

Knighton Fields Curriculum 2023/24

We have 64 students in our 'Connecting and Responding' provision based at Knighton Fields. Pupils in 'Connecting and Responding' range from Year 2 up to Year 14. All pupils have complex Communication needs; the majority also have a diagnosis of autism.

We currently have 8 classes. Our classes are primarily based upon key stage. We have endeavoured to keep a Key Stage 4 class and Post 16 class so their curriculum can be based upon accreditations through ASDAN and preparation for post school.

We teach all aspects of our curriculum through a Thematic Approach. For pupils within Connecting and Responding we use the SCERTS Model (**S**ocial **C**ommunication, **E**motional **R**egulation and **T**ransactional **S**upport) to assess pupils, alongside the Ellesmere Development Steps. We are eager to focus on 4 areas within our Core Curriculum:

- Communication Development – the majority of our pupils are nonverbal. Therefore, a large proportion of the school day is focussed on acknowledging any attempt by the individual to communicate. This includes turning towards, eye contact, gesture, nodding and pointing as well as Makaton Signing, use of symbols, Picture Exchange Communication (PECS), communicating using technology (speech generating devices) as well as attempts to vocalise and speak.
- Sensory and Cognitive Development – our pupils may experience the world with one sense at a time. Therefore, care is taken not to overload students with a multi –sensory experience which could cause hyper-stimulation. Instead the teacher sometimes provides pupils with single focus sensory experience aimed at increasing the pupil's interest and joint attention without causing sensory overload. Approximately 50% of Connecting and Responding pupils have a personalised Sensory diet.
- Physical and Motor Development – our pupils require regular exercise in order to enhance their well-being, fine and gross motor skills and levels of fitness. Staff are mindful of sensory needs when selecting physical activity. Eapen (2011) estimates that 95% of those children with autism have sensory perception difficulties. When the correct form of exercise is selected however it can lower cortisol levels and induce a calm/alert state in the pupil (McDonnell 2011).
- Social and Emotional Development - our pupils need intensive support in how to respond appropriately to social situations and deal with their own emotions and those of others. We use Zones of Regulations to support our pupils with this.

These four areas enable us to provide the basis for pupil target setting supporting their individual targets outlined in their EHCP.

Key Stage 1 – 3 Curriculum Overview

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Theme	All about me	Colour, light and sound	Who lives in a house like this?	Animal Kingdom	Things that grow	Under the sea
Foci	Wk1: Welcome week Wk2: All About Me Wk3: My Family Wk4: My School Community Wk5: People who Help Us Wk6: My Body Wk7: My Body (Hygiene)	Wk1: Harvest Wk2: Diwali Wk3: Bonfire Night Wk4: Primary Colours/ Mixing Wk5: A colour a day Wk6: Colour and Sound Wk7: Colour and Movement Wk8: Christmas Wk9: Christmas	Wk1: Traditional Tales – The 3 little pigs Wk2: Traditional Tales – Goldilocks and The Three Bears Wk3: Traditional Tales – Jack and the Beanstalk Wk4: Traditional Tales – Little Red Riding Hood Wk5: Traditional Tales – The Ginger Bread Man Wk6: Traditional Tales – Hansel and Gretel	Wk1: Pets Wk2: Safari Animals Wk3: Farm Animals Wk4: Easter	Wk1: Seeds and Soil Wk2: Plant Growth Wk3: Growing a sensory garden Wk4: Vegetables Wk5: Life Cycle of Butterfly Wk6: Life Cycle of a Frog Wk7: Sunshine and Showers	Wk1: water exploration Wk2: exploring textures from the sea Wk3: listening to sea sounds Wk4: pirates Wk5: animals under the sea Wk6: The Beach
Pre-Reading	KS1: It's okay to be different by Todd Parr KS2: Marvellous Me: Inside and out by Lisa Ballard	KS1: Colours by Roald Dahl KS2: Singing in the rain by Tim Hopgood KS3: How to catch a rainbow by Naomi Jones	KS1: The 3 little pigs KS2: Goldilocks and the 3 bears KS3: Jack and the beanstalk	KS1: Dear zoo by Rod Campbell KS2: Hide in the zoo by Mick Inkpen KS3: The koala who could by Rachel Bright	KS1: The very hungry caterpillar by Eric Carle KS2: Jasper's beanstalk by Nick Butterworth	KS1: Hooray for fish by Lucy Cousins KS2: Kipper's sunny day by Mick Inkpen KS3: Commotion in the ocean by Giles Andreae
Pre-Writing	KS3: Super Duper you by Sophy Henn					

