



## STONE BAY SCHOOL CURRICULUM

At Stone Bay School our curriculum is built on the four priority areas of development as outlined in our pupils EHCPs:

**Cognition & Learning**

**Communication & Interaction**

**Social Emotional and Mental Health and  
Sensory & Physical**

We have also included the Prime and Specific areas from the Early Years Framework.

Combining these important building blocks gave us our 6 curriculum subjects:

**My Language & Literacy**

**My Thinking**

**My Social Emotional & Mental Health**

**My Body**

**Understanding My World**

**My Creativity**

We want to reflect the changes in our pupils age, views, interests and aspirations. We are therefore shifting the focus **at the transition point in year 9**.

This is when our pupils start **preparing for adulthood**

**My Language & Literacy**

**My Thinking**

**My Social Emotional & Mental Health**

**My Body**

**Understanding My World**

**My Creativity**

**Functional English**

**Functional Living**

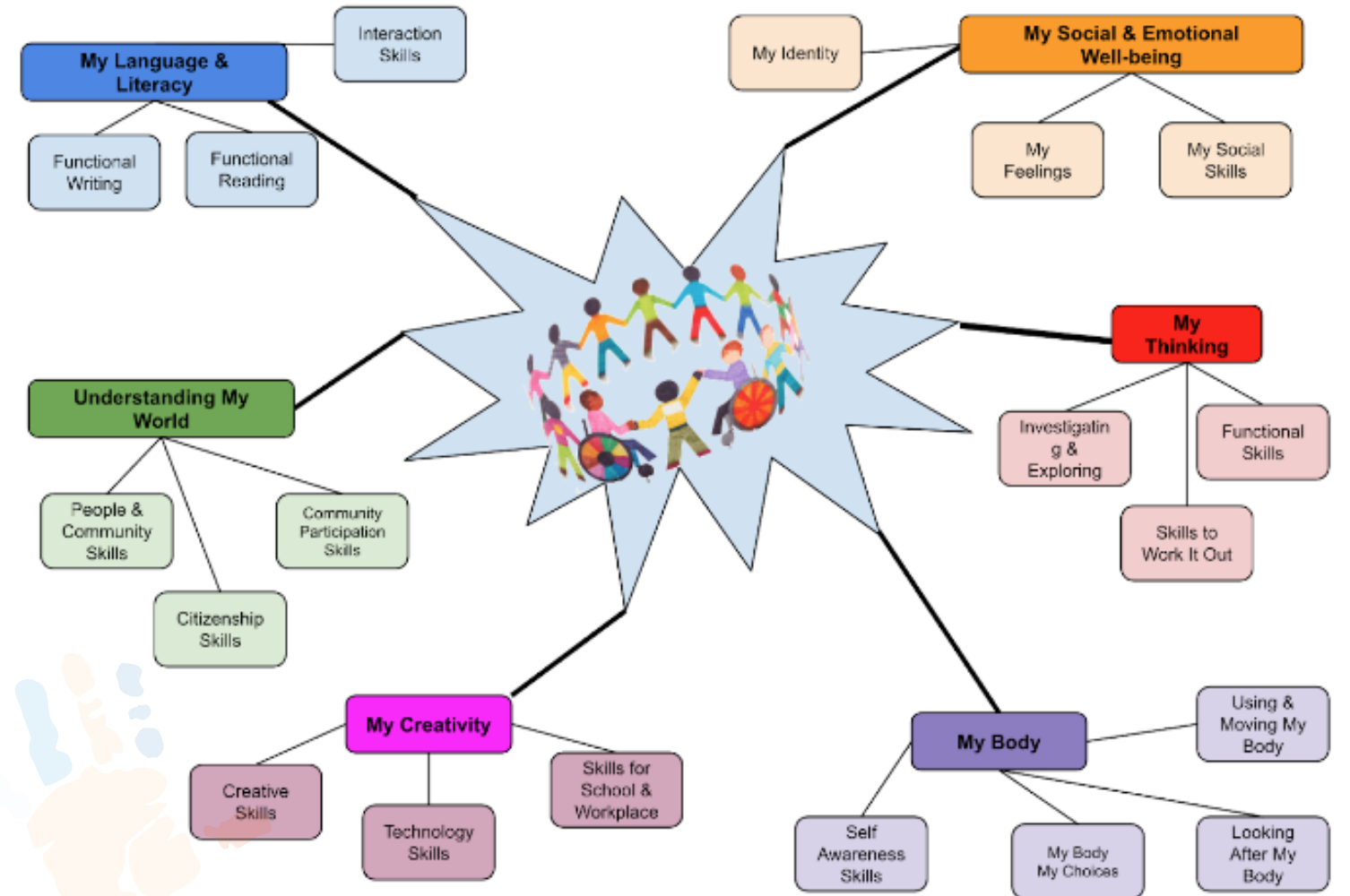
**My Friends, Relationships and Community Inclusion**

