



Lancasterian School

Semi-Formal Curriculum Document



Inspire ★ *Grow* ★ *Achieve*



Accessing the Semi-Formal Curriculum.

This is the overview for the Semi-Formal Curriculum. Each area has a separate document that has learning outcomes, activity suggestions and how to support the learning. Hyperlinks to each of these are at the bottom of each of the pages. They are also within the labelled sub- folders.

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Introduction



Inspiring each other and growing together to achieve our best



At Lancasterian school, our Semi-Formal Curriculum has been designed to recognise the changing population of the school, and to meet the needs of our Pre-subject specific learners. It aims to develop the skills and concepts required to help them manage their daily lives and to develop towards independence using fun and motivating opportunities. The Semi-Formal Curriculum is planned around the child and their needs and outcomes.

The Semi-Formal Curriculum uses a rolling plan of termly themes, so that pupils can experience a broad and rich variety of opportunities. Each year there is a theme which focuses on developing a sense of self and learning about their wider world. We recognise that identity and cultural expression plays an important role in the lives of our pupils and their families, and is therefore addressed through each theme with teachers planning exciting activities to explore religious dates and cultural festivals.

We have recognised during our curriculum design process that our pupils learn best when they are given opportunities to generalise specific skills learned across different areas and activities. This means that activities can be linked to a range of learning outcomes from different curriculum areas.





Curriculum Vision and Principles

The Curriculum at Lancasterian School is based on the principles of:



A **creative** curriculum, with a focus on Engagement for Learning. (Grow)



A curriculum which is **responsive** to the dynamic changing school community and the wider landscape of education. (Inspire)



A curriculum which has **deep-learning** opportunities embedded as part of the provision offer, to ensure that each learner is challenged to reach their own full potential. (Achieve)

A curriculum where the pupil's aspirational outcomes are at the centre.

At Lancasterian School we believe in the importance of a developmental perspective, (tempered by a consideration of the age, experience and specific understanding of individual pupils). Our focus is on developing the basic skills of engagement, learning and living, then to provide interesting and challenging (themed) contexts within which to practise those skills.

The content of the curriculum was developed through studying both the historical perspective on curriculum design, typical child development, published curriculum materials and curriculum documents from other schools. We worked as a Semi-Formal team, both with the wider school community and with the multi- professional team at the school to build on and plan for meeting the needs of our current and future pupils, taking into consideration the teachers and teams who will be using the document the most.



