

Sherbourne
Fields
School

Sherbourne Fields Key Stage 3 Curriculum

Who will help me in Key Stage 3?



There are lots of people in school that are ready and available to help you...

Attendance

Now that students are entering Secondary, the need for excellent attendance is still at the heart of achieving.

We strive to provide a welcoming and caring environment where each member of the school community feels wanted and secure. We will work with students and their families to ensure each student attends regularly and punctually, making their school experience a happy and fruitful one.

At Sherbourne Fields School, we seek to ensure that all of our students receive a full-time education, which maximizes opportunities for each student to reach their true potential: we feel that good attendance (95% or above) and good punctuality are a vital part of this and we want all students to strive towards this.

Government statistics have proven that students with poor attendance are 47% less likely to meet their potential exam results compared to students with good attendance.

We have established effective and efficient procedure regarding communication with students, parents and appropriate agencies to provide information, advice and support to all parties and offer a 'strict by caring understanding service' to both students and parents. We require parents to call school daily if their child is absent due to illness or medical appointments and require all holidays to be taken in school holidays unless there are extenuating circumstances.

ATTENDANCE
 **MATTERS**
every school day counts.

The Core Offer....

ENGLISH

MATHS

PSHE & RSE

COMPUTING

SCIENCE



In addition, you may access the following subjects:

Swimming

Prince's Trust

Art and Design

Forest Schools

P.E

My Religion
and Culture

Humanities

Music

The following pages will inform you about our Curriculum.

Our Curriculum Overview

At Sherbourne Fields School, we have three curriculum areas – a pre-formal curriculum, a semi-formal curriculum and a formal curriculum. All of our pupils are baselined against the Sherbourne Progress Scale on entry to the school and targets are set for them against this continuum.

Pre-formal Curriculum

Our pre-formal curriculum is accessed by our PMLD students that are working within the S Levels SPMLD1-6. Their curriculum is experiential and sensory based and is designed to support students at the early levels of development to enjoy being with other people – to relate, interact, know, understand and practice communication routines. We aim to teach students to explore and develop the fundamentals of communication such as: use and understand eye contact, facial expressions, vocalisations and taking turns.

Semi-formal Curriculum

Our semi-formal curriculum is accessed by our SLD students that are working in the lower S Levels (SS1-2) This curriculum is designed to enhance and develop their functional skills as well as their confidence, self-esteem and their independence. Their curriculum covers: English, Maths, Science, Religion and Culture, ICT, Art and Design, P.E, SMSC, History, Geography, Online Safety and Sex and Relationships.

Formal Curriculum

Our formal curriculum is accessed by MLD students that are working beyond SS3 on our Sherbourne Secondary steps. These progress steps are on one continuum; this ensures we challenge every child regardless of ability.

Inclusion at Sherbourne

Setting suitable challenges

4.1 Teacher **should set high expectations for every pupil**. They should plan stretching work for pupils whose attainment is significantly above the expected standard. **They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds**. Teachers should use appropriate assessment to set targets, which **are deliberately ambitious**.

Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils.

4.3 A wide range of pupils have special educational needs, many of whom also have disabilities. **Lessons should be planned to ensure that there are no barriers to every pupil achieving**. In many cases, **such planning will mean that these pupils will be able to study the full national curriculum**. The SEN Code of Practice includes advice on approaches to identification of need, which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice outlines what needs to be done for them.

4.4. With the right teaching, that recognises their individual needs, many disabled pupils have little need for additional resources beyond the aids which they use as part of their daily life. **Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.**

The following sections of this document outline how Sherbourne Fields School tailors its curriculum around the aims of the Secondary National Curriculum to support our students in achieving their full potential...*and beyond!*



Sherbourne Fields English Curriculum

The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding.
- develop the habit of reading widely and often, for both pleasure and information.
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- appreciate our rich and varied literary heritage.
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

What does this look like at Sherbourne Fields?

Pre-formal: Our pre-formal curriculum ensures learners working at the earliest stages have sensory opportunities mapped to their individual needs and next steps. Experiences are repeated regularly to allow students to develop familiarity and feel confident to interact. Communication is present throughout the curriculum and school environment using the students preferred communication methods. Students will regularly experience stories, role-play activities, resonance boards and sensory massage, TAC PAC and Intensive Interaction.

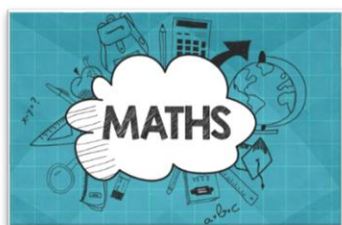
Semi-formal: In semi-formal classes, each student has a daily 20/20 session as well as dedicated English lessons each week. Students have lessons on phonics/reading and spelling patterns according to their need. They also have lessons to develop their written work. This will include clear objectives to improve sentence structure using vocabulary, connectives, openers and punctuation. They continue to work on reading, spelling, writing, speaking and listening tasks through a range of literature and language activities across non-fiction and fiction texts.

