



Apple Tree Farm Services CIC

Curriculum Framework

Growing Confidence, Independence and Futures

**A Therapeutic, Child-Centred Curriculum for Children and Young People
Aged 5–25 Years**



The Golden Thread

Across every aspect of the Apple Tree Farm curriculum, learning is intentionally connected. A single activity, such as preparing feed for the animals can simultaneously develop literacy (reading instructions), numeracy (measuring quantities), science (nutrition), communication (working with peers), emotional regulation (routine and responsibility), practical skills (safe handling), and preparation for adulthood (time management and accountability). This integrated approach ensures that every meaningful experience contributes to the learner's overall development while maintaining the personalised, therapeutic ethos that defines Apple Tree Farm Services CIC.

Our Vision

Growing confident, capable and connected young people through therapeutic relationships, meaningful experiences and learning in nature.

Our vision is to create an environment where every child feels safe enough to learn, valued enough to contribute and confident enough to realise their potential.

We believe education should never be defined solely by academic attainment. True success includes developing confidence, resilience, emotional wellbeing, independence, curiosity, healthy relationships and a sense of belonging.

At Apple Tree Farm Services CIC we aspire to ensure every child leaves us with:

- ★ greater confidence in themselves;
- ★ improved emotional wellbeing;
- ★ stronger relationships with trusted adults and peers;
- ★ increased independence;
- ★ practical life skills;
- ★ improved literacy and numeracy through meaningful experiences;
- ★ recognised achievements through AQA Unit Awards where appropriate;
- ★ increased readiness for education, employment or adulthood; and
- ★ renewed belief that they can learn and succeed.



We aim to nurture children who understand their strengths, recognise their value within their communities and possess the confidence to take positive next steps in education, employment and life.

Our Values

Everything we do is guided by our core values, which underpin every interaction, every learning experience and every decision made within our provision.

Relationships First

- ❖ We believe trusting relationships provide the foundation upon which all learning is built.

Child-Centred Practice

- ❖ Every child is unique. We adapt our provision to meet individual strengths, interests and needs rather than expecting children to fit predetermined educational models.

Compassion

- ❖ We approach every child with empathy, acceptance and understanding, recognising that behaviour often reflects communication, unmet need or previous experiences.

Respect

- ❖ Every individual deserves dignity, inclusion and the opportunity to have their voice heard.

Curiosity

- ❖ We encourage curiosity about the world, about others and about ourselves. We model professional curiosity in safeguarding and foster inquisitive learning in children.

Growth

- ❖ Progress looks different for every learner. We celebrate small steps alongside significant achievements.

Community

- ❖ We believe children flourish when they experience belonging, contribution and meaningful participation within their communities.

Independence

- ❖ Our aim is to equip children with the confidence and practical skills needed for adulthood.



Who We Support

Apple Tree Farm Services CIC supports children and young people aged 5 to 25 years with a wide range of additional needs, vulnerabilities and educational barriers.

Many learners have:

- Autism Spectrum Condition (ASC)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Social, Emotional and Mental Health (SEMH) needs
- Emotionally Based School Avoidance (EBSA)
- Trauma and adverse childhood experiences
- Anxiety disorders
- Sensory processing differences
- Learning disabilities
- Physical disabilities
- Attachment difficulties
- Communication differences
- EHCPs or are undergoing assessment
- Histories of exclusion or disengagement from education

Some children attend alongside mainstream education, while others access Apple Tree Farm Services CIC as part of an alternative provision package or as their temporary educational placement.

Regardless of their starting point, every learner receives an individualised programme that combines therapeutic support, personalised education and practical experiences to promote positive outcomes.

Our Curriculum

This framework sets out our vision for learning and development, explaining how we support children and young people to grow academically, socially, emotionally and practically through meaningful experiences in a therapeutic farm environment.

Our curriculum has been designed specifically for children and young people whose educational journeys have often been interrupted by anxiety, trauma, neurodivergence, disability, emotionally based school avoidance (EBSA), social, emotional and mental health (SEMH) needs or other barriers to learning. Many of our learners arrive having experienced repeated failure, exclusion or significant challenges within traditional educational settings. For others, mainstream education has simply been unable to meet their individual needs.



