

Riverbank Curriculum

2016-2018

At Riverbank Academy we have 3 curriculum areas - a pre-formal curriculum, a semi-formal curriculum and a formal curriculum.

Pre-formal Curriculum

Our pre-formal curriculum is accessed by our PMLD/SLD students that are working within the lower P scales (P1-P3). Their curriculum is experiential and sensory based and the diagram outlines the types of learning that goes on in their classrooms.

Semi-formal Curriculum

Our semi-formal curriculum is accessed by our CLDD/SLD students that are working in the upper P scales (P4-P8). This curriculum follows a thematic approach where subject areas focus on a theme to excite and engage our students in learning. For example, when studying WW1 our students built a trench in forest school; made a meal from rations in food technology and wrote a letter to a family member back home in English.

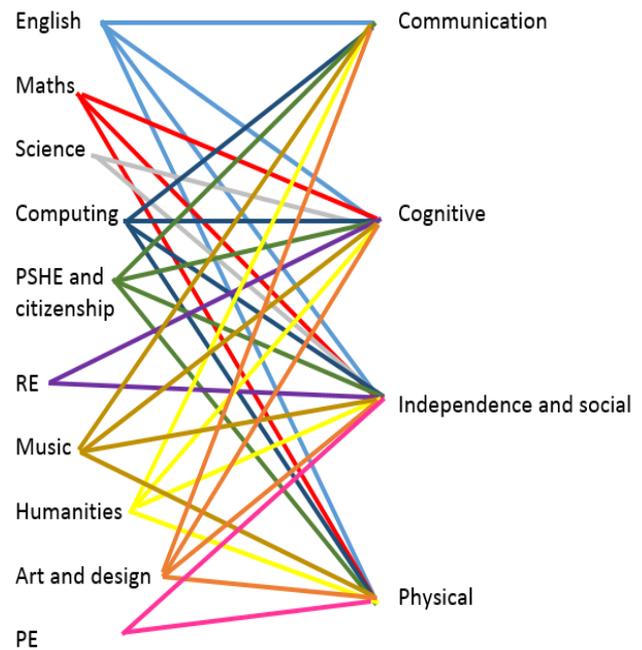
Formal Curriculum

Our formal curriculum is accessed by our MLD students that are working within the national curriculum levels (P11-P18). They also follow a thematic curriculum that provides a blend of academic and life skill experiences, building strong foundations to secure positive future destinations when they leave school.

Accreditation

By the end of year 11 we aspire for all our students to achieve either entry level, level 1, level 2, and GCSE qualifications. We offer a vast amount of accredited programmes and aim to find the right qualification for each student to help them achieve their full potential. We treat every student as a unique individual which is why we offer a diverse, developing and innovative curriculum.

Riverbank Pre-formal curriculum map



Inclusion at Riverbank

*Information taken directly from Section 4 DfE Secondary Curriculum Framework
Published December 2014*

Setting suitable challenges

4.1 Teachers **should set high expectations for every pupil**. They should plan stretching work for pupils whose attainment is significantly above the expected standard. **They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds**. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils

4.3 A wide range of pupils have special educational needs, many of whom also have disabilities. **Lessons should be planned to ensure that there are no barriers to every pupil achieving**. In many cases, **such planning will mean that these pupils will be able to study the full national curriculum**. The SEN Code of Practice includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice outlines what needs to be done for them.

4.4 With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. **Teachers must plan lessons so that these pupils can study every national curriculum subject**. Potential areas of difficulty should be identified and addressed at the outset of work.

The following sections of this document outline how Riverbank tailors its curriculum around the aims of the Secondary national curriculum to support our students in achieving their full potential...*and beyond!*

Mapped Against the DfE Curriculum Framework Published December 2014

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

What does this look like at Riverbank?

Pre-formal:

Our pre-formal curriculum ensures learners working at the earliest stages have sensory opportunities mapped to their individual needs and next steps. Experiences are repeated regularly to allow students to develop familiarity and feel confident to interact. Communication is present throughout the curriculum and school environment using the students preferred communication methods. Students will regularly experience sensory stories linked to our thematic curriculum as well as role-play activities, resonance boards and sensory massage.