Formal: In formal classes each student has a daily 20/20 session as well as dedicated English lessons each week. They complete pieces of reading, writing and speaking & listening work.

Pupils will cover the following topics over their time in Key Stage 3:

Travel Writing, Contemporary, Fiction, Media Text, Inspirational People, Traditional Tales, Character Study, Autobiographies and Biographies, Classic Fiction, Persuasion Texts, Literacy for Life-Skills, Shakespeare, Science Fiction, Non-Fiction, Stories from Other Cultures, Balanced Arguments and Discussions, War Stories/Poems, Horror Genre, Myths and Legends.





Sherbourne Fields Maths Curriculum

The National Curriculum for Maths aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

What does this look like at Sherbourne Fields?

Pre-formal:

Our pre-formal curriculum ensures learners working at the earliest stages have sensory opportunities mapped to their individual needs and next steps. Experiences are repeated regularly to allow students to develop familiarity and feel confident to interact. Maths is present throughout the curriculum, such as making shapes or different quantities in messy play or making sound patterns on the resonance boards. We develop object permanence and a sense of ourselves in space through intensive interaction, massage and movement activities, including rebound therapy and hydrotherapy. We use number songs and Numeracy Sacks, which we deliver using sensory objects, resources and materials.

Semi-formal:

In semi-formal classes, each student has a daily 20/20 session as well as dedicated Maths lessons each week, where students have Maths experiences with clear learning objectives mapped against their stage of learning. Learning will be broken into blocks and follow a sequence allowing students to consolidate and build upon their learning lesson by lesson encouraging retention and learning for meaning.

Problem solving and reasoning will take place through practical and concrete experiences and scenarios allowing students to fully understand how the mathematical concept they are learning about links to their own life and experiences. For example, this may be

through Outdoor Learning or Functional Opportunities, and annual whole school Maths days.

Financial Education is embedded in the Maths Curriculum and all students have one dedicated lesson each week. Students are taught to recognise coins, the value of money, to calculate change, how they can pay for their items, the best way to save their money, how to budget, how money is earned and the importance and relevance of tax and interest.

What does this look like at Sherbourne Fields?

Formal:

In formal classes, each student has a daily 20/20 session as well as dedicated Maths lessons each week.

Students follow a clear sequence of learning that follows the following areas of Mathematics – number and place value, addition and subtraction, multiplication and division, mean and range, area and perimeter, fractions, shape, measures, data handling, position and movement. This follows a cyclical pattern with areas being revisited three times in an academic year. Through these topics, the students are required to use a range of mathematical concepts and a breadth of mathematical language. Through these topic areas, students will have the opportunity to solve real life problems and use reasoning, choice and discussion to find the answers to a range of problems.





Sherbourne Fields Science Curriculum

The National Curriculum for Science aims to ensure that all pupils:

- develop **scientific knowledge and conceptual understanding** through specific disciplines of biology, chemistry and physics.
- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them.
- are equipped with the scientific knowledge required to understand the uses and implications of Science, today and for the future.

What does this look like at Sherbourne Fields?

Pre-formal:

Our pre-formal curriculum ensures learners working at the earliest stages have sensory opportunities mapped to their individual needs and next steps. Experiences are repeated regularly to allow students to develop familiarity and feel confident to interact. Sensory resources such as touch screen computers and switch-operated toys/computers are incorporated into lessons so students can experience scientific concepts such as colour, light and movement. We try to use trips and outings as much as possible to help students engage in real experiences.

