

# Curriculum Organization and Structure

# St John's Curriculum

## Intent

- To be as independent as can possibly be

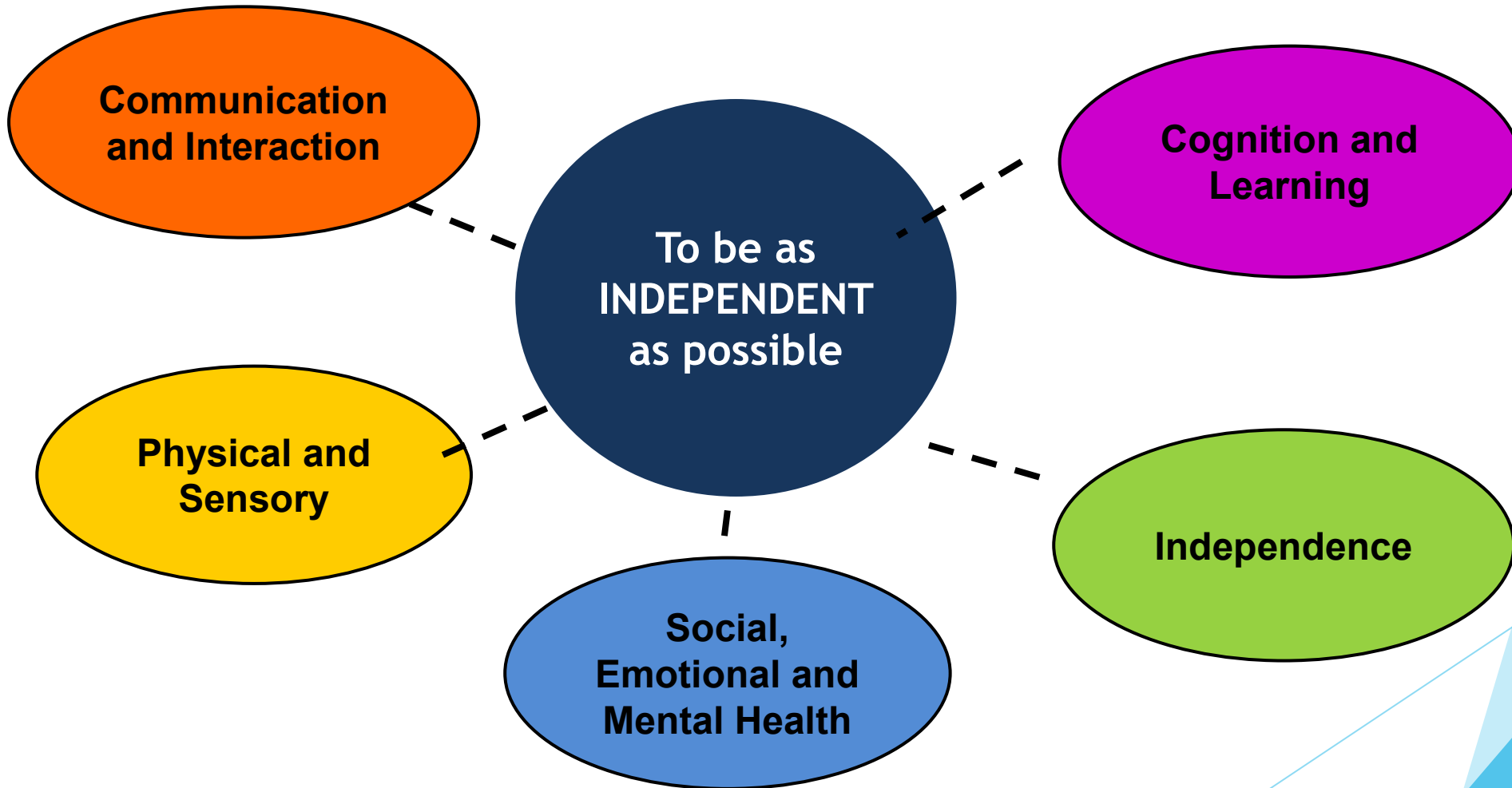
## Implementation

- Curriculum pathways

## Impact

- Progress made towards EHCP targets

# Intent



# Implementation

## 3 Pathways:

- ▶ **Sensory Curriculum:** sensory based, learning through play, curiosity, explore, engage, pre-verbal, emerging communication
- ▶ **Semi-Formal Curriculum:** process-based, life-skills, pre-verbal, low communication skills
- ▶ **Formal Curriculum:** Subject/ product-based, ASDAN, AQA Entry level, writing, reading, mathematics, Verbal with good communication, B-Tech

# Sensory Curriculum: Learning through...

Sensory Curriculum

Sensory Play

