Education
My Life Matters

Intent

The learners who attend EMLM Independent School have joined our school due to a crisis in their education and they would have possibly faced barriers to learning in mainstream school environment or are non-school attenders. Many of our learners have some form of diagnosed or undiagnosed Special Educational Needs, have experienced trauma or are presenting with social, emotional and/or behavioural issues (SEMH). Therefore, our curriculum must be both adaptive and responsive to their needs whilst preparing them for experiences in later life. The aim of our curriculum is to prepare the learners for meaningful participation in society with as much knowledge, skills and independence as possible.

Outcomes: Learners can sit Functional skills Exams (Level 1 or 2) in English and Maths at year 10 or year11.

Curriculum Objectives

- To provide a curriculum to the individual strengths and abilities of all learners.

- To develop behaviour/SEMH for learning and secure it in the areas – relationship with self, relationship with others and relationship with learning.

- To prepare learners for the future with a functional skill based cross-curricular programme

- To embed a holistic and nurturing approach throughout our curriculum offer to ensure we meet the complex academic, social, emotional and mental health needs of our learners.

- To provide a target based personalised learning experience.

The curriculum is designed around a strand-based model with core subject areas which complements the individualised outcomes in learners' Education, Health and Care Plans and ensures that we meet our statutory obligations as laid out in the Code of Practice.

- **Communication and Interaction** (e.g., expressive communication, language, body language/facial expression)

- **Cognition and Learning** (e.g., functional skills – English, Maths, Science)

- **Social and Emotional** (e.g., emotions, behaviour, social interaction)

- **Sensory and Physical** (e.g., health related needs, engagement in physical activities, sensory processing, puberty)

- **Independence** (e.g., community access, life skills, work placements)

Curriculum strands and sub-strands

Communication and Interaction
- Language – spoken, written   - Motivation to communicate   - Expressive/receptive language   - Ways to communicate needs/wants/preferences   - Play behaviour and communicating with others   - Forming and developing relationships with staff and students   - Conversation skills   - Inclusion   - Body language   - Different ways of communicating with the world

Cognition and learning
- Functional skills   - Creativity   - Literacy and numeracy   - Concentrating   - Problem solving   - Ownership of my work and choices   - Science (TLC) and ICT   - To be able to respond appropriately to changes   - Understanding and using cause and effect   - Comprehension and sequencing   - Curiosity   - Looking and listening   - Generalising skills across a range of contexts   - Responsibility for the choices I make

Social and emotional	
- Self-awareness - Self esteem - Self-regulation - Showing a preference - Appropriate behaviour - Positive approach to losing and winning - Social communication - Social understanding - Enjoying own company - Structured/unstructured play	- Behaviour for learning - Positive Thinking - Resilience - Problem Solving - Turn taking - Sharing adults/space - Making positive contribution - Empathy - Facial expression/body language - Relationships - Positive social interaction others

Sensory and Physical

• Gross motor skills	• Body autonomy
• Fine motor skills	• Health needs
• Sensory activities	• Puberty
• Sensory processing	• Spatial awareness
• Physical activities	

Independence

• Personal care	• Transitions
• Making choices	• Private/public
• Expressing preferences	• Community access
• Helping others	
• Assertiveness skills	
• Taking responsibility for self and belongings	
• Becoming a leader	
• Asking for help	
• Behaviour	

Implementation/Impact

We implement the curriculum through contextual learning experiences, supporting students to generalise their skills. The curriculum is further split into 6 areas of learning. Teaching and learning in each discrete subject area will vary according to the needs of the pupils for each of the curricula, but these headings are used for timetable purposes to ensure a common language throughout the school:

- **Functional Skills:** English, maths

- **Creative Arts**: art.

- **Physical Development**: Utilising the local park, outdoor time for calming down

- **Independent Living Skills**: PSHE, careers.

- **Community Awareness:** community visits

- **Science and Technology:** ICT, Science

Functional Skills

The Functional Skills (literacy, numeracy) are taught with a discrete focus often in the individual tutor group or Functional Skills lesson (alongside relevant IPP outcomes). They are also often taught using the vehicle of another area of the curriculum in a functional and meaningful way. The aim would be to embed English and Maths into all taught subjects and activities to reach their full potential. The teacher of a group will therefore plan the appropriate balance and activities for their learners bearing in mind their IPP outcomes, individual needs and learning styles**.**

Independent Living Skills

Within these lessons, learners will gain essential skills in preparation for the future life. These activities enable them to flourish and grow into independent individuals, whilst cross-curricular approaches, including PSHE provide more holistic and meaningful learning opportunities. The main topics focus on aspects related to self-image, relationships with others & career opportunities.