At Apple Tree Farm Services CIC, we believe that learning begins with relationships. Before children can develop academically, they need to feel emotionally safe, understood and valued. Our curriculum is therefore built upon secure relationships, therapeutic practice, nature-based experiences and personalised learning.

We do not separate wellbeing from education; we recognise that they are fundamentally interconnected. Emotional regulation, confidence, communication, resilience and self-belief are not additional outcomes, they are essential foundations for lifelong learning.

Learning takes place through authentic experiences. Caring for animals, growing vegetables, preparing meals, creating artwork, building projects, exploring woodlands, cooking, conservation and community participation all become opportunities to develop literacy, numeracy, communication, problem-solving and independence.

Every child follows an individual learning journey. While no two journeys are identical, all are underpinned by the same curriculum framework, ensuring progression across therapeutic development, academic learning, life skills and preparation for adulthood.

This framework explains what children learn, how they learn and why our approach enables many children to succeed where traditional educational environments have not.

Why Our Curriculum is Different

Our curriculum has not been designed by asking: **"What should children learn today?"**

Instead, we begin by asking: **"What does this child need in order to learn?"**

Traditional curriculums often assume that children are emotionally ready to engage with structured learning. Many of the young people attending Apple Tree Farm Services CIC are not.

- Some arrive overwhelmed by anxiety.
- Some have lost trust in adults.
- Some have experienced repeated educational failure.
- Others are navigating complex neurodevelopmental differences or the effects of trauma.

For these learners, emotional safety is not an additional intervention—it is the prerequisite for learning.

Our curriculum therefore begins with regulation, relationships and engagement before progressing towards increasingly complex learning experiences.

Rather than separating subjects into timetabled lessons, we integrate learning naturally through purposeful activities that have meaning and relevance to each learner.

- ✓ A child weighing feed for alpacas is learning mathematics.
- ✓ A child writing feeding instructions is developing literacy.



- ✓ A child planning a woodland project is developing science, design technology, communication and teamwork.
- ✓ A child, when caring for an anxious animal, is developing empathy, emotional regulation and responsibility.
- ✓ Learning is authentic because it happens in real contexts.

Our curriculum remains highly personalised while maintaining clear progression, ensuring flexibility never comes at the expense of ambition.

Curriculum Intent

Our curriculum intends to develop young people who are:	We intend every learner to:
• Emotionally secure • Confident communicators • Curious learners • Resilient problem solvers • Independent thinkers • Responsible citizens • Respectful of themselves, others and the natural environment • Prepared for adulthood • Curriculum Intent	• Develop confidence in their own abilities • Improve emotional regulation • Strengthen communication skills • Develop literacy and numeracy through meaningful experiences • Gain practical life skills • Understand responsibility through caring for animals and the environment • Achieve recognised outcomes through AQA Unit Awards where appropriate • Increase participation within education and community life • Leave Apple Tree Farm better prepared for their next stage of learning and adulthood

Curriculum Implementation

Our curriculum is delivered through personalised, therapeutic and experiential learning.

Teaching is responsive rather than prescriptive. Staff observe, listen, adapt and scaffold learning around children's interests, motivations and readiness.

Learning experiences are planned to combine:

- Therapeutic support
- Practical activities
- Outdoor learning
- Environmental education
- animal-assisted learning
- Literacy and numeracy
- Communication
- Creativity
- Independence
- Preparation for adulthood

Progression is supported through:

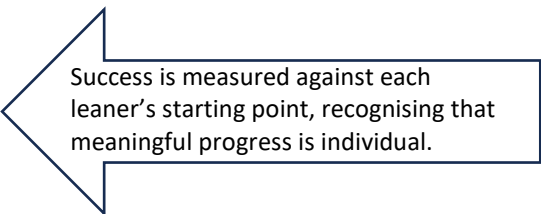
- Personalised learning plans
- EHCP outcomes where applicable
- Regular observations
- Reflective conversations
- Practical demonstrations
- AQA Unit Awards
- Photographic evidence
- Learner voice
- Family feedback
- Ongoing review

Curriculum Impact

The impact of our curriculum is measured not solely through qualifications but through meaningful improvements in children's lives.

