

Middle Department Curriculum

“Practising my skills to support me to learn”

We focus on providing an individualised, differentiated and well-resourced curriculum to meet the needs of all pupils and preparing them for the next step of their Milestone journey and life beyond school. Life-long learning, life skills and future independence are key priorities running through our curriculum and individual learner outcomes. A high degree of personalisation, ensures learning is differentiated and implemented following pupils' personalised Pathways and EHCPs; developing individual strengths and supporting the needs of all pupils. Together we develop, foster positive attitudes and endeavour to support pupils to achieve success; by “Removing Obstacles and Enabling Access to Learning”. Our curriculum is initiated on the principle that pupils who have severe, profound and multiple learning disabilities have different needs and therefore require a multi-sensory approach to the curriculum. Communication is at the heart of the curriculum and a total communication approach underpins all areas of learning.

Intent:

Developing and building on the intent from the Foundation Department (“developing my skills to help me learn”) our pupils' educational journeys are personalised by their EHCP (Education, Health, Care Plans) and Milestone Skills Progression Pathways; to include Communication/English, Maths, PSHE (Personal, Social, Health and Economic Education), Computing and Physical Development. Our enriching subjects are implemented to facilitate our pupils to learn through experiences and to develop their understanding of the wider world. The intent of this curriculum approach is to provide an engaging and interesting termly topic, developing pupils' knowledge through experiential and practical learning opportunities. Our pupils are provided with a range of experiences to acquire new skills and knowledge through repetition, a sequential approach to learning and practical learning opportunities. Our rolling programme of topics and depth and breadth of enriching subjects is demonstrated below and is planned in collaboration with the Foundation and Senior Departments; ensuring a progression of sequential pathways to learning and offering a balanced curriculum.

Our curriculum provides our pupils with opportunities to develop and learn in a supportive environment, which challenges and leads to success and achievement, at their individual ability. Personalisation of the curriculum ensures that pupils can access learning which is structured and sequenced to develop knowledge and skills as they progress through school; with a firm focus on developing and sustaining good physical and emotional wellbeing; supporting our pupils to be as healthy as possible to participate in school and beyond. Our commitment to ensuring every pupil has a mode of communication enables them to access learning, make positive relationships and provides them with a 'voice', therefore having more control over their lives.

Preparing our pupils for their journey into the Senior Department and life beyond The Milestone School by applying functional skills and nurturing development, regardless of ability, is the fundamental intent of our curriculum.

Implementation:

Implementing our curriculum commences with ensuring each pupil has a mode of communication, enabling them access to all curriculum areas and learning opportunities. Pupils' starting points are identified using our schools' Total Communication ethos, which ascertains their personal communication system following our Communication Framework.

Our pupils access an approach to learning dependent on their ability. However, each approach follows the same structure in terms of being sequential, engaging, interactive and challenging; at a level relevant to the individual. Within the Middle Department, learning takes place through experiences and activities; with an emphasis on EHCP and individual Pathway learning outcomes and intentions. The content of our delivery is derived from topics, providing an enriching curriculum to stimulate and enable learning processing.

All pupils access a curriculum approach following the same structure of the five core EHCP areas:

- **Communication, Language and Interaction**
- **Cognition & Learning**
- **Self Help & Independence**
- **Sensory and Physical Needs**
- **Social, Emotional & Mental Health**

Each term has an intended subject focus (as outlined in our 'rolling programme below) to implement a broad and balanced curriculum; carefully planned, sequenced and implemented; to ensure pupils access learning at their ability and facilitating challenge at their individual level. This topic focus supports our teaching of the curriculum, through grasping pupils' interests and engaging them to develop their knowledge and skills. Diverse methods of teaching are implemented, due to pupil needs, ranging from planned repetition and reinforcement to consolidate skills and knowledge, modelling, scaffolding and the generalisation and application of learning (retrieval practice).