**My Health and Wellbeing**

**Exploring the World of Work**

**My Interests and Independent Living Skills**

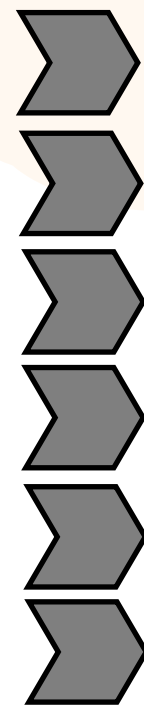
Each of our subject areas combines 3 different strands, My Body/My Health and Wellbeing has 4 strands. Pupils work on these core strands and develop specific skill sets across all age groups, however, from year 9 (when pupils are aged 14) the focus shifts to **preparing for adulthood**.



When pupils enter the last part of their education at Stone Bay, they have the opportunity to study different pathways.

They will focus on **one pathway each year**

- Functional English**
- Functional Living**
- My Friends, Relationships and Community Inclusion**
- My Health and Wellbeing**
- Exploring the World of Work**
- My Interests and Independent Living Skills**



- Catering & Service Pathway**
- Creative & Technology Pathway**
- Independent Living in the Community Pathway**
- Animal Care & Horticulture Pathway**
- Independent Living in the Home Pathway**



Up to year 9 (age 14) curriculum subjects are taught through a 3 year topic cycle. Each topic includes a suggested texts.



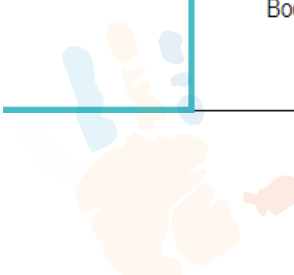
### Stone Bay Topic Cycle & Focus Book

TP1- Age 5-8		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A 2023	Topic	All about me	Celebrations	Super Heroes	Transport	Community Explorers	Far Far Away
	Book	From Head to Toe - Eric Carle	Father Christmas Needs a Wee - Nicholas Allan	Super-Tato - Sue Hendra	Amazing Machines collection-Tony Mitton The Hundred Decker Bus - Mike Smith	Sharing a Shell - Julia Donaldson	Where the wild things are - Maurice Sendak
Year B 2023-24	Topic	Can we explore it?	Fantasy & Fiction	Wildlife explorers	Food Glorious Food	The woods	Water
	Book	The Zebras great escape - Kathrine Rundell	Jack and beanstalk	Walking through the jungle	The Hungry Caterpillar - Eric Carle	Little red riding hood	Commotion in the ocean- Giles Andrea
Year C 2024-25	Topic	The Marvellous Body	Globe Trotters	Light & Dark	My world of work	Dinosaurs & Cavemen	Lets get fit
	Book	we've all got belly buttons- David Martin	My first picture atlas/Go Jetters BBC	Can't sleep little bear - Martin Waddell	Clothesline Clues to Jobs People Do-Kathryn Heling	Andy's dinosaur adventure (cbbc)	Frog olympics- Brian Moses

The choice of book for each topic reflects the age of our pupils.

TP2- Age 8-11		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A 2023	Topic	All about me	Celebrations	Super Heroes	Transport	Community Explorers	Far Far Away
	Book	What makes me a me-Ben Faulkes	The lonely christmas tree - Chris Naylor	Superworm - Julia Donaldson	Red lorry, yellow lorry - Michelle Robinson and Jez Tuya	The lighthouse keepers lunch - Ronda and David Armitage	The way back home - Oliver Jeffers
Year B 2023-24	Topic	Can we explore it?	Fantasy & Fiction	Wildlife explorers	Food Glorious Food	The woods	Water
	Book	The garden monster - Paul Deslandes	The great Dragon bake off - Byrne Nicole	<b>How to Help a Hedgehog and Protect a Polar Bear - Jess French &amp; Angela Keoghan</b>	Oliver's Vegetables - Vivian French	Dodo doo-doo -	Flotsam-David Wiesner/Captain sparkle beard
Year C	Topic	The Marvellous Body	Globe Trotters	Light & Dark	My world of work	Dinosaurs & Cavemen	Lets get fit
	Book	My hair - Hannah Lee	Usbourne big picture atlas	A Year in Percy's Park by Nick Butterworth	Izzy Gizmo-Pip Jones	The Girl and the Dinosaur by Hollie Hughes and Sarah Massini	Maisie's sports day

