

## Keystone Academy

### Curriculum intent 2022/23

During our first year of opening (2022/23), we will only cater for pupils between Year 3 and Year 9.

Below provides a summary of the curriculum offer available to them during 2022/23:

#### Primary (KS2)

Daily 'wake up'	Daily activities will be planned every morning as the pupils begin school, aimed at helping them learn and practice behaviours to prepare them for learning. These will be designed with the students in mind, providing a variety of experiences, helping them identify their own needs, strengths and differences. Examples of 'wake up' activities will include: climbing, yoga, walk around the grounds, singing, listening to music (with rhythms that help concentration), mindfulness exercises, etc.
Literacy	Specific time will be set aside for reading in the week, through guided, peer led and independent reading, and all pupils will have reading records. Systematic synthetic phonics will be taught where needed. Intervention programmes will be personalised and pupils will work on their literacy skills aiming to support them to be able to access the wider curriculum. The thematic curriculum will allow for opportunities to write for a purpose and in a variety of styles and will focus on developing core spelling, punctuation and grammar (SPaG) skills. Speaking and listening, including vocabulary and communication play a key role in pupils' cognitive development, and so will be incorporated into both the literacy and wider thematic curriculum.
Numeracy	All pupils will focus upon functional numeracy to access the wider curriculum. An enquiry-based approach to the subject will generate curiosity and promote problem solving skills. Using programs such as <i>Numicon</i> , <i>Number Shark</i> , <i>My Maths</i> and <i>Times Tables Rockstars</i> , learning will be consolidated. This will be further supported with programmes such as White Rose, which uses a mastery approach, embedding mathematical thinking and talk that allows for key concepts to be revisited and developed.
Topic <i>includes: science, humanities, MfL, art, design technology, music</i>	Topic based thematic learning allows all students to follow a theme per term/half term as part of a broad and balanced curriculum. An enquiry-based approach is used to promote skills for learning, such as thinking skills and problem solving. During KS2, pupils will be

	encouraged to experience a variety of learning opportunities, paving the way for them to find out what they enjoy and to prepare them for the KS3 curriculum.
PSHE / EWB / PSED	The wider PSHE curriculum will include topics relating to health and relationships education and personal safety. Alongside these, tailored lessons and activities will be taught, based on individual needs, aimed at strengthening personal, social and emotional skills and development needs. The Boxall Profile will be used to inform this part of the personalised curriculum. The sensory room will be used as a supportive mechanism to promote soothing and self-regulation of emotions and will be incorporated into part of this wider curriculum.
Fitness and Exercise	Pupils will have experiences of a variety of sports, games and activities, aimed at promoting healthy lifestyles. Opportunities to practice key skills, including both physical and social, such as working as a team, will be provided during fitness and exercise lessons as well as during breaks and lunch times. Pupils will be encouraged explore how their physical health can help support good mental health.
Outdoor Learning	Outdoor and environmental education will follow the forest schools' model at KS2. Providing opportunities to build confidence and self-esteem, to cooperate with others, enhance motivation and communication and generally boost physical and mental wellbeing, this part of the curriculum will be integral to the holistic development of the students. It will allow them to explore, develop and peer learn, whilst at the same time, learning about nature, the seasons and the environment. Opportunities within the local area will be utilised to enhance this part of the curriculum.
Social development	The social development built into a pupil's school week will allow them to play and learn as peers and be supported throughout by adult role models. This will include during structured and less structured breaks, lunch and play times.

### Secondary (KS3)

Year 7 cohorts will begin the year via a transitional nurture / SEND group that will be based upon a primary model approach, with lessons taught in one base during the half term. This will gradually build towards the pupils moving around the school to having their lessons within specialist classrooms. The rationale for this is to have an option for a slightly tailored curriculum to support the transition from KS2-3, for those who need it.

KS3 will sample a broad range of vocational subjects, taught using a thematic approach that provides the opportunity for learning to be reinforced through connections across subjects.

