



Westfield School

Written in 2024

Review date: 2026

Pupils come to Westfield School because they have been assessed as experiencing communication and interaction within a moderate difficulties range. The vast majority of our pupils will have a diagnosis of ASC and other comorbid diagnoses such as ADHD, Sensory Processing and Developmental Co-ordination difficulties.

Intent

At Westfield School, our primary goal is to provide an environment and curriculum that allows the children to develop the skills that they need in order to reach their full potential as individuals and as members of the community. Children should be provided with learning experiences that are meaningful, experiential and relevant to their needs. Westfield School has identified 6 key strands that children need to be exposed to in order to develop into successful adults and valued members of society. Our “Living in the World” curriculum is designed with the needs of the children in mind and considers the 6 key strands that have been identified.

Implementation

The “Living in the World” curriculum is designed to support children to develop key skills in independence and their understanding of the world around them. Whilst the Living in the World Curriculum will cover elements of the National Curriculum foundation subjects (History, Geography, R.E, D&T, Art, Music and Computing,) the curriculum will focus largely on the 6 key strands that have been identified by school staff. The strands are:

- Self – care
- Rights and Responsibilities
- British Values
- The World Around Us
- Life Skills and Employment
- Community Involvement

Each strand of the Living in the World curriculum will be delivered each year to each base but will exist on a 2 year cycle to ensure breadth into the curriculum and progression of skills. The exception to this is Apple Base who will focus on the same skills for the 2 year duration. Children will have access to the Living in the World curriculum for a minimum of 2 full afternoons each week. Children will have broader, individualised targets and progress will be supported by delivering learning opportunities through a broad topic that is then studied in depth. Each topic should be stimulating and should provide easy opportunities to incorporate the targets of the learners.

Impact

Westfield School hosts a range of highly skilled professionals who know their learners well and can identify key strengths and areas for development. These professionals will be responsible for target setting and assessing progress. Living in the World is a bespoke curriculum and therefore targets and progress monitoring will be largely bespoke also. Staff will use an Assess, Plan, Do, Review cycle for target setting and monitoring progress whilst also gathering meaningful records of learning in the form of photographs, observations and teacher comments. All staff are to be involved in the process of setting targets and reviewing progress.

The Curriculum

Apple – Year A & B

<u>Strand</u>	<u>Children will be taught to:</u>
Self - Care	Demonstrate an increasing awareness of their own body by: - Identifying and naming body parts including; head, arms, legs, hands, eyes, ears, nose, mouth, feet, fingers and toes. - Matching items of clothing to their corresponding body parts. - Children can choose clothing that is appropriate for the weather. - Count the number of body parts that they have (2 eyes, 2 ears, 1 mouth, 10 fingers.) - Sing songs about the body. - Use different parts of the body to create art work. - Use various body parts to make different sounds (body percussion.)
Life skills and employment	Develop a wider range of social skills and attentional control by: - Engaging with adults and peers by making fleeting eye contact during interactions. - Engaging with adult – led activities of high interest. - Sustaining attention to activities of high interest and working on the task to completion. - Waiting for their turn with an object or activity of high interest. - Taking multiple turns with an adult or peer using an activity or object of high interest. - Requesting the attention of an adult or peer by using their names or appropriate gestures.
Rights and Responsibilities	Demonstrate an awareness of their responsibilities in school by: - Understanding the difference between “expected” and “unexpected” behaviours in the school environment. - Identifying the “expected” behaviour when given a choice of 2. - Sorting “expected” and “unexpected” behaviours. - Noticing if another person’s behaviour is considered “expected” or “unexpected.” - Demonstrating expected behaviours when out in the community. - Beginning to predict the consequences of chosen behaviours by showing anticipation.
British Values	Demonstrate understanding of individual liberty by: - Giving an appropriate yes/no response when offered something. - Choosing an activity when given a choice of 2 high interest activities. - Being able to make choices when sequencing their plan (what they would like to do next.) - Choosing the most socially acceptable behaviour when given two options. - Identifying their favourite things (colour, food etc.) - Beginning to recognise differences between themselves and their peers.
Community Involvement	Keep themselves safer in the community and on the roads by: Identifying and naming vehicles and matching them to the sounds that they make.

	• Being able to identify emergency services vehicles. • Labelling different modes of transport. • Identifying and using one taught strategy to keep themselves and others safe near the road. • Identifying safe places to cross the road. • Identifying rules they must follow when crossing the road to keep themselves and others safe.
The World Around Us	Develop their understanding of our weather systems and how to keep safe in different weathers by: • Sorting items that they might need based on weather types. • Use basic adjectives to describe the weather. • Being able to name the four seasons. • Sorting items by the season that they are associated with. • Noticing changes in their immediate environment throughout different seasons. • Sorting significant events by their season and exploring different seasonal celebrations.

