



Oscott Manor School






Ready. Respectful. Safe.

OSCOTT MANOR SCHOOL

Curriculum Information

September 2023

Fig 1. The relationship between curricula in Equals multi-tiered curriculum approach

| Equals Pre-Formal Curriculum | Equals Informal Curriculum | Equals Semi-Formal Curriculum | Equals Formal Curriculum | National Curriculum |
|---|---|---|---|---|
| PMLD | Complex SLD, SLD/ASC | SLD, SLD/ASC | GLD ¹ , GLD/ASC | |
| Working consistently and over time within P1 to P3 | Working consistently and over time within P4-P5 ish | Working consistently and over time within P4 to the early reaches of the NC | Working consistently and over time significantly below age related expectations | Working within typical or near typical age related expectations |
| Pathway 4/5 | | Pathway 3 | | Pathway 1/2 |
|  |  | |  | |
|  | | |  | |

Curriculum Model

| Key Stage | Pathway | Class Code | Curriculum | Curriculum (Number in brackets represents number of lessons per week) |
|-----------|----------|------------|------------------------------------|--|
| KS3 | P1 | 31 | National Curriculum, Equals Formal | En(5), Ma(4), Sci(3), Ar(1), Ge(1), Hi(1), PE(2), DT(2), Ps(1), It(1), Mu(1), So(2), Dr(1) |
| | P2 | 32 | National Curriculum, Equals Formal | En(5), Ma(4), Sci(3), Ar(1), Ge(1), Hi(1), PE(2), DT(2), Ps(1), It(1), Mu(1), So(2), Dr(1) |
| | P3 | 33 | Equals Semi Formal | Mo(2), Mw(2), Mc(3), Mp(2), Mi(2), Mt(2), Dr(1), Da(1), Ar(2), Mu(2), Ps(2), Tw(2), Fs(2) |
| | P4 | 34a | Equals Informal/Pre formal | Fs(2), Mu(1), Mp(4), Mc(6), Mo(4), Mw(4), Mi(4) |
| | P4 | 34b | Equals Informal/Pre formal | Fs(2), Mu(1), Mp(4), Mc(6), Mo(4), Mw(4), Mi(4) |
| | P5 | 35 | Equals Informal/Pre formal | Fs(2), Mu(1), Mp(4), Mc(6), Mo(4), Mw(4), Mi(4) |
| Y9 | P1/2 | 91 | National Curriculum, Equals Formal | En(5), Ma(4), Sci(3), Ar(1), Ge(1), Hi(1), PE(2), DT(2), Ps(1), It(1), Mu(1), So(2), Dr(1) |
| | P3 | 93 | Equals Semi Formal | Mo(2), Mw(2), Mc(3), Mp(2), Mi(2), Mt(2), Dr(1), Da(1), Ar(2), Mu(2), Ps(2), Tw(2), Fs(2) |
| | P3/4 | 94 | Equals Informal/Pre formal | Fs(2), Mu(1), Mp(4), Mc(6), Mo(4), Mw(4), Mi(4) |
| | P4/5 | 95 | Equals Informal/Pre formal | Fs(2), Mu(1), Mp(4), Mc(6), Mo(4), Mw(4), Mi(4) |
| KS4 | P1 | 41 | National Curriculum, Equals Formal | En(3), Li(2), Ma(5), Sc(2), Ar(2), Ge(1), Hi(1), PE(2), Ps(1), Option A(3)- PE, Ar, Mu, Option B(3) – Ft, Hs, Dt |
| | P2 | 42 | National Curriculum, Equals Formal | En(3), Li(2), Ma(5), Sc(2), Ar(2), Ge(1), Hi(1), PE(2), Ps(1), Option A(3)- PE, Ar, Mu, Option B(3) – Ft, Hs, Dt |
| | P2/3 (V) | 4v | Equals Semi Formal | Mo(2), Mw(2), Mc(3), Mp(2), Mi(2), Mt(2), Dr(1), Da(1), Ar(2), Mu(2), Ps(2), Tw(2), Fs(2) |
| | P3 | 43 | Equals Informal/Pre formal | Mo(2), Mw(2), Mc(3), Mp(2), Mi(2), Mt(2), Dr(1), Da(1), Ar(2), Mu(2), Ps(2), Tw(2), Fs(2) |
| | P4 | 44 | Equals Informal/Pre formal | Fs(2), Mu(1), Mp(4), Mc(6), Mo(4), Mw(4), Mi(4) |
| KS5 | P1 | 51 | National Curriculum, Equals Formal | En(4), Ma(4), Ps(2), Em(2), Option A(2), Option B(2), Option C(2), Em(5) |
| | P2 | 52 | National Curriculum, Equals Formal | En(4), Ma(4), Ps(2), Em(2), Option A(2), Option B(2), Option C(2), Em(5) |
| | P3 | 53 | Equals Semi Formal | Mo(2), Mw(2), Mc(3), Mp(2), Mi(2), Mt(2), Tw(2), Dr(2), Ar(1), Mu(1), Ps(1), Em(5) |

