our students will need additional support before they are ready to make decisions about their next steps.

Study Programmes

All pupils aged 16 to 19, whether doing academic or vocational studies or a mix of both, are already expected to be following a study programme tailored to their prior attainment by age 16 and future education and career aspirations. A core principle of study programmes is that they support and encourage progression to the next level of education or employment. Schools with Post 16 pupils, should ensure that pupils are aware of progression routes they can pursue after the study programme they are following. At Pens Meadow, this is through an individual approach, working with each student and their family.

Advice from '16–19 study programmes' (DfE July 2020) states that: the needs of students with special educational needs and/or disabilities (SEND) can vary widely, but the study programme principles still apply. Students should follow a programme that stretches them, prepares them for adulthood, and supports their progression into work or further study. For students with SEND who have a learning difficulty assessment (LDA) or an Education, Health and Care (EHC) plan, a study programme can apply up to the age of 25. Institutions, in discussion with the student, need to assess what type of programme is most suitable given their career aspirations.

While some students with SEND should be on study programmes which help them achieve stretching qualifications, others will benefit from a study programme which concentrates on high quality work experience and other non-qualification activities to help them prepare for employment and adult life more generally, rather than on qualifications. As part of their study programme, students should be supported to find routes through to employment, building on work experience, and independent living. Young people with a special educational needs (SEN) statement, LDA or EHC plan, can undertake supported internships which aim to prepare them for employment through extended work placements with employers.

Study programmes should always include English and maths, but at an appropriate level. Some students with SEND will be able to work towards achieving GCSE grade C or above, whereas others may qualify for exemption from the condition of funding. More information about this exemption can be found in the EFA condition of funding guidance.

At Pens Meadow the main accreditation route used in KS4 is ASDAN Transition Challenge. In Years 12 and 13 is OCR Life and Living Skills at Entry 1 and Entry 2. For students working at lower levels on the continuum, students are accredited using ASDAN Personal Progress. In Year 14, our students complete AIM Award vocational courses in Art, Catering and Horticulture, at Entry 1 and Entry 2.

Students should be encouraged to take part in other meaningful non-qualification activity alongside work experience. Such activities should again be planned and organised by the provider and may include enrichment activity to build character (as recognised by the DfE character awards), tutorials, study skills, leadership, team-work or self-management skills and activities such as leisure, recreation or volunteering. Individual opportunities for students at Pens Meadow are arranged after discussions in pathways meetings. They may include work related learning within school, on either site, independent travel training, community access opportunities or supported work-related learning offsite; at social business partnerships or with voluntary organisations.

All study programmes reflect the student's longer term aims and aspirations as well as supporting them to achieve their goals. In accordance with expectations, all students nearing their planned leaving date are encouraged and supported to apply for and, where possible, secure an apprenticeship, further learning or employment.

Impact and Effectiveness

At Pens Meadow, due to the effective transition planning process, students do move on to future options. These include:

- Local colleges
- Independent Specialist Providers
- Social Care funded private providers
- Social Care personal budget
- Health funded provision
- Voluntary work

Generally, a 'package' of support, including one or more of the above is achieved. Identifying a suitable provision for young people leaving us is a challenge. Pens Meadow works proactively to secure the best available solutions for our families. Our Family Outreach Team is currently carrying out a tracking project, gaining information about the success of future placement

Leavers' next steps:

2017–2018	3 Dudley College
12 students	6 Stourbridge College
	2 Social Care Provision
	1 Glasshouse
2018 – 19	1 Victoria College
10 students	1 Dudley College – Aspire
	8 Dudley College ADC
2019 – 20	4 Dudley ADT
16 students	3 Dudley Aspire
	2 QAC
	1 Glasshouse
	1 Pengwern
	2 Victoria College
	1 Halesowen College
2020 – 21	5 Dudley College
12 Students	1 Glasshouse
	2 Unicorn Centre
	3 Social Care Provision
	1 Havering 24hrs provision
	1 awaiting appeal

Curriculum Content

English (Literacy and Communication) including Phonics

English includes speaking, listening, reading and writing. Everyday language and communication skills are promoted across all provision. In line with the National Curriculum, a long term plan is in place to ensure coverage of fiction, non-fiction and poetry. The genres included are relevant to chronological age but are delivered at the appropriate developmental level using engaging and motivating texts and activities. Pupils have the opportunity to explore text in a range of ways including big books, online stories, films and audiobooks. Early reading and phonics skills are taught using Floppy Phonics Scheme. At Pens Meadow we use a range of phonic resources including the Letters and Sounds and Espresso Phonics where we primarily focus on Phase 1 and 2. Where appropriate, pupils access individual reading books from a selection of reading schemes or motivating texts. Pens Meadow operates a Total Communication environment. Makaton, PECS, Communication Aids, Photographs, Symbol support, Objects of Reference, iPad Apps and the eye gaze system are some of the tools used to help engage pupils and help learning remain meaningful. Pupils record their learning in range of ways according to their stage of development. Gross and fine motor activities are built into lessons to encourage pupils mark making and writing skills.

Mathematics

In line with the National Curriculum, the principal focus of mathematics at Pens Meadow is to ensure that our pupils develop confidence and understanding of mathematical concepts which allow pupils to interpret the world around them with an emerging mathematical sense. This will include working with numerals, counting and calculation of numbers, knowledge of shape, space and measure. Through practical activities, pupils will learn to use and apply their numeracy skills. The content taught is in line with Key Stage One expectations, according to each individual's stage of development. Staff plan opportunities through engaging and motivating activities to allow pupils to develop their understanding of fundamental elements of the strands detailed below.