Early Maths	Number rhymes Exploring shapes 1:1 correspondence Full and empty	2D and 3D shapes Patterns	1:1 correspondence Number bonds Calculations Counting amounts	Positional language Ordinal numbers	Measures – length, size, weight Capacity Recording amounts	1:1 correspondence Number bonds Calculations Counting amounts
Sensory Art (Creative Curriculum)	Grasp and Release Wk 1- messy play Wk 2-playdough faces Wk 3- family collage Wk 4- balloon and bubble art Wk 5- finger, hand and feet printing/ painting Wk 6- finger, hand and feet printing/ painting Wk 7- tooth brush art	Up and Down Hand/ arm Movements (vertical movements) Wk 1- Harvest Craft Wk 2- Diwali Craft Wk 3- Firework Art Wk 4- Primary Colours Wk 5- Primary Colours Wk 6- Colour Mixing Wk 7- Colour Mixing Wk 8- Christmas Art Wk 9- Christmas Art	Side to Side Hand/arm Movements (horizontal movements) Wk 1- 3 little pig house craft Wk 2-Porridge painting Wk 3-large scale painting Wk 4-basket weaving Wk 5-ginger bread puffy paint Wk 6-candy cane sensory play/ sweet wrapper art.	Exploring materials Wk 1- Weaving Wk 2- Pattern Printing Wk 3- Farm Collage Wk 4- Easter Art	Choice Making/ Colour Preference Wk 1- Flower Collage Wk 2-Seed Art Wk 3- Herb Painting Wk 4-Fruit and Veg Printing Wk 5- Butterfly Painting Wk 6- Bubble Art Wk 7- making rain shakers	Consolidation Wk 1- painting with water colours. Wk 2- Sand Art Wk 3- oil pastel ocean scene Wk 4- pirate masks Wk 5-painting with water Wk 6- sand painting
Sensory Cooking (Independence)	Using our hands Kneading & rolling Wk 1 – making dough for cookies Wk 2 – kneading dough for bread Wk 3 – kneading dough for olive bread Wk 4 – kneading & rolling dough for pizza bases Wk 5- rolling puff pastry	Using our hands Rubbing & sprinkling Wk 1 – apple crumble Wk 2 – Diwali Cooking Wk 3 – sprinkle sticks Wk 4 – muffin pizza Wk 5 – cheese stars Wk 6- cheese scones Wk 7- gingerbread men Wk 8- Christmas cooking Wk 9- Christmas cooking	Using Tools- using a switch Using a grater & peeler Wk 1 – carrots (peeling carrots to dip into a healthy sauce) Wk 2 – grating cheese (to make cheese scones)	Using Tools Using a whisk & Spreader Wk 1 – whisking cupcake mixture Wk 2 – spreading soft cheese to make a cheese & cucumber sandwich Wk 3 – spreading jam in a sponge cake	Using Tools Using a Knife Wk1- spreading butter, jam and cream cheese Wk2- pizza wraps Wk3- making sandwiches Wk4- crumpet pizza Wk5- crunchy chopped salad	Using Electrical Tools Using a blender and a mixer Wk 1 – making healthy smoothies - banana Wk 2 – making healthy smoothies - strawberry Wk 3 – making healthy smoothies – mixed fruit Wk 4 – making cup cakes

