

Aylestone Meadows Key Stage 3 Curriculum 2023/24

In our Aylestone Meadows Key Stage 3 department, running through from 11-14 years, we have 131 students and 11 classes. We currently have:

- 4 classes that are following the High Needs curriculum catering for students across years 7, 8 and 9.
- 3 year 7 classes follow a Learning for Life curriculum.
- 4 year 8/9 classes follow a diverse curriculum catering for students across a range of abilities from those developing Learning for Life through to those on Stretch and Challenge pathway.

The 4 classes following a High Needs curriculum consist of students across years 7, 8 and 9. Each student's individual needs and learning styles are considered and the curriculum is adjusted accordingly. In particular the dual areas of sensory regulation and communication (PECS, Makaton, BSL, visual systems and simplified language) supports students to engage in a vibrant curriculum offer. Whilst students follow a discrete English, maths, and physical development curriculum, students benefit from a more holistic thematic approach allowing the teaching of subjects such as independence, Personal, Social and Health Education, creative arts, design and technology/ICT in a more exploratory and practical teaching approach. This also includes two blocks of outdoor learning providing the students with real life experiences to enrich the curriculum.

Year 7 provides a clear progressive bridge between an 'exploratory' based curriculum and students accessing a more traditional secondary curriculum. Students often arrive at Ellesmere from a range of wider settings with over half being in mainstream schools and students have a range of social and emotional needs. Year 7 is therefore based around supporting them in their transition; building greater levels of independence, identifying gaps in learning and supporting students with 'core' skills and knowledge. As such the focus includes work around phonics, mathematical core skills, and building skills and knowledge (e.g. agility, balance and co-ordination in PE, cooking skills such as safety/preparing ingredients, and understanding feelings and emotions) which they can increasingly apply and develop. Students also benefit from accessing two blocks of outdoor learning over the year.

In Years 8 and 9, students access a more bespoke learning strand and a more differentiated curriculum. This includes extending core skills and students applying and developing their knowledge and reflecting on their work. Students also are supported to develop understanding about themselves and this can extend to aspects related to puberty through to self-management strategies to support behaviour. Students within our year 8/9 classes may still require specific scaffolding and support such as Colourful Semantics and very practical opportunities for learning whilst others may be accessing more

comprehension activities and applying skills and knowledge. Students are provided with additional time to develop the skills and confidence required to prepare for adulthood through a specifics careers focus, work related learning, and through gaining essential life-skills.

Although each of the 11 class has its own differentiated curriculum to meet individual student needs there are some common areas related to the curriculum timetable and learning time:

Phonics

Each morning there are 30 minutes of reading time where students will be reading to members of staff and each other. This may also be a whole class read using the interactive whiteboard. During this time students will also practice their phonics.

Biking

Through the Physical Development curriculum and wider learning activities, every class will have the opportunity to participate in biking. This may include trikes, striders or mountain/BMX bikes.

Soft Play and Sensory Rooms

The soft play room is available for Key Stage 3 classes. All Year 7 and High Needs classes have dedicated time for small groups of students to access the soft play room, whilst other groups use 'drop-in' sessions for key students. Those students in the 4 high needs classes also access the school sensory room to support their needs.

EHCP/Wellbeing time

Each day there is a focused 40-minute lesson where students will focus on their wellbeing and work on their individual EHCP targets.

Friday afternoon clubs

Friday afternoon clubs allow students an opportunity to have a choice in the activities and clubs they wish to follow. These are combined with key stage 4 to support social engagements and prepare students for transitioning to key stage 4 such as working with key stage 4 staff. Clubs include sports, arts/crafts, computers, dance, messy play, mindfulness, film, choir, bikes and board games.

