

Hamilton School

Our Curriculum

Inspirational

Transformational

Aspirational

An honest school that strives to do the best.

Curriculum Aims

The curriculum is personalised and purposeful

Pupils interests are used to engage them in their learning

To be safe, happy, healthy and develop resilience

The curriculum provides pupils with the tools they need to become the best versions of themselves

The curriculum equips our pupils to develop the skills they need to lead a fulfilled life into adulthood

To develop communication skills and make positive relationships with others

Curriculum Values

Staff build trusting relationships in order to ensure pupils are safe, happy and engaged

To deliver a broad curriculum through highly structured and sequential teaching and well planned activities

To accurately identify each individual's ability in order to plan progressive next steps appropriately.

To encourage partnerships with parents, carers and other agencies to ensure collaborative work

Independence and Engagement

Enabling Environments

Climate for Learning	Communication	Behaviour and Sensory Support	Teaching and Learning
<p>Appropriately arranged work spaces</p> <p>Clutter free</p> <p>Workstations where appropriate</p> <p>Reduced noise</p> <p>Consistency and predictable environment</p>	<p>Speech and Language Therapy input</p> <p>Reduced language across all areas</p> <p>Personalised communication support for all pupils</p> <p>Opportunities in planning to support communication needs</p> <p>Appropriate visual communication to support transition and key word language</p> <p>A range of opportunities for choice making</p>	<p>Occupational Therapy input</p> <p>Appropriate personalised strategies in places to support pupils</p> <p>Dynamic and positive behaviour plans</p> <p>Being responsive to pupils individual needs</p>	<p>Meaningful activities and learning opportunities</p> <p>Mindful, skilled and reflective staff</p> <p>Appropriate teaching strategies that are adapted to the learning needs of the pupils</p>

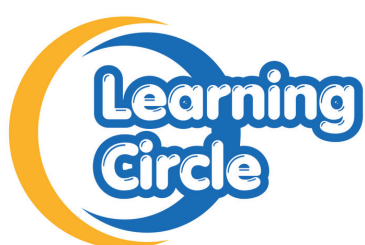
Approaches to Teaching and Learning

<p>Scaffolding and modelling of activities</p> <p>Check for pupil understanding and prevent misconceptions</p> <p>Learning is broken down into small, manageable steps</p>	<p>Provide opportunities for learning in a range of contexts</p> <p>Encourage independence</p> <p>Provide sufficient challenge</p> <p>Opportunities for consolidation</p>	<p>Remove barriers for engagement</p> <p>Ask questions where appropriate</p> <p>Regular reflection and review of progress made</p>
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The Delivery

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Pathways

Explorers	Discoverers	Adventurers
<p>The Explorer Pathway allows pupils who are not yet engaged in subject specific learning to access stimuli and activities on a similar theme as their peers.</p> <p>This pathway would likely involve diverse and immersive experiences aimed at fostering exploration, realisation, anticipation, persistence and initiation (the five areas from the Engagement Model).</p> <p>The Explorer pathway prioritises hands on exploration and real world problem solving activities to ignite a passion for discovery and lifelong learning.</p>	<p>The Discoverer Pathway for pupils is designed to cultivate independence, engagement and appropriate challenge through a combination of scaffolded activities and personalised learning experiences.</p> <p>Pupils are empowered to explore their interests and capabilities while gradually increasing their autonomy.</p> <p>Activities are thoughtfully designed to provide just the right level of challenge, ensuring pupils are consistently motivated and stretched to reach their full potential. By fostering a dynamic and supportive learning environment, the Discoverer pathway nurtures pupils' confidence, resilience and life-long love for learning.</p>	<p>The Adventurer Pathway fosters a sense of ownership over learning encouraging pupils to take initiative and reflect on their progress.</p> <p>With a deeper sense of ownership over their learning, pupils embark on a journey of exploration, discovery and transformation.</p> <p>Pupils on the Adventurer Pathway will become confident, capable and self sufficient learners who are equipped with the skills, knowledge, and resilience needed to succeed both academically and in life.</p>

Secondary Offer

Qualifications

GCSE - General Certificate of Education

ELC - Entry Level Certificate 1,2 and 3

Arts Award - Welsh Board where pupils demonstrate a range of art skills and knowledge and through a portfolio they work towards the qualification.

AQA - Pre-Entry - For pupils who are still working below.

ASDAN - Entry Level - Life skills

Work Experience

Key Information:

Linked to Gatsby Benchmarking scheme which all schools and colleges follow.

Will be developed in partnership with The Pines School who we are working closely with.

Supported by South and City College

Building links with companies such as DPD, Tesco, Young Enterprise company as well as local companies who we will be developing links with.