Pear – Year A

<u>Strand</u>	<u>Children will be taught to:</u>
Self - Care	Develop their understanding of personal hygiene by: • Learning how to wash their hands thoroughly and understanding the importance of this. • Learning how to clean their teeth thoroughly and understanding the importance of this. • Learning how and why we keep our bodies clean. • Starting to care for own hair by brushing and styling. • Exploring how and why we wash our clothes.
Life skills and employment	Develop a wider range of social skills by learning to: • Ask and answer questions about their own interests and the interests of others. • Play simple turn – taking games. • To notice how different experiences can change their arousal. • Extend their spoken sentences by using shape coding. • Make simple requests. • Keep their immediate environment clean and tidy and carry out basic tasks such as cleaning tables, sweeping, hoovering, etc.
Rights and Responsibilities	Develop an understanding of their role in the school environment by: • Understanding what “rules” are. • Identifying the rules that we follow at school. • Demonstrating an understanding of why we have to follow school rules. • Demonstrating an understanding of how we are responsible for our own classroom / school environment. • Beginning to understand the consequences of breaking the rules or showing unexpected behaviours.
British Values	Show greater understanding of “Individual Liberty” by: • Identifying and sorting their own likes and dislikes.

	• Identifying their strengths and areas for development. • Exploring their own hobbies and interests. • Recognising how they are the same / different to their peers and understanding that everyone is different. • Exploring their own families, religious beliefs and ethnicity.
Community Involvement	Explore the wider community safely by: • Having regular opportunities to explore their local community. • Visiting and using a range of services in their local community (shops, cafes, libraries, parks.) • Demonstrating safe and appropriate behaviours when out in the community. • Exploring the communities that they are a part of (schools, clubs, religions) • Engaging with members of communities that are different to ours (visitors.) • Learning how to be safe in the community and spaces that are safe for them in the community.
The World Around Us	Understanding some reasons for travel by: • Exploring different types of holidays. • Sharing information about holidays that we have been on. • Understanding what a holiday is. • Making choices about holidays we would like to go on.

Pear – Year B

<u>Strand</u>	<u>Children will be taught to:</u>
Self - Care	Develop a greater understanding of how to keep healthy by: • Preparing healthy snacks. • Sorting healthy and unhealthy choices. • Exploring different types of exercise. • Broadening their diet by trying new foods. • Exploring the roles of different healthcare providers.
Life skills and employment	Explore different employment opportunities by: • Understanding what a “job” is. • Understanding why people need to work. • Exploring jobs that might interest them and what the roles entail. • Exploring the jobs that their primary caregivers might do. • Engaging in role play and different experiential learning opportunities.
Rights and Responsibilities	Develop an understanding of their role in the school environment by: • Understanding what “rules” are. • Identifying the rules that we follow at school. • Demonstrating an understanding of why we have to follow school rules. • Demonstrating an understanding of how we are responsible for our own classroom / school environment. • Beginning to understand the consequences of breaking the rules or showing unexpected behaviours.

British Values	Deepen their understanding of “Mutual Respect” by: • Noticing similarities and differences between themselves and their peers. • Continuing to make links with the local community. • Learning about significant events and national commemorations. • Learning about different family units. • Exploring different festivals and celebrations.
Community Involvement	Explore the wider community safely by: • Having regular opportunities to explore their local community. • Visiting and using a range of services in their local community (shops, cafes, libraries, parks.) • Demonstrating safe and appropriate behaviours when out in the community. • Exploring the communities that they are a part of (schools, clubs, religions) • Engaging with members of communities that are different to ours (visitors.) • Learning how to be safe in the community and spaces that are safe for them in the community.
The World Around Us	Develop an understanding of their responsibilities when caring for the environment by: • Learning about the harms of littering. • Creating homes and habitats for animals and creatures. • Planting wildflowers and other pollinators. • Exploring the local wildlife and how we can keep animals and plants safe.