Using and Applying		Using knowledge and skills related to quantities, space and time for learning and living
Number	Counting and understanding number	Appreciating things, quantities of things, sequences, patterns and ideas / concepts related to numbers.
	Knowing and using number facts	Remembering and using memory of experiences, things and events, numbers and patterns.
Calculation	Calculating	Appreciating and understanding changes in quantity
Shape, Space and Measure	Understanding Shape Position Movement	Appreciating objects and space
	Measures	Appreciating dimensions and duration
	Money	Appreciating processes of exchange and value
Handling data		Making sense of information

PSHE

The subject coverage comes from PSHE Association Programme builder document, thematic model, utilising years 1–3. The unit titles have been adapted from the PSHE Association Programme builder, question-based model. The reasoning behind this is that the thematic model ensures curriculum coverage, but the question-based approach is more engaging for our pupils, so the two have been mapped together. The corresponding statements form the basis of the Programmes of Learning, utilising a range of appropriate additional statements and differentiation that is relevant to our pupils. PoLs are also differentiated for different phases within school. Each unit will also have a 'Focus right' identified, which will be one of the UNCoRC articles and will link to the pupil's learning in each area and will also fit into our Rights Respecting School programme. Highlighted titles are RSE PoLs. Online safety is touched on in the relevant topic, but is explored in more detail in Computing sessions, where the PSHE links will be made.

OCR Accreditation Review October 2021

Originally, provision at Pensnett site was designed, with the major focus being OCR accreditation evidencing progress towards outcomes for students. Due to this, units were selected in each subject.

The changing profile of students, the change in age range to include KS4 and KS5, and the development of provision placing equal emphasis on all four areas of EHCPs has reduced the necessity of reliance on accreditation through OCR to provide evidence.

Pensnett site prioritises application of skills in real life contexts to prepare students for adult life and next steps, many of the curriculum opportunities give opportunities to practise Core Skills functionally. This is then underpinned by more focused OCR accreditation opportunities.

This approach also supports students in accessing appropriate provision at Colleges as part of their next steps.

- Accreditation for Core skills – Maths, English and ICT
- Life skills and Work related learning.

Thus, our purpose is to continue to develop our student in the areas of Basic skills, Independence and Work-related learning (Gatsby)

The majority of our students will work towards a Diploma at Entry 1 (37 credits)

Nurture students will work towards either an Award (6 credits), Extended Award (9 credits) or Certificate (13 credits)

B2 Giving personal information	2		J1 Time through regular events	3
B7 Developing Communication skills	3		J3 Developing number skills	2
B8 Developing reading skills	3		J4 Sequencing and sorting	3
B9 Developing writing skills	3		J5 Understanding what money is used for	3
F2 Interacting purposefully with ICT	3		N1 Developing skills for the workplace: following instructions	2
F3 Obtaining information from an ICT based source	3		M6 Independent living skills keeping safe	2
F6 Responding to ICT enabled equipment.	3		D5 Participating in carrying out household tasks	3
			D6 Preparing drinks and snacks	3
			TOTAL	41

Nurture Group Accreditation

B2 Giving personal information(3+)	2		F2 Interacting purposefully with ICT	3
B3 Engaging in Early reading activities	3		F6 Responding to ICT enabling equipment (2-6)	3
B5 Engaging with the world People	3			3

Students at Entry 2, will follow more personalised accreditation, dependent on their strengths.

E2 Certificate requires 13 credits – 7 which have to be achieved at E2

E2 Extended certificate 25 credits – 13 which have to be achieved at E2

B10 Presenting written information in different styles and formats	2		J6 Working with whole numbers to 100	2
B11 Understanding short texts and written instructions	2		J8 Collecting and Presenting numerical information	2
B13 Providing personal information in writing	2		N6 Carrying out routine tasks at work	2
			N8 Introduction to health and safety at work	2

Alongside these E1 units (18 credits)

F2 Interacting purposefully with ICT	3		D5 Participating in carrying out household tasks	3
F3 Obtaining information from an ICT based source	3		D6 Preparing drinks and snacks	3
F3 Obtaining information from an ICT based source	3		J5 Understanding what money is used for	3

Subjects Long Term Plans – Lower Phase and Complex Needs
Literacy

Year 1			
	Autumn	Spring	Summer
Fiction 6+ weeks	Stories with familiar settings OXFORD LITERACY WEB; A Rainy Day by Marie Buonocore The Long Walk by Marie Buonocore Where are You? By Marie Buonocore Sam and the Big Bad cat – Sheila Bird Peace at Last – Jill Murphy A quiet night in – Jill Murphy All in One Piece– Jill Murphy Mother Knows Best – Jill Murphy Hairy Maclary from Donaldsons Dairy – Lynley Dodd	Stories with predictable language The Washing by Alison Hawes The Train Ride by June Cribben Rat-a-tat-tat – Michaela Morgan Funny Fish – Michaela Morgan The Mermaid and the Octopus – Julia Donaldson We're Going on a Bear Hunt Knock Knock – Dominic Butter Doing Nothing – Petr Horacek The Dancing Dog – Jasmin Glynne Wait and See – Laura Kelly	Different stories by the same author Usborne Farmyard Tales by Heather Amery and Stephen Cartwright: Scarecrow's Secret The New Pony Pig Gets Stuck Camping Out The Naughty Sheep Barn on Fire Kitten's Day Out
Non-Fiction 2-4 weeks	Letters Jolly Postman – Janet and Alan Ahlberg Jolly Christmas Postman Katie Morag delivers the Mail <i>Write own letter to Father Christmas</i>	Signs, labels and Captions Rebecca at the Funfair – Frances Ridley Night Animals – Louise Spilsbury	Biography Janet and Alan Ahlberg Julia Donaldson
Poetry 2 weeks	Nursery Rhymes A selection of traditional and modern.	Rhymes with predictable and repetitive patterns Toddle Waddle – Julia Donaldson Goat goes to Playgroup – Julia Donaldson My Friend Bear, Where's My teddy ,Duck in a truck, Super Duck, Captain Duck Jez Alborough	Poems on a theme Funny Fish – Michaela Morgan Mad about Minibeasts – Julia Donaldson

