

Key Stage 3 – Programme 1 Curriculum Information



Bradfields Academy

Churchill Avenue
Chatham
Kent ME5 0LB



WELCOME TO BRADFIELDS ACADEMY

We are an innovative and forward-looking Academy which provides education for students who primarily experience complex learning difficulties and disabilities which may include speech, language, emotional, sensory, physical or autistic spectrum disorder. The Academy includes a split site 4-14 Lower Site and 14-19 Upper Site on a large campus.

Our curriculum...

The curriculum is planned, delivered and assessed at a pace and level appropriate to individual need via subject specialist teachers, experienced in working with students with special educational needs. This team of teachers is supported by equally experienced Teaching Assistants and support staff. Bradfields Academy is aspirational and ambitious for all its students.

The curriculum is designed to inspire our students to achieve their very best, to take risks, to develop the skills to tackle new challenges, and raise future aspirations and ambitions. We are committed to providing a curriculum that:

- supports the development of life skills and social skills
- is broad and balanced
- is challenging and relevant
- provides progression to opportunities in college and employment
- provides recognised accreditation

The curriculum delivered at Bradfields is similar to that of any primary and secondary academy with the exception that class groups are smaller (4 to 14) and the curriculum is differentiated to meet the particular and special needs of the students. The PSHCE, Citizenship and Life Skills courses all include a focus on developing the Social and Emotional Aspects of Learning targeting these skills through 'real-life' scenarios.

Students are fully supported through their time at Bradfields as they progress through KS3 and into KS4 and KS5 and beyond. Clear pathways to ensure each student is challenged to achieve their very best whilst feeling confident and safe in their environment.

Students in KS3 Programme 1 group follow a further differentiated curriculum suited to their needs.

In addition to offering all students a full curriculum, there are also a number of opportunities to learn away from the classroom. Individual subjects will use trips and extracurricular activities when they are available to enhance the curriculum.

Should you require any further information, please do not hesitate to contact us and we will guide you through the decisions ahead.

Miss M Sweetlove
Principal

ENGLISH

Students focus on the skills of literacy and communication.

ASSESSMENTS

Assessment is ongoing and is supplemented with a formal reading test three times a year.

HOW CAN PARENTS HELP

Students should bring a reading book home each week and encouraging them to read in the home environment is a very positive contribution to their learning. They will also require help to learn their target words.

TRIPS AND EXPERIENCES

The students fully participate in English activities with the rest of the academy including visits from authors, storyteller workshops and the Beanstalk reading volunteers.

In addition to the timetabled English lessons the skills, and in particular the use of spoken language and vocabulary are fully embedded across the whole curriculum.

TOPICS

The students follow a personalised literacy programme which enables each student to work at their own level and move forwards when ready.

In addition a weekly lesson focuses on a well-known text and is a vehicle for improving spoken language and comprehension.

| Throughout Key Stage 3 students will study |
|--|
| Phoneme sounds Letter names Letter formation Handwriting Blending sounds to make CVC, CCVC and CVCC words Sentence construction (this includes the use of colourful semantics) Spellings Reading – single word and reading book Spoken language comprehension Written comprehension Free writing |

MATHS

Students will develop maths skills through knowledge of number, algebra geometry, statistics and measure. Students will also develop an understanding of functional maths in the real world.

ASSESSMENTS

The students are continually assessed by staff and are only moved on to the next step when they are really secure in their learning.

HOW CAN PARENTS HELP

Parents can support the use of numeracy in the real world using real life examples such as time, money, timetables, calendar involving days of week, months of year and seasons. We also run a parent/carer maths workshop on a bi-weekly basis which provides support and strategies for helping your son or daughter with maths at home.

TRIPS AND EXPERIENCES

Students experience a variety of learning styles, practical tasks, worksheets and outdoor maths.

TOPICS

The students follow a personalised maths programme which enables each student to work at their own level and move forwards when ready. The themes include:

| Throughout Key Stage 3 students will study | | |
|---|---|--|
| Counting Numeral recognition and formation Place value Addition Subtraction Multiplication Division Number patterns Fractions Word problems Odd and even numbers Ordinal numbers | Coin recognition Use of money Non-standard measure Standard Measure Comparative vocabulary Telling the time Days of the week Calendar Sequences | 2D & 3D shape Shape patterns Positional vocabulary Direction (forward, backward, left and right) Tally charts Bar charts Sorting |

PHYSICAL EDUCATION

Students build on and embed the physical development and skills learned in Key Stages 1 and 2. They become more competent, confident and expert in their techniques. Students improve their understanding of what makes a performance effective. They develop the confidence and interest to get involved in exercise and sports out of school and in later life.