My Communication  
passport

Sensory passport

The World about me

My Creativity

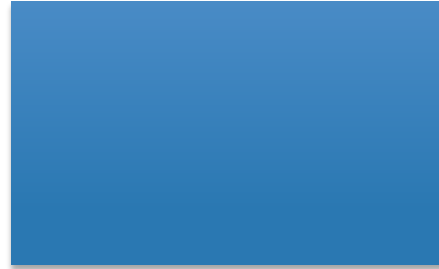
My Independence  
(Dressing/  
Undressing,  
Cooking, Shopping,  
Travel training)

# KS1,2,3,4 Sensory Activities



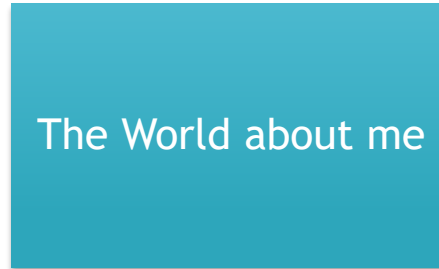
# Semi-Formal Curriculum: Curriculum areas

Equals Semi-Formal  
Curriculum



My Communication  
(Literacy, SALT)

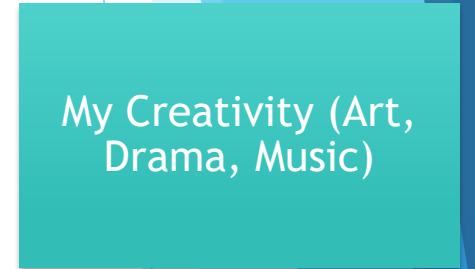
My Thinking and  
Problem solving  
(Maths)



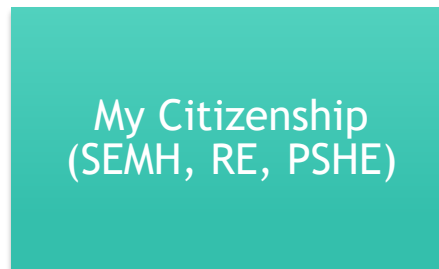
The World about me



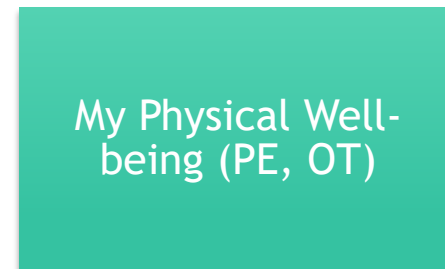
My Play and Leisure  
(games)



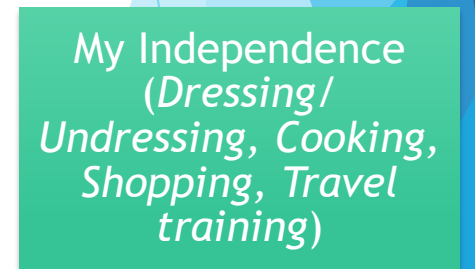
My Creativity (Art,  
Drama, Music)



My Citizenship  
(SEMH, RE, PSHE)