TP3 -Age 11-14		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A 2023	Topic	All about me	Celebrations	Super Heroes	Transport	Community Explorers	Far Far Away
	Book	I Have the Right to Be a Child - Alain Serres	How the grinch stole christmas- Dr Seuss	Michael Recycle - Ellie Bethel	Lost and found - Oliver Jeffers	Be Kind - Pat Zeitlow Miller	Handas Suprise - Eileen Brown
Year B 2023-24	Topic	Can we explore it?	Fantasy & Fiction	Wildlife explorers	Food Glorious Food	The woods	Water
	Book	Garcia and colette go exploring - Hannah Barnaby	If I had a gryphon - Vikki Vansickle	The search for the giant Artic Jellyfish - Chloe Savage	Soul Food Sunday - Winsome Bingham	The magic Bojabi Tree by Dianne Hofmeyr	Let's dive - into the ocean - Timothy Knapman
Year C 2024-25	Topic	The Marvellous Body	Globe Trotters	Light & Dark	My world of work	Dinosaurs & Cavemen	How far can I run?
	Book	Give me back my bones - Kim Norman	The girl who stole an elephant - Nizrana Farook	Afraid of the light - Albert Strasser	Rosie Revere , Engineer - Andrea Beaty	The enormous egg - Oliver Butterworth	Marathon Mouse - Amy Dixon



From year 10 to 14 pupils access a different pathway each year and will be able to work towards AQA accreditations. The example below shows what will be covered when pupils are studying the *Independent Living In The Home* pathway.

Independent Living in the Home- Long Term Plan: YEARS 10-14 |

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Book	Belong	Looking after my heart	Going into hospital	Making friends	A balloon Adventure	A day at the beach
Functional English	Interaction skills	Sharing Attention	Listening to others	Communicating needs and wants	Interacting with others	Responding and engaging in environmental stimuli	Responding to questions
	Functional reading	Phonics awareness/whole word reading	Exploring reading materials online	Reading for a purpose	Recall and comprehension	Reading for pleasure	Recognising signs and using signs in my community
	Functional Writing	Recounts and comprehension	Making meaningful marks, moving towards writing legibly.	Writing for a purpose	Writing for pleasure	Using phonics knowledge in writing	Whole word writing
Exploring the World of Work	People and community skills	People who help us	My school and community	British values	Exploring my interests in the world	Safe and unsafe people	My culture
	Citizenship skills	Being an active citizen	First aid	Teamwork	Helping others	Democracy	Volunteering
	Community Participation skills	Road safety	Keeping safe online	Understanding rules and regulations	News and current affairs	Looking after the environment	Eating out
Functional Living Skills	Skills to work it out	number	measure and size	sequences	weight and capacity	calculations	money
	Functional skills	Practical cookery	Personal care	Time	Practical cookery	Budgeting	Functional shopping
	Investigating and Exploring	Problem solving	The Senses	Reasoning /critical thinking	The senses	Reasoning/critical thinking	Problem solving

The following pages will provide a spotlight on each of our 6 curriculum subjects:

**My Language & Literacy / Functional English**

**My Thinking / Functional Living**

**My Social Emotional & Mental Health / My Friends, Relationships and Community Inclusion**

**My Body / My Health and Wellbeing**

**Understanding My World / Exploring the World of Work**

**My Creativity / My Interests and Independent Living Skills**



## Subject Story: My Language and Literacy/Functional English

### Our Agreed consistencies for My Language and Literacy are:

- Learning recorded in Evidence Me.
- Pupils being taught daily to read and write using the 'Little Wandle Phonics'
- Personalised interventions for specific pupils that need more support or a different approach to reading.
- Drop Everything And Read (DEAR) time daily in every class
- Every child will develop a functional communication system
- Visual timetable in every class
- Context Specific Communication Boards (CRCBs)
- PECS books for pupils who need it
- Use of Makaton throughout the day
- Visuals to support written text
- Use of social stories (if needed)
- Attention Autism approach used
- Opportunities for cross curricular learning created, especially in My thinking and Understanding my World.
- Links to UNICEF Rights Respecting

