

Baytree School Topic Continuum – Humanities/Arts

GOLDEN THREADS – independence and communication	
Early Years Foundation Stage	
<p>Prime areas: Understanding the World</p>	<p><u>ELG: Past and Present</u> -Talk about the lives of the people around them and their role in society -know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p><u>People, Culture and Communities</u> - describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class - explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and map</p>
<p>Expressive Arts and Design</p>	<p><u>ELG: Creating with Materials</u> - safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - share their creations, explaining the process they have used - make use of props and materials when role playing characters in narratives and stories</p> <p>Being Imaginative and Expressive - invent, adapt and recount narratives and stories with peers and their teacher - sing a range of well-known nursery rhymes and songs</p>
<p>○ Playing and exploring</p>	<p>Playing and exploring <i>children investigate and experience things, and 'have a go'.</i></p> <ul style="list-style-type: none"> • Realise that their actions have an effect on the world, so they want to keep repeating them.

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<ul style="list-style-type: none"> ○ Active learning ○ Creating and thinking critically 	<ul style="list-style-type: none"> • Reach for and accept objects. Make choices and explore different resources and materials. • Plan and think and about how they will explore or play with objects. • Guide their own thinking and actions by talking to themselves while playing. • Make independent choices. • Bring their own interests and fascinations in school. • Respond to new experiences that you bring to their attention. <p>Active learning <i>children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.</i></p> <ul style="list-style-type: none"> • Participate in routines. • Being to predict sequences because they know routines. • Show goal directed behaviour. • Use a range of strategies to reach a goal they have set themselves. • Begin to correct their mistakes for themselves. • Keep on trying when something is difficult. <p>Creating and thinking critically <i>children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</i></p> <ul style="list-style-type: none"> • Take part in simple pretend play. • Review their progress as they try to achieve a goal. • Solve real problems. • Use pretend play to think about the 'here and now' and to understand another perspective. • Know more, so feel confident about coming up with their own ideas. • Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.
<p>Outdoor play curriculum Play based curriculum Self-directed curriculum</p>	

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KS1		KS2	
KS3		KS4	
<i>By the end of primary school, learners will be able to:</i>		<i>By the end of secondary school, learners will be able to:</i>	
Art <ul style="list-style-type: none"> • Use own imagination • Making marks • Using a range of materials for design and making • Exploring different techniques and tools (e.g. painting, sculpture, drawing) • Using colour, pattern, texture • Work in the style of artists and designers • Experimentation 		Art <ul style="list-style-type: none"> • Learning about different artists and designers through time • Using a range of techniques (e.g. painting, sculpture, drawing) • Using a range of media for design and making • Selecting and handling different materials • Exploring own ideas • Using art and design with a purpose 	
History <ul style="list-style-type: none"> • Exploring differences between past and present • Personal timelines • Local history • Ancient civilisations • Exploring different sources of information • Significant historical events 		History <ul style="list-style-type: none"> • Significant historical figures and events • Local and world history • Researching information about historical figures and events • Timelines of historical events • Exploring different sources of information 	
Geography <ul style="list-style-type: none"> • Exploring different cultures and countries • Exploring differences in cultures • Identifying weather • Making observations in the world around them 		Geography <ul style="list-style-type: none"> • Exploring similarities and differences of different countries & cultures • Finding out information about places and environments • Using simple maps 	

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<ul style="list-style-type: none"> • Navigating and identifying places, people and animals in my local area • Physical and manmade environments 	<ul style="list-style-type: none"> • Physical geography • Caring for the environment • Navigating around the local area • Exploring places outside the local area
<p>Music</p> <ul style="list-style-type: none"> • Creating and exploring different sounds with instruments • Joining in with familiar nursery rhymes, rhythms and songs • Manipulating different sounds • Loud / quiet • Exploring sounds that represent different ideas • Exploring how music makes us feel • Listen to live and recorded music as well as music from different traditions, composers and musicians 	<p>Music</p> <ul style="list-style-type: none"> • Selecting instruments and playing instruments in specific ways • Changing the way we play instruments • Singing familiar songs and rhymes • Composing music using voice, instruments or technology • Composing, copying and playing rhythms • Composing soundscapes • Playing at different tempos • Describing how music sounds • Listen to live and recorded music as well as music from different traditions, composers and musicians
<p>Cross curricular links</p> <p>Cross curricular links ICT – Internet safety PE – Physical health and fitness SMSC – exploring other cultures and religions Writing – gross and fine motor skills</p>	