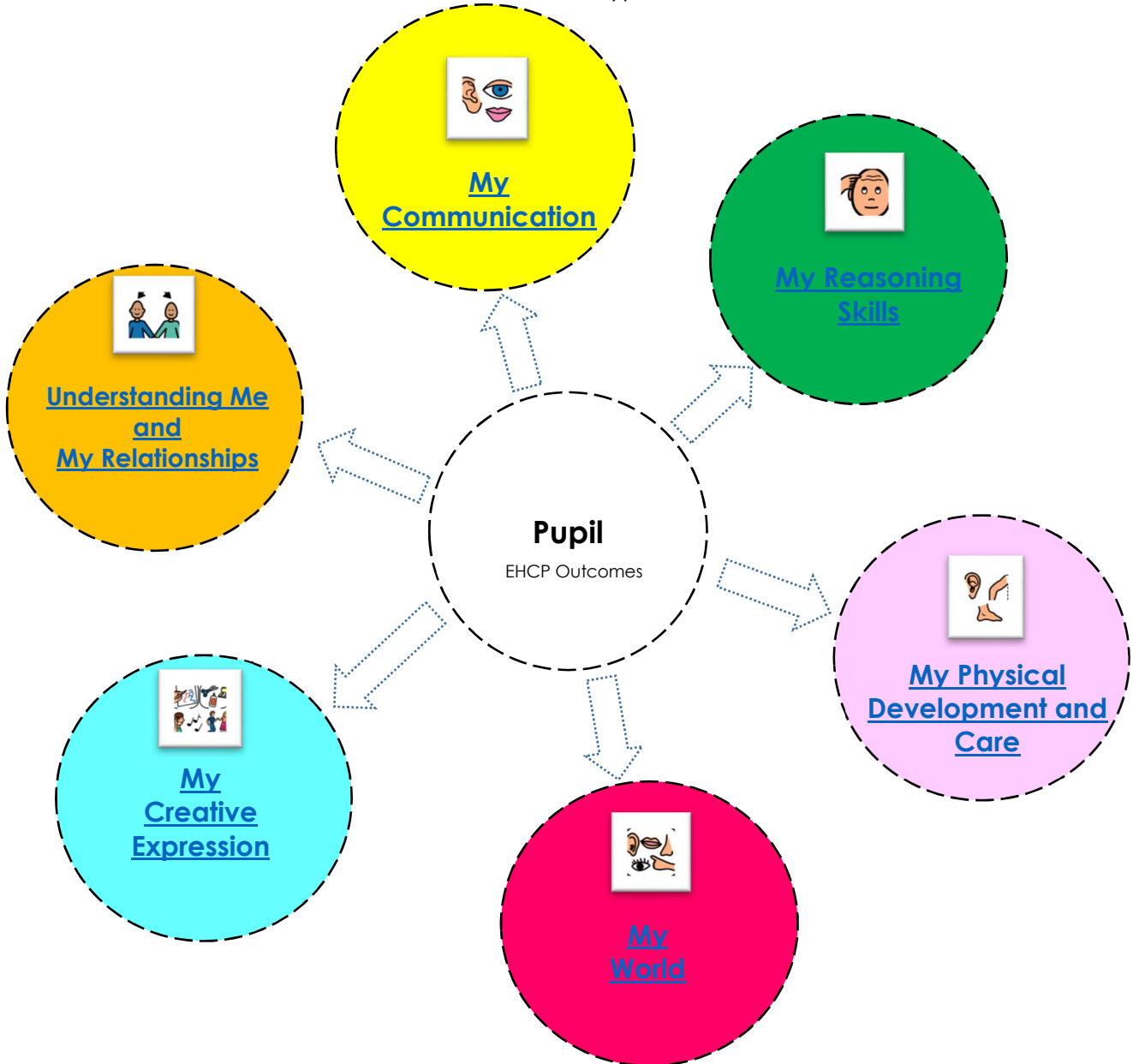
Inspiring each other and growing together to achieve our best



Lancasterian School

Semi-Formal Curriculum

*Hold Control and click to access the hyperlink to each Curriculum area



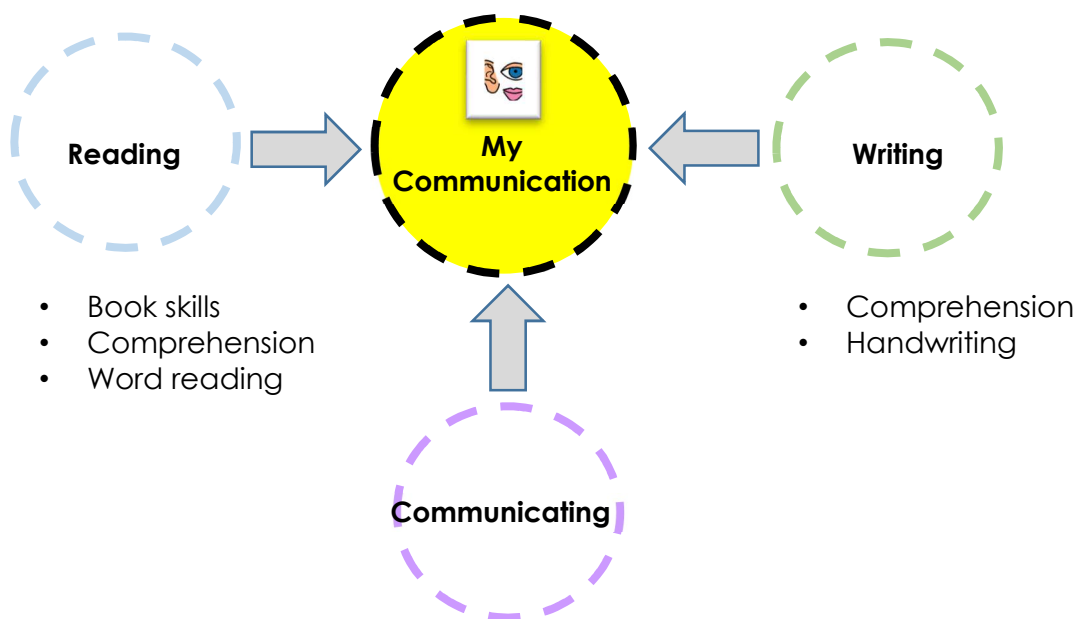


My Communication

This area of the Semi-Formal Curriculum provides pupils with the opportunity to access information orally and in print. It focus on pupils developing an ability to express themselves through communicating using their chosen method, storytelling, and becoming and author through print.

