

# Oakfield Short Stay School Curriculum



## Curriculum Intent Statement

Oakfield's curriculum is **engaging, exciting and relevant** to the children at our school.

It is driven by a desire for our children to **rebuild and engage** with learning so they are well prepared for their next steps in education – whether that be a return to mainstream provision or a specialist pathway.

## How can we achieve this?

This will be achieved through our 3 principles of Implementation – **Release, Discover and Achieve:**

- Release – a child's desire to learn
- Discover – a joy in learning
- Achieve – the best possible outcomes

The intention is, that in meeting our pupils' Social Emotional and Mental Health (SEMH) needs, an acceleration of their academic progress can be achieved.




## Why do we do what we do?

We've ensured that **our curriculum is underpinned by our ethos**. We believe it is important that the curriculum both explicitly and implicitly develops our intention to rebuild and re-engage a love in learning.

Our curriculum is underpinned by the SEMH needs, interests and abilities of our children. The primary reason for doing it this way is because our pupils are complex individuals, with varying experiences of school life, we therefore strive to choose opportunities to re-inspire, re-engage and re-enthuse the children with their learning.

As we are a 'short-stay' school (intended 20 week placement), that can potentially start and end at any point within an academic year, we have a RAG rated curriculum for each key stage that enables non-negotiables to be identified and prioritised, providing opportunities for our pupils to acquire knowledge, skills and understanding in a systematic way and builds on their individual abilities and understanding, as well as any prior learning.

Alongside the core academic curriculum, we provide an interwoven SEMH/PSHE curriculum, prioritising their complex SEMH needs. This is a personalised response to individuals or class groups and is implemented through a choice of creative opportunities provided to express learning. This learning is then celebrated through a class book/learning journey that represents their understanding, different learning styles and incorporates pupil voice.



Our aim is to have a curriculum that is ambitious for our pupils, for it to be broad and balanced as well as being inclusive and appropriate for all abilities.

Our curriculum continually evolves – being adapted to reach those children seen as ‘hardest to reach’, having already been excluded from mainstream provision or have been unable to access a mainstream provision with specialised support in place.

During our curricular review we began by considering **the curriculum we want and we know our children need**. We considered areas we showed real strengths in and wanted to ensure continued, alongside areas we wanted to develop and felt our children needed in order to gain the necessary skills and attributes for lifelong learning. We have placed a great emphasis on diversity and celebrating difference.

Planning in this way ensures all our children have access to a full curriculum which progresses in skills and knowledge during their time with us. We cannot provide in 2/3 terms, what a mainstream school is expected to provide over a key stage, however we can provide learning that is progressive and sequential from their individual starting points.

We feel it is also so important to inspire the children with additional life experiences and opportunities. The children need to have the chance to experience new things, to try things presented to them in a different way, to develop their life skills. Each class has at least one organised trip each half term to enhance our curriculum provision.

## Impact

Our emphasis is focused on:

- Reconnecting and rebuilding emotional resilience through affect attunement
- Achieve through positive learning experiences which enables a desire to learn
- Enable creative opportunities sparking a joy for learning
- Achieve the best possible outcomes, no matter what your journey has been

In meeting our pupils' Social, Emotional and Mental Health (SEMH) needs, an acceleration of academic progress **can** be achieved



# Release Discover Achieve

# Curriculum Overview – Cycle 1



Cycle 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	To Infinity and Beyond	Great Explorers	Amazing Africa	Forces of Nature	Gods and Warriors	Our Planet Now!
Early Years	<p style="text-align: center;"><b>Personal, Social and Emotional Development</b>            Self-Regulation            Managing Self            Building Relationships</p> <p><b>Understanding the World</b>            Past and Present            People Culture and Communities            The Natural World</p> <p><b>Literacy</b>            Comprehension            Word Reading            Writing</p> <p style="text-align: center;"><b>Expressive Arts and Design</b>            Creating with Materials            Being Imaginative and Expressive</p> <p style="text-align: center;"><b>Communication and Interaction</b>            Listening, Attention and Understanding            Speaking</p> <p style="text-align: right;"><b>Physical Development</b>            Gross Motor Skills            Fine Motor Skills</p> <p style="text-align: right;"><b>Mathematics</b>            Number            Numerical Patterns</p>					

