



Key Stage 3 Special Academy Curriculum 2017 - 2018

At key stage 3 classes are organised according to a primary model where the class teacher teaches maths, English, PSHEE and S.E.A.L and peripatetic teachers teach other subjects. Consistency and positive relationships with staff teams and positive relationships with the staff and pupils is essential to enable the pupils to feel safe to learn. The start of the day process involves a nurture time where pupils continue to have a story as a group along with individual activities that enable pupils to settle to learn. These may include music interventions/DT or physical activity or mentoring with a key worker.

The curriculum offer is as follows:

- Mathematics (in year 9 pupils begin to follow the GCSE Edexcel maths curriculum)
- English (linked thematically to the Elements thematic curriculum) (in year 9 pupils are introduced to the skills required for the GCSE English language and literature exams)
- Science – pupils in year 9 sit entry level science modules in preparation for key stage 4.
- P.S.H.E.E.
- Drama
- Art/ Music
- P.E.
- Design Technology
- Elements thematic curriculum

Mathematics

Springwell Special Academy recognises the importance of Mathematics in Key Stage 3. As a school, we are very committed that all students get the opportunity to complete a broad Mathematics curriculum programme of study that prepares them sufficiently for Ks4 study. Mathematics is taught 5 times a week and our vision is to create an environment in which all learners can make progress through a kinaesthetic, engaging, immersive and a creative approach. We aim that all students we consolidate their skills and enjoy solving Mathematical skills for future life situations. Pupils in Y9 have the opportunity to gain entry and Level 1 or Level 2 in functional skills as appropriate.

English

English lessons are taught in form groups led by the form tutor. The Elements theme for the half term is explored and pupils have access to a variety of texts and explore a range of genres of writing, following the national curriculum statutory requirements. A Shakespeare play is explored every year culminating in the Springwell Shakespeare Festival to introduce pupils to Shakespeare in key stage 3 to prepare them for more confident further exploration in key stage 4. The ability to read is essential for ease of access to all areas of learning, therefore pupils undertake reading daily. This enables a calm and settled start to the afternoon and provides a further opportunity to support pupils in their enjoyment and progress in reading.

Science

Pupils in KS3 have recently commenced a pilot OCR Entry Level Science qualification. This course provides an excellent introduction to the scientific concepts and content addressed and examined in at KS4. The course covers the three areas of Biology, Physics and Chemistry and provides an excellent way of addressing any gaps in knowledge the pupils may have from KS1 to KS3.

It is hoped that the pupils' experience of studying for a recognised qualification will further improve the students motivation levels and help them gain confidence towards their GCSE studies at in Year 10 and 11. When possible, the order in which the individual topics are taught will be tied in with the Elements theme, so that cross curricular connections are made.



Design & Technology

In design and technology pupils combine practical and technological skills with creative thinking to design and make products and systems that meet human needs. They learn to use current technologies and consider the impact of future technological developments. They learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team. Topics run alongside the Elements Curriculum to deepen pupil's understanding, with body smart kinaesthetic activities tailored to engage and inspire even the hardest to reach learners. Assessments are carried out every half term with key pieces of written and practical work combining to provide accurate levels of student abilities. All pupils are assessed at least once in the year on each of the following skills – research, specification, generating ideas, development, planning, making and evaluation.

Computing

Taught through the Elements curriculum, computing prepares our learners for life in the 21st century. Our pupils develop an understanding of computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. Pupils use search technologies effectively, appreciate how results are selected and ranked and learn how to select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Keeping our learners safe is paramount and at Springwell we use technology safely, respectfully and responsibly. Our pupils recognise acceptable and unacceptable behaviour and identify a range of ways to report concerns about content and contact.

The blog continues to provide our pupils with a platform to write for a real audience, therefore giving them a purpose to write. When pupils have a purpose, it impacts positively on the quality of their writing. We are now in a position to use social media creatively to share our pupils' work with the world, attracting feedback to the blog, raising self-esteem, motivation with the aim of enhancing academic attainment. We are able to connect, communicate, collaborate and create on a local, national and global scale with such ease and transparency.

Pupils use the blog and See-Saw as a digital portfolio. Apps such as Explain Everything, Book Creator, iMovie Green Screen and many more are redefining the way in which different tasks can be completed to incorporate different skills and promote creativity in our now 21st Century classrooms. Our pupils are now making their learning visible for the world to see using content creation apps.

Elements

The aim of Elements is to further develop pupils' literacy, in particular communication and writing skills through engaging thematic learning that hooks pupils in and which they find motivating and purposeful. Teachers plan the curriculum to make it relevant to the pupils and discuss how learning can be made exciting, whilst still meeting learning objectives. The learning is often developed around a story or character to engage the pupils on an emotional level and to give the learning a context. By focusing on a story or character, the aim is to develop pupils understanding and empathy for others, which, for a range of reasons, is challenging for many pupils. Elements is also a vehicle for History, Geography, RE, SMSC, Citizenship, PSHEE, ICT and mathematics.