Year 2			
	Autumn	Spring	Summer
Fiction 6+ weeks	<p>Stories on a Similar Theme (animals)</p> <p>Brown Bear, Brown Bear, what do I see – Bill Martin Snr</p> <p>Elmer the Elephant stories – David McGee</p> <p>Baby Dragon and the animal Olympics–Eliza Jones</p> <p>It's great to be small – Jane Simmons</p> <p>Elephant's Ears</p>	<p>Disney/Pixar Films</p> <p>Aladdin</p> <p>Jungle Book</p> <p>Robin Hood</p> <p>Frozen</p>	<p>Traditional Stories</p> <p>Bert's Band – Martin Waddell</p> <p>Talk, Talk, Talk– Martin Waddell</p>
Non-Fiction 2-4 weeks	<p>Instructional Texts</p> <p>Pass The Jam, Jim – Kaye Umansky</p> <p>The Sandwich that Max Made – Marcia Vaughan</p> <p>Make a Christmas Decoration from instructions – symbols, or photos first, then,...</p>	<p>Recounts</p> <p>The Baby Turtle – Andy and Angie Belcher</p> <p>My Pet Worm – Sally Morgan</p> <p>Colours – Satoshi Kitamura</p> <p>Let's Build a Rocket – Nicole Sharrocks</p> <p>Tod and the Trumpet – Charlotte Middleton</p> <p>The Helper Bird – Anita Ganery</p> <p>The Little Egg – Tanya Landman</p>	<p>Autobiography</p> <p>Write your own!</p> <p>A day in My Life</p> <p>A day in My Class</p> <p>A day in My School</p>
Poetry 2 weeks	<p>Action Rhymes</p> <p>One finger one thumb keep moving</p> <p>Tommy Thumb – where are you</p> <p>Animal Fair</p>	<p>Humorous Verse</p> <p>Behind the Wall by Michael Morgan</p> <p>The Shark by Mal Preet</p> <p>Fox Cub by John Foster</p> <p>Kitty Kitt by Richard Edwards</p>	<p>Songs on a theme</p>

Mathematics

Year 1	AUTUMN	SPRING	SUMMER
Half Term 1	UNDERSTANDING NUMBER AND CALCULATION	POSITION AND DIRECTION	MONEY
Half Term 2	SYMMETRY AND PATTERN	MEASURE – MASS AND CAPACITY	TIME

Year 2	AUTUMN	SPRING	SUMMER
Half Term 1	UNDERSTANDING NUMBER AND CALCULATION	HANDLING DATA	MONEY
Half Term 2	SHAPE 2D AND 3D	MEASURE – LENGTH	TIME

Ongoing : Functional Maths skills including Time and Money.

Ensure Handling Data is taught within Science

PSHE

	Develop our sense of self		Develop our sense of others		Develop our sense of the world	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Unit 1:1 Who is special to me? Families, roles with families, who are my friends? Right: Article 15, right to association	Unit 1:2 What helps us stay healthy? Healthy foods and exercise, sleep. Right: Article 24, health and health services Unit 1.3 How can we recognise our feelings? Mental health– how do you feel? How are you special?	Unit 1:4 How can we treat each other well? Inc, Concept of Privacy, staying safe, concept of permissions, self and others, how to be polite and respectful. How behaviour affects others. Right: Article 16, right to privacy	Unit 1.5 How can our choices make a difference to others and to the environment? Community rules – what are they? How to look after people in our community and look after our environment. Right: Article 14, freedom of thought, belief and religion	Unit 1.6 How can we manage risk at home? Staying safe at home – including online, electricity, sun safety and health and safety at home. Right: Article 19, safety	Unit 1.7 What jobs do people do? Jobs in our community. What jobs are you good at? Right: Article 12, respect for the views of the child

		Right: Article 13, freedom of expression				Transition last 2 weeks each year
Year 2	Unit 2.1 How can we be a good friend? Making friends, being a good friend. Recognising loneliness and getting help. Recognising our differences and our similarities. Right: Article 30, right to own culture, language and religion	Unit 2.2 How can we look after ourselves? (what is self care?) Personal care and teeth, medication. Right: Article 33, drug abuse. Unit 2.3 How can we manage our feelings? Mental health – feelings and how to manage them – self-help. Right: Article 13, freedom of expression	Unit 2.4 What is bullying? Concept of secrets, peer pressure, how to ask for help, anti-bullying, working together, sharing opinions. Right: Article 14, freedom of thought, belief and religion	Unit 2.5 Who is in our community? Exploring different communities, what different communities we belong to, different roles within the community and ours and other’s responsibilities. Right: Article 31, leisure, play and culture	Unit 2.6 How can we manage risk in different places? Hazards and safety – Outside hazards, Road safety, water safety, sun safety. Right: Article 19, safety	Unit 2.7 What can we do with money? What is money and how can we use it? (inc concept of debit/credit cards), wants vs needs, looking after money and recognising it. Right: Article 32, child labour Transition last 2 weeks each year
Year 3	Unit 3.1 What are families like? Exploring same and different between families. What makes a family, features of family life. Everyone is different and everyone is equal. Right: Article 9, right to family life.	Unit 3.2 How will we grow and change? Growing up and changing, naming body parts. Right: Article 6, survival and development	Unit 3.3 How do we treat each other with respect? Recognising what is respectful/disrespectful, the concept of personal boundaries. Relationships with others. Right: Article 14, freedom of thought, belief and religion	Unit 3.4 What makes a community? The concept of same and different, equality in community and ways to promote equality. Right: Article 30, children from minority or indigenous groups	Unit 3.5 Who helps to keep us safe? Community – Unfamiliar environments and strangers Right: Article 19, safety	Unit 3.6 What jobs would we like? Jobs skills, stereotypes setting personal goals (may be job related?) Right: Article 12, respect for the views of the child Transition last 2 weeks each year

Expressive Arts and Design (EAD)
 Subjects included: Music, D&T, Food Technology and Art