Facilitating our broad, balanced and sequential curriculum, by using topics as a vehicle to delivering science, humanities and the arts allows us to introduce and embed new experiences and concepts, encompass areas of interest and to cater for all developmental levels. Developing understanding by the implementation of an education which has breadth and depth, enables our pupils to connect existing knowledge with new knowledge, reflected in their learning. Each pupil's 'Education, Health and Care Plan' (EHCP) informs their individual curriculum and pathway; consequently, informing the support implemented and appropriate access to activities and experiences, enabling pupils to achieve success and make progress.

Our curriculum is initiated on the principle that pupils who have severe, profound and complex learning disabilities have different needs and therefore require a different approach to the curriculum. Specialist teaching and resources are implemented to remove barriers and enhance access to the curriculum, with their EHCP as the focus. Some pupils are supported to access the curriculum using the Milestone Engagement Model, to ensure learning is relevant and recorded.

Reading, functional literacy, communication skills and functional maths are all taught in the Middle Department, implemented by individual Pathways. This enables pupils to access Government validated Systematic Synthetic Phonics programmes and schemes when they are ready and appropriate to their learning pathway, such as the 'Read, Write Inc' (RWI) programme. Pre-reading skills and communication development is implemented following the school's commitment to the communication framework and The Milestone School Progression Pathway. Communication and English is delivered at least 3 times a week in Middle Department, as is mathematics. Story time and promoting the love of 'reading' and books, is timetabled each day within classes.

Our pupils social, emotional and mental health (SE&MH) needs are a key focus and we recognise this as being of a fundamental factor in enabling access to learning and supporting our pupils' holistic needs and development. The implementation of The Milestone School PSHE Progression Pathway, incorporating areas of the 'PINK Curriculum', supports our pupils' social and emotional needs ensuring they access regular emotional check-ins and are supported with their spiritual, moral, social and cultural development.

Physical Education is implemented in all classes, relevant to the physical needs and abilities of the pupils. Some pupils have individual mobility and physical programmes, which may include access to Rebound Therapy, Hydrotherapy and Race-running. However, other pupils may access a more 'traditional' Physical Education curriculum, as designed by experienced subject lead teachers and delivered using our Complete PE Pathway.

Transferring and applying learning to 'real life' is a key factor in the Middle Department curriculum and pupils are provided with opportunities to employ their developing skills to when out in the community, in readiness for the Senior Department. Pupils, from Year 7, will follow The Milestone School Careers Framework to experience and develop their skills for life beyond school. Thus, continuing their educational journey and 'preparing for our future'; by engaging with the community and looking forward to life after The Milestone School.

Implementation of the Middle Department Curriculum – Our Three-Year Rolling Programme

In Middle Department Topics are used as contexts for learning and providing breadth and depth of the curriculum.
Each term has an intended enriching subject focus of either Geography or History (highlighted in yellow), with one Topic each year incorporating a Sustainability theme.