Cycle 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	To Infinity and Beyond	Great Explorers	Amazing Africa	Forces of Nature	Gods and Warriors	Our Planet Now!
KS1	<p><b>History</b> Travel and Transport (Local History, Great central railway.)</p> <p><b>Geography</b> United Kingdom</p> <p><b>Science</b> Everyday Materials</p> <p><b>Design and Technology</b> Joining Techniques (Building vehicles/bridges)</p> <p><b>Art</b> Printing. Artist: Andy Warhol</p> <p><b>Music</b></p> <p><b>Real PE</b> Teacher Pathway</p> <p><b>Computing</b> Digital Literacy</p> <p><b>RE</b> <u>Who</u> do Christians say made the world? harvest</p> <p><b>PSHE</b> Being Me in My World</p> <p><b>Music</b> Hey You!</p>	<p><b>History</b> Significant People Explorers</p> <p><b>Geography</b> Continents and Oceans</p> <p><b>Science</b> Scientists and inventors</p> <p><b>Design and Technology</b> Structures and models (Rafts)</p> <p><b>Art</b> Water Colours – Artist: Turner</p> <p><b>Real PE</b> Teacher Pathway</p> <p><b>Computing</b> Computer Science</p> <p><b>R.E</b> What does it mean to belong to a faith community?</p> <p><b>PSHE</b> Celebrating Difference</p> <p><b>Music</b> Friendship Song</p>	<p><b>Geography</b> Local Area Study</p> <p><b>History</b> Significant People. Mary Seacole and Florence Nightingale</p> <p><b>Science</b> Animals Including Humans</p> <p><b>Design and Technology</b> Moving Pictures</p> <p><b>Art</b> Landscapes and Painting. Artist: a comparison of various artists</p> <p><b>Real PE</b> Teacher Pathway</p> <p><b>Computing</b> Information Technology</p> <p><b>R.E</b> What do Christians believe God is like?</p> <p><b>PSHE</b> Dreams and Goals</p> <p><b>Music</b> Your Imagination</p>	<p><b>Geography</b> Weather</p> <p><b>History</b> The Great Fire of London</p> <p><b>Science</b> Seasonal Changes</p> <p><b>Design and Technology</b> Seasonal Cooking</p> <p><b>Art</b> Textiles – Weather Mobiles with Umbrellas. Artist: Renoir</p> <p><b>Real PE</b> Teacher Pathway</p> <p><b>Computing</b> Digital Literacy</p> <p><b>R.E.</b> Who is Jewish? And how do they live? (Part 1)</p> <p><b>PSHE</b> Healthy Me</p> <p><b>Music</b> <u>I Wanna Play In A Band</u></p>	<p><b>History</b> The Aztecs</p> <p><b>Geography</b> Maps</p> <p><b>Science</b> Plants</p> <p><b>Design and Technology</b> Using axels and wheels</p> <p><b>Art</b> 3D Form – Lego Sculptures. Artist Nathan Sawaya</p> <p><b>Computing</b> Computer Science</p> <p><b>Real PE</b> Teacher Pathway</p> <p><b>R.E</b> Who is Jewish? And how do they live? (Part 2)</p> <p><b>PSHE</b> Relationships</p> <p><b>Music</b> <u>Zootime</u></p>	<p><b>Geography</b> The Seaside (linked to the environment)</p> <p><b>History</b> Toys</p> <p><b>Science</b> Living Things and their habitats</p> <p><b>Design and Technology</b> Textiles. making puppets (Punch and Judy)</p> <p><b>Art</b> Collaging/Natural Sculptures. Artist: Andy Goldsworthy</p> <p><b>Real PE</b> Teacher Pathway</p> <p><b>Computing</b> Information Technology</p> <p><b>R.E</b> How do we care for the world and for others, and why does it matter?</p> <p><b>PSHE</b> Changing Me</p> <p><b>Music</b> Reflect, Rewind and Replay</p>

