

Curriculum Map – semi-formal groups

What are we trying to achieve?

How do we organise learning?

How well are we achieving our aims?

Curriculum mission statement	At Woodlands Academy, the semi- formal Curriculum provides meaningful, fun and engaging learning opportunities which enable pupils to reach their potential. Learning is related to their own experiences with both opportunities for active cross- curricular and contextualised learning.						
Curriculum Aims	Pupils who make progress	Pupils who live happy and healthy lives	Pupils who feel safe	Pupils who make positive contributions to school and the wider community	Pupils who enjoy learning	Pupils who feel valued and confident	Pupils who reach their highest potential through high expectations
Areas of need	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical Needs			
Focus for Learning	Attitudes and attributes	Skills	Knowledge and Understanding	Body awareness	Personal Care	Developing independence	Meaningful communication
Curriculum enrichment	'Bikeability sessions'		Weekly swimming sessions	Rebound Therapy	Music Therapy	Horse riding	Learning in the community
Components	Lessons	Learning outside the classroom	Communication	Personalised programmes	Behaviour	Environment	Sensory integration
Approaches to learning	Lessons using a range of teaching styles, TEACCH, learning through.../ Learning outside the classroom/Personalised	Learning opportunities outside the classroom	Communication strategies – 'singalong', PEC's, total communication approach, Communication In Print, objects of reference, AAC	Personalised Learning – differentiated lessons, interventions	Behaviour – individualised behaviour plans, IRC's	Organised, Personalised areas, visual structure, TEACCH – foster independence	Sensory – individual sensory plans, movement breaks, calming activities.
Whole curriculum dimensions	British Values -we promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'						
Curriculum areas	English and Communication	Mathematical thinking and problem solving	Personal, Social, Spiritual and Emotional	The World Around Us	Art and Creativity	Think Scientifically	Play
Assessment	Look at each pupil individually to capture holistic progress	Use of MAPP – linear assessment	Use of PIVATS 5 to capture wider picture and convert to CASPA data	Gives useful feedback to pupil, parents, staff and stake holders	Celebrates achievements and identifies next steps	CASPA data used to show progress and areas for development	Levels of engagement to show linear progress
Quality Assurance	Robust Appraisal Cycle	Learning Walks	Opportunities to share good practise	Formal observations	Governor monitoring	Parental View	Pupils Voice