Evidence of impact may include

- Improved attendance and engagement
- Reduced anxiety
- Increased emotional regulation
- Improved confidence
- Stronger communication
- Greater independence
- Successful reintegration into education
- Preparation for adulthood outcomes
- Practical skill development
- Literacy and numeracy progress
- Completion of AQA awards
- Positive parent and professional feedback
- Achievement of EHCP outcomes
- Improved wellbeing and quality of life



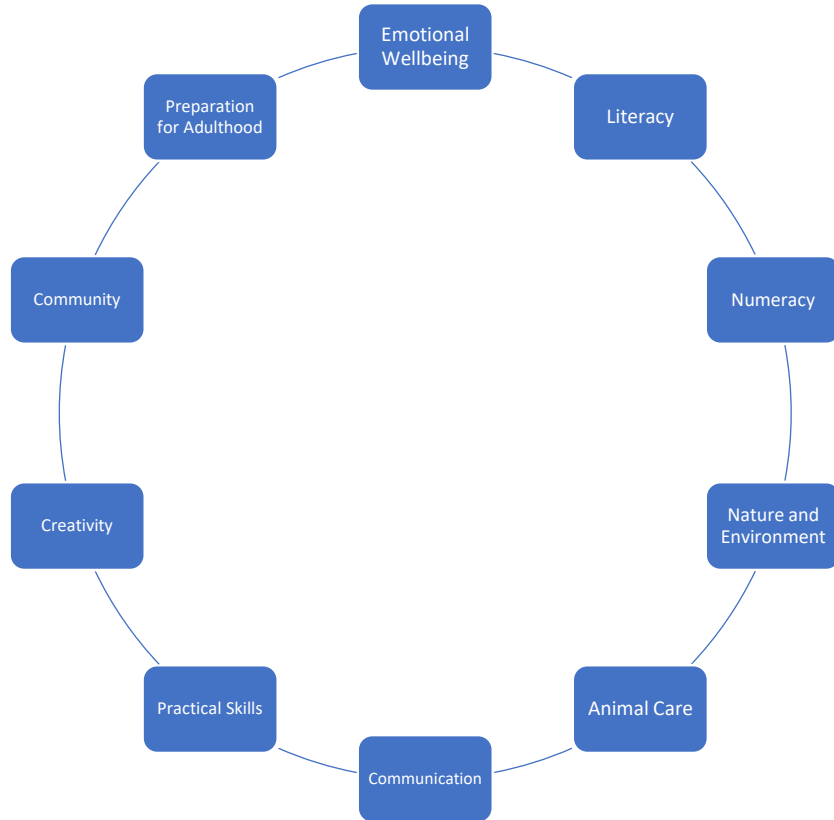
Success is measured against each learner's starting point, recognising that meaningful progress is individual.

Curriculum Drivers



Our curriculum is underpinned by ten curriculum drivers that run through every activity, every learning experience and every therapeutic interaction.

These drivers represent the knowledge, skills, behaviours and attitudes we want every learner to develop during their time with us.



Rather than existing as separate subjects, these drivers are woven together throughout daily life on the farm.