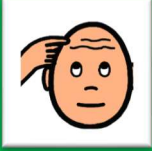
It offers opportunities for purposeful mark-making, to express themselves, and to share something with others. Also to organise and participate in the world, taking ownership over areas linked to life skills.

Pupils will have opportunities to experience a range of texts allowing them to develop a better knowledge of themselves and the world they live in, and to develop an appreciation and a love of reading.



- Listening and attention skills (Readiness to learn)
- Speech sound awareness- discrimination, articulation and production
- Linguistic skills: expressive and receptive
- Social communication skills- functional use of language

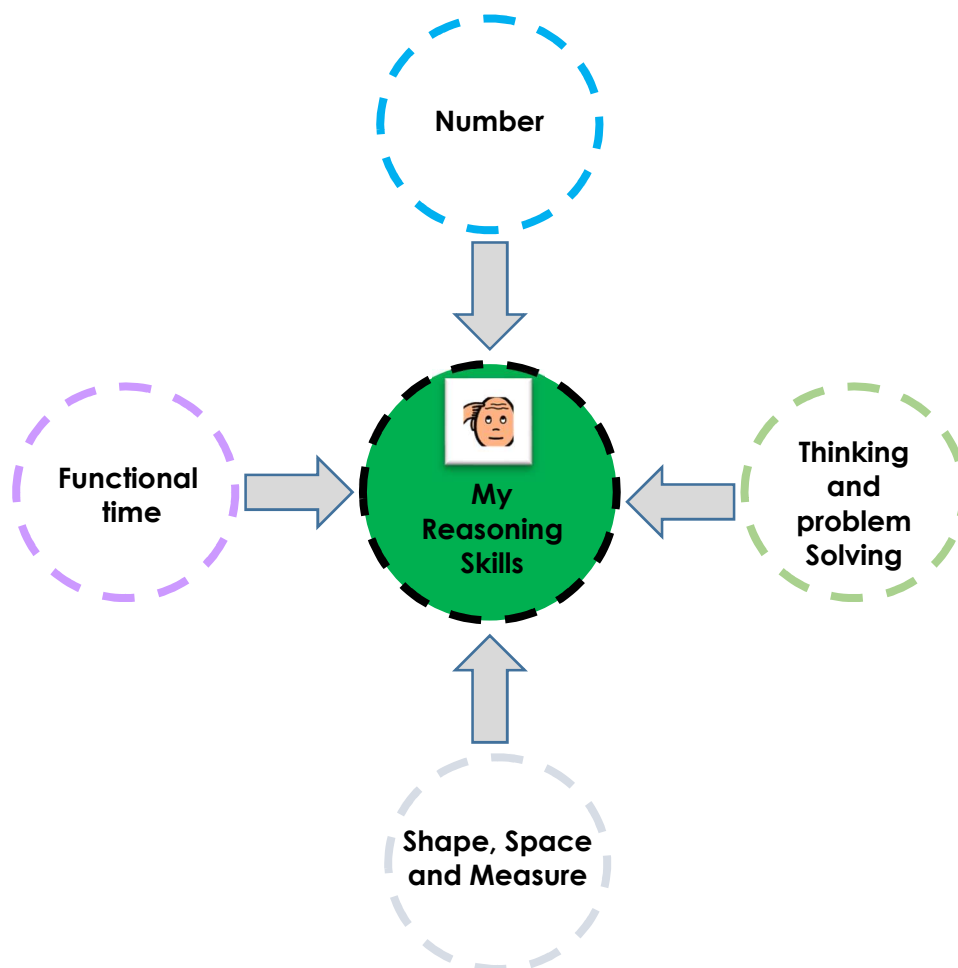




My Reasoning Skills

My Cognition explores skills and concepts related to the development of the pupils being able to organise themselves in their world, beginning to take control of elements of their routine, and to structure parts of their day. Skills and concepts are embedded throughout the day to reinforce the practical use and application of cognitive skills through fun, engaging and relevant activities.

