

Chiltern Wood School Curriculum



INTENT							
Our Vision	At Chiltern Wood School we want everyone to engage in their learning so by the time they leave us our students have a purpose and they have developed the independence skills that would allow them to have a role in the community around them and enjoy their future lives.						
Our Values	Respect	Risk Taking	Nurture	Curiosity	Relationships	Wellbeing	Embedded Therapy
Curriculum Intentions	We believe that success will come through wellbeing. Our key areas are...						
	Communication	Personal Development	Self-esteem and Confidence	Belonging and Friendship	Purposeful Learning	Fun and Enjoyment	
Teaching Intentions	I can communicate	I know about the world around me	I am aware of my body	I can keep myself safe	I am part of a community	I am learning skills for life	I can develop my creativity

IMPLEMENTATION						
At Chiltern Wood School we follow a SCERTS approach across all Departments.						
Little Wings	Rainbow	Gemstones	Coral	Treetops	Coppice	Woodlands
EYFS and KS1	Primary Complex Needs	Primary SLD	Primary Complex SLD	Secondary SLD and Complex	Secondary SLD	EYFS – KS5 PMLD
Equals Semi-Formal based Curriculum					Equals Moving On based Curriculum	ImPACTS based Curriculum

EQUALS SEMI-FORMAL BASED CURRICULUM OVERVIEW				
Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical (Including Medical)	Independence and Community Involvement
My Communication	My Thinking and Problem Solving	My Play and Leisure	My Outdoor School	My Independence <ul style="list-style-type: none"> My Cooking and Food Technology My Dressing and Undressing My Shopping My Travel Training
My Creativity <ul style="list-style-type: none"> My Music My Drama 	The World About Me	My Relationships and Sex Education	My Creativity <ul style="list-style-type: none"> My Art My Dance 	
English Scheme of Work <ul style="list-style-type: none"> Spoken Language and Communication Reading and Writing 	Mathematics Sch of Work <ul style="list-style-type: none"> Geometry Measurement Money Number Statistics 	My Physical Wellbeing <ul style="list-style-type: none"> Mental Health and Wellbeing 	My Physical Wellbeing <ul style="list-style-type: none"> Physical Activities PE, Sports, Games and Aquatics Healthy Eating and Healthy Lifestyle 	

EQUALS MOVING ON BASED CURRICULUM OVERVIEW						
Literacy	Numeracy	ICT	Relationships and Sex Education	World Studies	Independent Living	Vocational Studies
<ul style="list-style-type: none"> Sharing Information Creating an Interest Literacy for Information Literacy for Life and leisure Literacy for the Future 	<ul style="list-style-type: none"> Maths in Everyday Life Maths for Life Maths for the Community Maths for Design Maths for the Future 	<ul style="list-style-type: none"> Keeping in Touch ICT for Pleasure, Leisure and Information ICT in Enterprise ICT and Creativity ICT for the Future 	<ul style="list-style-type: none"> Knowing my body Knowing me Private vs public Touching and allowing others to touch me Relationships Sexual intimacy with another person 	<ul style="list-style-type: none"> Science Technology Foreign Cultures Creativity Humanities 	<ul style="list-style-type: none"> Personal, Social and Health Education Citizenship Leisure and Recreation Daily living skills 	<ul style="list-style-type: none"> Work Related Learning Careers Education & Guidance / Post School Planning

ImPACTS BASED CURRICULUM OVERVIEW					
Woodlands Department also follow the Engagement Model in order to assess pupil progress across all areas of learning.					
Communication	Cognitive Skills	Personal, Social and Emotional Well-Being	Physical Skills	Environmental Control Technology	Preparation for Adulthood
		<ul style="list-style-type: none"> Towards Self-Help Towards Self-Advocacy 	<ul style="list-style-type: none"> Gross Motor Skills Fine Motor Skills 		

IMPACT		
At Chiltern Wood School, achievement is represented across three areas.		
Personal Development	Learning	Pupil Progress
Children and young people are confident, happy and resilient They have an active role in their learning and make choices that support themselves and the community around them.	Children and young people participate in their learning with increased independence.	Children and young people make expected or better progress towards their individual targets.