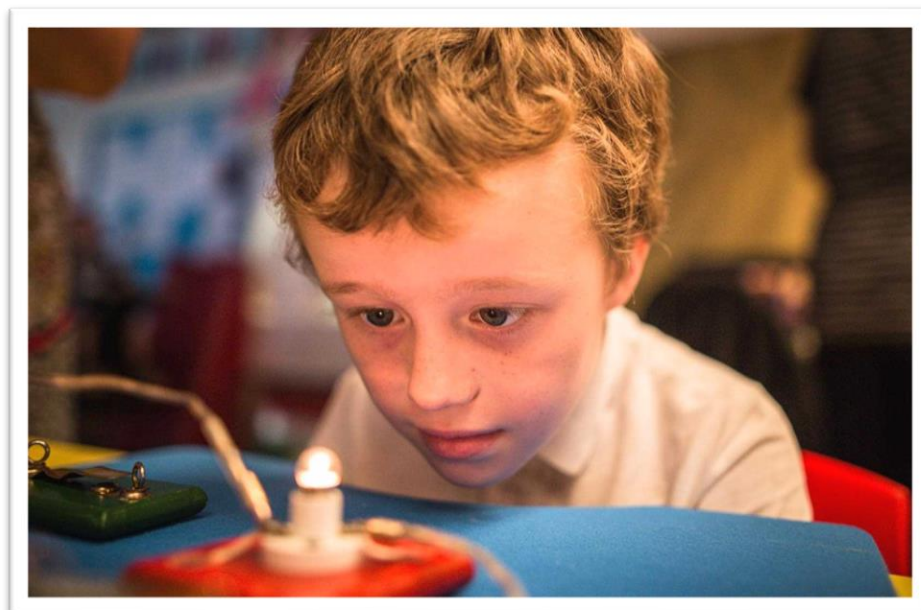
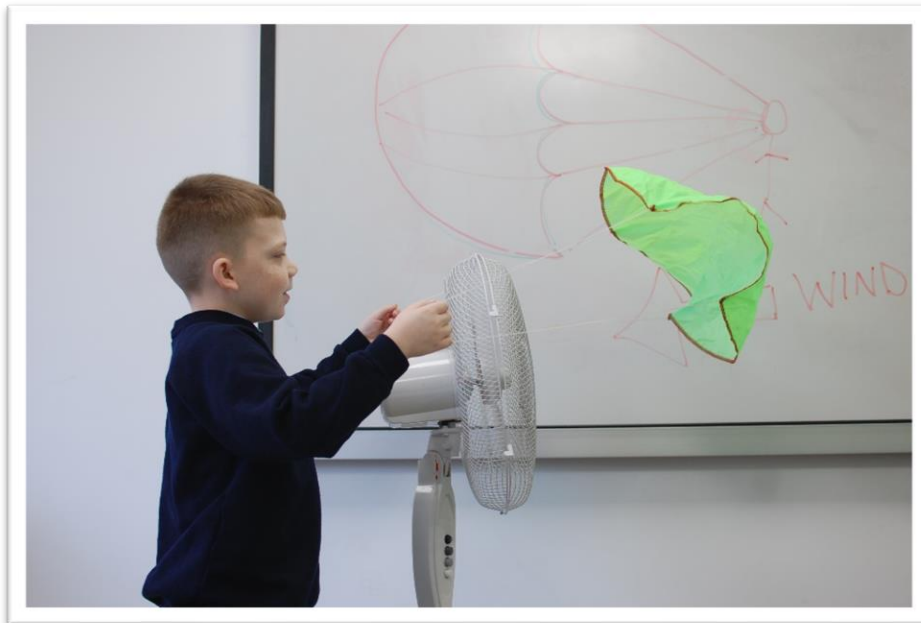
Semi-formal:

Students explore biology, chemistry and physics. With support, they explore real life scenarios and problems using science. Wherever possible they link scientific knowledge with themselves and their own world to embed and make learning meaningful. With support they explore how Science is used in the real world and how it helps us.

Formal:

Students work towards and follow the Science National Curriculum which is differentiated to meet the needs of the students.

Students explore biology, chemistry and physics. They explore real life scenarios and problems using science. Wherever possible they link scientific knowledge with themselves and their own world to embed and make learning meaningful. They explore how Science is used in the real world and how it helps us.





Sherbourne Fields Computing Curriculum

All pupils in KS3 access weekly Computing lessons.

For some pupils Computing is an opportunity to explore different means of Information Computer Technology. They investigate different pieces of equipment and software and use switch progression to follow the steps of the Switch Progression Road Map.

Pupils also explore computers, iPads and environmental controls.

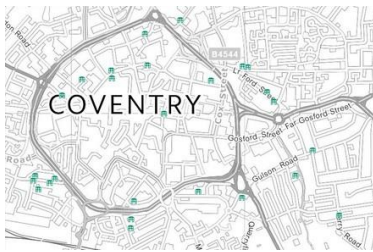
Other pupils follow the Key Stage 3 Computing National Curriculum.

Topics include:

- Programming and Algorithms
- Using PowerPoint Presentations to convey meaning
- Researching and making a news report
- Prepare and make a comic strip
- Create a presentation using text, images, sound and video
- Use an object-based graphics design package
- Learn how to use computer simulations.

All pupils over the course of the year are given the opportunity to develop other key skills such as working with others, researching, working independently, turn taking and co-operating with others.





Sherbourne Fields Humanities Curriculum

All pupils in Key Stage 3 access a National Curriculum relevant and local area specific programme of study for History and Geography. Each half term the focus topic changes. Pupils will cover three History and three Geography topics a year.

Some of the topic's pupils will cover are;

- Multicultural Coventry
- Women's Movements
- Conservation
- Eco-Systems
- Migration to Coventry
- Rivers and Canals
- Coventry's Engineering History
- Equality & Black Lives Matter

All Pupils will have the opportunity to complete Field work and go on relevant trips to places of Historical importance in Coventry.