My Cognition focuses of the application of Maths skills through repetition of activities to develop the ability to generalise the skill and to develop an understanding of when to use that skill in a new or novel situation, and combine it with other skills to solve the problem. Pupils are exposed to the language of maths and number and have opportunities to functionally explore these and meaningfully relate them to their lives.

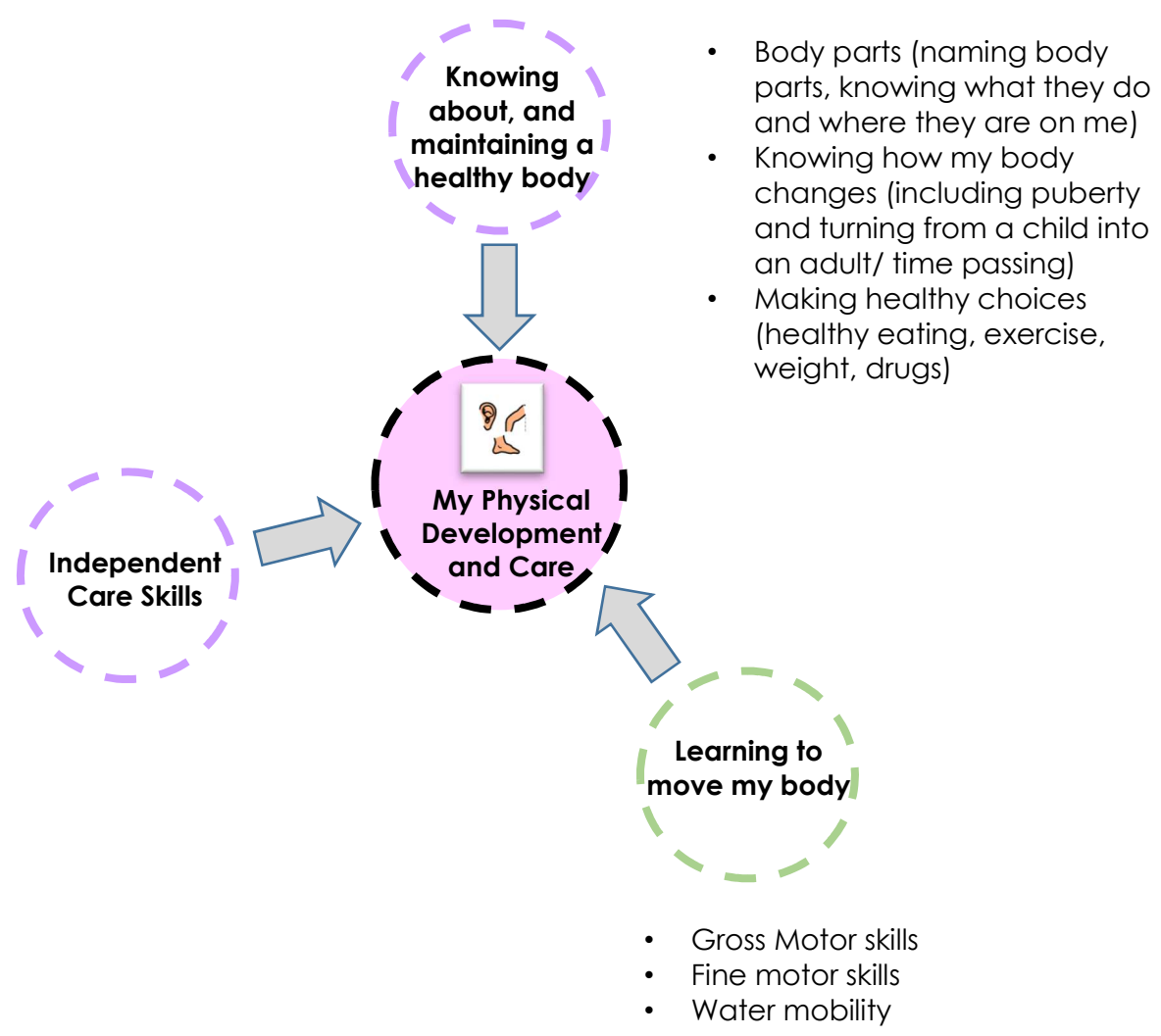


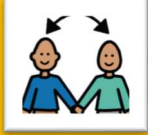


My Physical Development and Care

This area of the Semi-Formal Curriculum focuses on pupils developing an understanding of their body, and the ability for them to control it in a purposeful manner, which allows greater access to their environment and community. My Body emphasises an understanding of their body, what is required to keep it as healthy as possible, and how it will change as they become an adult.

