



Meadow Wood School Curriculum Framework

The curriculum at Meadow Wood School is comprised of the EYFS curriculum and a tailored curriculum that is split into 3 pathways: pre-formal, pre –key stage and National Curriculum. The curriculum is differentiated to meet the needs of the individual within each of these pathways. The rationale for these pathways is that students can be placed within a curriculum framework which accommodates their cognition and learning levels which range from complex and severe learning difficulties, through to moderate learning difficulties to students who are able to access National Curriculum levels.

All students who attend Meadow Wood in Nursery and Reception Years follow the Early Years Foundation Stage (EYFS) framework which sets out the statutory strands for development up to the age of 5. Once they reach Year 1 the students will follow the curriculum pathway that best suits their current developmental level. They may spend the entirety of their Meadow Wood schooling in one pathway or move pathways depending on their rate of learning and progress.

The Pre- Formal curriculum include these core areas of learning that all pupils have structured within their timetables.

- My Communication
- My Thinking
- My Body
- My Independence

The Pre – Key Stage Small Steps Curriculum comprises the core elements of Maths, Reading, Writing, Speaking and Listening and PSHE. It also incorporates other subject based areas of learning such as Science, History, Geography, R.E, Art and Music to give the breadth and depth of learning that each student requires at their developmental level and key stage.

Some pupils will be accessing the National Curriculum in some or all subject areas.

Each half term we have a topic (on a 3 year cycle) and pupils in the school work within that topic which facilitates many opportunities for cross curricular learning and generalising skills across different contexts.

What it looks like in practice

Pre Formal

The students working on the pre formal curriculum generally have Profound and Multiple Learning Difficulties (PMLD) and have unique abilities and ways of learning and require a curriculum that is inclusive and relevant to them. In addition to very severe learning difficulties, they can also have physical disabilities, sensory impairments and a severe medical condition. They need a curriculum which is adapted and broken down into very small steps, with time for consolidation and repetition. The individualised curriculum is constructed from an in depth understanding of each and every student. Students are likely to need a curriculum that includes sensory stimulation in the form of sensory stories, the development of early communication skills through eye pointing, vocalisations and switches alongside topics which bring the outside world to them and helps students begin to understand and make sense of it.

The Pre Key Stage Small Steps Curriculum

Students working in this curriculum have severe to moderate learning difficulties alongside their physiological and neurological impairments. They will experience significant barriers to learning and will find skills more challenging due to their sensory and physical abilities. The curriculum is taught through subject based lessons and students have opportunities to generalise skills in different activities and contexts. Students require significant adaptations to access the learning and the curriculum but make progress as they develop physical skills and increase their independence with adapted equipment of wheelchairs, walkers and standing frames.

National Curriculum

Pupils working on the National Curriculum may have moderate learning difficulties or will be working at age expected levels. They will follow a personalised curriculum based on National Curriculum subjects and programmes of study. They will develop knowledge, skills and understanding and be able to demonstrate their learning in different contexts and settings. They will have opportunities to develop functional skills and life skills in the local and wider community. Students will have opportunities in this curriculum pathway to integrate into local primary schools for lessons, enrichment and relevant interventions to further develop their learning where appropriate.

CURRICULUM FRAMEWORK FOR MEADOWWOOD SCHOOL

STAGES				
	EYFS	PRE – FORMAL (PF)	PRE KEY STAGE SMALL STEPS TO NATIONAL CURRICULUM	MY INDEPENDENCE
				FOR ALL YEAR GROUPS
Early Years Foundation Stage	Areas of learning <i>Communication and Language Physical Development Personal, Social and Emotional Development Literacy Mathematics Understanding the World Expressive Arts and Design</i>			<i>My Body Body Awareness Fine Motor Skills Gross Motor Skills</i> <i>Self Help Eating and Drinking Dressing and Undressing Using the toilet Cleaning teeth Washing hands and face</i> <i>My Access Early IT skills Computing</i>
Key Stage 1 and 2		My Communication My Thinking My Independence My Body	My Communication <i>Speaking and Listening Reading Writing</i> My Thinking <i>Maths</i> <i>Science</i> My Creativity <i>Music Art Design and Technology</i> My Community <i>Geography History RE</i> Myself <i>PSHE Relationships Education</i> <i>Computing</i> <i>Physical Education</i>	

The plan below shows the curriculum areas and how they link to the National Curriculum.

Curriculum areas	Links to National Curriculum
My communication	English
My thinking	Mathematics Science
My body	PE *also includes fine and gross motor skills Swimming

My independence	PSHE Cookery *also includes life skills
My creativity	Art Music Design and Technology Cookery
My community	RE and collective worship History Geography
My wellbeing	PSHE Relationships Education
My access	ICT