

## Learning Together for Personal Success

### Progressive Curriculum

*Overall Aim: To be prepared for life after school*

Key Stage	Context for Learning Overview	Approach and Curriculum Content
<b>5</b>	Students <b>apply and transfer functional</b> skills in increasingly more unfamiliar contexts that individuals are likely to encounter in their adult life.	Adults act as role models in a less formal structure encouraging the generalisation of knowledge, skills and understanding. Teaching of life skills to meet the challenges of adulthood is a central focus. A student centred curriculum which is flexible, encourages choice and provides opportunities for increased age appropriate responsibility. Supported transition of functional skills to relevant post 19 environments.
<b>4</b>	Students <b>consolidate and apply</b> skills to develop functionality within familiar contexts in the local community.	Pupils are provided support for growing maturity through a teacher led curriculum. There are increased opportunities to learn within the community. There is an introduction to life skills to support the transition into post 16 environment(s). Learning independence and responsibility in a familiar setting is key to this transition period as pupils develop an awareness of an application of socially acceptable behaviours.
<b>3</b>	Students <b>practice</b> skills and <b>develop</b> knowledge and understanding of local environments.	Collaborative and local community based learning takes place both in and out of the classroom. There is an emphasis on the mastery of skills. Problem solving opportunities are presented to enable students to practice and develop knowledge, skills and understanding, including those associated with conflict resolution. Pupils are given opportunities to practice and link skills in different contexts.
<b>2</b>	Students <b>learn</b> and develop skills in familiar contexts.	Pupils access an increasingly a more structured education within which to develop a strong sense of self. They are presented with opportunities for exploration and investigation through more formal teaching methods. Pupils develop a deeper awareness of rules and expectations of good behaviour and are challenged to make positive choices. Activities are more practical with increased independence encouraged in a familiar setting. Pupils develop more thirst for learning.
<b>1</b>	Students are <b>introduced</b> to the variety of different skills needed.	Pupils have access to a more formalised curriculum through a phased transition between the Early Years Foundation Stage Curriculum and the National Curriculum. Pupils are introduced to skills associated with specific subjects and curriculum areas. Learning opportunities are scaffolded leading to independent exploration. There is less prompting in a familiar play based setting. Ideas are developing leading to increased creative thinking.
<b>Foundation</b>	Children <b>develop focus</b> and <b>establish themselves</b> within the school community.	Pupils establish a sense of self and a familiarity with the routines and structures associated with school. There is a strong emphasis on adult guidance, supervision and prompting as well as child led exploration. Prime areas of learning (physical development, personal social and emotional development, communication and language development). Children are actively involved in and motivated to learn. Problem solving opportunities are presented through choosing activities.

Application

Knowledge, skills and understanding continuum

Acquisition

The Progressive Curriculum is flexible to accommodate chronological age, statutory curricular requirements and pupils' readiness to progress to the next stage.