



Curriculum Bands



White	Yellow	Purple	Blue	Green	Bronze	Magenta	Cyan
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Engagement for Learning	Early Subject Specific Development	Subject Specific Knowledge and Skill Development
Creatively connecting child and environment to enable learning and achievement	Creatively connecting to subject disciplines, engagement, interests and foundations for the development of greater autonomy and life outcomes	Building on the foundations to enable a higher level of knowledge and understanding whilst making connections between subjects, interest, themes to promote a deeper level of autonomy and life outcomes

Balancing breadth through the Broad Areas of Need

Communication and Interaction Social, Emotional & Mental Health	Cognition and Learning Sensory and Physical and Sensory	KS2/4
Independent Living Employment	Health Community Inclusion	KS5

Awareness Curiosity Investigation Discovery Anticipation Initiation Persistence		English Reading, Writing, Speaking and Listening. Maths Number, Measurement and Geometry.
		Science, Computing, PSHE and Citizenship, Design & Technology, Music, Art & Design, Geography, History, Physical Education. Careers, Vocational, Work Experience, Play, Person Centred Development and Enrichment (Cultural, Environment, Community & Therapy)

We recognise that every child is unique and deserves a curriculum which enables them to achieve greater life outcomes. As such each subject is broken down into bands (stages of development) which offer our learners real, relevant, accessible learning opportunities with challenge. Bands embrace the vast array of possible cognitive abilities that can present at Overlay Hall. Each subject is progressively sequenced to enable planning that builds upon student's current knowledge, prepares for next steps and therefore enables them to reach their full potential.

Many of our students have great difficulties with their attention and emotional wellbeing, this can prevent them from accessing deeper levels of learning. Throughout all learning opportunities particular focus is placed upon developing the skills of attention, regulation and engagement so the young person can maximise their learning. Our learners may also struggle with the motivation to learn and therefore activities are planned that harness their interest so that they are drawn into the learning opportunity. We recognise that the symbiotic requirement between engagement and early/subject specific development is required for our complex learners, independent of what band they may be focused on.