### If you were to walk into an My Language and Literacy lesson at Stone Bay School you would see:

- Opportunities for every pupil to access a range of reading material for both function and enjoyment.
- Opportunities for pupils to practise writing/mark making/fine motor skills challenging each pupil to develop these skills from their own individual starting point.
- Students are given the opportunity to practise using their preferred communication methods in a range of contexts and with adults and other pupils.
- A multi-modal approach to learning. Children will be taking part in practical activities, written activities, technological activities and many more.
- Pupils work on developing their literacy skills in order to be more independent when they leave Stone Bay.
- Opportunities for pupils to learn to play imaginatively and then recall an experience in their own way.

### In our My Language and Literacy curriculum you will see that we value inclusion and diversity:

- My Language and Literacy uses text and other media to ensure that pupils are exposed to a wide range of experiences that can expand their knowledge and understanding of the world around us.
- My Language and Literacy supports a range of topics related to RSE and supports pupils in understanding different cultures, values and attitudes.
- My language and Literacy helps our pupils to develop communication skills that will help them to become a more integral part of society.



### Pupils at Stone Bay School say this about My Language and Literacy:

- "I like being able to tell people what I want"
- "I like stories about dinosaurs!"
- "I like playing with the toys in the sensory room and writing my story"
- "I like the 'bag book' stories"

### British Values and Spiritual, Moral, Social and Cultural Learning (SMSC) in My Language and Literacy:

**Spiritual** – by exploring different texts and media, pupils learn about and experience diversity and become more tolerant of others.

**Moral** – through being encouraged to develop curiosity and communicate more effectively, pupils are able to form their own opinions, listen to those of others and make their own choices.

**Social** (including British Values) – Pupils are encouraged to communicate with adults and with others to ensure that their voice is being heard in all contexts either in school or out.

**Cultural** (including British Values) – Pupils explore different cultures and British Values through researching and developing knowledge through practical activities when out in the community and exploring information in school.



**Article 13 - Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.**



## Subject Story: My Thinking / Functional Living

### Our Agreed consistencies for My Thinking are:

- Practical tasks helping pupils learn the skills to work things out in both the classroom and living environments such as kitchen and home.
- Teaching of functional skills that prepare learners for adulthood e.g. shopping and cooking
- Routine daily opportunities to develop independent skills e.g. putting coat on, packing bag, pouring drinks, buttering bagels, sorting rubbish.
- Learning outside the classroom e.g. science experiments in the forest school garden and shopping for cooking ingredients.
- Teaching approaches that create opportunities to explore and investigate a range of different environments, e.g. fun with food, sensory play.
- Teaching is ambitious and meaningful ensuring mathematical functional skills are embedded across the day



### If you were to walk into a My Thinking lesson at Stone Bay School you would see:

- Pupils engaged in practical activities e.g. through exploration and play.
- Pupils investigate and are intrinsically motivated to learn e.g. through sensory activities or scientific experiments.
- Pupils exploring concepts through music and rhyme e.g. number songs, days of the week songs, times tables.
- Pupils learning outside in nature e.g. forest school, beach, allotment, Monkton nature reserve, Garden Gate (work experience)
- Pupils learning in the local community e.g. shops, train station, bus travel, library, post office
- Teaching that develops pupils' engagement and sense of awe and wonder.

### In our My Thinking curriculum you will see that we value inclusion and diversity:

The My Thinking curriculum gives all pupils the ability to develop key skills to become as independent as possible. Teaching is tailored to the strengths and needs of each individual pupil, we are ambitious for all. We strive for full inclusion and acceptance, our pupils deserve this. Learning is supported through a variety of specialist strategies and teaching approaches to meet the needs of every child. Pupils are supported to effectively and successfully integrate into the local community. Working towards making a positive contribution to their community and enhancing employability prospects.



### Pupils at Stone Bay School say this about My Thinking:

- "I love exploring outside"
- "I really like dancing and singing to the number songs"
- "I like building a police station out of lego"
- "I like mixing up all the ingredients when we make pancakes"
- "I like learning about Maths"
- "I like number bonds and addition"
- "I like to learn about prehistoric times"

### British Values and Spiritual, Moral, Social and Cultural Learning (SMSC) in My Thinking:

**Spiritual** – by exploring the local community they learn about diversity and become tolerant of others. By having opportunities to learn outside the classroom, pupils develop a sense of enjoyment and fascination in learning about the world around them.