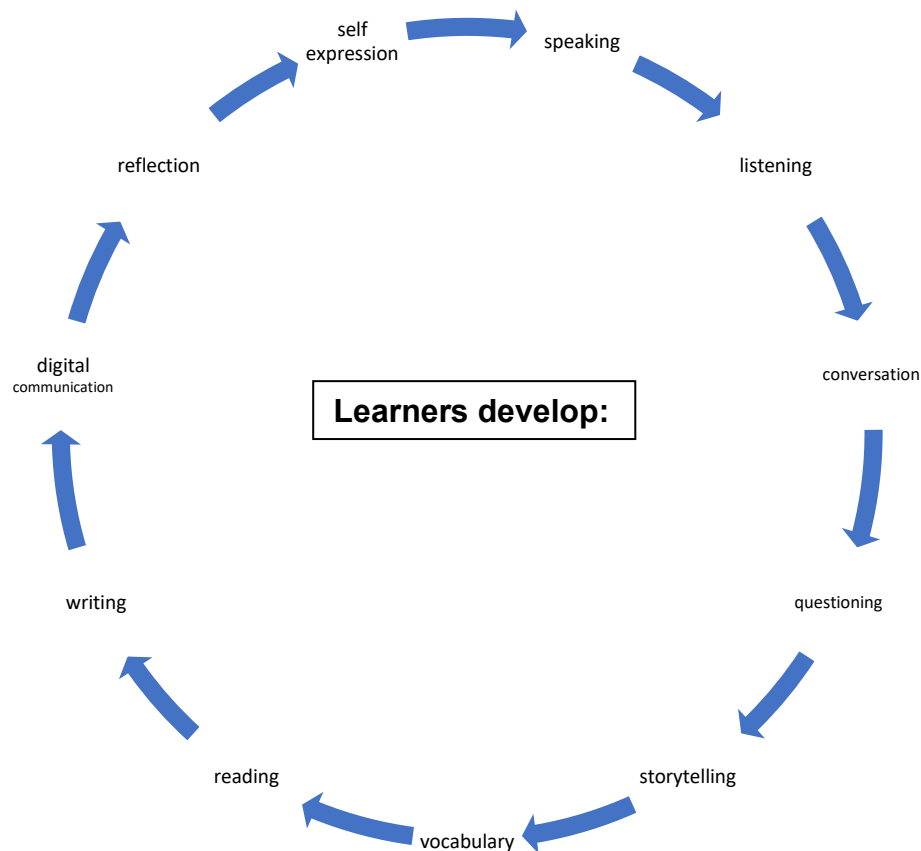
The therapeutic curriculum forms the foundation upon which all other learning is built.

Children develop:	Our therapeutic practice is informed by:
• Emotional regulation • Self-awareness • Resilience • Confidence • Healthy relationships • Self-advocacy • Problem-solving • Emotional literacy • Trust	• Attachment theory • Trauma-informed practice • PACE (Playfulness, Acceptance, Curiosity and Empathy) • Neuro-affirming approach • Sensory regulation • Relationship-based practice

Every interaction is viewed as an opportunity for learning.

Communication and Literacy

Communication is embedded throughout daily life.

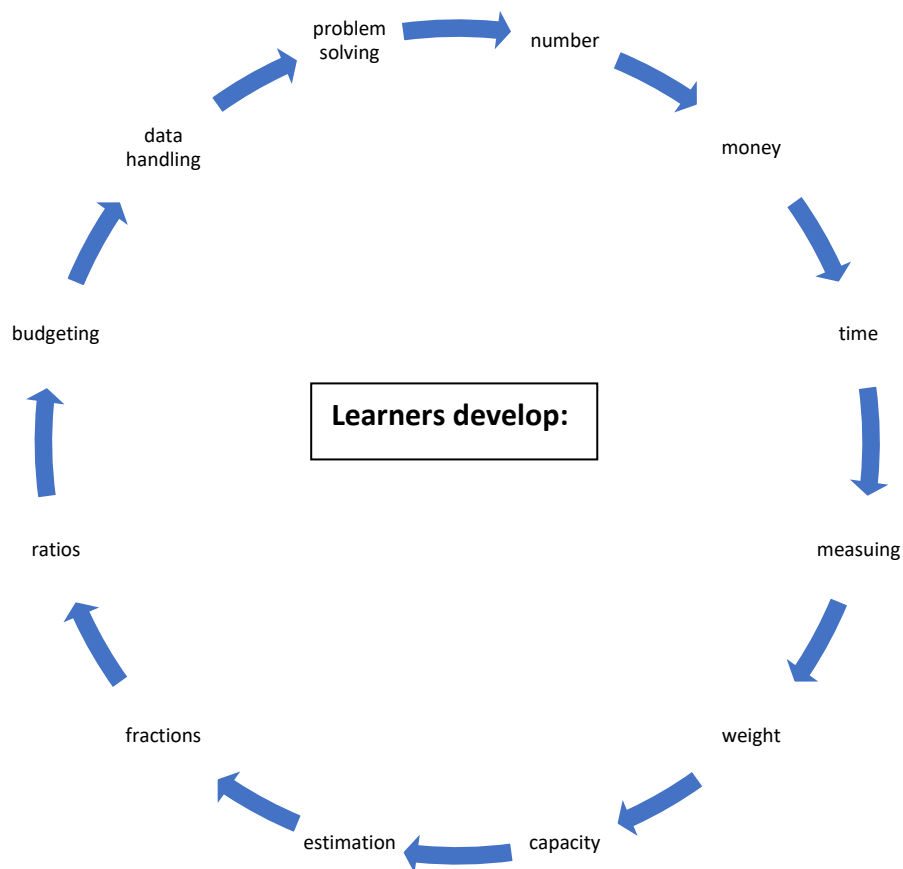


Literacy is developed through authentic tasks including recipes, animal records, shopping lists, signage, instructions, journals, maps, AQA portfolios and presentations.