Sherbourne Fields My Religion and Culture Curriculum

Pupils in Key Stage 3 enjoy exploring their own and their peers' religious and cultural celebrations, important events and festivals.

Some of the topics we cover whilst in Key Stage3 are:

- Self-Identity
- My Home
- Cultural Cuisine
- Religious stories
- Religious Worship in Coventry
- Inspirational figures in Coventry

All pupils will have the opportunity to go out on visits to places of worship and places of cultural relevance within Coventry.



Sherbourne Fields PSHE Curriculum

Key Stage 3 pupils complete work within The Jigsaw Approach© as part of their PSHE lesson and complete the following modules;

- Being me in my world
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

They complete work which is used to build a portfolio of evidence. This is moderated and results in the pupil getting a certificate.

Relationships and Sex Education is immersed into the PSHE curriculum throughout the year.

The pupils take part in a comprehensive curriculum covering all aspects of RSE.



Sherbourne Fields Art and Design Curriculum

All pupils access one double Art and Design Technology lesson per week in Key Stage 3. Each half term the lesson will focus on either the Art aspect or Design. Pupils have access to our Art room and newly refurbished kitchen for these lessons.

Pupils cover topics including:

- Printing
- Sculpting
- Building Structures
- Textiles
- Stop motion Animation
- Photography
- Clay Work

As well as a variety of Cooking and Nutrition specific topics such as:

- Outdoor Cooking
- Warm Food Preparation
- Foods from Around the World
- Prepare and Cook Savoury Dishes



PRINCE'S TRUST ACHIEVE PROGRAMME

LEVEL: Entry Level 3-Level 1

COURSE OVERVIEW: This programme will help students develop the skills and confidence they need to reach their goals through relevant, engaging and informal learning. This programme will enable students to build their confidence, teamwork skills, develop character and ultimately support students to achieve their full potential.

The Achieve Programme curriculum promotes a flexible approach, using relevant, experiential learning to support young people to achieve a range of personal and employability skills and gain qualifications.

Students complete 5 modules

- Personal, Social Development
- Life Skills
- Active Citizenship
- Enterprise Projects
- Preparation for work



ASSESSMENT: Students will build a portfolio of evidence against the course standards. This may include written work, research, questionnaires, graphs, videos etc. Each portfolio will be assessed internally and then moderated by an external verifier.

PROGRESSION: Each completed unit is worth a specific amount of credits. Depending on how many are completed the student will achieve either an Award (6 credits) or a Certificate (13 credits).

THIS COURSE SUITS: Students who wish to develop and prepare themselves for the workplace and demonstrate their abilities in each area through hands-on practical tasks.



EXTRA-CURRICULAR

Physical Education

All pupils have at least one lesson of P.E each week. Depending on the pupil this may take many forms. It may be in the form of group games, team sports, individual movement programmes, rebound therapy etc.

Throughout the school year there are many opportunities for pupils to take part in external sports competitions such as:

- Tennis tournaments
- Boccia competitions
- Football tournaments
- BMX competitions
- Athletics and many more

We are lucky to be supported by Coventry Rugby Foundation and have regular in school support from their players to deliver exciting and engaging P.E sessions and also enjoy supporting our pupils in the classroom.

Swimming

All pupils have at least one lesson of swimming each week. Depending on the pupil this can either take the shape of a swimming lesson as directed by the swimming teacher or a relaxing hydrotherapy session.

During this experience, many of the pupils have greater movement and a sense of freedom.

Some pupils have the opportunity to take part in swimming galas throughout the year.

Music

Music lessons at Sherbourne are delivered by a music practitioner who specialises in working with pupils with additional needs. Music lessons are an opportunity for pupils to try different sounds, rhythms and textures on a variety of musical instruments. They then explore how these may vary depending on which type and piece of music they are accompanying. Throughout the year all pupils are provided with opportunities to listen to different musicians perform including; an orchestra, rock and roll band, violin and flute duo and many more.

COMMON QUESTIONS AND ANSWERS

We will endeavour to provide you with a curriculum tailored to your interests and abilities, which will provide you with employability and independent living skills.

Which subjects will I be studying in Key Stage 3?

Who decides which curriculum I access?

Alongside parents, the Head Teacher, Assistant Head of KS3 and KS3 tutors will design the curriculum that best suits your needs and potential.

During the whole school transition day at the beginning of July, your new Tutor will go through your timetable with you.

When will I know what my timetable looks like?

How do I find out more about each subject?

Use this booklet. Speak with older students and approach staff during and after lessons for further guidance.

Everyone at school will help you to settle in and find your way around. We are used to having pupils join us from other schools and know you will be nervous. You can talk to your class team about any worries you have. Our older pupils will be around to guide you, help you to settle in and make friends.

I am worried about joining Secondary school – who will help me?