Subject Codes:

| Code | Subject | Code | Subject | Code | Subject | Code | Subject |
|------|-----------------------|------|------------------------|------|-----------------------|------|----------------------|
| Ar | Art | Ft | Food Technology | Mc | My Communication | Pe | Physical Education |
| Da | Dance | Ge | Geography | Mi | My Independence | Ps | PSHE |
| Dr | Drama | Hi | History | Mo | My Outdoor Space | Sc | Science |
| DT | Design and Technology | Hs | Health and Social Care | Mp | My Play and Leisure | So | Social Communication |
| Em | Employability | It | ICT | Mt | My Thinking | Tw | The World About Me |
| En | English | Li | English Literature | Mu | Music | | |
| Fs | Forest School | Ma | Maths | Mw | My Physical Wellbeing | | |

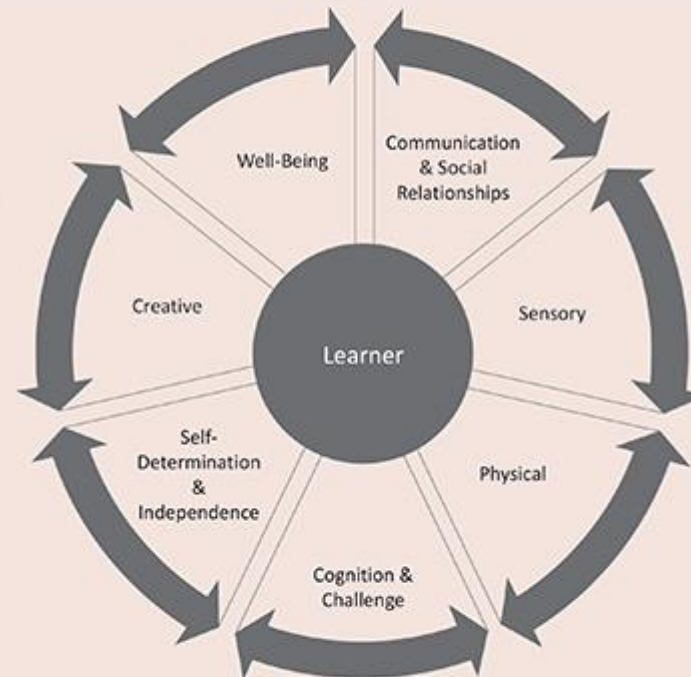
EQUALS Pre-formal (PMLD) Curriculum



A Person-Centred and Holistic Curriculum for Learners with Profound and Multiple Learning Difficulties.

For those with a profound learning difficulty, learning is best done when the learner is placed at the centre of the Curriculum.

“Let’s focus on the things that matter.”



EQUALS INFORMAL CURRICULUM

For pupils and students with complex learning difficulties (CLD) who are working consistently to the early reaches of the severe learning difficulties spectrum.



Semi Formal Curriculum

EQUALS SEMI-FORMAL (SLD/MLD) CURRICULUM

This unique curriculum has been written and edited by outstanding practitioners throughout the UK in the education of children, young people and adults with severe and complex learning difficulties.