Semi-formal:

In semi-formal classes, every week students in Key Stage 3 have lessons on phonics/reading and spelling patterns according to their need following the letters and sounds programme. They will also have a lesson on developing their written work through 'Big Write' sessions. This will include clear objectives to improve sentence structure using vocabulary, connectives, openers and punctuation.

Key Stage 3 students will also have 2 lessons working within a themed curriculum to engage, develop, innovate and express their English skills in a variety of reading, writing, speaking and listening activities.

In Key Stage 4 students will use the skills learnt to work towards the OCR Progression tests from Entry Level upwards or the OCR Entry Level tests according to individual progress and need. They continue to work on reading, spelling, writing, speaking and listening tasks through a range of literature and language activities across non-fiction and fiction texts.

Mapped Against the DfE Curriculum Framework Published December 2014

What does this look like at Riverbank?

Formal:

In formal classes every week students in Key stage 3 will also work on a themed curriculum, having the opportunity to work more independently on their spoken and written language. They will learn how to plan and draft writing before completing so that they produce clear and coherent pieces of writing which are accurate in punctuation and grammar. They will learn how to develop their skills adapting their language and style in and for a range of contexts, purposes and audiences.

In Key Stage 4 students will use the skills learnt to work towards the OCR Progression tests from Entry Level to Level 1 and 2 or work towards the WJEC GCSE Language exam.

This involves reading, identifying and interpreting information from a variety of texts and comparing writer's ideas. In writing students will learn how to communicate clearly and imaginatively in different styles for a variety of purposes. In speaking and listening tasks they will listen and respond to spoken language and use spoken English in presentations.

Mapped Against the DfE Curriculum Framework Published December 2014

The national curriculum for Maths aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

What does this look like at Riverbank?

Pre-formal:

Our pre-formal curriculum ensures learners working at the earliest stages have sensory opportunities mapped to their individual needs and next steps. Experiences are repeated regularly to allow students to develop familiarity and feel confident to interact. Maths is present throughout the curriculum, such as making shapes or different quantities in messy play or making sound patterns on the resonance boards. We develop object permanence and a sense of ourselves in space through massage and movement activities, including rebound therapy and hydrotherapy. We have a number song each term which we repeat weekly using sensory resources to experience the use of numbers and the vocabulary of more and fewer.

Semi-formal

In semi-formal classes students will have maths experiences everyday with clear learning objectives mapped against their stage of learning. Learning will be broken into blocks and follow a sequence allowing students to consolidate and build on their learning lesson by lesson encouraging retention and learning for meaning.

Problem solving and reasoning will take place through practical and concrete experiences and scenarios allowing for students to fully understand how the mathematical concept they are learning about links to their own life and experiences.

Students will focus on the key mathematical areas of number, shape, measure and data handling which supports the learning underpinned in KS4 entry level mathematics.

Formal:

Formal classes follow a clear sequence of learning that follows the following areas of mathematics - number and place value, addition and subtraction, multiplication and division, fractions, shape, measures, data handling, position and movement. This follows a cyclical pattern with areas being visited three times in an academic year. Through these topics students are required to use a range of mathematical concepts and a breadth of mathematical language. Through these topic areas they will have the opportunity to solve 'real life' problems and use reasoning, choice and discussion to find the answer to a range of problems.

This KS3 curriculum provides a solid foundation for the KS4 Level 1 NCFE qualification which requires students to demonstrate an understanding of – whole number, fractions, decimals and percentages, measures, shape, money and statistics.

Mapped Against the DfE Curriculum Framework Published December 2014

The national curriculum for Science aims to ensure that all pupils:

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

What does this look like at Riverbank?

Pre-formal:

Our pre-formal curriculum ensures learners working at the earliest stages have sensory opportunities mapped to their individual needs and next steps. Experiences are repeated regularly to allow students to develop familiarity and feel confident to interact. Science is incorporated into the cognitive curriculum and is linked to our theme. We use sensory resources to experience scientific concepts like colour, light and movement. We have adapted resources to support students' access to science such as touch screen computers and switch operated toys. We try to use trips and outings as much as possible to help students' engage in real experiences.