**Moral** – through being encouraged to develop curiosity, pupils are able to form their own opinions, listen to those of others and make their own choices.

**Social** (including British Values) – pupils are able to work, play and explore alongside others. They have access to the local community, expanding their opportunities for social interaction.

**Cultural** (including British Values) – pupils take part in and respond to a wide range of mathematical and scientific opportunities. They have access to visits outside of the classroom to areas of interest within the local environment e.g. forest school



**Article 23 – A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community.**



## Subject Story: My Social and Emotional Wellbeing / My friends, relationships and community inclusion

### Our Agreed consistencies for My Social and Emotional Wellbeing are:

- opportunities to explore pupil's own identity - describe own appearance, find out about their own interests, likes and dislikes and what makes each one of us unique
- pupils will develop their skills in safely expressing and exploring their own feelings and emotions using the Zones of Regulations
- opportunities to develop an understanding of safe and positive choices and what good mental health means
- pupils will work on interacting positively with others, practising sharing, turn taking, negotiating and making a positive contribution to their community
- adults will continuously model positive relationships, clear boundaries and respect for each other

### If you were to walk into a My Social and Emotional Wellbeing lesson at Stone Bay School you would see:

- pupils engage in motivating and enjoyable activities with their peers
- pupils are encouraged to make choices about all aspect of their school day
- pupils are playing alongside, sharing space and resources and collaborating
- pupils take part in group activities, interacting with each other, practising sharing, turn taking, waiting and adhering to boundaries and rules
- celebration assemblies
- work experience sessions

### In our My Social and Emotional Wellbeing curriculum you will see that we value inclusion and diversity:

The **My Social and Emotional Wellbeing** curriculum gives all pupils the ability to develop key skills for their personal development and prepare them for adult life.

Teaching is tailored to the strengths and needs of each individual pupil. Learning is supported through a variety of specialist strategies and teaching approaches to meet the needs of every child.

Pupils are given the opportunity to engage in a rich variety of experiences to help them develop confidence and self esteem



### Pupils at Stone Bay School say this about My Social and Emotional Wellbeing:

- “I love playing with my friends”
- “I like making people happy”
- “When I am in the yellow zone, my teacher will say: do you need 5 minutes of calm time?”
- “I can use a choice board to choose the dark room”
- “I love looking after the animals at TAG Pet rescue”

### British Values and Spiritual, Moral, Social and Cultural Learning (SMSC) in My Social and Emotional Wellbeing:

**Spiritual** – by playing with each other, exploring different places of work, being in each others company and sharing experiences, pupils build their confidence and self esteem

**Moral** – through being with others and developing their social skills, pupils are able to form their own opinions, listen to those of others, make their own choices and develop their own identity.

**Social (including British Values)** – pupils are able to work, play and learn alongside others. They have access to the local community, expanding their opportunities for social interaction.

**Cultural (including British Values)** – pupils take part in a wide variety of opportunities celebrating culture and diversity. Pupils take part in celebration assemblies and days, careers days, visitors and guest speakers in school. They access the local community for visits to places of work and different cultural interest.



**Article 15 – Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.**



## Subject Story: My Body/My Health and Wellbeing

### Our Agreed consistencies for My Body/My Health and Wellbeing are:

- opportunities for pupil's to explore physical well-being and healthy lifestyles.
- ways for pupils to discover a range of leisure activities to ensure personal fulfilment and understand the meaning of a healthy lifestyle
- ways to learn about how to look after yourself and what good physical health means
- opportunities to develop an understanding of safe and positive choices and what good mental health means.
- opportunities to learn about keeping safe, in daily life, strategies to be calm and relaxed as well as develop emotional resilience.
- pupils develop tolerance towards other people helping them, so they will find it easier to access, e.g. health services in the community.

### If you were to walk into a My Body/My Health and Wellbeing lesson at Stone Bay School you would see:

- pupils engage in motivating, meaningful and fun activities with their peers
- adults who encourage pupils to have a go and be as independent as possible
- pupils are playing alongside, sharing space and resources and are collaborating
- pupils take part in group activities, interacting with each other, practising sharing, turn taking, waiting and adhering to boundaries and rules.
- pupils' learning takes place in the local community, accessing different amenities and leisure services.