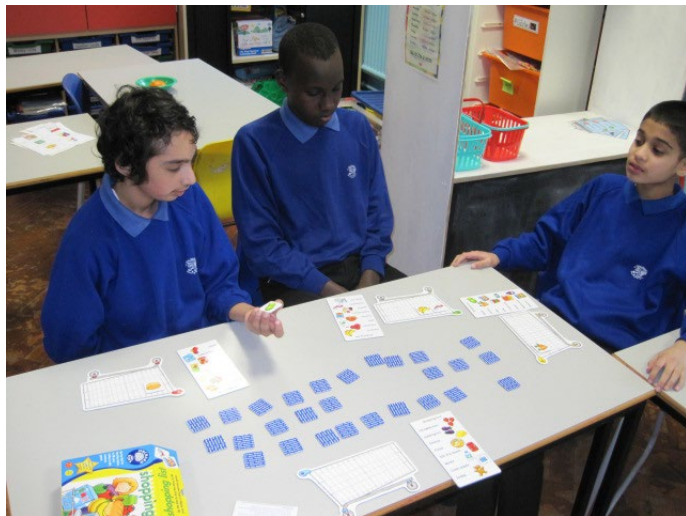
My Physical Well-  
being (PE, OT)



My Independence  
(Dressing/  
Undressing, Cooking,  
Shopping, Travel  
training)



# KS 2,3,4 Semi-Formal Activities





# Formal curriculum: Curriculum subjects

ASDAN, AQA Entry Level

English

Maths

Science

Horticulture

Music

Independent life  
skills (Cooking,  
shopping)

Travel training

ICT

Clubs/ Leisure/  
PE

PSHE

ASDAN (Topic)

Travel training

# KS3, 4 Formal Activities



# 6<sup>th</sup> Form: Learning Areas

BTec Prevocational studies

Communication

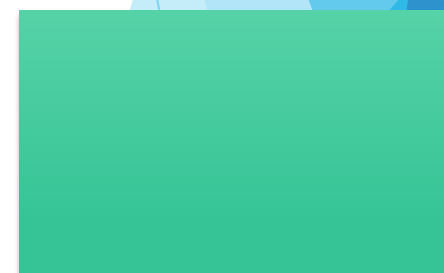
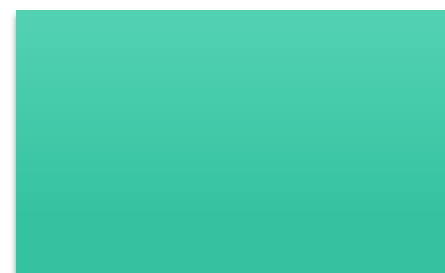
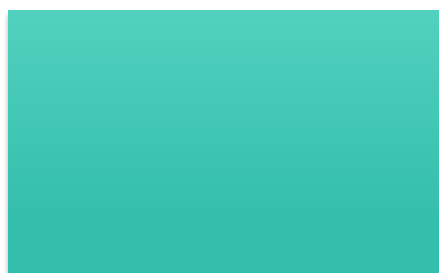
Functional Maths

Employment  
(ICT, Enterprise)

Health (PE,  
Leisure, Music)

Community  
inclusion (PSHE,  
RE)

Independent  
living (Life skills,  
Cooking, travel  
training)



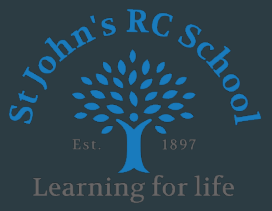


## 6<sup>th</sup> Form Activities



# Impact

- ▶ Learners make progress towards their targets which are directly related to their EHCP outcomes.
- ▶ Use of Continuum of skill development to map and assess lateral, personal progress in relation to learning intentions
- ▶ Evidence captured on Evidence for Learning App (E4L)
- ▶ Engagement model
- ▶ Pre-key stage standards
- ▶ Individual subject assessment
- ▶ Students become independent learners and have required skills to equip them for their next transitional phase.



## St John's Curriculum