

Creative Curriculum (Key Stage 2) Overview

<p>What are we trying to achieve?</p>	<p>The MLD Department adopts a creative curriculum approach to planning and delivering our lessons. This makes aspects of learning hidden, tailors the curriculum to the needs and interests of our pupils. Our department, working in partnership with our community, are committed to providing quality education in a safe, supportive and stimulating environment. We value each person and encourage everyone to achieve their full potential.</p> <p style="text-align: center;">“Our children are the citizens of the future and should be protected and nurtured in their growth towards independence.”</p> <p>Our curriculum is designed and organised to encourage each child:</p> <ul style="list-style-type: none"> • To develop a lively enquiring mind capable of questioning and problem solving; • To be responsible, independent and confident yet able to work co-operatively with others; • To acquire knowledge and skills relevant to their future life in a fast changing world; • To be a thoughtful member of a caring community; • To become a tolerant member of a multi-cultural society and appreciate human achievements; • To understand and respect the world in which they live; • To grow emotionally and develop sensitivities through experiences of the arts to become literate and numerate; • To keep minds and bodies healthy.
<p>How do we organise learning?</p>	<p>Follow an adapted engaging mainstream curriculum with an emphasis on life skills –</p> <ul style="list-style-type: none"> • Literacy, Maths, Personal Social and Emotional Development, Physical Development and ICT as core areas of learning • Links between Coppice and Gemstone departments • Outside learning • Trips to places within the community • Cooking and meal preparation • Sharing of planning, resources, best practice and idea • A safe and tailored environment to meet their needs • Clearly differentiated activities, through new, practical and “real-life” problem solving experiences • Pupil feedback is shared and fed back into the planning process to inform tailored events
<p>How well are we achieving our aims?</p>	<p>Fit for purpose assessment –</p> <ul style="list-style-type: none"> • Levels of development that reflect status against national expectations • EHCP targets to track • Liaison with secondary providers to ensure readiness for this transition • Maths and Literacy are assessed using the Cornerstone’s tool • Behaviour expectations



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