



**West Oaks
Curriculum
Pathway:
Stepping Stones**

Stepping Stones Pathway

Rationale

The Stepping Stones pathway provides an engaging curriculum for pupils working within the (B-Squared) Progression Steps levels 1-3.

The Stepping Stones pathway provides:

- A subject- specific curriculum with a selection of appropriate and meaningful themes created - appropriate for the developmental levels and motivations of our pupils
- A carefully crafted, dynamic curriculum based around the needs of the pupils
- A promotion of community cohesion by planning and delivering high quality community visits, directly linked to the sequence of learning
- Regular opportunities to discuss and share British and wider community events, including religious holidays, celebrations and events at significant places in the community
- Opportunities for pupils to express, share and celebrate their learning with the wider school community, in particular through school event days and assemblies. This is where our pupils experience British values in action.

All aspects of the National Curriculum are covered within each subject.

The framework for the Stepping Stones curriculum is planned using the 'Cornerstones' themes and learning materials. This and other published schemes are used to define the sequences of lessons and to create highly differentiated learner outcomes for class leaders, who then go on to create motivating and engaging lesson content for their own pupil groups.

The curriculum is broad and balanced with key principles for study within each subject. The aims for each subject are as follows:

English:

The nature of the Cornerstones planning structure embeds a final 'Express week' whereby pupils are supported to express what they have learned during a term. making communication central to the learning process throughout.

To develop spoken language skills and promote pupil confidence using verbal and non verbal communication skills.

To develop a love of early reading and positive experiences around a wide range of books and stories.

To show some comprehensive understanding of a simple story narrative

To understand how to build and write phrases or sentences they would use to communicate about stories or poetry

To develop an understanding of the purpose of writing in the context of their own experiences.

Maths:

To develop an understanding of early mathematical concepts using value, number and time, sharing and grouping.

To provide opportunities to count and use numbers in a variety of functional situations

To show an awareness and understanding of shape and size, measure and weight in their everyday life.

To develop an understanding of pattern and where the patterns are in the world

To develop an understanding of mathematical language

Science:

To encourage pupils to be curious about their immediate environment and the world around them

To encourage and enable pupils to enquire about the world around them and to comment on what they are observing

To develop an understanding of how and why we use some simple scientific equipment
To encourage pupils to notice and comment on changes in their own world
To develop an understanding of how to undertake simple investigations, predicting, recording, data collection
To encourage and enable pupils to be able to summarise and evaluate

PE:

To develop a 'happy and healthy' body including aspects of social, emotional and mental well being
To begin to notice the effects of physical exercise and challenge.
To develop competence and confidence with a broad range of physical activities
To extend their agility, balance and coordination, individually and with others.
To engage in competitive (both against self and against one other person) and co-operative physical activities.
To develop an awareness of the correct use of equipment and personal safety
To extend pupils abilities to listen and undertake instructions

Humanities:

To understand and describe the features of the world around them
To engage in a growing range of first hand opportunities to explore their immediate community.
To develop an awareness of time and use vocabulary like past, present and future.
To understand longer term historical links in British history (past and distant past)
To equip pupils with a wider knowledge of geographical and historical language that they can use in practice
To understand and share simple fieldwork techniques
To develop an awareness of human and physical geography

Art:

To enjoy art and design processes and develop confidence and enjoyment in self expression:
to engage fully in 'Innovate weeks'
To show an increasing awareness of personal safety and use of tools
To show an increasing awareness of colour, shape and line
To equip pupils with more specific artistic language
To develop confidence for pupils to select and use a variety of high quality materials and resources
To provide opportunities for pupils to experience and explore a variety of artists from now and the past
To be able to evaluate a piece of art and share an opinion about it

DT:

To use creativity and imagination to design and make products that solve real and relevant problems, considering their own and others' needs.
To develop a thorough knowledge of which tools, equipment and materials to use to make their products.
To develop a thorough knowledge of food safety and hygiene
To develop evaluative skills

RE:

To explore a range of religious and cultural events celebrated in their local community: celebrating the differences in people and their beliefs
To develop a simple or personal awareness of right and wrong
To develop a growing understanding through their relationships of attributes and actions associated with kindness, self reflection and empathy
To allow pupils to have more understanding of special people to us and where they belong

To share celebrations with familiar peers and staff

PSHCE:

To discuss and share their emotions and needs through their own form of communication

To explore and develop an understanding of relationships pupils have at home and in school

To advocate independence and celebrate where small or big steps of independence are made

To show an awareness of our own Social, Emotional and Mental health and develop strategies to help pupils to express when they are not happy.

To explore and communicate how and why we feel safe or unsafe.

To explore and develop an understanding of self regulation

To develop a growing understanding of the relevant aspects of 'Relationships and Sex Education' (RSE)

Music:

To encourage pupils to share favoured sounds and songs in a group

To develop an awareness of volume and tempo with a range of instruments

To develop skills around simple notes or marks of sounds

To provide opportunities to express themselves through song, sound and dance

To develop an awareness of a wide range of musical genres

Organisation of learning

The organisation of learning within this pathway will be seen in the following ways:

- Medium term plans are created collaboratively, evaluated and reviewed regularly
- Differentiated learning objectives for Progression Steps 1 to 3, present within short term lesson plans and within marking and feedback
- Exciting and memorable entry and exit experiences described as 'Engage' and 'Express' elements within the pathway plans
- A broad and balanced range of subjects taught and each retaining its distinct integrity
- A common theme linked by a big question, subjects and themes differentiated for KS2, KS3 and KS4
- Adaptations and strategies are incorporated for individual pupils/ groups to ensure pupils are able to access learning for example: visual supports, TEACCH approach etc.
- Regular opportunities to share work and progress with parents and carers
- Consistently high-quality resources which support pupils understanding in an age appropriate way
- Pupils will experience the Stepping Stones curriculum within a traditional subject specific timetable for lessons.

Stepping Stones (guided by the Cornerstones materials) structures learning throughout the term in the following sequence:

Engage:

-every day a different memorable experience linked to one subject

-engaging and exciting experiences and lessons

-meaningful and engaging visits

Develop:

- sequential learning experiences throughout the term

-stage by stage development of subject focus or topic

-continue to reflect on previous lessons and the memorable experiences week

Innovate:

- creative opportunities use their knowledge and previous experiences from last few weeks
- allow pupils to use their own ideas and imagination
- child led projects for each subject

Express:

- takes place in the final week of each term
- opportunities to share their work in a range of different ways with others across the school including; staff, peers, and parents.
- appropriate and meaningful summary and assessment of learning for each class

Success indicators

- Pupils will be able to reflect upon and relate to, their entry and exit experiences
- Pupils will show progress through the Progression Steps (B-Squared)
- Staff feel confident in planning and delivering the Stepping Stones curriculum
- A consistently high-quality education and learning environment will be seen across classes and groups studying the Stepping Stones curriculum