At EMLM, we recognise the need to work closely with parents/carers, other professionals (e.g., Virtual school, SALT, OT), community groups to create a cohesive approach that will result in long-term benefits for the young people involved. They are provided with a range of age-appropriate activities and experiences and adapted to suit individual needs as necessary. Our learners are encouraged to use their imagination and natural curiosity, question, challenge, take risks, be assertive, make their own choices/decisions and deal with the consequences. The

holistic, nurturing approach of the school is aiming to provide our learners with positive attitude, self-regulation skills and behaviour for learning that will support their academic skills and help them achieve their personal goals beyond school.

		Continued throughout academic year and with all termly topics	Individualised and group work corresponding with learners' unique needs and targets
		• Learners read and hear literary prose, poetry, plays, essays, journalism, and information texts which make increasing demands on their powers of inference, memory, comprehension, and response. In their oral responses to these texts, these powers are exercised and tested. • Learners are encouraged to articulate orally, in increasingly subtle ways, to others in groups. They are supportive enquirers in discussing the writing of others.	• The exchange of opinion, information, and argument, on social, environmental, moral, and political topics affecting learners in their lives in and beyond school is a principal of the work of the class. • Learners continue to develop their appreciation and love of reading and read increasingly challenging materials. Learners are introduced to journalism, to extended essays and reviews on literary, critical, and social topics and other demanding factual material.
		Reading: Independent readers	• Experience and engage with a variety of fiction / non-fiction texts, regular opportunities to read throughout the day • Respond and contribute to questioning and discussion following reading to develop/improve comprehension • Follow and write written instructions to complete tasks in lessons: list of jobs instruction leaflet • Access books to research topics e.g., history, science • Discuss read book to identify likes, dislikes, make predictions, • Access to a range of reading materials: audio books, graphic novels, newspapers, and comics
Communication, Language Functional skills	**English**	**Functional skills**	• Identify relevant information and lines of argument in explanations or presentations • Respond effectively to detailed questions • Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium • Make requests and ask relevant questions to obtain specific information in different contexts • Use format, structure and language appropriate for audience and purpose • Respect the turn-taking rights of others during discussions, using appropriate language for interjection • Use a range of punctuation correctly (e.g., full stops, question marks, exclamation marks, commas, possessive apostrophes) • Follow and understand discussions and make contributions relevant to the situation and the subject • Identify and understand the main points, ideas and details in texts • Communicate information, ideas and opinions clearly and accurately on a range of topics • Express opinions and arguments and support them with evidence • Identify meanings in texts and distinguish between fact and opinion • Recognise that language and other textual features can be varied to suit different audiences and purposes • Recognise vocabulary typically associated with specific types and purposes of texts (e.g., formal, informal, instructional, descriptive, explanatory and persuasive) • Use correct grammar (e.g., subject–verb agreement, consistent use of different tenses, definite and indefinite articles)

			• Write consistently and accurately in complex sentences, using paragraphs where appropriate

	Maths	Number; handling data; measure, shape and space	**Using numbers and the number system – whole numbers**
			• Read, write, order, and compare large numbers (up to one million)
			• Recognise and use positive and negative numbers
			• Multiply and divide whole numbers and decimals by 10, 100, 1000
			• Use multiplication facts and make connections with division facts
			• Use simple formulae expressed in words for one or two-step operations
			• **Using numbers and the number system – fractions**
			   ○ Read, write, order, and compare common fractions and mixed numbers
			   ○ Find fractions of whole number quantities or measurements
			Using numbers and the number system – decimals
			• Read, write, order, and compare decimals up to three decimal places
			• Add, subtract, multiply and divide decimals up to two decimal places
			• Approximate by rounding to a whole number or to one or two decimal places
			Using numbers and the number system – percentages
			• Read, write, order and compare percentages in whole numbers
			• Calculate percentages of quantities, including simple percentage increases and decreases by 5% and multiples thereof
			Using common measures, shape, and space
			• Calculate simple interest in multiples of 5% on amounts of money
			• Calculate discounts in multiples of 5% on amounts of money
			• Convert between units of length, weight, capacity, money, and time, in the same system
			• Recognise and make use of simple scales on maps and drawings
			• Draw 2-D shapes and demonstrate an understanding of line symmetry and knowledge of the relative size of angles
			• Interpret plans, elevations, and nets of simple 3-D shapes
			• Use angles when describing position and direction, and measure angles in degrees
			Handling information and data
			• Recognise and represent data in different forms
			• Group discrete data and represent grouped data graphically
			• Find the mean and range of a set of quantities
			• apply mathematical thinking effectively to solve problems in real-life situations
			• interpret their results and provide a valid conclusion.
			