Numeracy in Everyday Life

Numeracy is taught through purposeful, real-world experiences rather than isolated worksheets.

Learning occurs naturally through cooking, shopping, animal care, construction projects, gardening and enterprise activities.





Nature and Environment

The natural environment is both our classroom and our curriculum.

Children develop knowledge of:
•Ecosystems •Biodiversity •Conservation •Sustainability •Horticulture •Woodland management •Weather •Habitats •Food production •Environmental responsibilities

Learners develop respect for the natural world while understanding their role in protecting it.

Animal Care

Animals provide powerful opportunities for learning, responsibility and therapeutic development.

Children develop knowledge of:
•Animal welfare •Nutrition •Behaviour •Health •Husbandry •Biosecurity •Safe handling •Ethical care

Alongside practical skills, animal care fosters empathy, patience, observation and accountability.

Practical Skills

Children gain practical skills through purposeful tasks that promote independence and confidence.

Learners engage in:
•Cooking •Woodworking •Tool use •Gardening •Maintenance •Food preparation •Health and safety •Organisation •Planning •Problem solving

Practical learning enables children to experience success through doing.



Creativity

Creativity supports emotional expression, confidence and communication.

Learners engage:
• Visual arts • Environmental art • Photography • Sculpture • Music • Creative writing • Seasonal crafts • Storytelling • Design projects

Creative experiences encourage imagination while strengthening fine motor skills, communication and self-esteem.

Community

Children are encouraged to become active members of their communities.

Learning opportunities include::
• Volunteering • Community projects • Local visits • Enterprise activities • Teamwork • Citizenship • Environmental stewardship • Positive relationships with local organisations

These experiences help children develop confidence beyond the farm environment.

Preparation for Adulthood

Preparation for adulthood is a golden thread running throughout the curriculum.

Learning progressively develop:
• Independence • Employability Skills • Decision Making • Travel Awareness • Money Management • Cooking • Communication • Self-care • Teamwork • Leadership • Resilience • Responsibility • Self advocacy

Our aim is that every young person leaves Apple Tree Farm Services CIC better equipped to participate confidently in further education, employment, independent living and community life, whatever their chosen pathway.



Part Three – Learning

Apple Tree Farm Services CIC believes that learning is most meaningful when it is purposeful, personalised and connected to real-life experiences. Our learners do not all begin from the same starting point, nor do they all progress at the same pace. For many, success is measured not only by academic achievement but by increased confidence, emotional regulation, resilience, independence and renewed engagement with learning.

Our learning framework recognises that progress is holistic. Children develop academically alongside social, emotional and practical skills, with each area reinforcing the others. Assessment therefore focuses on individual growth and meaningful progression rather than comparison with age-related expectations alone.

11. Progression Framework

Our Approach to Progression

Progression at Apple Tree Farm Services CIC is based upon increasing confidence, competence and independence rather than chronological age or year group expectations.

We recognise that many of our learners have experienced interrupted education, anxiety, trauma or neurodevelopmental differences which may affect the pace and sequence of learning. Consequently, learners progress through experiences when they are emotionally ready rather than according to fixed timescales.

The Apple Tree Farm Progression Framework provides a consistent approach across every curriculum area while maintaining flexibility to meet individual needs.

Progression is evidenced through observation, practical application, increasing independence, learner voice, AQA accreditation and achievement of EHCP outcomes.

Universal Learning Progression

Stage	Focus	Learner Characteristics
Stage 1 – Connect	Emotional safety and engagement	Builds trusting relationships, explores the environment, engages alongside adults, develops curiosity and begins participating.
Stage 2 – Explore	Participation and confidence	Attempts new experiences, follows routines, communicates choices, develops resilience and begins solving simple problems with support.
Stage 3 – Develop	Knowledge and competence	Applies new skills with increasing confidence, demonstrates understanding, completes tasks with reduced support and reflects upon learning.