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Post - 16			
	Year 12	Year 13	Year 14
<p>Preparation for adulthood</p> <ul style="list-style-type: none"> ○ Good health ○ Employability ○ Independent living skills ○ Friends, relationships and community 	<p>Good health</p> <ul style="list-style-type: none"> • Young people are supported to manage their own health as they move into adulthood. <p>Employability</p> <ul style="list-style-type: none"> • Young people are provided with a broad and stable careers programme following the SEND Gatsby Benchmarks. • Enterprise activities <p>Independent living skills</p> <ul style="list-style-type: none"> • Young people are offered advice and support to think about what they want for their future and where they want to live. • Travel training • Residential and local learning options • Understanding different types of living arrangements <p>Friends, relationships and community</p> <ul style="list-style-type: none"> • Young people have opportunities to spend time with their peers outside of school or college. • They are supported to maintain and develop friendships and relationships. • They can access their community and feel safe. 		
<p>Equals – functional English and Maths</p>	<p>Functional English</p> <p>Literacy for life and living: social sight and information.</p> <p>Literacy for life and leisure: signs including shopping and travel, using leisure facilities.</p> <p>Literacy for information: using a library, magazines and newspapers, bibliography and factual literacy</p> <p>Sharing information: letters and postcards, people and events</p> <p>Creating an interest:</p>		

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	<p>Literacy for the future: group discussions and debate, this is me and personal statements,</p> <p>Functional Maths</p> <p>Maths for the community</p> <p>Maths for living</p> <p>Maths in everyday life</p> <p>Maths for the future</p> <p>Maths for design</p>
<p>AQA – personalised accreditation</p> <p>Units of work following sensory or subject specific learning.</p> <p>Progressive personalised routes enable learners to develop key life skills and develop interests for post Baytree School.</p>	<p>AQA accreditation units of work following sensory or subject specific learning pathway.</p> <p>Community Participation</p> <p>Year 12 – Shopping in a local supermarket</p> <p>Year 13 – the local community, visiting places of interest in the local community</p> <p>Year 14 – the local community, using public transport</p>
<p>Cross curricular links</p> <ul style="list-style-type: none"> ○ English and Communication –literacy for information, letters and postcards, using a library ○ Maths – money, time, travel ○ Physical – physio/hydro/being in control of my own body ○ Health and leisure – healthy choices, looking after myself, healthy relationships, living in a diverse society, being a member of a community ○ Community champions – food bank, World Health Day, Earth Day, World Environment Day ○ Careers – enterprise, travel training, what is work? ○ Online safety – keeping myself safe online, internet shopping, ○ Trusted relationships – taught through the relationships and sex education curriculum 	

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- Travel training, independent living skills
- College links – 1 day a week link programme at Weston College

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EYFS	KS1	KS2	KS3	KS4	Post-16
					
Therapies	<ul style="list-style-type: none"> ○ Play ○ drama, ○ sensory OT, ○ physio, ○ occupational therapy, ○ CAMHs, ○ speech and language, ○ behaviour ○ sensory therapeutic curriculum and explorative curriculum ○ intervention sessions <p><i>these therapies are bespoke to the individual or as part of small group work.</i></p>				
Sensory processing	<ul style="list-style-type: none"> ○ Personalised sensory diets ○ sensory circuits ○ sensory enabling environments, ○ sensory safe play spaces ○ adapted classroom spaces ○ sensory OT specific learner programmes 				
PROACTSCIPr-UK	Behaviour support programme/training to support and enable learners to manage their own behaviour				
Life skills	<ul style="list-style-type: none"> ○ eating and drinking ○ toileting ○ dressing/undressing ○ brushing teeth 				



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