Year 1 2019-20 2022-23	Year 1 Focus	Year 2 2020-21 2023-24	Year 2 Focus	Year 3 2021-22 2024-25	Year 3 Focus
Autumn	<p style="text-align: center;">Soldiering On</p> <p>CLI: Individual pathways Maths: Throughout: Number & Place Value & Calculation Additional focus: Shape & Space History – Britain's Past Science: Biology – Humans Computing: Online Safety- I am safe and secure PSHE/PINK: Throughout: Self-care Additional focus: The Wider World RE: 1.3 Why does Christmas matter to Christians? Harvest Festival (Multi faith) BV: Class/School Rules (RL) Making decisions – consequences (D) SMSC: Cultural & Moral Development Art & Design: Drawing & Textiles PE: Fine Motor Skills/ Fundamental Movement Skills/ Net & Wall Music: Listening and Appraising, vocal Skills Cooking: 'Simple Savoury Light Meals – using Meat, Fish & Dairy (along with alternatives)'</p>	Autumn	<p style="text-align: center;">Come to the Cotswolds</p> <p>CLI: Individual pathways Maths: Throughout: Number & Place Value & Calculation Additional focus: Shape & Space Geography (Incorporating Sustainability) – Place Science: Chemistry – States of Matter Computing: Online Safety- I am safe and secure PSHE/PINK: Throughout: Self-care Additional focus: The Wider World RE: 1.1 What do Christians believe God is like? Diwali (Hindu) BV: Right and Wrong (RL) Local Council (D) SMSC: Cultural & Moral Development Art & Design: Drawing & Textiles PE: Fine Motor Skills/ Fundamental Movement Skills/ Net & Wall Music: Listening and Appraising, vocal Skills Cooking: 'Simple Savoury Light Meals – using Meat, Fish & Dairy (along with alternatives)'</p>	Autumn	<p style="text-align: center;">Glorious Gloucestershire</p> <p>CLI: Individual pathways Maths: Throughout: Number & Place Value & Calculation Additional focus: Shape & Space History – Local History Science: Physics – Forces & Electricity Computing: Online Safety- I am safe and secure PSHE/PINK: Throughout: Self-care Additional focus: The Wider World RE: 1.4 What is the 'good news' that Christians believe Jesus brings? Hanukah (Judaism) BV: Reflect on actions to make things right (RL) Opportunities for class/department leaders – voting (D) SMSC: Cultural & Moral Development Art & Design: Drawing & Textiles PE: Fine Motor Skills/ Fundamental Movement Skills/ Net & Wall Music: Listening and Appraising, vocal Skills Cooking: 'Simple Savoury Light Meals – using Meat, Fish & Dairy (along with alternatives)'</p>
Spring	<p style="text-align: center;">Marvellous Maps</p> <p>CLI: Individual pathways Maths: Throughout: Number & Place Value & Calculation Additional focus: Time Geography (Incorporating Sustainability) – Geographical skills and fieldwork Science: Chemistry – Properties and Changes of Materials Computing: Online Safety- I am kind and responsible & Information Technology- Handling & Displaying Data PSHE/PINK: Throughout: Self-care Additional focus: Health & Wellbeing RE: 1.10 What does it mean to belong to a faith community? (Muslim) Easter (Christians) BV: Who Am I? My talents and Interests SMSC: Social Development Art & Design: Painting & Printing PE: Gross Motor Skills/ Ball Skills/ Invasion Games Music: Listening and Appraising, instrumental skills Cooking: 'Simple Savoury Light Meals – using Grains, Seeds & Pulses'</p>	Spring	<p style="text-align: center;">A Blast from the Past</p> <p>CLI: Individual pathways Maths: Throughout: Number & Place Value & Calculation Additional focus: Time History – Wider World History Science: Physics – Light & Sound Computing: Online Safety- I am kind and responsible & Information Technology- Writing & Animating PSHE/PINK: Throughout: Self-care Additional focus: Health & Wellbeing RE: 1.10 What does it mean to belong to a faith community? (Christians) Lent (Christians) BV: My Values, Needs and Wants SMSC: Social Development Art & Design: Painting & Printing PE: Gross Motor Skills/ Ball Skills/ Invasion Games Music: Listening and Appraising, instrumental skills Cooking: 'Simple Savoury Light Meals – using Grains, Seeds & Pulses'</p>	Spring	<p style="text-align: center;">Exploring Europe</p> <p>CLI: Individual pathways Maths: Throughout: Number & Place Value & Calculation Additional focus: Time Geography (Incorporating Sustainability) – Location/ Human & Physical Science: Chemistry – Working Scientifically Computing: Online Safety- I am kind and responsible & Information Technology- Music PSHE/PINK: Throughout: Self-care Additional focus: Health & Wellbeing RE: 1.6 Who is a Muslim and how do they live? Chinese New Year (Multi faith) BV: Expression of opinions and preferences SMSC: Social Development Art & Design: Painting & Printing PE: Gross Motor Skills/ Ball Skills/ Invasion Games Music: Listening and Appraising, instrumental skills Cooking: 'Simple Savoury Light Meals – using Grains, Seeds & Pulses'</p>