### In our My Body/My Health and Wellbeing curriculum you will see that we value inclusion and diversity:

The **My Body/My Health and Wellbeing** curriculum gives all pupils the opportunity to work towards becoming as independent as possible in order to move on to the next stage in their lives, building successful, safe relationships and recognising their hopes, dreams and aspirations.

Pupils will learn about their own individual bodies, how they grow and change, how bodies are not all the same, that everybody has their strengths and also things they need help with.

Pupils will learn about athletes and sports people from different cultures and backgrounds and celebrate diversity in sports.



### Pupils at Stone Bay School say this about My Body/My Health and Wellbeing

- “I love playing with my friends”
- “I really like going swimming at Tides”
- “I enjoy going to the park with my friends”
- “I like collecting the fruit and bagels from the kitchen in the morning”
- “During the morning walk I get to see all my friends”

### British Values and Spiritual, Moral, Social and Cultural Learning (SMSC) in My Body:

**Spiritual** – by discovering new activities, new ways to move and challenge yourself, playing with others, exploring different places of the community for sport and leisure, sharing experiences and achieving together, pupils build their confidence and self esteem

**Moral** – through developing the ability to make their own choices about their own health and wellbeing and to take an active part in life in the community thereby developing interests and skills for their future life.

**Social (including British Values)** – pupils are able to exercise, play, have fun and be healthy alongside others. They have access to the local community. They have access to activities that teach them about a healthy life style. Pupils will play sports with others, begin to compete and have a sense of achievement and satisfaction alongside peers from both their own school and others.

**Cultural (including British Values)** – pupils take part in a wide variety of opportunities celebrating culture and diversity, including celebrating events like Olympics, Sports Relief and learn about sporting personalities from different cultural backgrounds. Pupils take part in celebration assemblies and days, special days, visitors and guest speakers in school to promote healthy living.



**Article 23 – A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community.**



## Subject Story: Understanding My World/ Exploring the World Of Work

### Our Agreed consistencies for Understanding my World are:

- Using the community in a variety of ways and according to need, e.g. for shopping, visiting places of interest, work experience, volunteering opportunities and joining community groups, DfE
- Opportunities to find about pupils' likes and motivators
- Setting challenges for transitions even if they are small to begin with, we dream big!
- Opportunities for cross curricular learning created, especially My thinking and My Language and Literacy.
- Links to UNICEF Rights Respecting Schools Award.

### If you were to walk into an Understanding my World lesson at Stone Bay School you would see:

- Pupils and adults talking about childrens' rights
- Tailored provision to those requiring additional support and challenge
- Pupils working collaboratively to achieve a goal.
- A multi-modal approach to learning. Children will be taking part in practical activities, written activities, technological activities and many more.
- Pupils being out in their local community
- Images/visuals and models for local places and places around the world.

### In our Understanding my World curriculum you will see that we value inclusion and diversity:

Understanding My World helps our children to explore the world they live in. We celebrate special days, take part in charity events and join the community for special events. We want pupils to experience different cultures and have opportunities to explore and be part of the wider community. Understanding my world helps our pupils to celebrate the similarities, as well as the differences, they share with others.

### Pupils at Stone Bay School say this about Understanding my World:

- “My best thing is working with animals at Tag Rescue”
- “I loved walking to the beach with another class ”
- “It was interesting learning about jobs in careers week”
- “I love special celebration days; the Jubilee party was great fun”
- “like learning about Kings and Queens”



### British Values and Spiritual, Moral, Social and Cultural Learning (SMSC) in Understanding my World:

- Spiritual** – by exploring different cultures they learn about diversity and become tolerant of others.
- Moral** – By understanding and following rules pupils develop empathy and a sense of responsibility for those in need.
- Social** (including British Values) – Through exploring the towns and facilities with their peers, pupils come to value living as part of a structured community and their group.
- Cultural** (including British Values) - through identifying differences, similarities and links between their locality and the environments of others, pupils gain a deep respect for diverse ways of living.

**Article 29** - Children’s education should help them fully develop their personalities, talents and abilities. I should teach them to understand their own rights, and to respect other people’s rights, cultures and differences. It should help them to live peacefully and protect the environment.