This area of the curriculum should be planned in conjunction with advice from Physiotherapists and Occupational Therapists and may use a range of areas within school and the local community, for example soft play, the hydro pool or local parks.

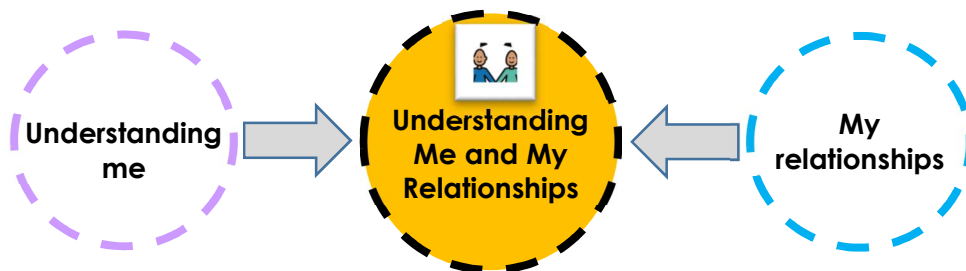




Understanding Me and My Relationships

This area of the Semi-Formal curriculum focuses on teaching pupils to become more aware of themselves and their relationships with others. It allows them to develop a greater awareness of their emotions; how they present these to others and the types of activities which allow them to retain a sense of calm and wellbeing. Further to this, My Relationships explores social connections between people with different levels of intimacy. It begins to teach different types of relationship and levels of appropriate behaviour at each stage. An understanding of private and public places, appropriate and inappropriate touch and consent are also embedded through everyday activities.

The area also begins to enable pupils to explore their place as good citizens in the wider community; looking at similarities and differences between people groups and developing a tolerance of people with different motivations and ethos to their own.



Emotional Development

- Recognising themselves
- Responses to likes and dislikes
- Identifying emotions, including sensory responses
- Self-regulation
- *Attachment*

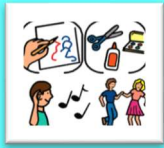
Interpersonal relationships

- People who are important to me
- Sharing experiences and cooperating with others
- Different types of relationships and friendships
- Rights and privacy/ consent- to understand private and public

Community relationships

- People who help me
- Awareness and tolerance of different people groups
- Appropriate behaviour in community situations
- RE- Awareness and tolerance of different faiths and how these affect people's lives