Year 7 Curriculum Overview

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Theme	All about me	My home and beyond	My heroes and people who help me	My celebrations	My pets and other animals	My choices
English	Reading Funnybones - focus on adjectives, nouns and verbs	Treasure Island. Writing – Describing key parts of the story	The News: Features of the media- creating a news programme; confidence in communicating; use of tenses; planning.	Stories from different cultures, religions and backgrounds: Comparing and contrasting; exploring myths and legends; recall and answering simple questions; recap on inference	Creating non-fiction texts: Caring for animals; information, explanation texts; verbs; plausible sentences; planning	Dark Sky Park: Comparing and contrasting text styles/purposes; giving my opinion and preferences.
Maths	Number Shapes and their properties	Measuring Ordinal numbers Calculations	Number Measures	Number Sorting Calculations	Measures Position and direction	Number Time Calculations
PSHE	Transition to secondary school and personal safety in and outside school, including first aid	Forming healthy relationships and self-identity at home, school and in the wider community, and taking on jobs and responsibilities	Role models and people who help me in the local and wider community, diversity, prejudice, and Bullying	Celebrating festivals, exploring diversity in the local and wider community, respecting different cultures and beliefs.	Self-worth and Friendships, taking responsibility for others (including pets)	Forming respectful relationships, personal presentation, taking pride in health and developing self-esteem, dealing with unwanted

						contact, and awareness of FGM
Independence	Routines of daily life and understanding friendships	Create a healthy meal and personal hobbies	Emergency services	Clothing and dressing Eating healthily Money and work	Pets and household chores	Safety – road crossing
Understanding the World	Likes/dislikes Life events Family Emotions My senses and recognising body parts	Home School Local areas World Space Environment	Services Characteristics Light Sound Humans – what we need to stay alive and differences.	My religion My friends/ classmates' religions Festivals and celebrations Beliefs and Values Sounds Light and dark Shadows	Pets Animals Living things Plants Habitats	Healthy life – looking at the choices we make and what students can do to improve
Technology	Identifying and using different IT devices and using passwords	ICT Software to create images around Autumn and then Christmas decorations	ICT Hardware and using functions Emails	Researching using the internet Exploring and selecting materials	Researching using the internet Designing charity donation containers	ICT – Emailing DT – Health and Safety Materials and their uses. Sorting materials
Creative Arts	To explore self-portrait and key features.	Celebrations in the community and at home	Art saves lives	Easter	Music, sounds and movement	My choices – art/dance/music
Physical Development	Students will access a range of dance, gymnastics, invasion games, bikes, orienteering. Students will access a block of outdoor learning		Students will access games, movement, bikes, and a range of invasion games (e.g. rugby, football). Students will access a block of outdoor learning		Students will access bikes, athletics, cricket/rounders, tennis and wider movement-based activities. Students will access a block of outdoor learning	

KS3 High Needs (mixed 7/8/9) Curriculum Overview

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Theme	All about me	Healthy Lifestyles	My Community	My Environment	Seasons	Services
English	Favourite People: Forming and giving reasons for my opinion; exploration of 'favourites'	On the Way Home: Re-telling the story (or small sections) using images/words/matching; enjoying a text as part of a group	What we do: Introduction to the concept of a diary: Diary creation (with words/images/matching); Communicate preference and opinion	Ten Little Aliens: Description & exploring my 5 senses.	Poems to Perform Rhyming words and reading/repeating poetry-style text; performing as a group	The Koala Who Could Tasks that involve working with at least one other person.; responding to basic who, where, why and what questions.
Maths	Numbers and using number bonds Calculations	Number Measures Position and direction	Using numbers and number squares. Ordinal numbers	Collecting and using data, pictogram and graphs	Measuring, coins, and position and direction	Number, sequencing and time
Physical Development	Each class rotates around movement to music, orienteering, gymnastics, sport games, and adapted activities. Classes also access biking and outdoor learning.		Each class rotates around themes related to movement, agility/balance/co-ordination, sending and receiving, gross and fine motor skills. Classes also access biking and outdoor learning.		Each class rotates around themes related to movement, agility/balance/co-ordination, sending and receiving, gross and fine motor skills. Classes also access biking and outdoor learning.	