	Develop our sense of self		Develop our sense of others		Develop our sense of the world	
YEAR	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Art Unit: 1 Drawing	Music Unit: Exploring Instruments	D&T Unit: Simple Mechanisms	Food tech Unit: Healthy Eating	Art Unit: 2 Painting	Music Unit: Choosing Instruments
2	D&T Unit: Design and Make a Decorative Product	Food tech Unit: Food Hygiene	Music Unit: March to the Beat	Art Unit: 3 Sculpture	D&T Unit: Design and Make a Functional Product	Food tech Unit: Food Preparation
3	Music Unit: Loud and Quiet	Art Unit: 4 Collage	D&T Unit: Building Materials	Food tech Unit: Baking	Music Unit: Let's Play Together	Art Unit: 5 Printmaking or 6 Textiles

History and Geography

Unit 1 – Geography	Unit 2 – History	Unit 3 – Geography	Unit 4 – History	Unit 5 – Geography	Unit 6 – History
History and Geography Foundation Subjects					
Locational/Place Knowledge	Event beyond living memory	Weather Experts	Lives of significant individuals in the past, including in the local area	Geography Skills	Change with in living memory
History and Geography Extension Units					
Our School	The Great Fire of London	Daily Weather	Explorer: Neil Armstrong	Going to the Countryside	The Passage of Time – Me
People Who Help Us	The Gunpowder Plot – inc. Bonfire Night	Four Seasons	Medical: Florence Nightingale	Water Sources	Toys – Mine, My Parents and Grandparents
Improving Our School Environment	The First Aeroplane Flight	Weather Around the World	Local: George Cadbury	Where Is Barnaby Bear?	Toys and Games – From Long Ago

Religious Education

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
RE Units RE will be taught on a two year rolling cycle.					
Me and My Senses	Special Times	Special Objects	Our Beautiful World	Special Places	Special Words
Making Friends	Special Books	Beginnings	Living Things	Special People	Being Responsible

Subjects Long Term Plans – Middle and Upper Phase

Literacy

Year 1		
	Autumn	Spring
		Summer

Fiction 6+ weeks	Myths, Legends and Fables King Midas Daedalus and Icarus Arachne Pandora's Box Theseus and the Minotaur (some powerpoint versions created by S. Sparkes 2013.) Aesops fables – The Hare and the Tortoise	Traditional Stories – Other cultures The Leopard's Drum by Jessica Souhami We're going on a Lion Hunt by Rama and the Demon King by Jessica Souhami Handa's Surprise – Eileen Browne	Imaginative/Fantasy Worlds By significant authors The Hundred Mile an Hour Dog – Jeremy Strong The Adventures of Captain Underpants – Dav Pilkey Fungus the Bogeyman – Raymond Biggs Funnybones – Allan Ahlberg Aliens Love Underpants – series
Non-Fiction 2–4 weeks	Signs, labels, captions Where's my School – Alison Sage Water Bears – Sue Gates What's Underground – Gill Manton Hermelin – Mini Grey	Biographies/ Autobiographies Jeremy Strong J.K. Rowling Roald Dahl Dick King Smith Pop star – eg Cheryl Cole Footballer eg David Beckham	Visits and events Websites of attractions Leaflets from attractions
Poetry 2 weeks	Shape Poems Eg Twinkl Shape Poetry templates	Tongue Twisters/alliteration Peter Piper Sister Susie She sells seashells How much wood would a woodchuck chuck I scream, you scream we all scream for icecream	Friendship – Pop song lyrics You've got a friend in me – Toy Story Count on Me – Bruno Mars Stand by Me – Ben E King With a little help from my friends – Beatles

Year 2			
	Autumn	Spring	Summer
Fiction 6+ weeks	Compare stories from a significant authors Roald Dahl – Charlie and the Chocolate Factory Danny Champion of the World Fantastic Mr Fox (Film clips on You Tube can be used) Percy and the Badger – Nick Butterworth Percy and the Rabbit – Nick Butterworth After the Storm – Nick Butterworth A Squash and a Squeeze – Julia Donaldson	Films and Plays – The Plot and characters Harry Potter and the Philosopher's Stone – J.K. Rowling Narnia – C.S Lewis The Hobbit – JRR Tolkien You Tube clips	Traditional Stories – Own Culture Wind in the Willows – Kenneth Grahame Black Beauty – Anna Sewell The Railway Children – E. Nesbitt The Secret Garden – Frances Hodgson – Burnett (re-told abridged set in Library; some powerpoint versions created by S. Sparkes 2014.)

Non-Fiction 2-4 weeks	Reports and recounts News reports on Espresso Newsround clips – CBBC	Information texts (glossaries and index) The Home of the Future by Roderick Hunt Build your own model House by V. Fawcett & R. Hunt Changes at Home by V. Fawcett ??? Ancient Egypt by J. Mason	Research and recount Horrible Histories – You tube clips Come Outside – You tube clips
Poetry 2 weeks	Poems with Pattern and Rhyme Bed in Summer Robert Louis Stevenson Thirty Days Hath September Monday's Child is Fair of Face	Riddles Riddles for Children– Armand Coallier What am I riddles from internet	Classic Poems The Night Train – W.H. Auden Tyger Tyger Burning Bright – William Blake

Mathematics

Year 1	AUTUMN	SPRING	SUMMER
Half Term 1	UNDERSTANDING NUMBER AND CALCULATION	HANDLING DATA	MONEY
Half Term 2	SHAPE 2D AND 3D	MEASURE – LENGTH	TIME

Year 2	AUTUMN	SPRING	SUMMER
Half Term 1	UNDERSTANDING NUMBER AND CALCULATION	POSITION AND DIRECTION	MONEY
Half Term 2	SYMMETRY AND PATTERN	MEASURE – MASS AND CAPACITY	TIME

Ongoing : Functional Maths skills including Time and Money.