	Wk 6- rolling pastry to make cheese straws Wk 7- rolling to make wraps		Wk 3 – peel apples (to make an apple pie) Wk 4 – peel & grate courgette (to make courgette burgers) Wk 5 – peel & grate potatoes (to make rostis) Wk 6- Lemon Drizzle Cake	Wk 4 – spreading buttercream on muffins.	Wk6- fruity kebabs with a yoghurt dip Wk7- chopping vegetables to make a soup	Wk 5 – making banana loaf Wk 6 – making fruit meringues Wk7 -Eton Mess
PSHE	Families and friendships Roles of different people; families; feeling cared for, safe relationships Learning about their bodies, self-care and emotions.	Respecting ourselves and others How behaviour affects others; being polite and respectful, seeking and giving/not giving permission Turn taking activities	Belonging to a Community What rules are Caring for others' needs Looking after the environment	Money and work Strengths and interests Jobs in the community	Physical health and Mental wellbeing Keeping healthy Food and exercise Hygiene routines Sun safety	Growing and Changing Recognising what makes them unique and special Feeling Managing when things go wrong
Educational Visits	Visit to the park Visiting the library Harvest celebrations	Christmas market – Enterprise Grotto Christmas Party Christmas Dinner Day	Pancake Day Valentine's Day Disco	Animal Man	Supermarket Fruit and veg market Fruit picking Farm Restaurant	Aquarium
In School Experiences	Visiting the school library	Sparklers Christmas movie Christmas dinner experience Diwali celebrations	Planetarium – immersive room	Friendship cafe		Under the sea – immersive room

		Halloween celebrations				
Physical Development	Dance/Yoga - Yoga Poses for Self Esteem and Self-regulation unit, Dance is exploring movement of body to music	Gym - Travelling, jumping, balancing, rocking, rolling, landing, bouncing and building in apparatus	Fine and Gross Motor Skills/Multi Skills – Movement Agility, Balance, Coordination, throwing, catching, jumping, kicking and Exploring ways of moving and using equipment, large climbing equipment	Indoor Athletics – Beginnings of Standing Long Jump, Chest Push, Foam Javelin, Target Throw, Speed Bounce, Hi-Stepper, Relay Races	Net and Wall Games – Building in the skills of trying to hit a ball and maybe at a target	Athletics – Sports Day Activity Focus building in all the skills we've learnt all year

Key Stage 4 Curriculum Overview (based around ASDAN Transitions Challenge)

Area of learning	Autumn -Knowing how	Spring – Making choices	Summer- Feeling good
Maths	Mathematics- measures <i>*Numbers</i> <i>*Shape</i>	Maths- Money <i>*Measures</i>	Maths-Daily events <i>*Time</i>
English/ICT	English - Listen to a story ICT- Using devices	English - How to get someone's attention ICT- Using technology to make choices	English - Sharing achievements ICT- Using technology to communicate

PSHE	Citizenship- Help others Work related mini enterprise Sex and Relationship- Male and female	Citizenship- Likes and dislikes Recreation- 2 different activities you enjoy <i>*Sex and relationship- Masturbation</i>	Science- Personal hygiene Sex and relationship-Being a good friend
Independence/Cooking	Community- Visits Family/home-Household jobs Geography Find your way around school D&T - Make something to eat	Community- Clothes for different occasions Family/home- Favourite personal belongings Work related- Different jobs within school Geography- Visiting local area	Community- Improve local area Work related- Different jobs in the local community
Creative Curriculum Creative Arts, Science, UTW	Science - Difference RE- Festivals Expressive Arts- Produce piece of work	Expressive Arts - pottery D&T- Making something you use RE- Objects important to particular religions Expressive art- Different art media	D&T-Using materials to make something new RE- Religious traditions Expressive Arts- Take part in a performance
Physical Development	Sports and Leisure- Dancing, bowling, throwing games (active activities)	Recreational- Activity of choice	Recreation- Parachute games Sports and Leisure- Dancing/ball games

Post 16 Curriculum Overview (Based around ASDAN Towards Independence)

Area of learning	Autumn & Spring A -Knowing how	Spring B & Summer – Making choices
Maths	Developing Numeracy Skills: Introduction	Money: Introduction
English/ICT	Starting Out Knowing about myself	Developing Communication Skills: Introduction Photography and Multimedia
PSHE	Coping with People Personal Care Routines: Introduction Sex and Relationship- Male and female	Personal safety *Sex and relationship- masturbation
Independence/Cooking	Out in the community Cooking- Baking intro	Everyday living Cooking- Meal Preparation and Cooking: Introduction

Creative Curriculum Creative Arts, Science, UTW	Engage with the world around us: People Craft making	Pottery and Ceramics Creativity
Physical Development	Sport and Leisure	Yogacise

If you require any further information about our Knighton Fields curriculum offer, please contact Liz Richardson, Head of Centre