Cycle 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	To Infinity and Beyond	Great Explorers	Amazing Africa	Forces of Nature	Gods and Warriors	Our Planet Now!
KS2	<p><b>History</b> Ancient Greeks</p> <p><b>Geography</b> Europe</p> <p><b>Science</b> Earth and Space</p> <p><b>Design and Technology</b> Labyrinths</p> <p><b>Art</b> 3D form: Greek statues, models of the solar system</p> <p><b>Real PE</b> Teacher Pathway</p> <p><b>RE</b> What do Hindus believe God is like?</p> <p><b>Music</b></p> <p><b>Computing</b> Digital Literacy</p> <p><b>PSHE</b> Being Me in My World</p> <p><b>Music</b> Stop! (Anti-Bullying Song)</p>	<p><b>History</b> Raiders and Invaders (Vikings and Anglo-Saxons)</p> <p><b>Geography</b> Settlements</p> <p>Contrasting Places</p> <p><b>Science</b> Scientists and inventors</p> <p><b>Design and Technology</b> Circuits and Switches – Lighthouses</p> <p><b>Art</b> Cartoon Drawing (Astrix and Obelix.) Artist: Albert Uderzo</p> <p><b>Real PE</b> Teacher Pathway</p> <p><b>Computing</b> Computer Science</p> <p><b>RE</b> What is the 'Trinity' and why is it important for Christmas?</p> <p><b>PSHE</b> Celebrating Difference</p> <p><b>Music</b> Let Your Spirit Fly</p>	<p><b>Geography</b> Africa</p> <p><b>History</b> Apartheid. Historical Enquiry Skills</p> <p><b>Science</b> Animals Including Humans</p> <p><b>Design and Technology</b> Cooking and nutrition (Healthy and varied diets)</p> <p><b>Art</b> African landscapes – pastels. Artist: David Hockney</p> <p><b>Real PE</b> Teacher Pathway</p> <p><b>Computing</b> Information Technology</p> <p><b>RE</b> Why do Christians call the day Jesus died 'Good Friday'?</p> <p><b>PSHE</b> Dreams and Goals</p> <p><b>Music</b> Lean On Me</p>	<p><b>Geography</b> Extreme Earth: Rainforests and Biomes</p> <p><b>History</b> Poverty</p> <p><b>Science</b> Forces and magnets / Forces</p> <p><b>Design and Technology</b> Magnetic game</p> <p><b>Art</b> Aboriginal Art and resources from the earth. Artists: original aboriginal art</p> <p><b>Real PE</b> Teacher Pathway</p> <p><b>Computing</b> Digital Literacy</p> <p><b>RE</b> What does it mean to Hindu in Britain today?</p> <p><b>PSHE</b> Healthy Me</p> <p><b>Music</b> Livin' On A Prayer</p>	<p><b>History</b> Ancient Egypt</p> <p><b>Geography</b> Rivers and the Water Cycle</p> <p><b>Science</b> Light</p> <p><b>Design and Technology</b> Pyramidic structures</p> <p><b>Art</b> Painting – Graffiti (messages on the wall). Artist: Banksy</p> <p><b>Real PE</b> Teacher Pathway</p> <p><b>Computing</b> Computer Science</p> <p><b>RE</b> For Christians, what was the impact of Pentecost?</p> <p><b>PSHE</b> Relationships</p> <p><b>Music</b> Make You Feel My Love</p>	<p><b>Geography</b> South America</p> <p><b>History</b> The Incas</p> <p><b>Science</b> Plants</p> <p><b>Design and Technology</b> Textiles – Samba Masks (Materials)</p> <p><b>Art</b> Collage. Artist: Beatrice Milhazes</p> <p><b>Real PE</b> Teacher Pathway</p> <p><b>Computing</b> Information Technology</p> <p><b>RE</b> How and Why do people mark the significant events of life?</p> <p><b>PSHE</b> Changing Me</p> <p><b>Music</b> Happy</p>

# Curriculum Overview – Cycle 2



Cycle 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>Britain's Got Talent</b>	<b>Where There's Hope There's Life</b>	<b>I Have a Dream...</b>	<b>The Power of Music</b>	<b>Oh, the Places You'll Go!</b>	<b>The Empire Strikes Back</b>
<b>Early Years</b>	<p style="text-align: center;"><b>Personal, Social and Emotional Development</b> Self-Regulation Managing Self Building Relationships</p> <p><b>Understanding the World</b> Past and Present People Culture and Communities The Natural World</p> <p><b>Literacy</b> Comprehension Word Reading Writing</p> <p style="text-align: center;"><b>Expressive Arts and Design</b> Creating with Materials Being Imaginative and Expressive</p> <p style="text-align: center;"><b>Communication and Interaction</b> Listening, Attention and Understanding Speaking</p> <p style="text-align: right;"><b>Physical Development</b> Gross Motor Skills Fine Motor Skills</p> <p style="text-align: right;"><b>Mathematics</b> Number Numerical Patterns</p>					