Stage	Focus	Learner Characteristics
Stage 4 – Apply	Independence and responsibility	Transfers learning between situations, plans activities, works collaboratively, solves problems independently and takes increasing responsibility.
Stage 5 – Lead	Mastery and contribution	Demonstrates leadership, mentors others, evaluates own learning, contributes positively to the community and prepares for future education, employment or independent living.

Children may be working at different stages across different curriculum areas. Progression is therefore viewed as individual and non-linear.

Example Progression Across the Curriculum

Animal Care

Connect	Explore	Develop	Apply	Lead
Observes animals and feeds with support	Completes simple feeding routines	Identifies basic welfare needs	Plans daily care independently	Supports younger learners and explains welfare principles

Communication

Connect	Explore	Develop	Apply	Lead
Communicates needs using preferred method	Holds simple conversations	Expresses ideas confidently	Adapts communication for different audiences	Leads discussions and supports others

Practical Skills

Connect	Explore	Develop	Apply	Lead
Participates alongside adults	Uses equipment safely with support	Completes practical tasks independently	Plans projects and solves problems	Teaches practical skills to peers

This progression model applies across every curriculum driver.

12. Literacy Framework

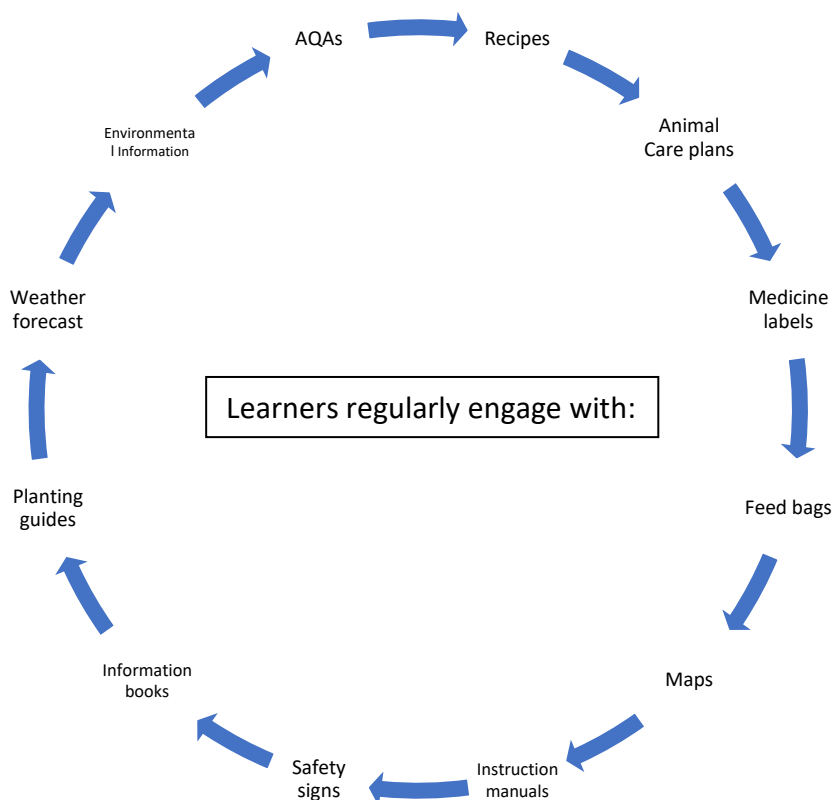
Literacy Through Meaningful Experiences

At Apple Tree Farm Services CIC, literacy is embedded throughout everyday life rather than being taught solely as a discrete subject.

Children develop reading, writing, speaking and listening through purposeful experiences that have genuine meaning within the context of farm life, therapeutic activities and community participation.

By embedding literacy within authentic tasks, learners develop confidence while understanding the practical value of communication in everyday life.

Reading



Reading activities are adapted to individual ability and may include symbols, photographs, visual supports, AAC systems and assistive technology where appropriate.