<p>Thematic curriculum.</p> <p>This covers the subjects of: PSHE Independence Understanding the World Technology Creative Arts</p>	<p>Students will explore a variety of thematic topics including:</p> <ul style="list-style-type: none"> • Exploring about themselves, emotions and stages on their lives • looking at similarities and differences with friends in class • collecting leaves and creating leaf art • Exploring favourite foods/healthy options. Sorting foods into groups. • hygiene and routines such as hand washing and importance of cleaning teeth • safety in the kitchen 	<p>Students will explore a variety of thematic topics including:</p> <ul style="list-style-type: none"> • Model of a room and things you find in different rooms • Exploring Halloween and Bonfire night • Understanding festivals and traditions - Diwali and Christmas • Looking at different hobbies and what interests them • Ways they can maintain their wellbeing and manage their emotions • opportunity to practice basic cooking skills – measuring, mixing, cutting 	<p>Students will explore a variety of thematic topics including:</p> <ul style="list-style-type: none"> • Making predictions based on evidence and what we see • Being respectful to peers, communicating opinions, being a part of a group • Looking at jobs and being a volunteer • opportunity to cook a basic meal • Mixing colours, using patterns and techniques to paint • Staying safe (online and outside) • Areas students access in the community (parks, shops) 	<p>Students will explore a variety of thematic topics including:</p> <ul style="list-style-type: none"> • Exploring habitats and where different animals live • Understand who can help me, road/water safety • Explore the impact on the planet and re-use/recycling • Using IT safely and responsibly • Fabric painting and participating in a range of cultural dances 	<p>Students will explore a variety of thematic topics including:</p> <ul style="list-style-type: none"> • Weather and Seasons and animal lifecycles • Teamwork, shared attention, turn taking • communicating with peers • Seasonal health and safety, what to wear. • Using seasonal food in cooking. • Concept of seasons and the different weather and changes (e.g. to trees) • Using the internet and using different modelling techniques 	<p>Students will explore a variety of thematic topics including:</p> <ul style="list-style-type: none"> • How people use light and sound • Shopping role play, exchanging for snack item • making shopping lists • emergency services, basic first aid. • creating maps/floorplans, directions • Using ICT software to create and edit documents • D&T creating own project • Exploring music and different ways to move to music
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Year 8/9 Learning for Life

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Theme	All about me	Healthy lifestyles	My community	My environment	Seasons	Services
English	Reading – ‘Explorers’	Poems – speaking and listening. Writing – non-fiction	Writing – moral of the story, simile and metaphor	Writing – if you go down to the woods	Reading ‘Coming to England’	Writing Reviews
Maths	Number Calculations Measures	Number Measures Position and direction. Calculations Shape	Shape Measures	Number Time Calculations	Number Measures	Number Sorting Calculations
Science	Investigating and measuring making predictions	Measuring, materials and equipment	Nutrition, food groups and diet	Animals and their habitats	Clean air and water	Food factory – plants and animals
PSHE	Keeping yourself safe	My rights, interests and safety. Peer influences, social media, drugs and alcohol	Healthy choices – including mental health	Puberty and friendships	Seasons / building relationships	Financial decision making
Independence	General independence, careers, work experience	My safety, careers, work experience	Household chores, careers, work experience	Getting about, careers, work experience	Clothing and dressing, careers, work experience	Work, shopping and money, careers, work experience
Understanding the World	Family tree Strengths and weaknesses	Healthy foods Food groups Exercise	Religions in my class/school Chinese New Year	Re-use; reduce; recycle Water cycle	Seasons Climates Rainforest	Emergency services Health services Reading maps

Technology	ICT Fundamentals and using IT safely	ICT – becoming a blogger and creating and writing social media context including internet safety. Junk Modelling	Using the Internet	Internet Research Papier Mache models	Transport modelling	ICT – Emailing DT – The design process
Creative Arts	Creating music and use of turntables and mixing music	Graffiti Product design and making	Art Saves Lives – expression through art	Kandinsky and art inspired by our city	Dance from around the world	World of Work - creative
Physical Development	Students will access a range of dance, gymnastics, invasion games, bikes, orienteering		Students will access games, movement, bikes, and a range of invasion games (e.g. rugby, football)		Students will access bikes, athletics, cricket/rounders, tennis and wider movement-based activities.	

If you require further information about the Key Stage 3 curriculum offer, please contact Mark Botterill, Assistant Principal