Cherry – Year A

<u>Strand</u>	<u>Children will be taught to:</u>
Self - Care	To develop an understanding of how my body changes and grows by: • Describing and sequencing how we change from when we are born to when we are fully grown. • Explaining how their bodies will continue to change and grow. • Describing how their personal hygiene routines may change as they continue to grow. • Understanding consent in a way that is needs relevant and appropriate. • Understanding that their body belongs to them and that some of their body parts are private.
Life skills and employment	To recognise skills and qualities that are likely to make them more successful as an employee by: • Recognising their own areas of strength. • Understanding how they can utilise their interests for future careers. • Recognise qualities that are valued in society and by potential employers. • Using and deploying a range of skills that are needed within an employment sector (hospitality, retail etc.) • Exploring person specifications and employment requirements. • Considering career paths that they might be interested in. • Exploring interview and application processes.
Rights and Responsibilities	Demonstrate an understanding of the consequences of our choices by: • Exploring social stories where there are choices to be made and predicting what the consequence of each choice might be. • Identifying the right choice that they or someone else should make. • Discussing in greater depth the age of criminal responsibility and how this can change the consequences of the choices we make as we grow older. • Discussing the consequences of law breaking.
British Values	Developing their understanding of democracy by: • Learning more about democracy in the UK and our rights to vote. • Exploring our current government, what they do and their manifestos. • Participating in small votes within the school. • Understanding the concept of the “group plan.” • Working together to generate a group plan and learning how to identify how they know if they or others are following the group plan.
Community Involvement	Become a more successful and valued member of the local community by: • Participating in tasks to support and care for our local community (volunteering, litter picking etc.) • Recognising members of the community who may need more support and identifying places within the community that can help. • Becoming more aware of the support within the local community that they are entitled to.

	• Developing an awareness of charities that can support different members of the community. • Understanding why charity is an important part of the community.
The World Around Us	Comparing our country to others and developing a deeper understanding of different cultures by: • Understanding the different purposes for travel. • Exploring the different documents needed for travel to different places. • Participating in a more in-depth study of another country of significant relevance or interest. • Experiencing different traditions, foods, languages from other countries. • Developing an understanding of how to travel safely. (including water safety and sun safety.)

Cherry – Year B

<u>Strand</u>	<u>Children will be taught to:</u>
Self - Care	Develop an understanding of how to live a healthy lifestyle by: • Exploring how to stay safe with medicines. • Identifying appropriate and safe sources of information. • Develop an understanding the consequences of certain drugs, including nicotine and prescription drugs. • Developing a greater understanding of safe adults and stranger danger. • Increasing awareness of mental health and support strategies to protect mental health and well-being.
Life skills and employment	Develop a range of money management skills by: • Exploring the concept of working and why we need money. • Understanding what we use money for and exploring a range of outgoings that adults might have. • Making choices about how to spend money on a budget. • Exploring the prices of different items in shops.
Rights and Responsibilities	Demonstrate an understanding of the consequences of our choices by: • Exploring social stories where there are choices to be made and predicting what the consequence of each choice might be. • Identifying the right choice that they or someone else should make. • Discussing in greater depth the age of criminal responsibility and how this can change the consequences of the choices we make as we grow older. • Discussing the consequences of law breaking.
British Values	Recognise “Diversity” as a British Value and understand the importance of diverse communities by: • Understanding what we mean by “Diversity.” • Recognising how our school and local community is a diverse community.

	• Exploring the concepts of fairness and equality. • Beginning to understand the concept of discrimination in many different forms.
Community Involvement	Exploring inclusion in more depth by: • Becoming more aware of their own individual needs and the support that they are entitled to. • Recognising the importance of inclusion for people from different backgrounds. • Identifying differences between themselves and others and beginning to identify ways in which we can encourage equal opportunity. • Exploring fairness, equality and equal opportunities.
The World Around Us	Develop an understanding of how to protect our planet by: • Understanding how and why we recycle. • Participating in upcycling and recycling projects. • Understanding the importance of saving water, energy and reducing waste. • Identifying different methods to save water, energy and reduce waste. • Understanding the impact of pollution on our planet and it's wildlife.

Topic Suggestions!

Apple Base

	Year A	Year B
Autumn	Magical Me!	Magical Me!
Spring	Traditional Tales	Superheroes
Summer	Wonderful Weather	Road Safety

Pear Base

	Year A	Year B
Autumn 1	Looking good, feeling good	Food, glorious food!
Autumn 2	Terrific Toys	Pawesome Pets
Spring 1	When I grow up..	What a load of Junk
Spring 2	It's a Bugs Life	Shipwrecked
Summer 1	Up, up and away	Party time
Summer 2	Sun, sea and sand	Wet & Wild

Cherry Base

	Year A	Year B
Autumn 1	Being Our Best Selves	Marvellous Medicines
Autumn 2	Money, Money, Money	Awesome Authors
Spring 1	Dream a Little Dream	It's a Wonderful World
Spring 2	Time Travel	Pay up!
Summer 1	Amazing Animals	Spot the Difference!
Summer 2	Travel and Transport	Holidays