Oakwood School
"Working Together"

Adventurers (Bridging)

Adventurers Pathway

Bridging

'Learning to be successful learners, connecting with the wider world'

Overview

- Working within aspects of the **NC but below their chronological year group** maybe working within the pre-key stage standards.
- Developing more formal, knowledge and skills.
- New concepts introduced using **physical, sensory and concrete resources.**
- Children will have some gaps in their understanding of earlier skills and knowledge and will be learning how to use and apply their knowledge and understanding to different contexts.
- Strong focus on **functional skills** and **greater independence**.

Rationale

The Adventurers Pathway provides an engaging curriculum for children working above the Semi-Formal curriculum but below age-related expectations of the National Curriculum. Children may be able to access parts of the National Curriculum, however this would below their chronological age for the year group objectives.

Every new concept is first introduced using physical, sensory, and concrete materials before learners go on to develop, consolidate and generalise their learning.

The Adventurers Pathway provides:

- A curriculum with a selection of appropriate cross curricular topics where some elements of the National Curriculum are accessible – appropriate for the developmental levels and motivations of our pupils.
- A carefully crafted, dynamic curriculum based around the needs of the pupils.
- Regular opportunities to discuss and share British and wider community events, including religious holidays, celebrations.
- Opportunities for pupils to express, share and celebrate their learning with the wider school community, through school event days and assemblies.

Aspects of the National Curriculum are covered within each subject where appropriate. The curriculum is broad and balanced with key principles for study within each subject.

Personal, Social and Emotional Development

As part of the Personal, Social and Emotional Development area of learning we use the My Play and Leisure, My Independence and My Well-being scheme of work from the Equals curriculum supported by out own PSED scheme. Through this children develop their skills, knowledge and understanding of the world and develop their independence, self awareness and self confidence. In addition, it prepares children for becoming active and safe participants in society. It incorporates some elements of PSHE/RSE and RE from the National Curriculum alongside a bespoke curriculum written by the school based around the topics of Wonderful Me, This is Me and New Me. This area of the

curriculum also included our regular celebration focus weeks where children develop their understanding about religions and cultures.

Problem Solving
Our Problem Solving area of learning uses the Mathematics, Technology, My Outdoor School and The World Around Us schemes of work from the Equals curriculum. This is supported by use of the White Rose Maths scheme. Through this children develop their problem-solving skills to enable them to be as independent as possible. It covers understanding of Mathematics with a heavy emphasis on Number and also Incorporates elements of Computing, DT, History, Geography, Science from the National Curriculum depending on the children's developmental/ cognitive needs and interests. Elements from Science and Geography allow the children to develop their enquiry, observation and exploring skills in the world around them and use a dedicated forest area. Technology is used to enhance learning and prepare children for a life beyond Oakwood where they will use technology to communicate and support independence.

Communication & Language
Through our Communication and Language area of the curriculum, children develop their understanding of the English language and use it to communicate effectively alongside other communication aids (ALD, Makaton, etc.). It covers the English element of the Equals scheme of work as well as incorporating elements of Reading, Writing and Phonics from the National Curriculum. We use a text as our topic focus and children learn phonics though class activities and though the RWI scheme where appropriate. Book Bands are used for children who are able to access books and comprehension is developed though small group work. Some skills are also developed throughout other areas of the curriculum as communication is an integral component of our curriculum.

Creativity and Physical Development
In creativity and physical development, we use the My Art, My Drama, My Music, My Dance and My Physical Wellbeing schemes of work from the Equals curriculum. It also incorporates elements of Art, DT, Music and PE from the National Curriculum. Children's creativity is developed through all areas of the curriculum and is based around our topics and class texts. We have the opportunity to participate in a range of musical and sporting events in school and within the wider community.

Organisation of Learning

The organisation of learning within this pathway will be seen in the following ways:

- A broad and balanced range of subjects are taught, each retaining its distinct integrity.
- A strong focus on functional skills, e.g. functional reading, maths and key life skills to support independence and preparing for adulthood.
- Pupils will experience the curriculum within some subject specific lessons on the timetable. Cross curricular themes are used as a 'hook' to engage and motivate.
- Continuous provision will be available alongside some subject specific lessons.
- Adaptations and strategies are incorporated for individual pupils/ groups to ensure pupils are able to access learning for example: visual supports
- Consistently high-quality resources which support pupils understanding in an age appropriate way.

Pupils' awareness of religious and cultural themes is promoted through themed weeks, covering an element of one of the six main religions and recognising the cultural diversity of the pupils in each individual class.

Success Indicators

Through the Adventurers Pathways we will see children:

- Enjoy being in school and demonstrate curiosity and an inquisitive nature.
- Develop of secure relationships with peers and adults.
- Gain increased independence in daily routines.
- Able to express views, emotions and communicate effectively with peers and adults.
- Able to access a more formal curriculum.
- Participate in a wider range of activities.
- Understand functional literacy and maths (number, money and time) etc., to support real life situations - valuable life skills.
- Understand their own bodies and minds to help keep themselves safe.
- Gain a greater understanding of the world around them.
- Make progress in a very individual way; this may be lateral as well as linear. Progress will be seen against their personal learning targets (home and school), EHCP targets and Speech and Language targets.

Success and hard work are celebrated directly with parents through regular contact, more formal termly parent meetings and class blogs. They are shared with the school during our weekly celebration assemblies and are shared 1:1 with children themselves in a personalised way.