Cycle 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Britain's Got Talent	Where There's Hope There's Life	I Have a Dream...	The Power of Music	Oh, the Places You'll Go!	The Empire Strikes Back
KS1	<p><b>History</b> Local History: Bradgate Park</p> <p><b>Geography</b> Local Area Study</p> <p><b>Science</b> Materials</p> <p><b>RE</b> <u>Who</u> is Muslim and how do they live? (Part 1)</p> <p><b>Art</b> 3D forms (famous British sculptures). Artist: Anthony Gormley</p> <p><b>Real PE</b> Teacher Pathway</p> <p><b>Computing</b> Digital Literacy</p> <p><b>Design and Technology</b> Great British Bread Off</p> <p><b>PSHE</b> Being Me in My World</p> <p><b>Music</b> Rhythm <u>In</u> The Way We Walk and Banana Rap</p>	<p><b>History</b> Significant People Kings and Queens</p> <p><b>Geography</b> United Kingdom</p> <p><b>Science</b> Famous Scientists</p> <p><b>RE</b> Why does Christmas matter to Christians?</p> <p><b>Art</b> Textiles and Tapestries</p> <p><b>Real PE</b> Teacher Pathway</p> <p><b>Computing</b> Computer Science</p> <p><b>Design and Technology</b> Textiles Puppets</p> <p><b>PSHE</b> Celebrating Difference</p> <p><b>Music</b> Ho Ho Ho</p>	<p><b>History</b> Significant People Martin Luther King</p> <p><b>Geography</b> Continents and Oceans</p> <p><b>Science</b> Living Things and Lifecycles</p> <p><b>RE</b> <u>Who</u> is Muslim and how do they live? (Part 2)</p> <p><b>Art</b> Painting. Artists: Black British Artists</p> <p><b>Real PE</b> Teacher Pathway</p> <p><b>Computing</b> Information Technology</p> <p><b>Design and Technology</b> Free Standing Structures/Models</p> <p><b>PSHE</b> Dreams and Goals</p> <p><b>Music</b> Round <u>And</u> Round</p>	<p><b>History</b> The Swinging Sixties</p> <p><b>Geography</b> Weather</p> <p><b>Science</b> Living Things and Lifecycles</p> <p><b>RE</b> Why does Easter matter to Christians?</p> <p><b>Art</b> Landscapes. Artist: Paul Cezanne</p> <p><b>Real PE</b> Teacher Pathway</p> <p><b>Computing</b> Digital Literacy</p> <p><b>Design and Technology</b> Mechanisms- Weather Vanes</p> <p><b>PSHE</b> Healthy Me</p> <p><b>Music</b> Hands, Feet, Heart</p>	<p><b>History</b> Significant People <u>Ibn</u> Battuta</p> <p><b>Geography</b> Maps</p> <p><b>Science</b> Animals and Humans</p> <p><b>RE</b> What is the good news Christians believe Jesus brings?</p> <p><b>Art</b> Collaging. Artist: Arcimboldo</p> <p><b>Real PE</b> Teacher Pathway</p> <p><b>Computing</b> Computer Science</p> <p><b>Design and Technology</b> Food Around the World</p> <p><b>PSHE</b> Relationships</p> <p><b>Music</b> In <u>The</u> Groove</p>	<p><b>History</b> Flight</p> <p><b>Geography</b> Continent Comparison</p> <p><b>Science</b> Animals and Humans</p> <p><b>RE</b> What makes some places sacred to believers?</p> <p><b>Art</b> Drawings/Shading, Light and Dark</p> <p><b>Real PE</b> Teacher Pathway</p> <p><b>Computing</b> Information Technology</p> <p><b>Design and Technology</b> Mechanisms Moving Monsters</p> <p><b>PSHE</b> Changing Me</p> <p><b>Music</b> Reflect, Rewind, Replay</p>

