



Forest Way School Curriculum Coverage Map 2026/27

	EYFS/Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Formal Curriculum	EYFS curriculum is taught through child initiated play, individual and small group tasks linked to Early Learning Goals. Learners' education is enriched by links to a rolling thematic programme termly: Prime • PSED • Communication and Language • Physical Development Specific • English • Mathematics • Understanding the world • Expressive Arts and Design In Key Stage 1, learners transition from the Early Years framework onto a Key Stage 1 format to prepare them for discrete taught sessions of core and foundation subjects: • English (x2) • Mathematics (x2) • Communication (x1) • Physical Education/ Swimming (x1) • Science (x1) • Computing/ Music (x1) • Art/ Design Technology (x1) • Personal, Social, Health and Economic (x1) • Curiosity curriculum - afternoons are taught through a 'Curiosity Curriculum' encompassing History, Geography and Religious Education.	The Key Stage 2 curriculum is taught through discrete programmes of study and cross-curricular links to a rolling termly thematic plan: • English (x3) • Mathematics (x3) • Science (x1) • Music/ Computing (x1) • History/ Geography (x1) • Personal, Social, Health and Economic (x1) • Food Technology/ Forest School (x1) • Physical Education (x2) • Swimming/ Religious Education (x1) • Art/ Design Technology (x1)	The Key Stage 3 curriculum is taught through discrete programmes of study with links to a rolling thematic plan and a focus on life skills: • English (x3) • Mathematics (x3) • Science (x1) • Computing/ Futures (x1) • History/ Geography/ Religious Education (x1) • Art/ Design Technology/ Music (x1) • Food Technology/ Life Skills (x1) • Personal, Social, Health and Economic (x1) • Physical Education/ Swimming (x2) • Forest Schools (on rotation) • Preparation for Adulthood (daily) Additional qualifications: • Arts Award	The Key Stage 4 curriculum is taught through discrete programmes of study with links to a rolling thematic plan and a focus on functional skills: • English (x3) • Mathematics (x3) • Science (x1) • Food Technology/ Life Skills (x1) • Art/ Design Technology/ Music (x1) • History/ Geography/ Religious Education (x1) • Personal, Social, Health and Economic (x1) • Computing/ Futures (x1) • Physical Education/ Swimming (x2) • Forest Schools (on rotation) • Preparation for Adulthood (daily) Additional qualifications: • Level 1 Forestry in the Community • Sports Leader Awards • Functional Skills Entry Levels 1 and 2. • Duke of Edinburgh Award • Arts Award



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The Den	EYFS and Key Stage 1 (Badgers) Learners are taught in a mixed class of EYFS, Years 1 and 2. The EYFS curriculum is taught through a play-based curriculum following a thematic learning programme which is adapted to meet the interests and needs of the students. Learners complete individual and small group tasks linked to Early Learning Goals. Learners In Key Stage 1 follow the same rolling thematic programme but will access more formal teaching and complete individual and small group work tasks. The learners follow the National Curriculum which is adapted for individual needs: • English (x3) • Mathematics (x3) • Physical Education/ Swimming (x2) • Music/ Food Technology (x1) • Art/ Design Technology (x1) • Personal, Social, Health and Economics (x1) • Life Skills/ Forest School (x1) • Religious Education/ Computing (x1) • Geography/ History (x1) • Science (x1) Learners also access therapies and interventions weekly. Learners have access to a quiet working room and sensory room which is used to develop interaction and communication skills.	Key Stage 2 (Bears) Learners are taught in a mixed age class of Years 3,4,5 and 6. The learners follow an adapted version of The National Curriculum which is tailored to meet individual needs: • English (x3) • Mathematics (x3) • Science (x1) • Computing/ Religious Education (x1) • Music/ Food Technology (x1) • Physical Education/ Swimming (x2) • Personal, Social, Health, Economics (x1) • Life Skills/ Forest School (x1) • Art/ Design Technology (x1) • History/ Geography (x1)
Post-16	Learners in Post 16 access three different pathways matched to their learning needs to ensure they are accessing a challenging but achievable curriculum. These pathways are flexible and students can cross over if they need to. The pathways are: Life Choices, Life Skills, and Vocational. These pathways encompass a variety of life skills-based work, accredited courses and access to the National Careers Strategy which is assessed through the Gatsby Benchmark. Learners at all developmental stages are preparing for adulthood.	