			Using maths in everyday life
			• awareness & understanding of time. i.e., telling the time, recognising sequences/ daily routines/ days of week etc.
			• awareness & understanding of money concepts. i.e., coin recognition, reading prices and price lists
			• recognition of numbers in immediate environment & in the community. i.e., bus numbers, shop/house numbers, relevant telephone number, timetables, packaging
			• awareness & understanding of saving, budgeting, taking responsibility for own funds.
			• Using apparatus - calculator, ruler, weighing scales,

Science ==TLC schemes of work==	**Science**	Working scientifically & seasonal change	==(June 2022 awaiting new schemes of work)== Learners will develop knowledge and conceptual understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them. Learners will become equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. They will learn through topics below: • Human Body – growth and changes, • observing changes across the seasons,

			• Senses - tools that help us explore the world • Recognising variety of Animals, • Plants and life cycle, • Materials & their properties, • Chemical reactions The delivery of these topics is differentiated and personalised according to individual needs/interests
Humanities TLC schemes of work	**History**	Opportunity to engage in historical enquiry, ask questions, and develop opinion	(June 2022 awaiting new schemes of work) Learners will develop an awareness of the past by learning about changes within living memory, events beyond living memory that are of national or global significance, the lives of key individuals in the past who have contributed to national and international history and significant historical events. The learners will be taught that through topics such as: • Britain across ages • Local history – Lewisham, London, Southeast, England, UK • Earliest civilisations • The suffrage movement • World War two and holocaust • Black British History • Powerful women in history
	Geography	Understanding the complexity of our world, appreciating the diversity of cultures across continents	Concepts of teaching geography: Locational - understanding where places are. Place knowledge - how and why global cultures are different. Process - understanding why physical and human landscapes change Sustainability knowledge - how we impact our planet, Environmental view - understanding how places look different and why Changing world - understanding how we are changing the world and what it might look like if we didn't exist. Topics: • Physical geography of the UK • Human geography of the UK and Europe • Modern Europe • Comparing people and places across all seven continents • Challenges of an urbanising world
Physical Development	**Outdoor activities**	Physical development activities linked to IPPs and functional skills	Sensory exploration Trampolining Outdoor gym Bowling walking Outcome: To let off steam and regulate their emotions. To purchase lunch for all. To improve social skills and interactions. To maintain mental and physical wellbeing.
Independent Living Skills	**Well being day**	Self-care and independence Routines Choice making Forming relationships	Relationships My Body/My mind/My soul Looking after my physical and mental health Feelings and attitudes Lifecycles / Human Reproduction People who help me / getting help and advice Keeping safe and looking after my sexual health People who can help me / Sources of help and advice Influences on behaviour

PSHE	SEMH Themes	**Self-care:** personal care – dealing with menstruation, dressing/ undressing, eating, drinking, personal safety etc. **Home care:** Clearing up, safety/ hazards, hygiene etc. **Self-image:** belonging to a friend group; persuasion and influence, stereotyping, extremism, social media impact etc Outcome: To be ready for adulthood. To improve self image and esteem To be a good citizen with British values	
Careers & Work Related Learning	Independence routines Choice making Visiting places and meeting new people	• Working together with learners and families to identify aspirations and goals for the future • Functional Skills lessons understanding what jobs are for and introducing concepts of making money and budgeting where appropriate • Education, Health & Care Plan annual reviews • Raising self-awareness, learners will start to understand their interests, strengths, and values and how they fit in the world of work • Off-Site work experience placement in local business, charity, or community enterprise where appropriate • Continued classroom and on-site work focusing on CV's, applications, interviews, and behaviour where appropriate	

Creative Arts	**Art**	Learners develop a range of art and design techniques using various art media	Colour Textiles Pattern Drawing Abstract art Black & White Portraits Texture Painting Shape Collage Printmaking Wet & Dry Arts & Crafts Pattern Outcome: to express their emotions through art. To work in different media.
Community Awareness	**Community visits And exploring the environment**	Whole school trips & visits	Travelling locally - walking to different local destinations e.g. shops, cafes, parks, using public transport; planning and making journeys; personal safety in a range of situations; knowledge and use of community facilities; road awareness skills, knowledge of important or useful people in the community; appropriate behaviour in the community; knowing what to do in emergencies; community/voluntary work; caring for the environment; using literacy and numeracy skills in functional ways; identifying social sight vocabulary, using money and getting ready to go out; developing community participation skills: getting out and about.