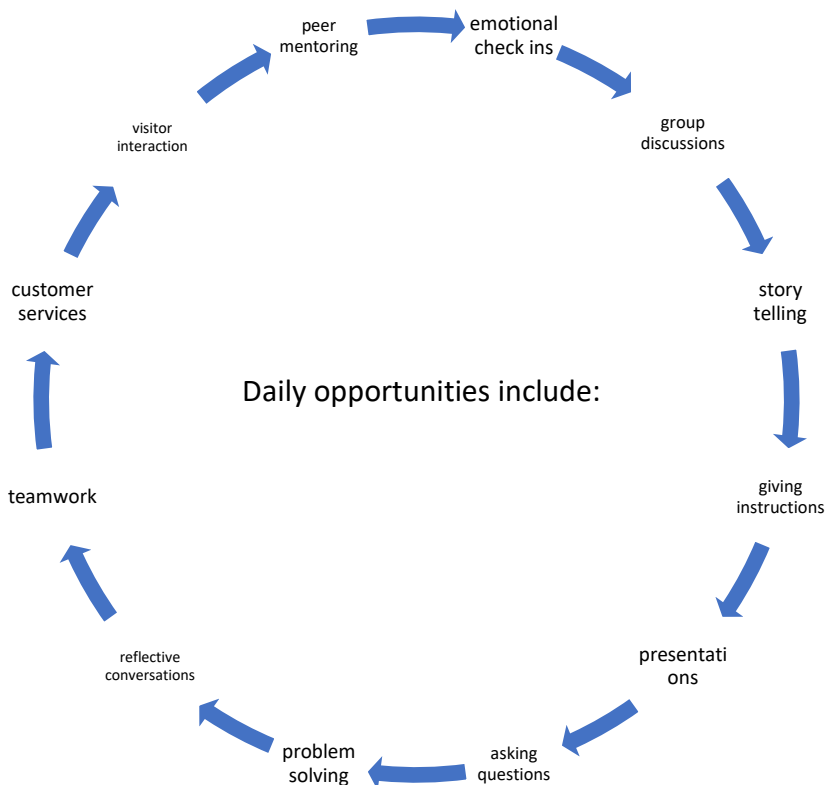


Writing



Learners are encouraged to write for real audiences and meaningful purposes.

Speaking and Listening: Communication is central to therapeutic practice.



Communication methods are adapted to individual need, recognising and valuing all forms of communication.



Vocabulary Development

Every curriculum area explicitly develops subject-specific vocabulary.

Animal care	Nature	Cooking
• Nutrition • Ruminant • Biosecurity • Enrichment • Parasite • Quarantine	• Habitat • Ecosystem • Biodiversity • Pollination • Conservation	• Ingredient • Measure • Whisk • Knead • Simmer • Hygiene

Vocabulary is introduced through practical experiences, visual supports and repeated use within meaningful contexts.

Literacy Entitlement

Every learner accessing Apple Tree Farm Services CIC as their primary educational provision is entitled to planned opportunities each week to develop:

- Reading
- writing
- Speaking
- Listening
- Vocabulary
- Communication appropriate to their individual learning profile.

13. Numeracy Framework

Numeracy Through Real-Life Learning

Numeracy is taught through authentic experiences that demonstrate its relevance to everyday life.

Rather than completing isolated calculations, learners apply mathematical thinking while cooking, caring for animals, planning projects, managing budgets and participating within the community.

This approach develops both confidence and functional mathematical understanding.



Number (Learners develop number skills through)	Measurement (Measurement is embedded across daily activities include)	Money (Practical opportunities include)
• Counting livestock • Egg collection • Planting seeds • Stock checking • Enterprise activities • Games • Practical problem solving	• Weighing animal feed • Measuring ingredients • Woodworking • Gardening • Construction • Water volumes • Distances • Growth monitoring	• Shopping • Budgeting • Comparing prices • Enterprise projects • Calculating change • Fundraising • Financial decision making
Time (Learners develop understanding of)	Data Handling (Children collect and interpret information through)	Problem Solving (Problem-solving is woven throughout practical learning by encouraging learners to)
• Daily routines • Timetables • Feeding schedules • Cooking times • Seasonal changes • Calendars • Planning activities	• Weather charts • Animal growth records • Attendance graphs • Surveys • Wildlife observations • Planting records • Enterprise monitoring	• Estimate • Plan • Test ideas • Evaluate outcomes • Adapt solutions • Manage resources • Work collaboratively

Numeracy Entitlement

Every learner accessing Apple Tree Farm Services CIC as their primary educational provision receives planned weekly opportunities to develop:

- Number
 - Measurement
 - Money management
 - Time
 - Data handling
 - Estimation
 - Mathematical problem-solving through meaningful activities.
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14. Assessment

Our Approach to Assessment

Assessment at Apple Tree Farm Services CIC is continuous, personalised and strengths-based.

