



Larkrise School Curriculum 2014-2015



Larkrise School -Our Curriculum

At Larkrise School we strive to provide a child centred Curriculum that is theme based, flexible and creative that caters for children and young people with a range of learning disabilities including Autistic spectrum Disorder (ASD), Severe Learning Difficulties (SLD), Moderate Learning Difficulties/ Complex Needs (MLD). We have developed and are trialling a specific curriculum based on routes for learning for our pupils with Profound and Multiple Learning Difficulties (PMLD). As a generic special school, we recognise the need for a range of approaches, strategies and resources and the need for teachers, Teaching Assistants, Parents/Carers and multiagency practitioners to work in partnership.

We promote the moral, cultural, spiritual, mental and physical development of pupils and prepare them for the opportunities and responsibilities of later life. We also acknowledge the importance of developing life skills and that fun and enjoyment is essential to well-being, emotional development and a passion for learning.

Our Curriculum is broad and balanced but is also flexible, creative, and above all needs-led where we value each individual and nurture their potential by tailoring their education to meet their needs in an environment that is set up to best facilitate their learning and development.

Our curriculum areas are overseen by Subject Leaders, but we also recognise the importance of skilled practitioners with expertise in PMLD, SLD, ASD and MLD working in partnership in the ongoing development of topic frameworks and planning. We are keen to use the elements from the Primary and Secondary Curriculum that are relevant to the needs of our pupils.

Art and Design

At Larkrise Art and Design is about unlocking creativity, imagination and communication through Multisensory experiences that make the students think. Where students are stimulated by visual and tactile activities, and beyond with the use of auditory, olfactory and even gustatory elements to lessons.

Students learn about current art and artists, as well as those from different times and cultures.

They are encouraged to experiment with and use:

- mark making
- line
- colour
- form
- shape
- space
- texture and pattern
- different materials and processes
- two dimensional and three dimensional work
- ideas of their own or formed as part of a group

In KS3, KS4 and Sixth form several students have been involved in the Arts Award for the first time with our resident artist Becky Churchill.

Computing

Computing continues to grow and evolve and is fundamental to many aspects of everyday life. In order to reflect this, computing is used to extend and augment pupils' learning across the whole school curriculum as well as being taught as a discrete subject.

Pupils have access to a variety of devices and resources such as personal computers, touch screen computers, iPads, Android tablets, robots, remote controlled toys, switch controlled toys, communication devices and eye gaze units. All pupils have access to devices appropriate to their needs.

Pupils will be taught how to stay safe when online. Larkrise School has an online safety policy in place that details how the principles of online safety will be promoted and monitored.

Design & Technology

D.T is experienced at Larkrise as a subject in all classes to develop key skills and processes. Within the school D.T is also taught in a cross-curricular way as an area of knowledge or skill which can be developed as a part of all learning and work. All teachers make sure that links to D.T are outlined within their planning and seek to exploit any possible opportunities to develop D.T skills through work in other subjects. The topics studied at all different year groups within the school are outlined in the school's scheme of work for D.T and within the yearly planning cycle for all Key Stages. Food Technology is, usually, taught within the school's specialist room. This is a very valuable resource.

The time allocation for teaching D.T within school varies according across key stages. All pupils in the school should be given an opportunity to experience D.T for, approximately, 1 hour per week. This is met within school through all classes having a time slot within the Food Technology room as well as D.T being taught in a more discrete way within all classes.

English

English at Larkrise is fun! We concentrate on communication skills, speaking and listening, reading and writing. We are lucky to have a range of different kind of technologies to support the children with their work, ranging from Big Point buttons to iPads.

Throughout the school, pupils work on their communication skills, developing their expressive and receptive language, using symbols, Makaton signing and Speech in a whole communication approach. Teaching our students good communication underlies all we do.

In Lower School, children work on prewriting skills to improve their co-ordination, motor skills, and to strengthen their muscles in their arms and hands, ready for writing. We work on letter formation and spelling. In Upper School, these skills are developed further and the students use writing to communicate a range of ideas to a range of audiences.

The focus becomes more life skills based in 6th Form.

In order to develop reading, children in Lower School are split into groups to follow the Letters and Sounds programme. In Upper School reading is embedded across the curriculum and is taught discretely using the Letter and Sounds and the Sound Discovery intervention programme

Geography

Geographical skills and understanding start as soon as students arrive at Larkrise in all classes. We follow a themed based curriculum with classes throughout the school following the same theme with activities appropriate to the age and stage of development of the students. There will be some topic days where students will join together for example the sensory dome will be used to enhance the learning for the topic.

Themes we follow with a strong Geography focus are: The Earth, Water, Transport, Rocks, Homes and Shopping,

We also respond to current events and adapt the curriculum for example during the Olympics, World Cup, Jubilee etc.

In TLG and Early Years the emphasis is on exploring the world in their immediate environment through sensory activities. They will develop an understanding of place through activities such as moving within the school using objects of reference as prompts, exploring natural objects and substances, experiencing sights, sounds and sensations inside and outside of the classroom. Where appropriate they will take part in trips to the local park, soft play etc.

In Key Stages 1 & 2 the focus will extend to include the local area with more field trips to investigate Trowbridge and surrounding areas. There will be a greater emphasis on collecting information and making their own observations. In addition they will use Secondary Sources such as Google Maps/Satellite images to begin to develop mapping skills.

In Key Stages 3 & 4 the focus will extend again with opportunities to compare the local area with a location in another country. They will study environmental issues at different levels and collect information from a range of sources. They will have the chance to take part in a Residential Trip which will include field work activities.

History

We use a variety of teaching and learning styles in history lessons. Our principal aim is to develop children's knowledge, skills and understanding. Sometimes we do this through whole-class teaching, while at other times we engage children in small group sessions. We encourage the children to ask questions and inspire pupil's curiosity to know more about the past. They have the opportunity to use ICT to enhance their learning and are supported to explore artefacts and books. Students also take part in role play which supports their understanding of the diversity of societies and relationships between different groups, as well as their own identity.

Maths

In Larkrise School we strive to raise pupils' levels of achievement in Mathematics. To encourage pupils to work with self-confidence in a systematic and logical way and to extend the development and improvement of their mental abilities. To support pupils progress from concrete to abstract. To teach pupils the appropriate mathematical terms and language. To support pupils to discover patterns and relationships with mathematics. To identify pupil's difficulties in Mathematics and to provide programmes to remedy these through progress meetings. To provide continuity and progression through the scheme of work and supportive materials. To provide pupils with experiences of Information Technology and its associated apparatus. To provide teaching at all levels including opportunities for exposition by the teacher, discussion between teacher and pupil, group work between pupils, appropriate practical work, consolidation and practice of fundamental skills and routines, problem solving including application of mathematics to everyday situations and investigational work. To provide assessment and monitoring of pupil's levels of attainment. To provide a broad and balanced programme in line with statutory requirements.

Music

At Larkrise School, making every child's music matter is a core principle. Enjoyment and achievement lie at the heart of good primary practice; every child should enjoy musical activities. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune, developing their expression and ability to listen to others. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch, how to make music together, to understand musical notation or symbols and to compose pieces using a range of tuned and un-tuned instruments, body percussion and vocal effects. We recognise that in all classes, children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

P.E

See Larkrise P.E Curriculum PDF

PSHE

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R.E

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Science

Larkrise science curriculum gives all pupils the opportunity to develop their interest in, and curiosity about, the world around them, through exploratory and investigative experiences and activities. The practical nature of the subject gives pupils opportunities for investigation and problem solving, helping them to make sense of scientific experiences, applying these skills to new situations, and encouraging, developing and extending their scientific skills.

