

KS3 Semi-Formal Art Curriculum

Our KS3 Semi-Formal Art curriculum follows the same themes as our formal Art curriculum:

- Year 7 - Abstract
- Year 8 - Nature
- Year 9 - Man-Made

For students following the Semi-Formal curriculum, we use Art as a vehicle to help each student develop the skills they are working towards as part of their individual small step targets.

Art provides a creative, enjoyable and practical environment where students can explore, learn and develop a wide range of skills, including communication, interaction, independence, sensory regulation, fine motor skills, attention, emotional regulation, making choices and following instructions.

Students are encouraged to explore different materials, textures, colours and creative processes. Activities are often sensory and process-focused, allowing students to explore and experiment in ways that are appropriate for them. There is not always one expected finished product; what matters is the learning and progress that takes place along the way.

Students are assessed against their individual targets so that we can identify and celebrate the progress they are making.

Our aim is for students to enjoy and engage with Art while developing skills that support their wider learning, independence and EHCP outcomes.

KS3 Semi- Formal Food Technology Curriculum

Our Semi-Formal Food Technology curriculum provides students with meaningful opportunities to explore, experience and develop confidence around food in a safe and supportive environment.

A key focus of the curriculum is sensory exploration of food. Students are encouraged to explore a range of different foods using their senses – looking, smelling, touching and tasting. Through repeated, positive experiences, students are supported to become more comfortable with unfamiliar foods and to gradually develop their tolerance and willingness to explore new tastes, textures and smells.

The curriculum also helps students to develop their confidence and independence in the kitchen. Students are introduced to a range of kitchen equipment and learn to recognise and name common utensils, ingredients and foods. They have regular opportunities to practise using equipment safely and to become familiar with different areas of the kitchen and the routines involved in food preparation.

Learning is built around simple, achievable recipes and practical activities, with repetition playing an important role. Revisiting familiar foods, equipment, skills and routines helps students to build confidence, develop independence and consolidate their learning.

The Food Technology curriculum aims to help students develop positive experiences with food, build confidence and independence in the kitchen, and develop practical skills that can support them in everyday life.

KS3 Semi-Formal Design Technology Curriculum

Our Semi-Formal Design Technology curriculum provides students with practical, creative and engaging opportunities to build, design, problem-solve and develop independence.

The curriculum uses Lego Therapy and model making as key approaches to help students develop a range of skills in a structured and enjoyable environment. Through practical activities, students are encouraged to follow instructions, make choices, communicate with other and develop their ability to work independently.

Model making provides opportunities for students to explore design, construction and problem-solving. Students develop their ability to follow simple instructions, sequence tasks, use tools and materials safely, and make adjustments when something does not work as expected.

The Design Technology curriculum aims to help students develop practical skills, confidence, communication, independence and problem-solving abilities through meaningful and purposeful hands-on experiences.