Cycle 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Britain's Got Talent	Where There's Hope There's Life	I Have a Dream...	The Power of Music	Oh, the Places You'll Go!	The Empire Strikes Back
KS2	<p><b>History</b> Richard III  <b>Geography</b> United Kingdom  <b>Science</b> Electricity  <b>Design and Technology</b> Model Villages  <b>RE</b> What do Christians learn from the creation story?  <b>Art</b> British Artists- Warhol to Banks  <b>Real PE</b> Teacher Pathway  <b>Computing</b> Digital Literacy  <b>PSHE</b> Being Me in My World  <b>Music</b> Three Little Birds</p>	<p><b>History</b> Warfare (WW2)  <b>Geography</b> Europe  <b>Science</b> Sound  <b>RE</b> How do festivals and family life show what matters to Jewish people?  <b>Art</b> Painting. German Artist Paul Klee  <b>Real PE</b> Teacher Pathway  <b>Computing</b> Computer Science  <b>Design and Technology</b> Circuits and Switches  <b>PSHE</b> Celebrating Difference  <b>Music</b> Glockenspiel Stage 1</p>	<p><b>History</b> Slavery (comparison of UK and USA 1834-present)  <b>Geography</b> North America  <b>Science</b> Evolution and Adaption  <b>RE</b> What is it like for someone to follow God?  <b>Art</b> North American Art including Ansel Adams black and white landscapes  <b>Real PE</b> Teacher Pathway  <b>PSHE</b> Dreams and Goals  <b>Computing</b> Information Technology  <b>Design and Technology</b> Load Bearing Structures  <b>Music</b> Mamma Mia</p>	<p><b>History</b> Crime and Punishment (beyond 1066)  <b>Geography</b> Rivers and Mountains  <b>Science</b> Rocks and Fossils  <b>RE</b> How do festivals and worship show what matters to a Muslim?  <b>Art</b> Drawing from Observations Coco Chanel  <b>Real PE</b> Teacher Pathway  <b>Computing</b> Digital Literacy  <b>Design and Technology</b> Cooking and Nutrition  <b>PSHE</b> Healthy Me  <b>Music</b> Dancing <u>In</u> The Street</p>	<p><b>History</b> Early Islamic Civilisations  <b>Geography</b> Maps and field Study Skills  <b>Science</b> Properties and Changes of Materials  <b>RE</b> What kind of world did Jesus want?  <b>Computing</b> Computer Science  <b>Art</b> Mosaics. Antoni Gaudi  <b>Real PE</b> Teacher Pathway  <b>Design and Technology</b> Materials (Survival Kit Bags)  <b>PSHE</b> Relationships  <b>Music</b> Glockenspiel Stage 2</p>	<p><b>History</b> The Romans  <b>Geography</b> Earthquakes and Volcanoes  <b>Science</b> Animals and Humans  <b>RE</b> How and why do people try to make the world a better place?  <b>Art</b> Printing (Night and Sky). Van Gogh  <b>Real PE</b> Teacher Pathway  <b>Computing</b> Information Technology  <b>Design and Technology</b> Mechanical Systems (Siege Weapons)  <b>PSHE</b> Changing Me  <b>Music</b> You've Got A Friend</p>

# Assessment at Oakfield



## What do we assess at Oakfield?

We recognise that every child that we support has a unique journey. For many there may be significant gaps in their learning. As a short stay school we have **high aspirations** with **realistic** and **achievable outcomes** for children who have often become disengaged with learning.