Ensure Handling Data is taught within Science

Science

	Develop our sense of Self		Develop our sense of Others		Develop our sense of the World	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit 1 Ourselves	Unit 6 Sorting materials	Unit 5 Pets and other Animals	Unit 4 The Plant Kingdom	Unit 3 Pushes and Pulls	Unit 2 Light sound and colour
Science Strand	Life processes and Living Things	Materials and their properties	Life processes and Living Things	Life processes and Living Things	Physical Processes	Physical Processes
Year One	Humans	Using and Characteristics of Materials	The Animal Kingdom	Helping Plants Grow Well	Forces in Action	Light and Shadows
Year Two	Hearing, Teeth and Eating	Rocks, Soils and Sorting	Habitats	Plants for Food	Magnets and magnetism	Circuits and Conductors
Year Three	Keeping Healthy	Changing State	Animal Life Cycles	Variation	Floating and Sink	Earth, Sun and Moon

PSHE

	Develop our sense of self		Develop our sense of others		Develop our sense of the world	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Unit 1:1 Who is special to me? Families, roles with families, who are my friends?</p> <p>Right: Article 15, right to association</p>	<p>Unit 1:2 What helps us stay healthy? Healthy foods and exercise, sleep.</p> <p>Right: Article 24, health and health services</p> <p>Unit 1.3 How can we recognise our feelings? Mental health– how do you feel? How are you special? Right: Article 13, freedom of expression</p>	<p>Unit 1:4 How can we treat each other well? Inc, Concept of Privacy, staying safe, concept of permissions, self and others, how to be polite and respectful. How behaviour affects others. Right: Article 16, right to privacy</p>	<p>Unit 1.5 How can our choices make a difference to others and to the environment? Community rules – what are they? How to look after people in our community and look after our environment. Right: Article 14, freedom of thought, belief and religion</p>	<p>Unit 1.6 How can we manage risk at home? Staying safe at home – including online, electricity, sun safety and health and safety at home. Right: Article 19, safety</p>	<p>Unit 1.7 What jobs do people do? Jobs in our community. What jobs are you good at?</p> <p>Right: Article 12, respect for the views of the child</p> <p>Transition last 2 weeks each year</p>
Year 2	<p>Unit 2.1 How can we be a good friend? Making friends, being a good friend. Recognising loneliness and getting help. Recognising our differences and our similarities. Right: Article 30, right to own culture, language and religion</p>	<p>Unit 2.2 How can we look after ourselves? (what is self care?) Personal care and teeth, medication. Right: Article 33, drug abuse.</p> <p>Unit 2.3 How can we manage our feelings? Mental health – feelings and how to manage them – self-help.</p>	<p>Unit 2.4 What is bullying? Concept of secrets, peer pressure, how to ask for help, anti-bullying, working together, sharing opinions. Right: Article 14, freedom of thought, belief and religion</p>	<p>Unit 2.5 Who is in our community? Exploring different communities, what different communities we belong to, different roles within the community and ours and other’s responsibilities. Right: Article 31, leisure, play and culture</p>	<p>Unit 2.6 How can we manage risk in different places? Hazards and safety – Outside hazards, Road safety, water safety, sun safety. Right: Article 19, safety</p>	<p>Unit 2.7 What can we do with money? What is money and how can we use it? (inc concept of debit/credit cards), wants vs needs, looking after money and recognising it.</p> <p>Right: Article 32, child labour</p> <p>Transition last 2 weeks each year</p>

		Right: Article 13, freedom of expression				
Year 3	Unit 3.1 What are families like? Exploring same and different between families. What makes a family, features of family life. Everyone is different and everyone is equal. Right: Article 9, right to family life.	Unit 3.2 How will we grow and change? Growing up and changing, naming body parts. Right: Article 6, survival and development	Unit 3.3 How do we treat each other with respect? Recognising what is respectful/disrespectful, the concept of personal boundaries. Relationships with others. Right: Article 14, freedom of thought, belief and religion	Unit 3.4 What makes a community? The concept of same and different, equality in community and ways to promote equality. Right: Article 30, children from minority or indigenous groups	Unit 3.5 Who helps to keep us safe? Community – Unfamiliar environments and strangers Right: Article 19, safety	Unit 3.6 What jobs would we like? Jobs skills, stereotypes setting personal goals (may be job related?) Right: Article 12, respect for the views of the child Transition last 2 weeks each year

Art

	Develop our sense of self		Develop our sense of others		Develop our sense of the world	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Unit 1 – Drawing	Unit 2 – Painting	Unit 3 – Sculpture	Unit 4 – Collage	Unit 5 – Printmaking	Unit 6 – Textiles
Year 2	Unit 6 – Textiles	Unit 1 – Drawing	Unit 2 – Painting	Unit 3 – Sculpture	Unit 4 – Collage	Unit 5 – Printmaking
Year 3	Unit 5 – Printmaking	Unit 6 – Textiles	Unit 1 – Drawing	Unit 2 – Painting	Unit 3 – Sculpture	Unit 4 – Collage

Humanities

	Develop our sense of self		Develop our sense of others		Develop our sense of the world	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	RE Unit 1: What do people around me believe? Unit 2: Buddhism	Geography Unit 2.1 The Weather	RE Unit 3: Christianity	History Unit 2.1 The Tudors and Henry VIII	Geography Unit 2.2 Recycling in the Local Environment	History Unit 2.2 How Homes and Transport have Changed Over Time
Year 2	RE Unit 1: What do people around me believe? Unit 4: Sikhism	Geography Unit 2.3 My Home on an Island	RE Unit 5: Islam	History Unit 2.3 The Tudor Explorers	Geography Unit 2.4 Local Transport and Journeys	History Unit 2.4 Boudicca and the Romans
Year 3	RE Unit 1: What do people around me believe? Unit 6: Humanism	Geography Unit 2.5 Town and Country	RE Unit 7: Hinduism	History Unit 2.5 Life and Death in Ancient Egypt	Geography Unit 2.6 The Water Cycle and Natural Disasters	History Unit 2.6 Invasion and Settlement of the Vikings in Britain

RE

	Opportunity 1	Opportunity 2
Year 1	Unit 1 – What do people around me believe? Unit 2 – Buddhism	Unit 3 – Christianity
Year 2	Unit 1 – What do people around me believe? Unit 4 – Sikhism	Unit 5 – Islam
Year 3	Unit 1 – What do people around me believe? Unit 6 – Humanism/atheism	Unit 7 – Hinduism

As the RE topics are taught only twice over the year, we have chosen to always start with an introductory unit (Unit 1 – What do people around me believe?) which is designed to be a 2–3 week introduction to the current population’s beliefs. We will then focus on the 6 main religions practised within the wider school community, in order to give context to the pupil’s learning and avoid tokenism. Units will include religious knowledge and

experiences relating to a specific world religion. These units will include foci that include a special person/messiah figure, prayer, religious building, any special religious texts, creation stories, major festivals and caring for our world.