Preparation for Learning (PfL)	PfL time will take place daily as a routine to assist pupils in understanding what helps them be ready to learn. This will be a bespoke approach, dependent upon their neurodivergent needs.
English	Following an enriching curriculum model, KS3 English sets out to expand the knowledge of students while continuing to develop their functional ability. Independent (or supported) reading and library time will be included across the week. We urge and empower pupils to articulate their ideas, develop their understanding and work on their critical thinking skills by actively promoting discussion and participation across all subject areas.
Drama	Drama will be taught using an inspiring curriculum, that supports and encourages pupils to build their confidence, develop their communication and language skills, whilst also participating in practical and creative learning. Opportunities to perform will be developed with the pupils, shaping productions based upon their interests, skills and confidence levels – all aimed to enrich and inspire.
Maths	Following an enriching curriculum model, KS3 Maths sets out to expand the knowledge of pupils while continuing to develop their functional ability. Opportunities to engage in STEM projects will be incorporated into the curriculum, aimed to inspire and offer experiences to help pupils make informed choices for KS4 options and post-16.
Science	Using an enquiry-based approach, the science curriculum will be broad and encourage curiosity. All pupils will have access to Physics, Chemistry and Biology and opportunities to engage in STEM projects will be incorporated into the curriculum (as above).
PSHE (inc RSE, Careers, SMSC)	A comprehensive PSHE curriculum will include an emphasis on emotional wellbeing and resilience, introducing self-awareness and coping strategies. Important topics of relationships and sex education (RSE) and wider aspects of citizenship will also be incorporated into the curriculum. Students will be taught how to make informed and safe decisions in life, including relating to online safety. The curriculum will be tailored according to the needs of the cohort and where relevant, external visitors will be utilised to enhance the learning.
Art & Design	Pupils will get the opportunity to try various ways of expressing themselves in Art through 3-D, 2-D modelling

	to fine art, urban art and photography. The curriculum will offer a breadth of content and will prepare pupils with the key skills, should they choose Art as a KS4 option. Design Technology will provide experiences of designing and building a variety of objects, using a variety of media and tools. Using a project based approach, design projects will be ambitious.
Humanities	The thematic / project-based curriculum will change each half term or term and will incorporate a variety of humanities-based subjects. For example, aspects of Geography, History and RE, as well as a modern foreign language will be taught, providing cultural capital and supporting citizenship and the British Values.
Fitness & Exercise	The fitness and exercise curriculum will provide a variety of physical exercise, aiming to promote healthy, active lifestyles. It will include Outdoor and Adventurous Activities (OAA) such as Duke of Edinburgh (for Y9 onwards) and Prince's Trust, as well experiences of playing a variety of sports. Combining this with learning about the mental health benefits of exercise, activities such as brisk walks will also be incorporated into the curriculum.
ICT	This curriculum focuses on the core skills needed in the modern world. Pupils will learn to use tools such as Microsoft Office and how to navigate online safely. Opportunities to engage in STEM projects will be incorporated into the curriculum, aimed to inspire and offer experiences to help students make informed choices for KS4 options and post-16.
Outdoor Studies	Building upon the Forest Schools work in KS2, the outdoor studies will provide a practical and physical environment, learning about environmental issues, connecting to science topics and skills such as planning and landscaping.
Emotional wellbeing / Personal & Social Development	Staff will support students during social development times, encouraging appropriate social interaction and working informally on interpersonal communication. Lunchtimes are a particular opportunity for students to bond and peer mentor/support one another. This develops a supportive, self-regulating cohort of positive role models, growing in confidence and communication skills. Our cohort may well have issues with confidence and self-esteem, requiring staff to create a positive environment, encouraging inclusion and participation.
Social development	Break and lunch times provide vital social development time and a key opportunity to build rapport. As staff will spend all of this time with the students, we class this as a specific development phase which will help embed and maintain our culture of constant learning for life.