## Subject Story: My Creativity/My Interests and independent living skills

### Our Agreed consistencies for My Creativity are:

- opportunities throughout the day for messy play, role play, using a variety of resources and materials
- pupils have opportunities to experience music through song, instruments, movement, dance and storytelling.
- pupils are encouraged to make choices
- pupils access technology relevant and meaningful to them, e.g. using a mobile phone, Interactive White Board, technology in the kitchen, home and the community, e.g. scanners and self checkout
- all pupils develop their ability to follow instructions, e.g. visual, verbal, written
- opportunities to develop independence in class and workplace

### If you were to walk into a My Creativity lesson at Stone Bay School you would see:

- a table full of motivating materials and resources
- pupils ‘having a go’ as independently as possible
- adults who encourage pupils to be independent and expressive
- a place where pupils cannot get it wrong, the process is more important than the result but equally the finished product is always unique
- pupils using IWB, computers, iPads, cameras, electrical kitchen equipment etc.
- pupils are anticipating what the next step is going to be
- creativity in many forms including 3D art e.g. pottery, construction

### In our My Creativity curriculum you will see that we value inclusion and diversity:

The My Creativity curriculum introduces different artists, music, work etc. from different countries, cultures and backgrounds. My Creativity gives every pupil the chance to express themselves and create something by using a variety of tools as well as their own bodies. Supporting pupils to access technology gives them the opportunity to be part of the wider modern world.

### Pupils at Stone Bay School say this about My Thinking:

- “I love making a mess!”
- “I like to experiment with colours”
- “I like the school disco and dancing with my friends”
- “I like going on Google”
- ‘I like dressing up and playing doctors



- Social and Cultural Learning (SMSC) in My Thinking:**
- Spiritual** – Pupils have opportunities to investigate and discover with hands-on learning shaping their own creativity and gaining a sense of identity and purpose.
- Moral** – Pupils will explore and develop awareness of beliefs, moods and themes making free and responsible choices
- Social (including British Values)** – Pupils may develop fine and gross motor skills which will enhance their ability to complete a wide range of tasks in future life.
- Cultural (including British Values)** – Pupils will participate in artistic, musical and cultural opportunities allowing them to discover a wealth of new experiences celebrating the diversity in our lives.

## Article 31 – Every child has the right to rest, relax, play and to take part in cultural and creative activities



# Personalised Outcomes



All our pupils are set long term outcomes in the four priority areas at transition points, i.e. when changing key stage. This happens as part of pupil's Annual review of EHCP.

Once we have set PRIORITY OUTCOMES, we further narrow these down into **termly short steps**.

To the EHCP focussed short steps, we add further **curriculum learning intentions** to ensure our pupils' whole curriculum is broad and ambitious.

Every pupil at Stone Bay must have an outcome relating to reading as well as Relationship & Sex Education (RSE).



Pupil: \_\_\_\_\_ Term: Autumn/Spring/Summer Year: \_\_\_\_\_

## My Termly Learning Intentions

Review and next steps

My Language and Literacy	My Thinking
Learning Intention	Learning Intention
Review	Review
Next steps	Next steps
My Social Emotional Wellbeing	My Body
Learning Intention	Learning Intention
Review	Review
Understanding My World	My Creativity
Learning Intention	Learning Intention
Review	Review
Next steps	Next steps