The religions represented in our school include – Christianity, Islam, Sikhism, Hinduism, Buddhism and humanism/atheism.

Key Stage 4/5 Programme of Study

Semi – Formal Pathway

Cycle A		Rights and Responsibilities		In the News		The Wider World		
Core Skills Communication And ICT	Content	My Responsibilities Discussing school code of conduct and creating posters.	Planning a Trip Discussing, planning a trip, creating lists and researching. Thinking of others	In the News Looking at the features of a newspaper article Writing a report	Celebrities Researching and writing a biography for a chosen celebrity Fact files	Fair Trade Investigating the concept of Fairtrade and recording facts	From Farm to Fork Researching Food Journey, Creating shopping lists, instructions	
	Transition Challenge	MF-1, MF-8, TL-1	KH-1, MC-1					TL - 2
	OCR	B7 Developing communication skills B12 Asking questions and making requests in		B8 Developing reading skills B11 Understanding short texts and simple instructions		B4 Interacting in a group situation B12 Asking questions and making requests in everyday situations (+Aut)		
Core Skills Maths	Content	Properties of Number Four Operations	Calendar and Time	Properties of Number Four Operations	Data Handling	Properties of Number Four Operations		
	Transition Challenge		MF - 2		TL - 16			
	OCR	E2 – JO7 Reading and recording time		E2 – J08 Collecting and Presenting numerical information		E2 – J06 (yr2) Working with whole numbers up to 100		
Self Development Environment	Content	Community Participation Getting There (Routes and Landmarks) Public Transport Familiarisation						
	Transition Challenge	KH-9, KH-16, MC-2, MC-16, MF-7, MF-9, MF-10, MF-12, MF16						
	OCR	E1 – C06 Travel within the Community – Going Places E2 – M12 Finding your way around an unfamiliar area						
Home Management Food Technology	Content	Cakes, Puddings and Biscuits						
	Transition Challenge	MC-3, KH-2, KH-4, TL-3						
	OCR	E1 – 1 Planning and preparing a simple meal E2 Planning and preparing a simple						
Life and Living Creative Arts	Content	Patterns						
	Transition Challenge	KH-10, MC-10, MF-4, MF-10						
	OCR	E1 – A02 Engaging in new creative activities E2 – A05 Creating an art or craft product						

Self Development Personal Skills	Content	Relationships and Sex Education – Emotional Well being		
	Transition Challenge	KH-8, KH-18, MC-8, MC-18, FG-3, FG-8, MF-11, MF-17, MF-18, TL-14, TL-16		
	OCR	E1 – M8 Emotional wellbeing Y1		
Home Management	Content	Looking after your home – carrying out household tasks. Year 1		
	Transition Challenge	KH-11, MF-2		
	OCR	1 D5 Participating in carrying out household Tasks E2 D11 Understanding how to clean your home	D6 Preparing Drinks and Snacks D8 Food Safety and Storage	
	Content	Nineveh Farm, Hawbush, Mary Stevens, Hospitality and any other work experience		
	OCR	E1 – MO6 Developing independent living skills – keeping safe E2 – NO8 Introduction to health and safety at work		

Cycle B		Rights and Responsibilities		In the News		The Wider World		
Core Skills Communication And ICT	Content	Giving Personal Information Creating a personal profile/passport	Festivals and Celebrations Asking questions and finding answers about a range of festivals	Charities Researching Charities and creating fact files	Public Services Investigating different public service roles and creating a nonchronological report	Our place in the UK Maps and Labelling	Following Directions Maps and Labelling Reading and writing instructions	
	Transition Challenge	MF-1, TL-1	KH-1, MC-1, TL-2			MF-16	KH-16	
	OCR	B2 Providing Personal information B13 Providing personal information in writing		F3 Obtaining information from an ICT-based source F7 Using ICT to find information		B9 Developing writing skills B10 Presenting written information in different styles and formats		
Core Skills Maths	Content	Properties of Number Four Operations	Geometry	Properties of Number Four Operations	Measure – Length, Capacity and weight	Money	Looking After Your Money (Personal Skill)	
	OCR	E1 – J03 (yr2) Developing Number skills E2 – J06 (yr2) Working with whole numbers up to 100			E1 – J02 Measure E2 – J10 Estimating and Measuring E1 – J02 Measure E2 – J10 Estimating and Measuring	E1 – J05 Understanding what money is used for E2 – J09 Using coins and notes	MF-2	
Self Development Environment	Content	Community Engagement Conventions of Shopping, Public Transport Familiarisation						
	Transition Challenge	KH-9, MC-2, MC-16, MF-7, MF-9, MF-10, MF12						
	OCR	E1 – D03 Using Shopping Facilities E2 – D12 Shopping For daily Living						
Home Management Food Technology	Content	Vegetarian Cookery						
	Transition Challenge	KH-2, KH-4, MC-3, TL-3						
	OCR	E1 – D4 Selecting and using Cooking Equipment E2 – D1 Planning and Preparing a simple meal						
Life and Living Creative Arts	Content	Super Heroes						
	Transition Challenge	KH-10, MC-10, FG-4, FG-10						
	OCR	E1 – A03 Displaying Creative Work						