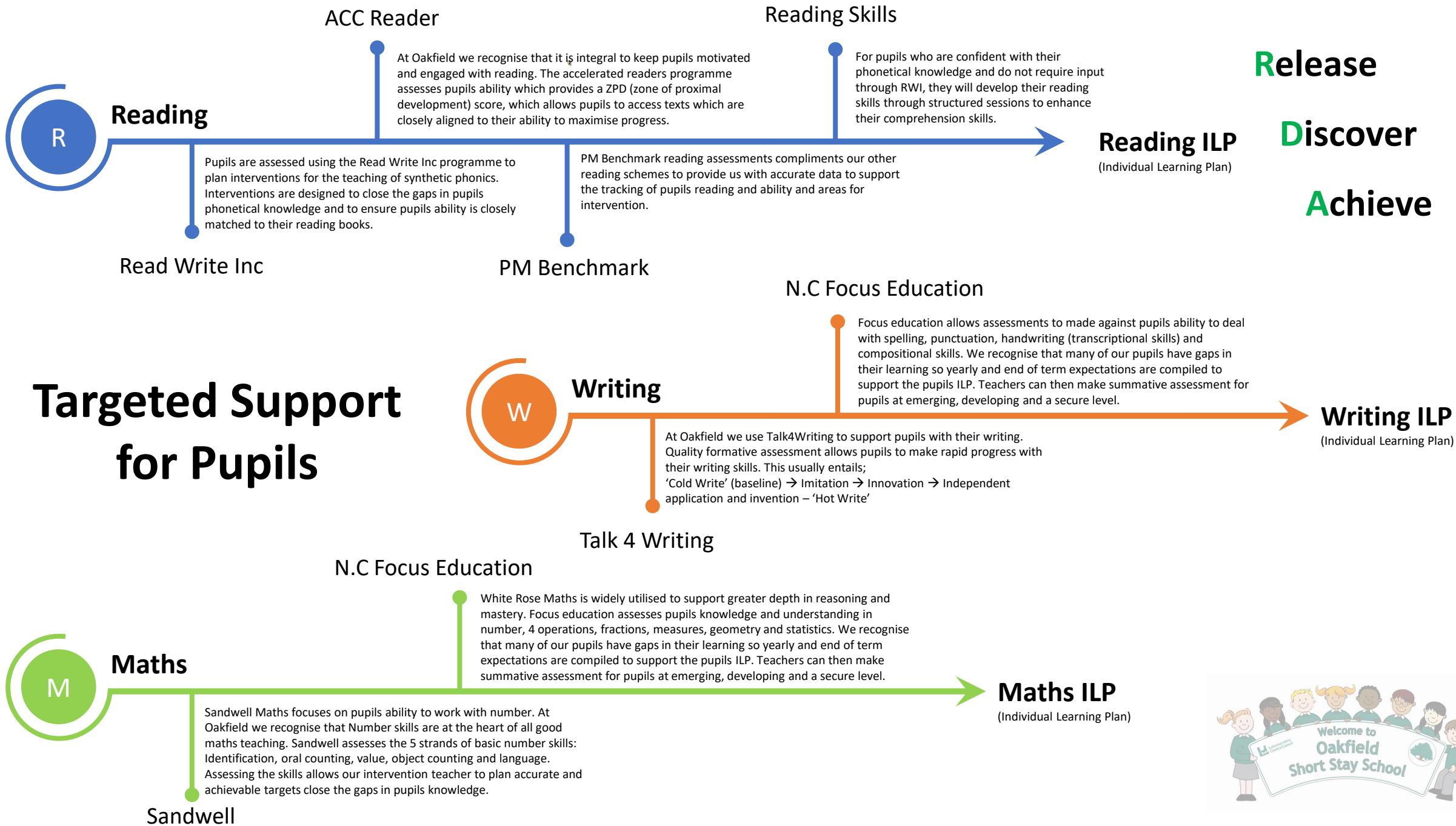
Pupils will be assessed on entry, collating information and data from their sending schools to devise an accurate baseline for their academic achievements. Pupils SEMH needs are also assessed to ensure appropriate strategies and interventions can be planned and delivered. We know that addressing pupils SEMH needs will create the right climate and dynamics for our children to flourish.

## How are assessments used?

We recognise that assessments are only useful if they are utilised to provide targeted support for pupils. We use a range of assessments to devise **Individual Learning Plans (ILPs)** to ensure that key skills are being addressed to maximise learning outcomes and success for all pupils.

ILPs are working documents clearly identify:

→ What pupils can do independently → What pupils need support with → Where pupils are heading



# Individual Learning Plan (ILP)

Individual Learning Plan - Reading



Name:

