
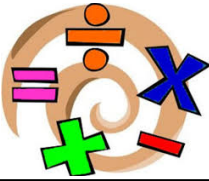













The Notton House Curriculum

Subject	Lower School	Middle School	Upper School
English 	<p>Most pupils are following a primary curriculum at this stage, with some also following a phonics programme to help improve their reading.</p>	<p>A few pupils may still be following a phonics programme and most are developing their use of language and writing in preparation for working towards qualifications at KS4.</p>	<p>The vast majority of pupils are fluent readers and are working on either an Entry Level, Functional Skills, or GCSE qualification pathway, matched to their ability.</p>
Mathematics 	<p>Pupils are developing fluency with times table and number and learning through use of concrete and pictorial representations.</p>	<p>Pupils are expanding into a wider range of topics, such as algebra, geometry, and probability. They are applying their number knowledge to solve increasingly complex problems.</p>	<p>Pupils are working towards either an Entry Level, Functional Skills, or GCSE pathway, by following an examined curriculum matched to their ability.</p>
Science 	<p>Pupils follow an engaging curriculum that builds on the big ideas in science. They link their work to the primary termly themes and develop scientific skills, such as observation and investigation.</p>	<p>Pupils continue to build on the big ideas, but are now based in a science laboratory for their lessons and will work through a wide range of topics that form the building blocks for qualifications at KS4.</p>	<p>The qualification pathway will depend on pupil ability and prior knowledge. Many will be able to access ASDAN or an entry level course. Some pupils may follow a GCSE pathway in one or more sciences.</p>
Physical Education 	<p>Pupils engage with physical activity that is aimed at fostering a love of sport and exercise. Pupils will develop strength and fitness, alongside physical skills. They will also develop a knowledge of muscles, bones, and how to warm up for, and cool down from activity.</p>	<p>Pupils are able to continue to develop their fitness and strength through a range of sports. There is also the option to develop leadership skills through engaging with the sports leader award.</p>	<p>Pupils opt for PE at KS4 and are able to follow a qualification pathway suited to their interests and ability. This could include GCSE or may be a BTEC qualification that is more practically based.</p>
Creative Arts 	<p>Pupils follow a carousel of creativity that links to their termly theme. Pupils will develop knowledge and skills around drawing and painting in art and food preparation, safety and hygiene in cooking. Pupils can gain Discovery/ Explorer Arts Awards for their work.</p>	<p>Pupils continue to follow a carousel between art and cooking. Their skills develop to being able to follow increasingly complex recipes in cooking and develop their creativity in art. Pupils can gain Discovery / Explorer Arts Awards for their work.</p>	<p>Pupils are able to opt to follow a qualification pathway to achieve a BTEC in home cooking skills and/or an art-based qualification such as, GCSE or an Arts Award at Bronze or Silver.</p>
Outdoor Education 	<p>Pupils begin to explore local areas outdoors, in order to broaden their horizons and develop activity-based skills. They can gain awards following the John Muir scheme.</p>	<p>Pupils will work towards being able to take part in more demanding activities and longer expeditions, by developing their navigating and camping knowledge and skills. They can gain awards for climbing and paddle sports.</p>	<p>Pupils can continue to enjoy the local area through walking, paddle sports, and climbing. Many will also be completing the Duke of Edinburgh's Awards at Bronze or Silver.</p>
Humanities 	<p>Pupils follow termly themes around Geography, History and Religion. Where they can develop a wider understanding of the world in which they live. In Primary, these topics are linked to the theme for the term and help the pupils engage.</p>	<p>Pupils continue to follow termly themes following Geography, History and Religion topics. They are able to increase their knowledge of the world and improve skills such as research, reading and writing as they explore termly themes.</p>	

<p>ICT</p> 	<p>Pupils are being introduced to a range of computer-based learning opportunities. They will also be learning to complete safe research on the internet and may be able to begin learning to code using programmes such as Scratch.</p>	<p>Pupils are developing their ICT skills to improve typing speed and accuracy; learn to use the range of Microsoft and Google programmes, such as Word and PowerPoint. They will also be learning to safely store files and use communication Apps such as Teams, Google Meet, and Outlook.</p>	<p>Pupils are able to gain qualifications such as BTEC Entry Level 1-3 in ICT and BTEC Esports Level 2. They will also be using ICT to access a range of applications to improve knowledge (such as Tassomai and Ed Shed) and also use online programmes such as Career Pilot.</p>
<p>Wellbeing</p> 	<p>SMSC: Spiritual, Moral, Social and Cultural – pupils follow a termly continent-based country and explore what life for the child is like in that country. This is compared to life in Britain and used to learn more about Fundamental British Values.</p> <p>PSHE: Personal Social Health Education (including sex and relationships education) – Pupils following weekly themes that explore important topics such as staying safe online, in addition to national and international awareness days/weeks.</p> <p>DEAR: Drop Everything And Read – pupils in each class follow an agreed novel. This session is used to encourage daily reading and develop a lifelong love of reading.</p>		
<p>Preparation for Adulthood</p> 	<p>Pupils are working through a wide range of preparation for adulthood themes: Independence; Healthy Living; Employability; and Community Inclusion. At a lower age, this involves learning to make new friendships and following daily routines around washing/getting dressed. As pupils gain experience and make progress, they are learning to live more independently and will be travel trained, able to cook for themselves and others and be on track to gain a range of qualifications to secure their post-16 destination.</p>		
<p>Thrive Let's help every child</p> 	<p>We report on progress with every pupil's emotional well-being. Thrive promotes children's and young people's positive mental health by helping adults know how to be and what to do in response to their differing and sometimes distressed behaviour. At NHA, we have a Thrive Practitioner, who spends time with the pupils to help them develop strategies to improve their well-being. All pupils have well-being targets to work towards.</p>		
<p>Interventions</p> 	<p>Pupils of all ages are able to access a wide range of interventions, such as: Kandu Arts; Speech and Language Therapy; Farm Therapy; Sand Tray Therapy; and cultural mentoring. This provision is continually developing to help meet the needs of our pupils.</p>		
<p>Speech and Language Therapy</p> 	<p>For all pupils who require additional support to develop speech, language and communication. Pupils have specific sessions with our Speech and Language Therapist and are working towards specific targets.</p>		