		E2 – A-06 Displaying an art or craft product		
Self Development Personal Skills	Content	Relationships and sex education, Emotional Wellbeing		
	Transition Challenge	KH-3, KH-8, KH-18, MC-8, MC-18, FG-3, FG-8, FG-18, MF-11, MF-17, MF-18, TL-14, TL-18		MF-11, TL-14
	OCR	E1 – M8 Emotional wellbeing Year 1		
Home Management	Content	Looking after your home – carrying out household tasks.		
	Transition Challenge	MF-2, KH-11		
	OCR	E1 D5 Participating in carrying out household Tasks D11 Understanding how to clean your home	E2 6 Preparing Drinks and Snacks D8 Food Safety and Storage	
Vocational Skills WRL	Content	Nineveh Farm, Hawbush, Mary Stevens, Hospitality and any other work experience		
	OCR	E1 – N01 Developing skills for the workplace – following instructions E2 – NO6 Carrying out routine tasks at work		MF-3

Sensory Pathway

Cycle A		Rights and Responsibilities		In the News		The Wider World	
Core Skills Communication And ICT	Motivating Content	Mr Stink	George's Marvellous Medicine	Mary Poppins	Dumbo	Moana	James and the Giant Peach
	Transition Challenge	SCI-1, SP-3	SCI-3, SCI-4, SC- 1	SCI-5, SC-7	SC-5, SC-6		
	OCR	B1 Making requests and asking Questions (5+)		B3 Engaging in early reading activities (3-6)		F2 Interacting Purposefully with ICT (2-6)	
Core Skills Maths	Content	Properties of Number Four Operations	Calendar and Time	Properties of Number Four Operations	Data Handling	Properties of Number Four Operations	
	OCR	J01 Recognising time through regular events (3+)			JO4 Sequencing and sorting (6+)		
Self Development Environment	Content	Community Participation Getting There (Routes and Landmarks) Public Transport Familiarisation					
	Transition Challenge	SCI-6, SCI-7					
	OCR	E1 – C06 Travel within the Community – Going Places (4+)					
Home Management Food Technology	Content	Cakes, Puddings and Biscuits					
	Transition Challenge	SC-2					
Life and Living Creative Arts	Content	Musicals			DANCE		
	Transition Challenge	SCI-8, SCI-9, SC-8			SP-8		
	OCR	E1 – A02 Engaging in new creative activities (3+)					
Self Development Personal Skills	Content	Self Help and Independence					
	Transition Challenge	SCI-2, SP-6, SSHI-1, SSHI-3, SSHI-3, SSHI-4, SSHI-6					
Home Management	Content	Looking after your home – carrying out household tasks. Year 1					
	Transition Challenge	SSHI-7, SSHI-8					
	OCR	E1 D5 Participating in carrying out household Tasks (4+)			D6 Preparing Drinks and Snacks (4+)		
Vocational Skills WRL	Content	Nineveh Farm, Hawbush, Mary Stevens, Hospitality and any other work experience					
	OCR	E1 – MO6 Developing independent living skills – keeping safe (4+)					

Cycle A		Our Lives		My Local Community		Our Country	
Core Skills Communication And ICT	Motivating Content	Lion King	Alice in Wonderland	Charlie and the Chocolate Factory	Hamilton's Hats	The Lion The witch and the Wardrobe	The BFG
	Transition Challenge	SCI-1, SP-3	SCI-3, SCI-4, SC- 1	SCI-5, SC7	SC-5, SC-6		
	OCR	B2 Providing Personal information (3+)		F4 Using Creative Software (4+)		F6 Responding to ICT enabling Equipment (1-6)	
Core Skills Maths	Content	Properties of Number Four Operations	Geometry	Properties of Number Four Operations	Measure – Length, Capacity and weight	Money	Properties of Number Four Operations
	OCR	E1 – J03 (yr2) Developing Number skills (6+)			E1 – J02 Measure (6+)	E1 – J05 Understanding what money is used for (5+)	
Self Development Environment	Content	Community Engagement Conventions of Shopping					
	Transition Challenge	SCI-6, SCI-7					
	OCR	B5 Engaging with the World:People (2-5)					
Home Management Food Technology	Content	Vegetarian Cookery					
	Transition Challenge	SC-2					
Life and Living Creative Arts	Content	Super Heroes					
	Transition Challenge	SCI-8, SCI-9, SC-8					
Self Development Personal Skills	Content	Self Help and Independence					
	Transition Challenge	SCI-2, SP-6, SSHI-1, SSHI-2, SSHI-3, SSHI-4, SSHI-6					
Home Management	Content	Looking after your home – carrying out household tasks.					
	Transition Challenge	SSHI-7, SSHI-8					
	OCR	E1 D5 Participating in carrying out household Tasks			D6 Preparing Drinks and Snacks		
Vocational Skills WRL	Content	Nineveh Farm, Hawbush, Mary Stevens, Hospitality and any other work experience					
	OCR	E1 – N01 Developing skills for the workplace – following instructions					

Sport and Fitness

One term each of Sport, Swimming and Food Technology			
Cycle A 2020-2021	Badminton KH-13, MF-13, TL-1, TL-2	Basketball MF-13, TL-13, FG-4, FG-5	Physio KH-4
Cycle B 2021-2022	Athletics KH-13, MF-13, TL-1, TL-2	Football MF-13, TL-13, FG-4, FG-5	Physio KH-4

Work Experience

MF-14, FG-14				
Nineveh Ridge Care Farm	Hawbush Community Gardens	Mary Stevens Hospice Grounds	Mary Stevens Book Scanning	Mary Stevens Charity Shop
Black Country Food Bank	Acorns Charity Shop	Ashfield Gardens	Office Skills (sch) MC-14, MF-6	Hospitality (sch)
Felting (sch) TL-10, KH-3	Enterprise (Sch) KH-14	Photography (sch) TL-10	Printing business (Sch)	Ground Maintenance (Sch)

Leisure

KH-12, KH-13, MF-13, TL-11, FG-7					
Enjoying Outdoors MF-12	Forest School MC-9, MF-9, TL-5, TL-7	Public Transport Familiarisation and Road Safety	Leisure ICT Board Games, Lego KH-6, KH-17, MC-11, MF-1, TL-12, TL-17	Horticulture	Sport, Rebound and Trampolining