Summer	<p style="text-align: center;">Out of this Universe</p> <p>CLI: Individual pathways Maths: Throughout: Categorising, Sequencing & Matching Additional focus: Money & Measure Science: Physics – Earth and Space Computing: Online Safety- I am healthy & Computer Science PSHE/PINK: Throughout: Self-care Additional focus: Relationships RE: 1.2 Who do Christians say made the world? (Creation) Ramadan/ Eid (Muslims) BV: Disagreements, arguments and tolerance SMSC: Spiritual Development Art & Design: 3D work & Collage DT: Design focus PE: Posture & Health/ Locomotion/ Strike & Field then Athletics Music: Listening and Appraising, compositional skills Cooking: 'Simple Savoury Light Meals – using Fruit & Vegetables' Design & Technology: Design</p>	Summer	<p style="text-align: center;">Green Fingers</p> <p>CLI: Individual pathways Maths: Throughout: Categorising, Sequencing & Matching Additional focus: Money & Measure Science: Biology – Plants Computing: Online Safety- I am healthy & Computer Science PSHE/PINK: Throughout: Self-care Additional focus: Relationships RE: 1.9 How should we care for others and the world, and why does it matter? Shabbat (Judaism) BV: Visiting and exploring special places and places of worship SMSC: Spiritual Development Art & Design: 3D work & Collage DT: Technical Knowledge focus PE: Posture & Health/ Locomotion/ Strike & Field then Athletics Music: Listening and Appraising, compositional skills Simple Savoury Light Meals – using Fruit & Vegetables Design & Technology: Make & Evaluate</p>	Summer	<p style="text-align: center;">A Bugs Life</p> <p>CLI: Individual pathways Maths: Throughout: Categorising, Sequencing & Matching Additional focus: Money & Measure Science: Biology – Living Things and their Habitats Computing: Online Safety- I am healthy & Computer Science PSHE/PINK: Throughout: Self-care Additional focus: Relationships RE: 2.7 What matters most to Humanists and Christians? (link to Creation Story and 'Humanists for a better world') World Humanist Day (Multi faith) BV: Challenging stereotypes SMSC: Spiritual Development Art & Design: 3D work & Collage DT: Practical Making and Evaluating focus PE: Posture & Health/ Locomotion/ Strike & Field then Athletics Music: Listening and Appraising, compositional skills Simple Savoury Light Meals – using Fruit & Vegetables Design & Technology: Technical Knowledge</p>

Impact:

Our curriculum approach supports pupils to make progress in all areas of their learning, successfully moving onto the next stage of their education in the Senior Department and preparing them for the future - life after The Milestone School. Our intention is to ensure pupils move on with maximised communication skills, developed confidence and independence skills; furthermore, happy, healthy and motivated individuals who are ready to continue their educational journey. Starting points and previous learning is used to measure and evidence the impact of the curriculum; subsequently informing of 'next steps' on individual pathways and Pupil Passports; ensuring learning is sequential. Teachers review pupil passports regularly and update statements on an ongoing basis. SOLAR is used to record achievements on the pathway statements using a 4-star system- emerging, developing, secure and generalising.

Assessment is an integral part of our curriculum delivery and teaching staff continuously monitor, assess, celebrate and respond to learning and achievement.

Development and progress is shared with parents and carers regularly via telephone calls, meetings and discussions and more formally during Parents' Evenings (four times a year) and annual EHCP Reviews.

We intend that the impact will not only be that pupils are academically, emotionally and physically prepared for the next phase of their education, additionally they will have clear understanding of values such as equality, friendship, trust and tolerance. Furthermore, that pupils learn to think for themselves, stay safe, be resilient and develop strategies to cope with life's challenges.