ASSESSMENTS

Students are continually assessed throughout the year during each activity studied. Assessments are collated three times a year to monitor progress. Annual feedback on student progress is shared at home during a parents and carers' evening and a written report.

HOW CAN PARENTS HELP

By supporting the tasks for home learning and by asking questions students extend their learning. You can reinforce the importance of staying healthy by being active as a family. This could be by encouraging students to take part in clubs outside of the academy day or by being active together; for example going to the local park.

TRIPS AND EXPERIENCES

There are many opportunities to experience competitions and festivals throughout the year. Students visit schools and leisure facilities across Kent to take part in sports events including: athletics, swimming, football, archery, boccia and tag rugby.

TOPICS

| Terms 1 and 2 | Terms 3 and 4 | Terms 5 and 6 |
|--|---|---------------------------------------|
| Orienteering Dance Benchball games | Rebound therapy Gymnastics Basketball games | Swimming Cycling Rounders games |

MUSIC

Students will follow a course where they listen to music, compose their own pieces, and evaluate differing styles of music.

ASSESSMENTS

Students are assessed in listening and appraising, performance and composition through the Bradfields Steps.

HOW CAN PARENTS HELP

Parents/Carers can talk to students about the music that they like saying what they like about it. Parents/Carers can support students in completing own learning.

TRIPS AND EXPERIENCES

Students are given the opportunity to take part in a range of performances including the Christmas concert, afternoon tea and assemblies.

There are also opportunities to join in workshops given by visiting performers. Lunchtime guitar and ukulele clubs run each week for all age ranges and abilities.

TOPICS

| | Terms 1 and 2 | Terms 3 and 4 | Terms 5 and 6 |
|------------------|------------------------------|--------------------------|---|
| Year 7, 8 & 9 | Magical Toys Celebrations | Space Time Travellers | Flowers and Insects Stories that people tell |

CREATIVITY

Students will be encouraged to develop personal interests in the arts through practical experiences. They will develop arts skills and share information through structured activities.

ASSESSMENTS

Students work will be assessed against the following levels and criteria:

Discover:

- A – Identify and take part in different arts activities
- B – Find out about artists and their work
- C – Share own experiences with others

Explore:

- A – Take part in different arts activities and record what inspires you
- B – Explore arts organisations and artists
- C – Create artworks to demonstrate skills developed and creative thinking
- D – Present information, achievements and enjoyments with others

HOW CAN PARENTS HELP

Encourage students to visit Art galleries, theatres, museums, music performances, and the cinema. Discussing opinions and thoughts about arts activities, e.g. talking about a film you have watched.

TRIPS AND EXPERIENCES

Extracurricular experiences will be used as and when available.

TOPICS

Throughout Key Stage 3 students will study

Students will take part in a wide range of arts workshops including drawing, painting, photography, drama and music.

Students will develop their knowledge of artists and their work by creating pieces using similar techniques and processes.

FOOD TECHNOLOGY

Students will learn to select the ingredients and methods to prepare food and drinks for themselves. This will equip them with a variety of techniques in handling food preparation. Students will also gain knowledge about foods, nutrition and hygiene.

ASSESSMENTS

Each activity in Food Technology is practical based and the students will be assessed throughout the activity.

HOW CAN PARENTS HELP

Encourage students to get involved with preparing meals at home, including practise in cutting, grating and peeling. They can set the table and assist in serving and washing up. Encourage them to try new foods. Please also provide support by sending in contributions towards the cost of food.

TRIPS AND EXPERIENCES

All students will take part in producing food for different events throughout the year whether this is for a charity sale, seasonal event or the tuck shop.

TOPICS

This is a skills based course designed to teach the basic hygiene and cooking skills.

| Terms 1 and 2 | Terms 3 and 4 | Terms 5 and 6 |
|---|------------------------|----------------------------------|
| Spreading and using the toaster Cutting and chopping | Simple meals Pastry | Simple meals Cakes and scones |

LIFE SKILLS

In life skills lessons the students will be engaged in activities which impact on their personal wellbeing and ability to cope with everyday tasks. In addition, student independence and development of life skills is prominent in all lessons.