Date: Spring 2 24.03.2021

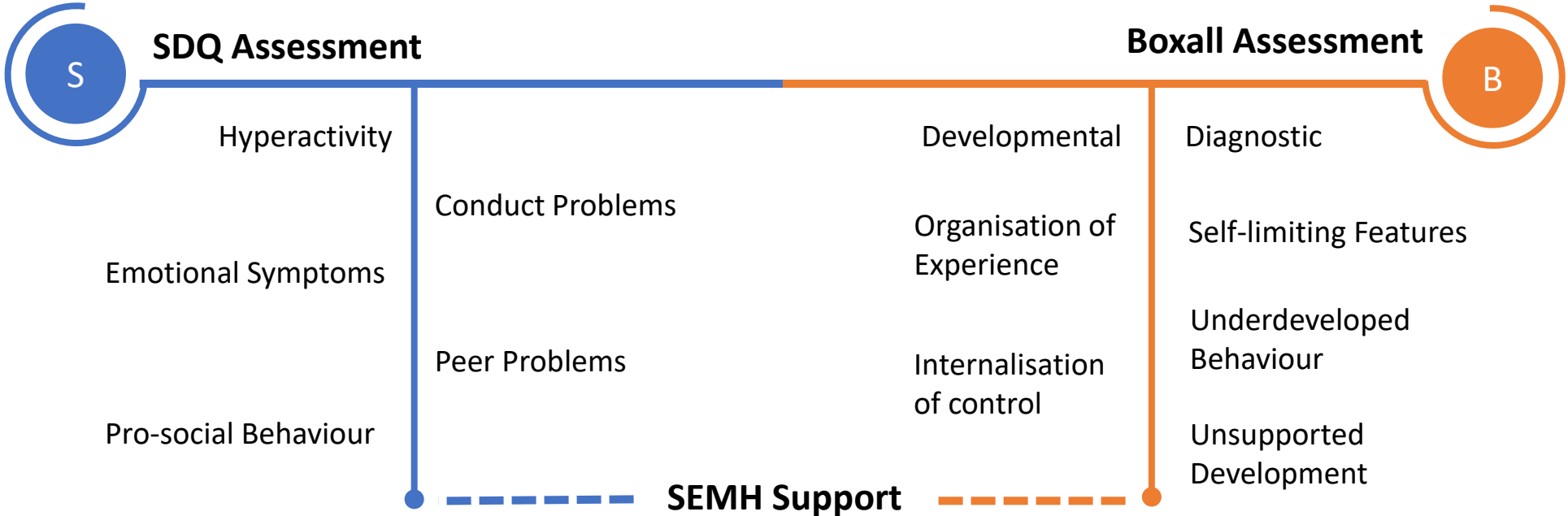
Review Date: Summer 1

Aspect	I can independently...	I can sometimes/with support...	I really need to work on...
Applying Phonics	<ul style="list-style-type: none"> <li>✓ use phonic knowledge to decode real words.</li> <li>✓ blend sounds in unfamiliar words based on known GPCs.</li> <li>✓ read phonically decodable texts, with confidence.</li> <li>✓ understand the importance of decoding words automatically.</li> <li>✓ understand that some words cannot be decoded with phonic strategies.</li> <li>✓ use the graphemes taught to blend sounds.</li> <li>✓ know that familiar words do not need to be sounded out and blended.</li> <li>✓ read these familiar words automatically and accurately without sounding or blending.</li> <li>✓ know that the same grapheme may be read in different ways</li> <li>✓ know that the same grapheme may be read in different ways</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>○ read words with familiar endings - s, es, ing, ed, er, est.</li> <li>○ divide words into syllables, for example pocket, rabbit, carrot, thunder, sunset.</li> <li>○ read compound words, for example football, playground, farmyard, bedroom</li> </ul>	<ul style="list-style-type: none"> <li>○ Blending sounds in alien words.</li> <li>○ Reading words with consonant blends: st, dr, sl.</li> <li>○ Recognise set 3 sounds, ur, ure and ew</li> </ul>
Reading for Pleasure	<ul style="list-style-type: none"> <li>✓ make choices about the books I read.</li> <li>✓ Listen to stories and respond to what I hear</li> <li>✓ listen to or read a range of different kinds of stories.</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>○ know the difference between a story book and an information book.</li> <li>○ find the title, author and the illustrator of a book.</li> <li>○ know some familiar stories.</li> <li>○ recognise familiar story language.</li> </ul>	<ul style="list-style-type: none"> <li>○ Finding the title and author of a book</li> <li>○ Explaining the difference between a story and information book</li> <li>○ Naming some features of an information book.</li> </ul>

ILPs are working documents which are active in pupils books.

A formal update of pupils academic progress will be held every half term.

# SEMH Assessment



**Release**  
**Discover**  
**Achieve**