We review short steps termly

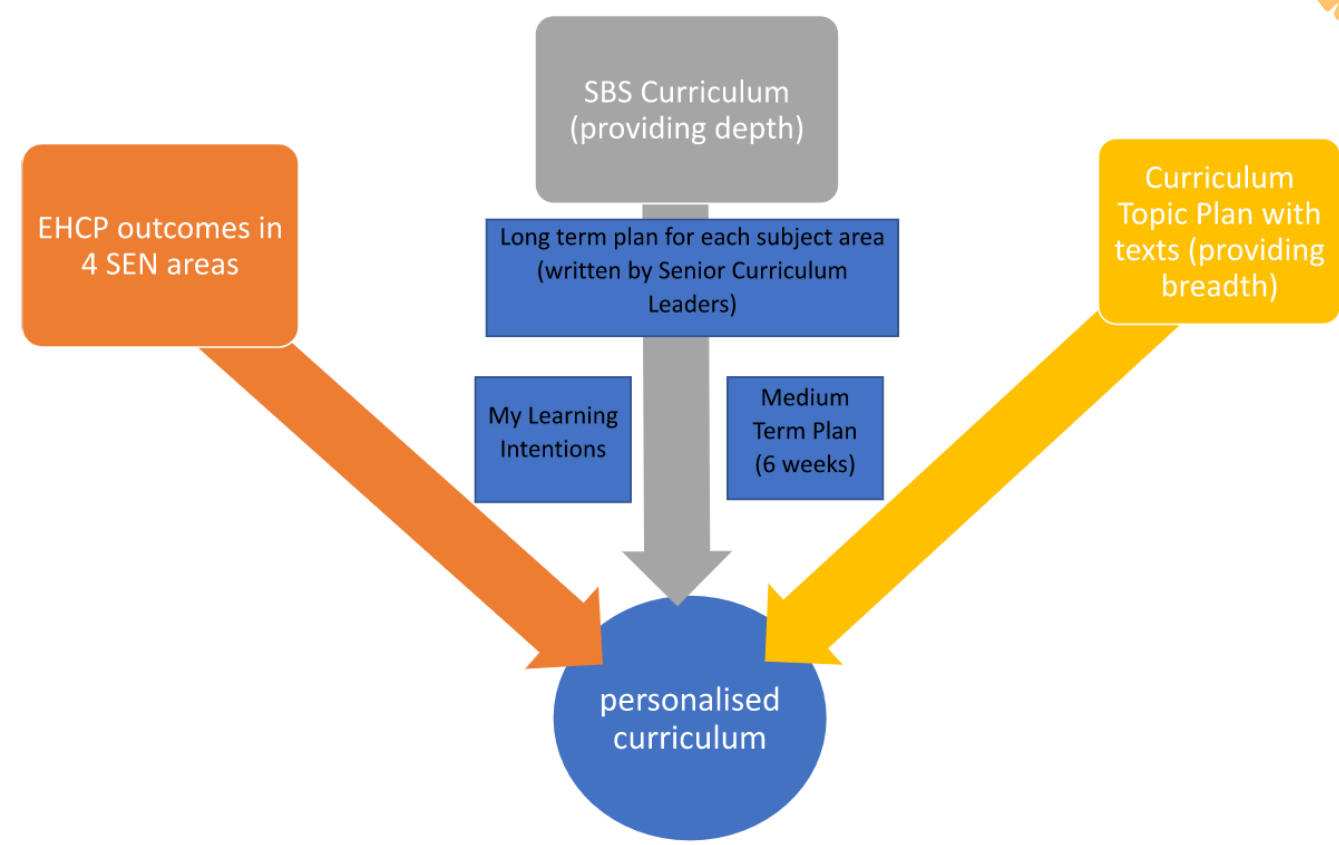
We make suggestions how families can support learning at home.

At home you can help me by.....

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



# Planning for a personalised curriculum



6-week Medium Term Plan |

My Language and Literacy	My Thinking	My Social Emotional Wellbeing
My Body	Term: Topic: Text:	Understanding My World
My Creativity	UNICEF Rights Respecting Schools Award Rights of the Child Article:	



# Stone Bay School Pathways

airbnb

**The Lodge at Stone Bay**  
★ New · Kent, England, United Kingdom

Catering & Service Pathway

Independent Living in the Home Pathway

# Stone Bay School Pathways

Creative and Technology Pathway

Animal & Horticulture Pathway

Independent Living in the community

Monkton Nature Reserve

DE THE CLARK OF PETERBOROUGH & PARTNERS

TAG Pet Rescue

# Therapeutic Provision at Stone Bay

The collage features several elements:

- Music Therapy:** An illustration of a human head profile with colorful musical notes and a piano keyboard.
- Drawing and Talking:** A logo featuring two blue butterflies.
- School Dog:** A photograph of a dog lying on a carpet next to a communication board.
- Communication & Autism specialist teacher:** An illustration of two people at a table with communication icons.
- EDUCATIONAL PSYCHOLOGY:** A logo with a lightbulb inside a head profile above a stack of books.
- Rebound Therapy .org:** A circular logo with the text "INTERNATIONAL CONSULTANCY" and "FOUNDED 1972 IN THE UK".
- KENT OCCUPATIONAL THERAPY:** Large text with a central graphic of five colorful figures holding hands.
- elsa support:** A logo with a bee and the text "elsa support".
- Staff Photos:** Two photographs of women, likely staff members, one wearing glasses and a leopard print top, the other in a dark top.