<p>Knowing How</p> <ol style="list-style-type: none"> 1. listen to a story 2. Use kitchen measures 3. Differences between self and friends 4. Make something you can eat 5. Listen understand words MFL 6. Where ICT used @Pensnett 7. Take part in a religious celebration 8. Activity to help others 9. Behave appropriately in public 10. Produce work for display 11. Carry out a household job 12. Recreation free choice 13. One active new activity, one inactive 14. Take part in mini enterprise project) 15. Find out Famous person in history 16. Show you can find your way around Pensnett 17. Know about safety on the Internet 18. Show you know if male or female 	<p>Making Choices</p> <ol style="list-style-type: none"> 1. How to get someone's attention 2. Choose something to buy. Pay 3. Materials Change – mixing, drying, cooking 4. Make something to use at Pensnett 5. Choose a food in MFL 6. Use technology to make choices 7. Investigate objects important in RE 8. Identify likes and dislikes 9. Choose right clothes for different occasions 10. Choose a piece of art you like most 11. Show your favourite belongings to friends 12. Choose 2 activities which enjoyed most 13. Sports and Leisure free choice 14. Find out different jobs done at Pensnett 15. Visit a historical place 16. Visit different places in locality 17. How to use social media 18. Relationships – who live with
<p>Feeling Good</p> <ol style="list-style-type: none"> 1. Share your achievement 2. Aware of daily events 3. Personal Hygiene – different body parts 4. Make something sing a new material 5. Take part in an activity foreign country 6. Use ICT to communicate 7. Different religious rituals 8. Identify bullying 9. Improve your environment 10. Take part in a performance 11. Free choice 12. Activity as a member of a group 13. Dress appropriately for sport 14. Different jobs in the community 15. Investigate a historical object 16. Weather record 17. Online safety whats app, Messenger 18. How to be a good friend 	<p>Moving Forward</p> <ol style="list-style-type: none"> 1. Give a message 2. Lay a table 3. Care for a plant or animal for 6 weeks 4. Choose how to decorate a room 5. Share a foreign cultural experience 6. Use a new piece of ICT equipment 7. Visit a place of worship 8. Show you can follow PMS code of conduct 9. Take part in an event in community 10. Visit an arts venue 11. Personal daily routine 12. Join a library and use it to borrow items 13. Take part in a team game/sport 14. Opportunities in future college link WRL 15. Story from history 16. Find Pensnett on a map 17. Cyber bullying 18. Show types of relationships you have with others
<p>Taking the Lead</p> <ol style="list-style-type: none"> 1. Produce a written message 2. Find out about a special date for family/friends 3. Action causing change 4. Design personal logo 5. Match foreign words to item 6. Use technology to prepare for occasion 7. Things make you feel peaceful 8. Choice making activity 9. Community choice 	<ol style="list-style-type: none"> 10. New arts activity – photo/dance/drama 11. Social activity friends 12. Free time activity 13. Visit a sports centre for activity 14. Meeting about future EHCP 15. Find out major historical event 16. Take part traffic survey 17. Online safety 2 devices gaming 18. Behave appropriately with others

Sensory Transition Challenge

<p>Communication and Interaction</p> <ol style="list-style-type: none"> 1. Responding to activities 2. Responding during activities 3. Responding to others 4. Interacting with others 5. Interacting during activities and events @Pensnett 6. Being Part of routine activities in community 7. Engaging in community activities 8. Interacting and sharing achievement 9. Free choice eg engage in a performance 	<p>Cognition</p> <ol style="list-style-type: none"> 1. Awareness of stimuli 2. Food textures 3. Exploring textures 4. Control and Early Awareness 5. Control 6. Control using Technology 7. Sequence and Patterns 8. Sequence and Patterns on creative activities 9. Free choice eg demonstrate routine independently
<p>Physical</p> <ol style="list-style-type: none"> 1. Whole body movements 2. Different Positions 3. Reaching and Grasping 4. Therapies 5. Sport and Leisure 6. Relaxation 7. Passive Activities 8. Leisure Activities 9. Free Choice eg make you alert/ unfamiliar staff 	<p>Self Help and Independence</p> <ol style="list-style-type: none"> 1. Knowing who I am 2. Personal hygiene routines 3. Deliberate actions 4. Dressing and undressing 5. Selecting different clothing 6. Personal care routines 7. Drinking 8. Eating 9. Free choice eg dress for special occasion, meal time activity independently

Year 14 Programme of Study

Students choose two from three vocational courses, run by Aim Awards

Each course runs for half a year.

AIM Awards Entry Level 1 and 2 Award in Skills for Working in catering and Hospitality industries	Food Hygiene and Storage	E1: K/616/1908	E2: M/616/1909	3 credits	Credits 9 Extended Award
	Planning and Preparing Food For an Event	E1 T/616/1930	E2 A/616/1931	2 credits	
	Food, Drink and Cooking	E1 Y/616/1919	E2 L/616/1920	3 credits	
	Prepare and Clear a Dining Area	E1 Y/616/1967	E2 D/616/1968	1 credit	
AIM Awards Entry Level 1 and 2 Award in Skills for Working in Art and design industries	Create Materials for Display	E1: F/616/3714	E2: J/616/3715	3 credits	Credits 9 Extended Award
	Creating with Mixed Media	E1: T/616/3712	E2: A/616/3713	3 credits	
	Creating a Fashion Accessory	E1: L/616/3635	E2: J/616/3634	3 credits	
AIM Awards Entry Level 1 and 2 Award in Skills for Working in Horticulture industries	E1		E2		Credits 9 Extended Award
	Sowing Seeds Y/616/3220	2 credits	Cultivating Seeds D/616/3249	2 credits	
	Caring for Plants L/616/2940	2 credits	Fill Plant Containers H/616/2619	1 credit	
	Fill Plant Containers D/616/2618	1 credit	Weeding T/616/3239	2 credits	
	Weeding K/616/3237	2 credits	Gardening Skills R/616/2938	2 credits	
	Gardening Skills L/616/2937	2 credits	Caring for Plants (K/616/2573)	2 credits.	