ASSESSMENTS

Progress is assessed continually in class and when outside the academy to ensure that the student are given the right level of challenge.

HOW CAN PARENTS HELP

Encouraging students to do as much as possible for themselves at home.
Teach the student the skills needed to care for themselves on a daily basis.
Take them out to experience a wide range of places and activities .

TRIPS AND EXPERIENCES

Students will visit a range of local places to develop personal, social, financial and independence skills including local libraries, shops, parks and places of interest. They will travel on foot or use the local bus service.

TOPICS

| Terms 1 and 2 | Terms 3 and 4 | Terms 5 and 6 |
|--|---|---|
| Development of fine motor skills Using tools Gardening | Personal care Looking after our clothes Gardening | Home skills First aid Safety in the home Sun safety Safety out and about Gardening |

IPC TOPIC

The International Primary Curriculum (IPC) has been developed to help students learn the subject knowledge, skills and understanding they need to become aware of the world around them and help students develop the personal skills they need to take an active part in the world throughout their lives and help develop an international mind set alongside their awareness of their own nationality.

ASSESSMENTS

Assessment is ongoing and dictates the next steps in the learning

HOW CAN PARENTS HELP

Encourage students to talk to you about what they have been doing in lessons

TRIPS AND EXPERIENCES

Most topics provide opportunities for visits in the local area to reinforce the learning. e.g. Rochester museum, Margate beach, Canary Warf , London.

TOPICS

Topics include work in the areas of Science, Technology, PSHCE, Religious Studies, Geography, History, Drama and Modern Foreign Languages.

Within a topic area the outcomes are open ended and the direction of the learning can be driven by student need and interest.

The topics are taught in a creative way to allow the students to develop wider skills such as team work, independence and communication.

| Terms 1 and 2 | Terms 3 and 4 | Terms 5 and 6 |
|------------------------------------|--------------------------|--|
| The Magic Toymaker Celebrations | Space Time Travellers | Flowers & Insects The stories people tell |

BRADFIELDS STEPS

| Bradfields Steps (BS) | Equivalencies | | |
|-----------------------|---------------|-------------|-------|
| | Levels | Pscale/NC | Level |
| 1.1 to 1.9 | P3i/P3ii | Entry Level | |
| 2.1 to 2.9 | P4 | | |
| 3.1 to 3.9 | P5 | | |
| 4.1 to 4.9 | P6 | | |
| 5.1 to 5.9 | P7 | | |
| 6.1 to 6.9 | P8 | | |
| 7 S, P or C | 1c | | |
| 8 S, P or C | 1b | | |
| 9 S, P or C | 1a | | |
| 10 S, P or C | 2c | | |
| 11 S, P or C | 2b | | |
| 12 S, P or C | 2a | | |
| 13 S, P or C | 3c | | |
| 14 S, P or C | 3b | | |
| 15 S, P or C | 3a | | |
| 16 S, P or C | 4c | Level 1 | 1 |
| 17 S, P or C | 4b | | 2 |
| 18 S, P or C | 4a | | 3 |
| 19 S, P or C | 5c | Level 2 | 4 |
| 20 S, P or C | 5b | | 5 |
| 21 S, P or C | 5a | | 6 |
| 22 S, P or C | 6c | | 7 |
| 23 S, P or C | 6b | | 8 |
| 24 S, P or C | 6a | | 9 |
| 25 S, P or C | 7c | | |
| 26 S, P or C | 7b | | |
| 27 S, P or C | 7a | | |
| 28 S, P or C | 8c | Level 3 | |
| 29 S, P or C | 8b | | |
| 30 S, P or C | 8a | | |
| 31 S, P or C | | | |
| 32 S, P or C | | | |
| 33 S, P or C | | | |
| 34 S, P or C | | | |
| 35 S, P or C | | | |
| 36 S, P or C | | | |
| 37 S, P or C | | | |
| 38 S, P or C | | | |
| 39 S, P or C | | | |

All pupils make excellent progress from the different starting points. Consequently, any differences between pupils' achievements and those of other pupils nationally are diminishing.

Pupils flourish because they are extremely well looked after in a nurturing and enabling environment.

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Leaders are eager for pupils to continually improve their academic and personal outcomes. They know that there is always more scope to include parents in their children's learning, and to continue to raise parents aspirations for their children.