Semi-formal

Through a thematic curriculum students explore biology, chemistry and physics. With support they explore real life scenarios and problem solving using science. Wherever possible they link scientific knowledge with themselves and their own world to embed and make learning meaningful. With support they explore how Science is used in the real world and how its helps us.

Formal:

In KS3 students learn about the key concepts of biology, chemistry and physics using a thematic curriculum to ensure learning is connected to a real world concept and embed learning. Students use a variety of scientific language and have the opportunity to solve problems and discuss their findings. They make hypotheses and with support where necessary plan investigations and fair tests to find answers. They present their findings in a variety of different ways. Students explore how Science is used and its implications.

Riverbank PSHCE Curriculum

Mapped Against the DfE Curriculum Framework Published December 2014

The national curriculum for citizenship aims to ensure that all pupils:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.
- **RIVERBANKS AIM:** *To support the social, moral, spiritual and cultural development we aim to 'equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.' We ensure that students have 'a sound coverage of personal safety, drugs education, financial education, sex and relationships education and an understanding of the importance of physical activity and diet for a healthy lifestyle to prepare students for the opportunities, responsibilities and experiences of later life.'*

What does this look like at Riverbank?

Pre-formal:

Our pre-formal curriculum ensures learners working at the earliest stages have sensory opportunities mapped to their individual needs and next steps. Experiences are repeated regularly to allow students to develop familiarity and feel confident to interact. The PSHCE curriculum is predominantly focused on self-awareness and independence at this stage, supporting learners to do as much for themselves as possible. Personal care and mealtimes are key opportunities to develop self-help skills and form a large part of the curriculum. Students' develop body awareness through physical activities, such as rebound therapy. They are encouraged to recognise familiar people and respond appropriately. Communication is present throughout the curriculum and school environment using the students preferred communication methods.

Semi-formal

At KS3: A 3 year course broadly paralleling the formal curriculum; including the topics of Is it Good for Me? My Body, My Friends. Money and Jobs. My Choices. My Rights. Moving Home. Enterprise. Community. Environment. Healthy Body. Safety.

At KS4: A 2 year Entry Level exam course following the AQA PSE 5800 syllabus; covering the topics of Action Planning. Drugs. Sex and Relationships. Personal Safety. Emotional Wellbeing. Personal Finance and Healthy Lifestyles. Year 10 also study a Citizenship course covering the topics of Democracy and Law. Rights and Responsibilities. Diversity. The Environment.

Riverbank PSHCE Curriculum

Mapped Against the DfE Curriculum Framework Published December 2014

What does this look like at Riverbank?

Formal:

At KS3: A 3 year course including the topics of Drugs. Sex and Relationships. Personal Finance. Democracy and Law. Human Rights. Refugees and Migrants. Enterprise. Community. Sustainability. Health and Hygiene. Personal Safety.

At KS4: A 2 year exam course at Entry Level and Above following the AQA PSE 5800 syllabus; covering the topics of Action Planning. Drugs. Sex and Relationships. Personal Safety. Emotional Wellbeing. Personal Finance and Healthy Lifestyles.

Year 10 also study a Citizenship course covering the topics of Democracy and Justice. Rights and Responsibilities. Identity and Diversity. Sustainability.

Year 11 complete their year by studying Risks and Risk Management – allowing a recap and review of their AQA course and looking towards the challenges they will face Post 16.

At KS5 students study work-related AQA units as well as a range of tailored courses designed to build on their Life Skills.

Riverbank Computing Curriculum

Mapped Against the DfE Curriculum Framework Published December 2014

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

What does this look like at Riverbank?

Pre-formal:

Our pre-formal curriculum ensures learners working at the earliest stages have sensory opportunities mapped to their individual needs and next steps. Experiences are repeated regularly to allow students to develop familiarity and feel confident to interact. Use of technology across the curriculum is vital to support access and communication skills, such as switches and touch screen devices. Facilities like the sensory room help students to learn they have control over the environment and develop a sense of cause and effect.