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	Pathway 1: Emerging skills (Life Choices)	Pathway 2: Consolidating skills (Life Skills)	Pathway 3: Mastery of skills (Vocational)
	- Sensory English (x1) - Cognition and learning (x4) - Personal, Social, Health and Economics (x2) - Communication skills (x1) - Community skills (x1) - Physical Education (x2) - Enrichment (x3) - Religious Education workshops (throughout the year)	- Functional mathematics (x2) - Functional English (x2) - Communication (x1) - Science, Technology, Engineering and Mathematics (cook an eat) (x2) - Personal, Social. Health and Economics (x1) - Physical Education (x2) - Community Skills (x2) - Futures (x1) - Life Skills (x1) - Religious Education workshops and community visits (throughout the year)	- Functional mathematics (x2) - Functional English (x2) - Functional speaking and listening (x1) - Science, Technology, Engineering and Mathematics (Cook & Eat) (x2) - Personal, Social. Health and Economics (x1) - Leisure centre/ local gym visits (x2) - Community skills (x2) - Futures/ enterprise (x2.5) - Life Skills (x1) (embedded throughout the curriculum) - Religious Education workshops and community visits (throughout the year)
Non Subject Specific Learners (NSSL)	Our NSSL curriculum aimed at learners working on the Life Choices pathway and focuses on holistic development, building essential skills and providing enriching experiences tailored to individual needs. Learning is underpinned by communication, interaction, switch use, motor skills (fine and gross), and sensory exploration, which are integrated across all activities. Core Areas: Communication and Interaction: Developing receptive and expressive communication skills through various means, including intensive interaction where appropriate. Sensory Exploration: Engaging with the world through sensory experiences, fostering awareness and understanding. Physical Development: Enhancing gross and fine motor skills through Physical Education, swimming, dance massage, and individual physiotherapy/ postural management. Cognition and Learning: Building early science and mathematical skills, alongside developing digital literacy through computing and switch work. Developing awareness and exploration; control and early problem solving; sequence and pattern, and object permanence. Social, Emotional and Mental Health: Fostering self-awareness, social skills, and emotional well-being through Personal, Social, Health and Economics education, aromatherapy massage and relaxation. This curriculum is flexible and responsive to the individual needs and learning styles of each learner, ensuring a stimulating and meaningful educational journey. Although learners on the NSSL curriculum are not working at subject specific level, staff use the lesson names when completing Tapestry observations so parents and the wider community can understand the context of the learning. Additionally this means subject leaders can find the related work during monitoring and evaluation.		



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Subject-Based Experiences:

- **Communication and Language/ Literacy:** Developing communication, early literacy and expressive skills.
- **Tac Pac:** A sensory communication resource using touch and music.
- **Sensory story packs:** An interactive way to convey the benefits of narrative through sensory experiences.
- **Mathematics:** Exploring early mathematical concepts and problem-solving.
- **Early Science Skills:** Investigating the world through observation and simple experiments.
- **Computing and Switch work:** Developing digital literacy and control.
- **Aromatherapy, Massage and Relaxation:** Promoting well-being and sensory awareness.
- **Physical Education/ Swimming/ Dance Massage:** Encouraging physical activity and developing motor skills. Exploring movement, touch, and expression.
- **Personal, Social, Health and Economics:** Learning about personal, social, health, and economic well-being.
- **Religious Education/ Celebration Workshops:** Exploring different beliefs, values, and cultures through various activities.
- **Humanities:** Learning about the world around us, including history and geography.
- **Music:** Engaging with sounds, rhythm, and musical expression.
- **Art / Design Technology:** Exploring creativity through different materials and techniques.
- **Forest Schools:** Learning and exploring in an outdoor environment.
- **Gardening:** Developing practical skills and an understanding of nature.
- **Trips and Community Skills:** Building independence and participation in the community through trips and practical experiences.
- **Futures (from KS3 onward):** Exploring possibilities for our future and developing relevant skills.

Post 16:

Building upon prior learning learners in Post 16 continue to work on the NSSL curriculum with a focus on life skills, independence, and enrichment. Additionally, they explore:

- **Music and Drama:** Developing creative expression and communication skills.
- **Art and Culture:** Exploring individual artistic expression and developing their cultural understanding.
- **World Around Us:** Broadening knowledge of the local and global community.

All learning and activities are underpinned by the development of communication and interaction, the effective use of switches, the refinement of fine and gross motor skills, and sensory exploration. It is imperative that opportunities to foster these skills be incorporated into all sessions.

The nature of how our Non-Subject Specific Learners experience this curriculum leads to cross-over in most areas. Topics and themes for each Key Stage are taken from appropriate curriculum maps to provide a theme and context for lessons.



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		<u>Communication and Interaction</u>	<u>Cognition and Learning</u>	<u>Sensory and Physical</u>	<u>Social, Emotional and Mental Health</u>	<u>Enrichment</u>
		English Tac Pac (Intensive Interaction – short sessions for those whom it is appropriate on individualised timetable)	Mathematics Early Science Skills Computing and Switch work (Use of technology in other sessions)	Aromatherapy Massage and Relaxation Physical Education/ Swimming Dance Massage Individual physiotherapy/ postural management for those learners who have a programme from physiotherapy.	Personal, Social, Health and Economics Life/ Community Skills from Key Stage 3 onwards. Trips	Religious Education/ Workshops Humanities Music Art / Design Technology Forest Schools Gardening Futures Post 16: Music and Drama Art and Culture World Around Us

Enrichment		
After school clubs	Trips and Visits	Therapies
• Athletics • Multi-sports • Forest School • Parent swim • Arts and crafts • Drama and dance	• Community skills • Volunteering in our community • Futures visits • Independent travel • Warwick Castle • Twycross Zoo • Visiting speakers	• LEGO therapy • ELSA • Music communication and interaction • Art Communication and interaction • Aromatherapy • Sensory circuits • Therapy dog • Forest School nurture • Speech and Language Therapy • Occupational Therapy

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