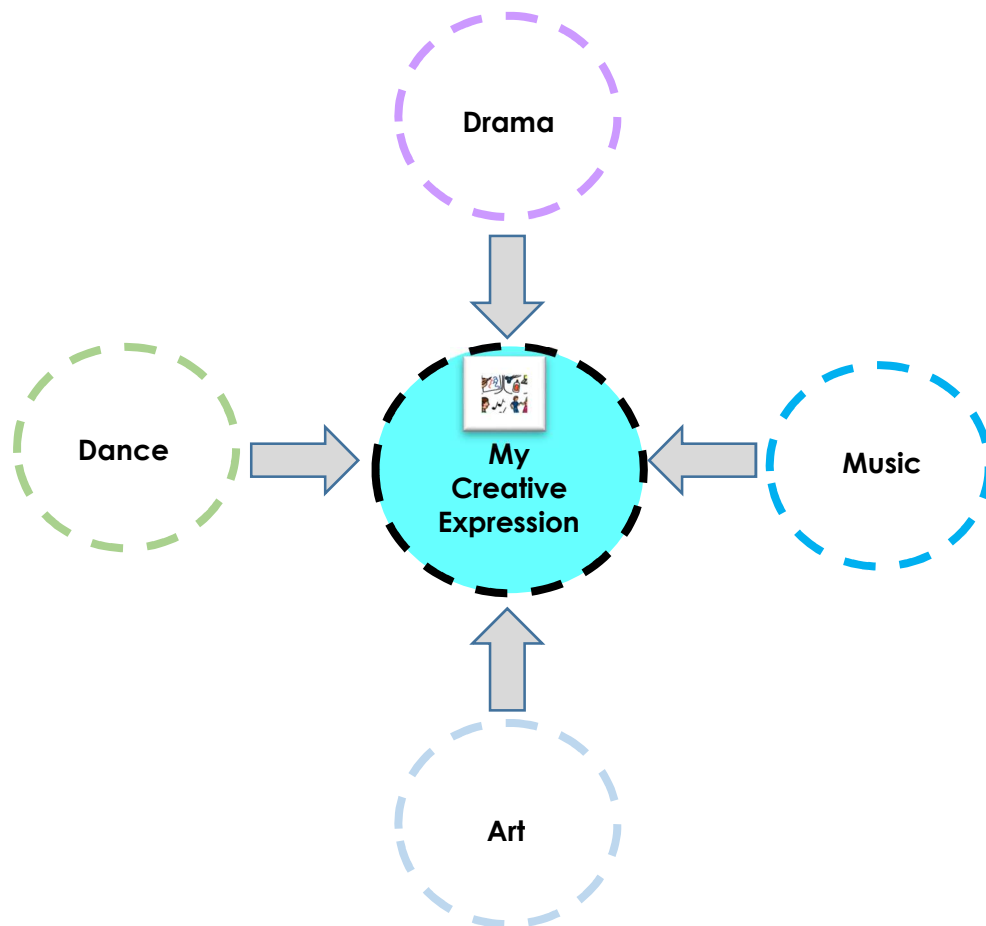




My Creative Expression

This area of the curriculum allows pupils to encounter and experience different forms of creative expression including multi- sensory exploratory drama, music, art and dance.

This curriculum area is focused on encouraging play and a shared experience, where pupils can engage with a creative process without it being led by an outcome. The aim is to use the process of creating, exploring and sharing together, while allowing the teacher to identify and develop particular areas of interest or talents as they emerge.





My World

This area of the Semi- Formal Curriculum emphasises teaching context- based skills to widen the lived experience of the pupil. The focus is on developing the opportunities that every pupil has to practise a range of skills at the appropriate access point for the individual, through planning to reduce barriers to access and practical learning. The building blocks of this are: *Where things are, What things do, and How to use them.* 'My World' is rooted in the application of learning, building on holistic, cross- curricular learning stages to structure engaging, practical activities.



How we function in the world

- Using everyday items and appliances
- The internet and connected world

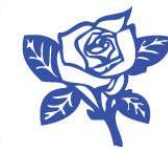
Learning about the world

- Living things
- Energy and Forces
- Materials
- Learning about the environment

Work- related learning

- Skills related to work experience
- Learning how to use office equipment
- Jobs people do





Planning for learning opportunities

What your learning plan/ timetable might look like:

	9.00-9.30	9.30-9.45	9.45-10.30	10.30-10.45	10.45-11.00	11.00-11.45	11.45-12.00	12.00-12.30	12.30-1.00	1.00-1.30	1.30-2.00	2.00-2.30	2.30-3.00	3.00-3.30	
Monday	Getting ready to learn/ self-regulation	Good morning session	Intensive interaction/ TacPac/ turn taking games	Snack	Playtime	Attention Autism	Getting ready for lunch- toileting, washing hands etc.	Lunch	Playtime	Getting ready to learn/ afternoon hello	Gardening		Music using technology	Preparing for home	
Tuesday			Construction/ building			Cooking				Tactile Exploration	PE Including changing time		Snack		Free choice
Wednesday			Cooking			Reasoning skills activities				Sensory Room	Art		Sensory story		
Thursday			Soft Play			Forest School visit				Calm and relax	Community café				
Friday			Write Dance			Water play				Enrichment					



Process-based learning is a holistic approach that can be defined as the process of the teaching becoming the objective. Learning is taken as a whole rather than through teaching to specific individualised targets, largely because it encourages the teacher to structure planning around an open-ended philosophy.

This method of teaching recognises that the primary facilitator is a skilled and enthusiastic adult who can recognise intentionality and scaffold the progression of skills through playful activities. This approach leads to quality knowledge of the individual pupil, and meaningful, qualitative evidence for learning being gathered.

