



Policy	Intent	Areas of Focus: Safeguarding
Life Skills	At Woolgrove School, we aim to provide all pupils with the basic skills to promote their independence, so that they can complete everyday tasks to the best of their ability, dependant on their physical and cognitive levels. Life skills covers toileting, managing clothing, dressing and undressing, personal hygiene, food and eating, food preparation, communication, health and community, safety and independence.	<ul style="list-style-type: none"> - Self help Skills (Personal Care) - Healthy eating/Meal preparation/Shopping - Home management skills Promoting independence Community visits
Communication	To provide all pupils with the basic skill of communicating and an effective means of communicating so that they can: <ul style="list-style-type: none"> - Succeed in the community. - Communicate effectively with their peers, who may use a different method of communication to the one that they use. - Choose their own means of communication and respect different methods of communication. - Adjust their communication according to the needs of the situation. 	Development of methods of communication: <ul style="list-style-type: none"> • spoken language • spoken language supported by signing • signing- sign a long is the method used at Woolgrove and is based on BSL and Makaton • symbol books • symbols, photographs, objects • written communication
Literacy	In Literacy we aim to develop pupils' abilities within an integrated programme of Speaking, Listening, Communication, Reading and Writing.	Speaking and Listening: <ul style="list-style-type: none"> - children to develop in their speech and language - opportunities for children to follow instructions in different situations, with or without non-verbal cues. -ensure that children are listened to and are supported to make sense of what they hear. - confidence to share their ideas and communicate their needs using their chosen method. Reading: <ul style="list-style-type: none"> - development of reading and comprehension skills Writing:

		<ul style="list-style-type: none"> - Use writing as a means to communicate ideas
PSED	At Woolgrove we strive for our pupils to be more confident, motivated and able to make important life and health choices – a caring community fostering a positive future. To achieve this, we aim to deliver a PSED curriculum that best fits the individual needs of our children.	<ul style="list-style-type: none"> - Meeting my needs (who am I, getting help, my feelings etc) - Families and People who care for me - Caring Friendships - Respectful relationships - Online relationships - Being safe
Computing	Computing is changing the lives of everyone. Through teaching Computing we equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. Children will develop their programming knowledge and understanding through a range of activities. Computing skills are a major factor in enabling children to be confident, creative and independent learners.	<p>Digital Literacy (DL):</p> <ul style="list-style-type: none"> - use technology safely and respectfully - keeping personal information private - identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
RE	We believe at this school that RE both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually, is reflected in the RE curriculum. RE provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. The RE curriculum will reflect the multicultural nature of the local community and build on British values	<p>Sources of wisdom and their impact:</p> <ul style="list-style-type: none"> - express ideas and insights about the nature of beliefs, values and practices and their impact upon the identity of individuals and communities - recognise and explore the diversity which exists within and between religious traditions <p>Personal and critical responses:</p> <ul style="list-style-type: none"> - express with increasing discernment their personal reflections, critical responses and connections to faith and belief enquiring into philosophical, moral and ethical issues - engage with the questions and answers offered by religions and worldviews concerning ultimate questions and human responsibility - develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion
Understanding The World	Science, History and Geography: In designing Woolgrove School’s curriculum for Understanding the World, objectives have been selected from the EYFS framework and Key Stage 1 National Curriculum in order to equip our pupils with the relevant knowledge and skills they need to navigate their way in the world now and	<p>Science:</p> <ul style="list-style-type: none"> - Recognises similarities and differences - Shows curiosity - Shows care and concern for environment - Asks simple questions

	<p>in the future. These objectives lend themselves to coverage through a wide range of science, history and geography topics, providing children with the opportunity to revisit the key skills and knowledge in different contexts within the framework of our spiral curriculum during their time at Woolgrove. It is intended that topics will be selected on the basis of their relevance to pupils' current interests and circumstances. Pupils' wellbeing was a major consideration in selecting key vocabulary to be learned, for example, the parts of the body.</p>	<ul style="list-style-type: none"> - Using simple equipment <p>Geography:</p> <ul style="list-style-type: none"> - Noticing difference, features, objects - Communicating about familiar/unfamiliar - Location and directional language <p>History:</p> <ul style="list-style-type: none"> - Develop curiosity about people - show interest in the lives of people who are familiar to them - To be able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
<p>Physical Development</p>	<p>At Woolgrove School we believe that physical development (PD) and physical education (PE), experienced in a safe and supportive environment, are vital and unique in their contribution to a pupil's physical and emotional development and health. Our curriculum aims to provide for pupils' increasing self- confidence, enthusiasm and enjoyment in developing and using the physical skills of co-ordination, control, manipulation and movement. PD and PE link explicitly to ALL areas of our curriculum but with a particular focus on our life skills curriculum. Our aim is therefore: - To promote the health, safety and well being of all pupils through the joy of movement. - To excite, stimulate and motivate all pupils to learn and develop physically.</p>	<p>PD:</p> <p>Moving and Handling: development of key skills related to large (gross) movements such as walking, balancing and negotiating space and small (fine) movements e.g picking things up, using and playing with objects/toys, development of early mark making/writing skills.</p> <p>Health and Self-Care: children find out about the effects of a healthy life style on their bodies. This includes all the factors that affect healthy development including making healthy choices in relation to food. It also includes managing their personal needs, such as dressing, when it is appropriate.</p> <p>PE: Physical education (PE) relates to lessons/activities that develop pupils' physical competence and knowledge of movements and safety in relation to key skills, and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle and traditional sport.</p> <p>Swimming!</p>
<p>Outdoor learning</p>	<p>Outdoor learning encompasses any learning experience, big or small, that takes place outdoors. It includes, but is not limited to, environmental education, playground and team games, trips, residential visits and curriculum-linked activities. At Woolgrove School we are fortunate to have a seven-acre wildlife area with a pond within our grounds as well as two</p>	<p>To provide a real-world, engaging and motivating context for learning To provide an alternative learning experience that benefits learners in different ways To provide opportunities for collaboration, problem solving and risk taking</p>

	<p>playgrounds, a sensory garden and outdoor areas for most classrooms. Time spent outdoors offers many benefits to our pupils' learning as well as to their physical and mental health and wellbeing.</p>	<p>To improve the physical and mental health and well-being of pupils and staff To provide progressively challenging outdoor experiences that raise the self-esteem of pupils To develop a respect for the environment and a desire to protect it</p>
<p>Maths</p>	<p>To develop an enthusiasm and enjoyment of mathematical activities. To be confident to use numbers, prepositions, shapes, measurements and money, appropriate to the child's individual developmental stage and ability. To develop mathematical skills to meet the targets outlined in their EHCP.</p>	<p>Core Skills: - Number Supplementary Skills: - Shape - Space - Time - Measures</p>
<p>Expressive Arts</p>	<p>We aim to give the children opportunities to express themselves using a wide range of artistic media as well as equipping them with useful skills for their time in school and the wider world beyond</p>	<p>Art and Design: - learn and celebrate the arts of different cultures - Self expression - Using equipment and tools safely - Develop like skills e.g. cleaning/preparation - discuss and describe the differences and similarities Drama: - communicate and express yourself in different ways - show some empathy in role play or story telling by relating events to their own lives. - Understand the difference between 'real life' and 'pretend' - Explore different aspects of life by pretending to be different characters eg. Being a doctor - Understanding feelings/emotions: imitate specific actions and facial expressions Music: - Self expression - Control - Communication - Engagement - Learning skills/routines through song - Cultural awareness</p>