Semi-formal

In the semi formal curriculum students explore programming, logic, problem solving and algorithms through practical opportunities such as beebots, programmes and apps on the iPad such as Lightbot, Isle of Sound and Daisy the Dinosaur where they learn that actions have consequences and choices can be made to produce results. They will use computer programmes such as 2graph and 2sequence to present data and information. They will pick from a limited choice which apps or programmes will be best to complete a task or solve a problem. They use programmes such as 2publish, 2animate or 2paint to present information and ideas to an audience for a purpose. They will complete a unit of work on internet safety appropriately differentiated for their needs.

Formal:

Students will use ICT programmes and packages such as Scratch and 2code to explore and learn about algorithms and programming in a real life sense. They will use these programmes to solve problems and complete tasks set for them by their teacher – allowing them to evaluate and discuss what they have used and what and the advantages and disadvantages they found with their choices. They will learn to use the Microsoft Office software to support them in later life after having a solid start using the 2 programmes. They will complete and AQA unit or equivalent on internet safety and using computers responsibly.

Riverbank Art and Design Curriculum

Mapped Against the DfE Curriculum Framework Published December 2014

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

What does this look like at Riverbank?

Pre-formal:

Our pre-formal curriculum ensures learners working at the earliest stages have sensory opportunities mapped to their individual needs and next steps. Experiences are repeated regularly to allow students to develop familiarity and feel confident to interact. Art and messy play are key elements of the sensory curriculum. The emphasis will always be on the process not the product. Students' start to develop sensory awareness and discrimination, showing preferences for one texture or temperature over another. It also supports physical development, through reaching and stretching or making finger patterns.

Semi-formal

Through a thematic approach students will explore a range of media and techniques to create a range of individual and collaborative artworks. This will include – drawing, painting, collage and sculpture. They will explore the work of other artists and, with support, give opinions. They will display their work and with support discuss what they like and dislike.

Formal:

Through a thematic approach in KS3 students will explore a range of media and techniques to create a range of individual and collaborative artworks. This will include – drawing (observational, imaginative etc.), painting (watercolours, acrylics, colour mixing, shades and tints), collage and sculpture (clay, abstract, natural forms). They will explore in depth the work of famous artists, for example Andy Goldsworthy, and give detailed opinions on their works. They will use sketch books to plan and evaluate their work and as a store of creative ideas.

Riverbank Geography Curriculum

Mapped Against the DfE Curriculum Framework Published December 2014

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

What does this look like at Riverbank?

Semi-formal

Students will use maps, atlases, globes and interactive opportunities such as google maps to explore their local area. They will explore the local area and amenities through trips and experiences. They will discuss where they live and the United Kingdom and use this as an opportunity to compare and contrast with other countries and with support will use some geographic language. They will begin to discuss changes in weather and climate and use their knowledge of other countries to support this.

Formal:

At KS3 students will build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field. They will identify the United Kingdom as well as other countries of birth, places they have visited and other known countries and discuss similarities and difference in climate and other geographical features. They will use field work in the local area to support their understanding of maps. They will complete in depth comparison between the UK and a region of Africa and Asia in line with the KS3 national curriculum and present their information in a variety of ways. Students will link with Forest Schools where possible to make learning meaningful and purposeful.

Riverbank History Curriculum

Mapped Against the DfE Curriculum Framework Published December 2014

The national curriculum for History aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic,

What does this look like at Riverbank?

Semi-formal

Students will explore and use the words past, present and future looking at their own lives and then spreading out to the world around them. They will explore how the past is different to the present day and, with support, talk about how life might be different in the future.

Formal:

Students in KS3 will explore a variety of different time periods and historical events and explore them using first and second hand sources. They will use devices such as timelines to discuss where these events and time periods took place and link them through their historical knowledge. They will compare and contrast different time periods with each other and also the present day. They will discuss and learn about key historical moments, such as the civil rights movement, and discuss how these events have shaped and changed the world they live in.

Riverbank Music Curriculum

Mapped Against the DfE Curriculum Framework Published December 2014

The national curriculum for Music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

What does this look like at Riverbank?

Pre-formal:

Our pre-formal curriculum ensures learners working at the earliest stages have sensory opportunities mapped to their individual needs and next steps. Experiences are repeated regularly to allow students to develop familiarity and feel confident to interact. Music is a vital part of the curriculum, supporting communication and development of rhythm. We will use call and response activities to encourage 2-way communication exchanges, resonance boards to develop awareness of a beat, and switch activities to allow students to make their own music.