My Communication



My Thinking and Problem Solving



My Play and Leisure



My Independence



My Music



My Dance



My Art



My Drama



The World About Me



Relationships and Sex Education



My Outdoor School

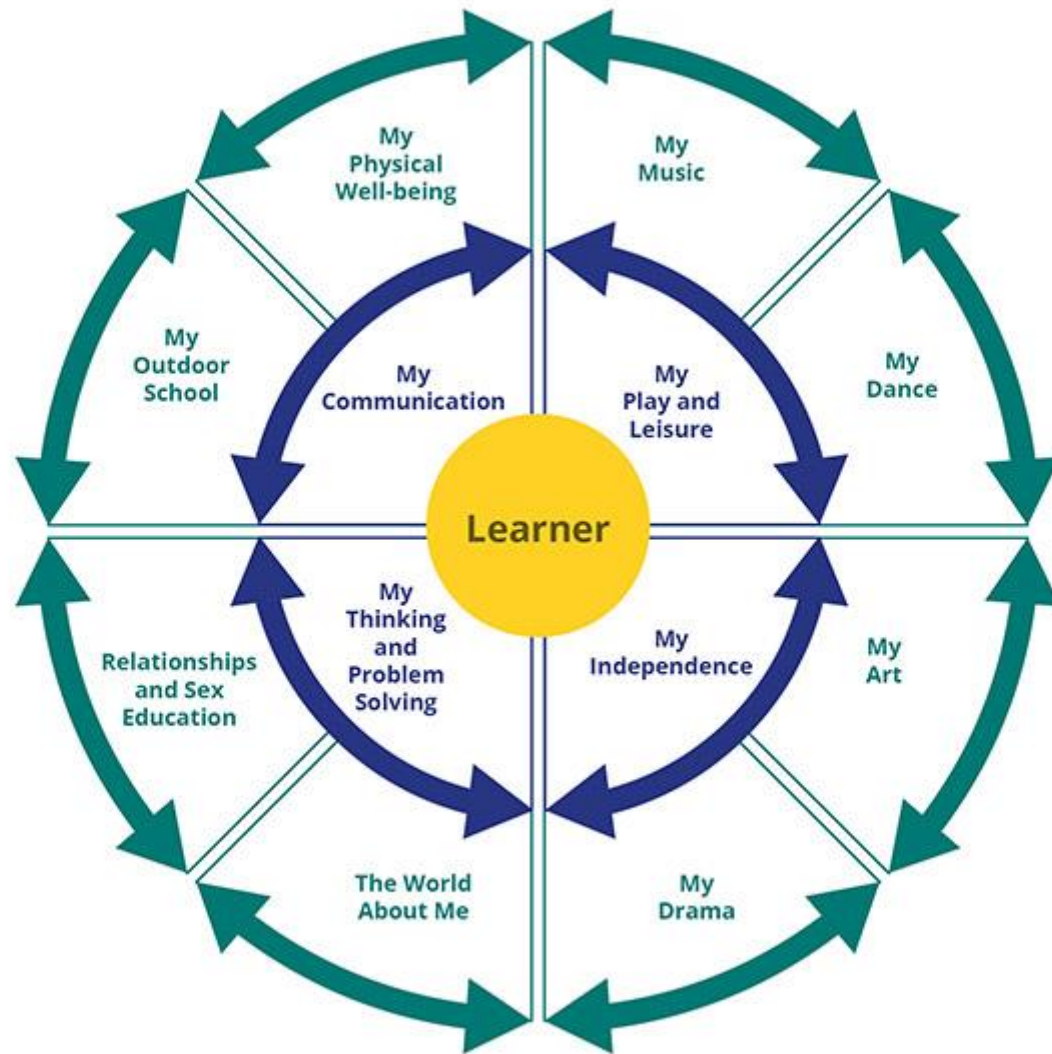


My Physical Well-being



The general principles governing the schemes of work are that they

- are developmental in nature and open to personalisation - they start at the beginning of the individual pupil's learning journey and aim for the highest level of independence possible
- cover all stages of education from 2 to 25 (and beyond) but are not directly related to either age or key stage. Learners fit into them where they will according to their individual abilities, interests and learning journey
- are not related to the National Curriculum, though the common language of the P Scales is occasionally used for ease of understanding.



Formal Curriculum

EQUALS FORMAL CURRICULUM

Mathematics



English



Independence



The World About Us



Outdoor Schooling



Physical Well-being



Play and Leisure



- Specifically designed for pupils working consistently and over time below age related expectations
- Non key stage specific, so that pupils work at levels appropriate to their developmental stage
- Each licence covers an entire school/centre thus affording all teachers easy access to these curriculum schemes of work

