

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 and 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.

Middle Year 1	Autumn	Spring	Summer
	Levels 1-6 Topic Title:	Levels 1-6 Topic Title:	Levels 1-6 Topic Title:
	Level 7 +Topic Title: Out of this Universe	Level 7 +Topic Title: Marvellous Materials	Level 7 +Topic Title: Our Bodies

	Science – Physics: Earth and space Earth, sun, moon Naming and characteristics of planets Enquiry type: Comparative and Fair Testing – Pulse and heart rate Art – Painting & Printing Computing – Online Safety – I am safe and secure/ Using technology creatively Cooking - ‘Simple Savoury Light dish – using Meat, Fish & Dairy (along with alternatives)		Science – Chemistry: Properties, Changes and Materials Grouping materials Comparing materials Sorting Naming materials Enquiry type: Identifying, Classifying and Grouping – Sorting materials (for a purpose or based on states) Art – Drawing & Textiles Computing – Online Safety – I am kind and responsible/ Handling and Displaying data Cooking - ‘Simple Savoury Light dish – using Grains, Seeds & Pulses		Science – Biology: Humans Naming body parts Senses Teeth Enquiry type: Pattern Seeking – Size of planets. Orbit of the sun. Secondary Source: Characteristics of the planets Art – 3D Work & Collage Computing – Online safety – I am healthy/ Computer Science Cooking - ‘Simple Savoury Light dish – using Fruit & Vegetables	
	Geography – LOCAL STUDY – The Docks Music - Charanga Y3 – Let your spirit fly	History – Stone Age to Iron Age DT – Design/ Make/ Evaluate & Technical Knowledge RE – F2 Why is Christmas special to Christians? (Christians)	Geography – What’s it like Whitby? Music - Charanga Y3 – Glockenspiel Stage 1	History – Romans DT – Design/ Make/ Evaluate & Technical Knowledge RE – F6 Which stories are special and why? (Hinduism)	Geography – All Around the World Music - Charanga Y3 – Three little birds	History – The Railways DT – Design/ Make/ Evaluate & Technical Knowledge RE – F1 Why is the word God so important to Christians? (Christians)
	Autumn		Spring		Summer	
	Levels 1-6 Topic Title: Roaming the Rainforest		Levels 1-6 Topic Title: Safe and Sound		Levels 1-6 Topic Title: Brilliant Britain	
Level 7 +Topic Title: What’s the Matter?		Level 7 +Topic Title: Safe and Sound		Level 7 +Topic Title: Green Fingers		
Middle Year 2						

	<p>Science – Chemistry: States of Matter Solid’s liquids gases Heating and cooling to change state Enquiry type: Pattern Seeking – Do smaller things melt quicker?</p> <p>Art – Painting & Printing</p> <p>Computing – Online Safety – I am safe and secure/ Using technology creatively</p> <p>Cooking - ‘Simple Savoury Light dish – using Meat, Fish & Dairy (along with alternatives)</p>		<p>Science – Physics: Light Sun safety Light reflection Shadows Sound Exploring sound and vibration How sounds are made Responding to key vocabulary linked to sound Enquiry type: Comparative and Fair Testing – Shadow size and distance in the day Comparative and Fair Testing – Which material is the best for muffling sounds?</p> <p>Art – Drawing & Textiles</p> <p>Computing – Online Safety – I am kind and responsible/ Handling and Displaying data</p> <p>Cooking - ‘Simple Savoury Light dish – using Grains, Seeds & Pulses</p>		<p>Science – Biology: Plants What plants need to grow Experiencing growing and caring for plants Naming different parts and functions of a plant Enquiry type: Comparative and Fair Testing – changing plant requirements (more/ less water) Art – 3D Work & Collage</p> <p>Computing – Online safety – I am healthy/ Computer Science</p> <p>Cooking - ‘Simple Savoury Light dish – using Fruit & Vegetables</p>	
	<p>Geography – Rainforests</p> <p>Music - Charanga Y3 – The dragon song</p>	<p>History – Ancient Egypt</p> <p>DT – Design/ Make/ Evaluate & Technical Knowledge</p> <p>RE – 1.2 Who do Christians say made the world</p>	<p>Geography – Somewhere to Settle</p> <p>Music - Charanga Y3 – Bring us together</p>	<p>History – Anglo Saxons and Scots</p> <p>DT – Design/ Make/ Evaluate & Technical Knowledge</p> <p>RE – F3 Why is Easter Special to Christian?</p>	<p>Geography – Water</p> <p>Music - Charanga Y4 – Mamma Mia</p>	<p>History – Kings and Queens</p> <p>DT – Design/ Make/ Evaluate & Technical Knowledge -</p> <p>RE – F4 Being Special- Where do we belong?</p>
	Autumn		Spring		Summer	
	Levels 1-6 Topic Title:		Levels 1-6 Topic Title:		Levels 1-6 Topic Title:	
Level 7 +Topic Title: May the force be with you		Level 7 +Topic Title: Rock On		Level 7 +Topic Title: A Bug’s Life		
Middle Year 3						

	<p>Science – Physics: Forces and electricity Pushing/pulling Friction Electrical items Safety Battery/mains Basic circuit Enquiry type: Identifying, Classifying and Grouping – switch materials Art – Painting & Printing Cooking - ‘Simple Savoury Light dish – using Meat, Fish & Dairy (along with alternatives) DT –</p>	<p>Science – Chemistry: Rocks Comparing and grouping different rocks How fossils are formed Understanding that soils are made from rocks Enquiry type: Identifying, Classifying and Grouping - Sorting based on criteria and testing Art – Drawing & Textiles Cooking - ‘Simple Savoury Light dish – using Grains, Seeds & Pulses</p>	<p>Science – Biology: Living things and their habitats Comparing habitats Why animals are suited to habitats Enquiry type: Pattern Seeking - Animals and their suited to habitats Secondary Source: Exploring animals and adaptation to their environments Art – 3D Work & Collage Cooking - ‘Simple Savoury Light dish – using Fruit & Vegetables</p>		
<p>Geography – Extreme Earth Music - Charanga Y4 – Stop!</p>	<p>History – Crime and Punishment DT – Design/ Make/ Evaluate & Technical Knowledge RE – F5 Which places are special and why? (Multi-faith)</p>	<p>Geography – The UK Music - Charanga Y4 – Lean on me</p>	<p>History – WW2 DT – Design/ Make/ Evaluate & Technical Knowledge RE – 1.10 What does it mean to belong to a faith community</p>	<p>Geography – Raging Rivers Music - Charanga Y4 - Blackbird</p>	<p>History – The Viking & Anglo-Saxons DT – Design/ Make/ Evaluate & Technical Knowledge RE – 1.9 How should we care for other and the world and why does it matter?</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. 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 are 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 a clear understanding of values such as equality, friendship, trust and tolerance. Furthermore, pupils learn to think for themselves, stay safe, be resilient and develop strategies to cope with life's challenges.