Semi-formal

In KS3 students listen to a range of different styles of music and with support attempt to imitate and give examples. They explore music from different places and the world and with support express how it makes them feel and what they enjoy or do not enjoy. They explore a variety of different musical instruments and use ICT with support to record their own sounds. In KS3 students work towards the Arts Award Certificate Discover with opportunities to complete the Explore certificate if appropriate.

Formal:

In KS3 students work towards the Arts Award Certificate Explore. Students listen to and experience music from different historical periods, genres, styles and traditions, including the works of the great composers and musicians. They link this with their thematic curriculum allowing learning to be embedded and meaningful. They explore sounds and music through their own voices and a range of instruments, including digital technology. They begin to compose their own pieces using basic scores. They use a range of different musical vocabulary and explore pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations with differentiation and support.

Mapped Against the DfE Curriculum Framework Published December 2014

The national curriculum for PE aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

What does this look like at Riverbank?

Pre-formal:

Our pre-formal curriculum ensures learners working at the earliest stages have sensory opportunities mapped to their individual needs and next steps. Experiences are repeated regularly to allow students to develop familiarity and feel confident to interact. PE is based around the 'Move' programme, using our theme to encourage students to take control of their bodies and make different shapes and movement. We have weekly hydrotherapy and rebound therapy sessions to help students access their entitlement of physical activities which raise their heart rate. The physiotherapist will support with individual plans.

Semi-formal

In KS3, pupils will have opportunities to experience a wide range of sports and activities including badminton, basketball, cricket, football, hockey, netball, rounder's, tennis and trampoline. Pupils will also enjoy communicating, collaborating and competing with each other. They will also develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. All pupils in KS3 will have the opportunity to participate in different water based activities in our hydrotherapy pool.

Formal:

In KS4, pupils will become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. Pupils will have the opportunities to take part in sports such as badminton, basketball, cricket, football, hockey, netball, rounder's, tennis and trampoline.

In KS4, pupils will have the opportunity to work towards a BTEC Sport and Active leisure Entry 3/Level 1 certificate. It is a two year course, where pupils develop their knowledge and understanding of the sport and active leisure industry.

Riverbank Design and Technology Curriculum

Mapped Against the DfE Curriculum Framework Published December 2014

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

What does this look like at Riverbank?

Pre-formal:

Our pre-formal curriculum ensures learners have sensory opportunities mapped to their individual needs. Experiences are repeated regularly to allow students to develop self-esteem and confidence, social skills, motivation skills, language and communication skills, physical skills and knowledge and understanding of the world. Activities are based around sensory play including group games to build relationships with their peers. Playing musical instruments, listening to different sounds also designing and creating their own instruments using a selection of tools. It is also about the child as a whole, their approach to learning and especially about their self-esteem. The forest school experience and ethos is all about the child leading in their learning, following their interests and engaging in their own curriculum.

Semi-formal

Many of the outcomes can easily be mapped across to a curriculum, and forest school sits well with the EYFS and National Curriculum. The approach of small achievable tasks and a focus on the process rather than the end product helps develop the child's personal, social and emotional development. Tasks can be based around creative arts and design, physical development or understanding the world.

Forest school can also be linked into the classroom to support class based activities or themes. For example, children could be drawn into an animal world story in forest school and use their imagination to build an animal habitat or city. They could design an animal home and make their design using tools which have been demonstrated how to use safely under supervision by the forest school leader. They could write stories based on their animal world or draw and paint giant art pictures. They could make story sticks in forest school and then use them to support their work in the classroom. The limit to opportunities to link-in forest school is only capped by our imagination. Students learn about fire management and how to stay safe around fire. They work in small groups to boil water using a Kelly kettle and use simple food recipes to cook on a camp fire.

Formal:

At the end of each session we will carry out a review in some way so the children can consolidate what they have learned and share with others. Also, at the start of a session we will review what has been covered previously so children can get a good sense of their progress, build on their confidence and have a good starting point for each session. Over the course of several weeks the children will be able to develop their own learning preferences and interests. In time, they should become independent and confident learners. Full of knowledge, understanding and skills to make a wide range of objects using a selection of many tools.