Music

During KS3 in Music, children will experience performing, composing and listening. They will also learn how review and evaluate both their own work and the work of others. In this particular setting it is vital that pupils are guided into working collaboratively and so there is a strong emphasis on practical work and group work. Pupils should expect to experience learning to play various instruments such as keyboard, guitar, drums, bass and voice and they will delve into various genres and cultures such as Rock, Blues, Pop, Classical, Reggae, Folk, Chinese music, African music and Indian music. Children will learn how to read traditional notation as well as looking at alternatives such as graphic score. The



school is well equipped in terms of music technology and all children have the opportunity to record their own and others' work using programmes such as Pro Tools and Garage Band and Logic. Children are encouraged to record information and ideas in a written format in music lessons with a view to support the school's drive to improve literacy. The schemes of work taught are varied and very flexible, tailored to the needs of the individual. Emphasis is placed on progress and the importance of making mistakes in order to achieve this. The curriculum follows the guidelines of the National Curriculum for Music with an emphasis on preparing for a Level 1/2 qualification in KS4. In addition, all children sing together every week and opportunity is given for children to participate in individual instrumental tuition. Children are welcome to practise in the music room and heart space during nurture time and at lunch time and there are various extra-curricular clubs for children to attend. Regular concerts are held in school to showcase children's hard work and achievements.

Drama

Drama in Key Stage Three is used to develop pupils' communication, collaboration and co-operation skills. SEAL underpins a lot of the work done in drama to encourage our pupils to work as part of a team. Pupils take part in group games and trust exercises to promote this.

Pupils also learn key drama skills and techniques which help them to explore ideas, issues, texts and meanings. They learn to use different ways to convey action, character, atmosphere and tension when they are scripting and performing in plays. Pupils also learn to appreciate how the structure and organisation of scenes and plays contribute to dramatic effect and to evaluate critically performances of dramas that they have watched or in which they have taken part.

The pupils use the skills and techniques they have learnt throughout the year to produce short plays and films based on our Opening Minds Days topic. They are also showcased in our annual Shakespeare Festival.

P.E

National curriculum P.E is delivered to pupils in KS3 with assessments carried out on a half termly basis to provide accurate age related levels. A wide range of activities are on offer for pupils to participate in including:

- Invasion games (basketball, football, netball, rugby, dodge ball, handball and hockey)
- Games (boccia, curling)
- Net and wall game (tennis, badminton and volleyball)
- Gymnastics (floor skills, apparatus skills and trampolining)
- Striking and fielding (cricket, rounders and kin ball)
- Athletics (high jump, shot put, discus, javelin and running)
- Extracurricular activities are on offer to all pupils in School, popular clubs include:
- Football
- Multi sports
- Swimming
- Boxing

P.E helps to promote health and wellbeing, most importantly building pupils confidence and self-esteem. SEAL is constantly a part of lessons encouraging self-awareness where pupils evaluate both their own work and work of others. Pupils manage their feelings by experiencing working in a range of environments using resilience when learning new skills and techniques. Using learning journeys for each topic pupils are motivated to achieve. Most importantly pupils are expanding on their social skills learning to take turns and work together as part of a team.

- **Sensory intervention**



Some of our pupils struggle in PE lessons due to their lack of progression through the early developmental stages. They have a lack of experiences and a neurological impairment as the positive connections and pathways have not been formed in the brain. During sensory intervention activities are provided that aim to revisit these stages developing positive experiences and neurological pathways bridging the gap in their physical abilities. The (FUNS) fundamental movement skills programme is used to assess the pupils BALANCE, COORDINATION and AGILITY at the start and end of the intervention period.

Art

Art and Design in Key stage 3 is aimed at bridging the gaps in a child's creative education and experiences. Term 1 is drawing based with emphasis on mark making, experimental techniques and observational studies. Term 2 looks at printmaking and mixed media techniques whilst term 3 concentrates on 3 dimensional studies and collaborative projects.

All aspects of the curriculum support the wellbeing social, cultural and moral outlook of our children. Craft based activities reflect seasonal and cultural events in the calendar.

SMSC and British Values

SMSC and British Values are encompassed in all aspects of teaching and learning. Elements, PSHE, SEAL and 'Opening Minds' mornings all lend themselves particularly well to the development of pupils' SMSC. These subjects and morning provide pupils with the opportunity to explore the questions above and actively take part in the experiences mentioned. Springwell is committed to continuing to develop and embed SMSC in all aspects of teaching and learning and provide pupils' with exciting opportunities and experiences to develop their SMSC education.

- **Opening Minds mornings**

Opening Minds mornings aim to create a further opportunity to focus on SMSC, British Values and community cohesion to develop pupils' understanding of other cultures, countries and communities. The aim is to widen pupils' experience to support them in becoming more accepting and tolerant of others.

PSHE

PSHE is delivered through Elements and is also taught as a discrete lesson once a week in Key Stage Three. The programme of study covers three core themes: 1. Health and Wellbeing 2. Relationships and 3. Living in the Wider World. Springwell is committed to continue with the development of PSHE education and providing pupils with exciting and relevant learning experiences in a safe learning environment, where every pupil achieves success in PSHE to their full potential. We also get outside agencies to deliver PSHE lessons. SRE is delivered with support from Mark from Spectrum who gives expert advice to pupils on this area of the PSHE curriculum, SYEDA come and talk to our pupils about body image, self - esteem and eating disorders and we have drugs workers who deliver workshops on drugs.

S.E.A.L

SEAL teaches essential life skills. If young people feel good about themselves, have skills to cope with their lives and get on with each other, with good teaching, they will be more likely to achieve their potential. SEAL can support them getting there. SEAL focuses on five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills. Pupils use a SEAL passport to work on their personal SEAL targets and to map their progress in the five aspects of SEAL. We also use some of the SEAL 'Say no to bullying!' activities during our Anti- Bullying Week in November to complement our on-going work on combatting bullying.