Timetables

Primary Example

	8:45-9:05	9:05-9:55	9:55-10:10	10:10-10:25	10:25-11:05	11:05-12:00	12:00-12:30	12:30-1:00	1:00-1:40	1:40-1:50	1:50-2:00	2:00-2:50	2:50-2:55	2:55-3:00
Monday	Choosing	My thinking and learning: Blue room 9:30-10:00 Maths	playtime- Dawdle zone	Snack time	EHCP targets	My Communication, Interaction and English Blue room: 11:00-11:30	Play time- secondary playground	Lunch in hall	My Physical and Sensory Wellbeing: Hall 1:10-1:40	Change clothes	Snack time	My creativity: Music Blue room: 2:30-3:00	Toileting	Story time
Tuesday	My community and wider world UW Creative zone: 10:30-11:00			My Physical and Sensory Wellbeing: Hall WBA 1:10-1:40	My creativity: Art Creative zone: 2:00-3:00									
Wednesday	My Personal, Social and Emotional Wellbeing PSHE			My community and wider world: UW	My thinking and learning: Computing									
Thursday	My Personal, Social and Emotional Wellbeing PSHE			My Physical and Sensory Wellbeing: Hive and SI 1:10-1:40	Computing room: 2:00-3:00 My thinking and learning: Science Creative zone: 2:30-3:00									
Friday	My community and wider world: Shopping			My thinking and learning: Maths										
	My creativity: Food tech	Library: 10:30-11:00												

Secondary Example

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:00	Registration/form time				Star of the week 9:00-9:15
9:00-10:00	My communication and interaction- English				
10:00-10:45	My physical and sensory well-being: PE	snack My community and wider world: RE	snack My Creativity: Food Technology	My physical and sensory well-being: PE	snack My thinking and learning: Science
10:45-11:05	Break				
11:05-11:50	Bucket time My thinking and learning- Maths				
11:50-12:30	RSE	My thinking and learning: Computing	My thinking and learning: Science	My community and wider world: Citizenship	My Personal, Social and Emotional Wellbeing
12:30-13:30	Lunch				
13:30-14:15	My creativity: Art	My creativity: Music	My community and wider world: Topic	My creativity: Art	
	Bucket time	Bucket time	Bucket time	Bucket time	
14:15-14:50	EHCP targets/ Life skills	My community and wider world: MFL	Outdoor learning	My communication and interaction Intervention therapy time	
14:45-15:00	Story time				

Topic Plans

Lower Key Stage 2 Example

Main topic heading	Food Glorious Food (Human and Physical Geography)	Music, Lights and Action	Zoological Adventure	Flowers, Plants and Trees	What do you do? <i>(different people in the community)</i>
English Fiction	The Tiger Who Came to Tea	The Bear and the Piano	Poo at the Zoo	Little Acorns	Clothesline Clues to Jobs People Do
English Non-Fiction	Food from Farms	Parts of a Theatre	Dudley Zoo – Animal Information	My Bean Diary	Information Text about their families' jobs or Teachers
Poetry	Don't Put Your Finger in the Jelly Nelly!	Lights	One, Two, Zoo	Parts of a Plant Song	Acrostic Poems for Different Jobs
Maths – Number/Statistics	Quantity and Place value	Number forms (Inc 100s and 1000s)	Number sequence (inc. counting in 4s, 8s, 50s, 100s)	Money (Transactions and change)	Single step equations
Maths – SSM/Geometry	Drawing shapes (Printing and ruler drawn)	Measurement (inc. Perimeter)	Time (inc. minutes, seconds & timed tasks)	Measurement (inc. Area by counting squares/contents)	Position (inc. direction e.g. Left and right)
Science	Weather and the seasons	Movement	Animals and habitats	Plants Caring for plants	Materials/rocks
RE	Being fair and just – The Sikh Faith and celebrations/ Bandi Chhor	Being attentive to the sacred, as well as the precious – religious music and worship (Christianity, Islam, The Sikh Faith, Hinduism, Judaism and Buddhism)	Caring for Others, Animals and the Environment – caring for animals	Remembering Roots – special celebrations and memories of special events	Creating inclusion, identity and belonging - (class / school/family)

Medium Term Plan

Reception Example

Year A - Autumn 1							
Knowledge and Understanding the World; Wild Weather							
RECEPTION							
Knowledge	<ul style="list-style-type: none"> Basic Weather Concepts: Children will learn about different types of weather, such as sunny, rainy, windy, and snowy days. This helps them understand the immediate world around them. Seasonal Changes: They will recognise patterns in the weather and how it changes with the seasons (spring, summer, autumn, and winter). Observation Skills: Through activities like observing the sky, noting changes in temperature, and watching how plants and animals respond to weather, students will develop their observation skills. Recording Data: Simple activities like charting the weather each day can introduce them to basic data collection and recording. Global Awareness: Discussions about weather can lead to understanding how people in different parts of the world experience different weather patterns and climates. 						
Skills	<ul style="list-style-type: none"> To make predictions Learn and understand how to dress appropriately for the weather To use words to describe weather conditions and express feelings about different types of weather Listening to weather-related stories or instructions Asking questions about why the weather changes and completing simple experiments Understanding how to stay safe in different weather conditions and how the weather can affect a community Developing the ability to notice and describe features of different types of weather, such as observing clouds, rain patterns, or snowflakes. 						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Focus:	Introduction to weather; what is weather?	What is ... Wind, Rain and Clouds	What are ... Sunny Days	What is ... Stormy Weather	What are ... Snow and Ice	Seasonal Weather Changes	Celebrate the Weather!
Continuous Provision Ideas (Outdoor)	https://content.twinkl.co.uk/resource/88/d4/tf-t-1635764164-eyfs-creative-ways-to-use-large-activity-trays-weather-themed-ideas-eyfs-2021_ver_2.pdf?_token__=exp=1720443338~acl=%2Fresource%2F88%2Fd4%2Ftf-t-1635764164-eyfs-creative-ways-to-use-						