Our purpose is to understand each learner's progress from their individual starting point, identify next steps and celebrate achievement.

Assessment is not used to compare children against one another. Instead, it informs planning, supports therapeutic relationships and demonstrates progress towards personal outcomes.

Assessment Cycle

Every learner follows an ongoing assessment cycle:

Referral → Baseline Assessment → Interests and Strengths → Individual Learning Plan → Weekly Observations → Evidence Collection → AQA Achievement → Review → Next Steps

Assessment is responsive and reflects both planned learning and incidental achievements.

Sources of Evidence

Assessment may include:

- ✓ Observations
- ✓ Practical demonstrations
- ✓ Learner conversations
- ✓ Photographs
- ✓ Videos
- ✓ Work samples
- ✓ Reflective journals
- ✓ Parent and carer feedback
- ✓ School feedback
- ✓ AQA Unit Awards
- ✓ EHCP reviews
- ✓ Attendance information
- ✓ Learner self-evaluation

Measuring Progress

Progress may be evidenced through:

- ✓ Increased confidence
- ✓ Improved emotional regulation
- ✓ Greater independence
- ✓ Improved communication
- ✓ Literacy and numeracy development
- ✓ Practical competence
- ✓ Stronger relationships
- ✓ Increased participation
- ✓ Achievement of AQA Units
- ✓ Progress towards EHCP outcomes
- ✓ Preparation for adulthood

Success is measured against the learner's own starting point.



15. EHCP Outcomes

Supporting Individual Outcomes

Where learners have an Education, Health and Care Plan (EHCP), learning is carefully planned to contribute towards the agreed outcomes.

Curriculum planning begins with the learner rather than the activity.

Staff identify opportunities within everyday experiences to support progress across all areas of need.

EHCP Area	Curriculum Examples
Communication and Interaction	Daily check-ins, group discussions, presentations, teamwork, AAC support
Cognition and Learning	Cooking, construction, practical problem solving, literacy and numeracy activities
Social, Emotional and Mental Health	Animal-assisted learning, sensory regulation, therapeutic relationships, emotional literacy
Physical and Sensory	Gardening, woodland activities, animal care, fine and gross motor tasks, sensory exploration
Independence and Preparation for Adulthood	Shopping, cooking, travel awareness, budgeting, enterprise, self-care and responsibility

Progress towards EHCP outcomes is reviewed regularly alongside families, commissioners and partner professionals.

16. AQA Mapping

Recognising Achievement

Apple Tree Farm Services CIC is an approved **AQA Unit Award Scheme Centre**.

The AQA Unit Award Scheme provides learners with nationally recognised accreditation for small steps of achievement, recognising progress that may not always be captured through traditional qualifications.

Units are selected to reflect each learner's interests, strengths and personalised learning programme.



Curriculum Mapping

Curriculum Area	Examples of AQA Unit Awards
Animal Care	Feeding Livestock, Poultry Care, Rabbit Welfare, Stable Management, Animal Behaviour
Nature & Environment	Tree Identification, Conservation, Composting, Growing Vegetables, Biodiversity
Practical Skills	Woodworking, Tool Safety, Measuring Materials, Basic Construction, Maintenance
Cooking	Food Hygiene, Preparing Healthy Meals, Baking, Knife Skills, Menu Planning
Communication & Literacy	Reading Instructions, Writing Information, Presentations, Working with Others, Customer Service
Numeracy	Measuring Ingredients, Budgeting, Handling Money, Weighing Feed, Data Recording
Creativity	Photography, Environmental Art, Sculpture, Seasonal Crafts, Creative Writing
Community	Volunteering, Enterprise, Community Projects, Event Planning
Preparation for Adulthood	Travel Training, Interview Skills, Independent Living, Employability Skills, Personal Organisation

AQA Units are not viewed as the end goal but as one way of celebrating achievement and evidencing progression within each learner's personalised curriculum.

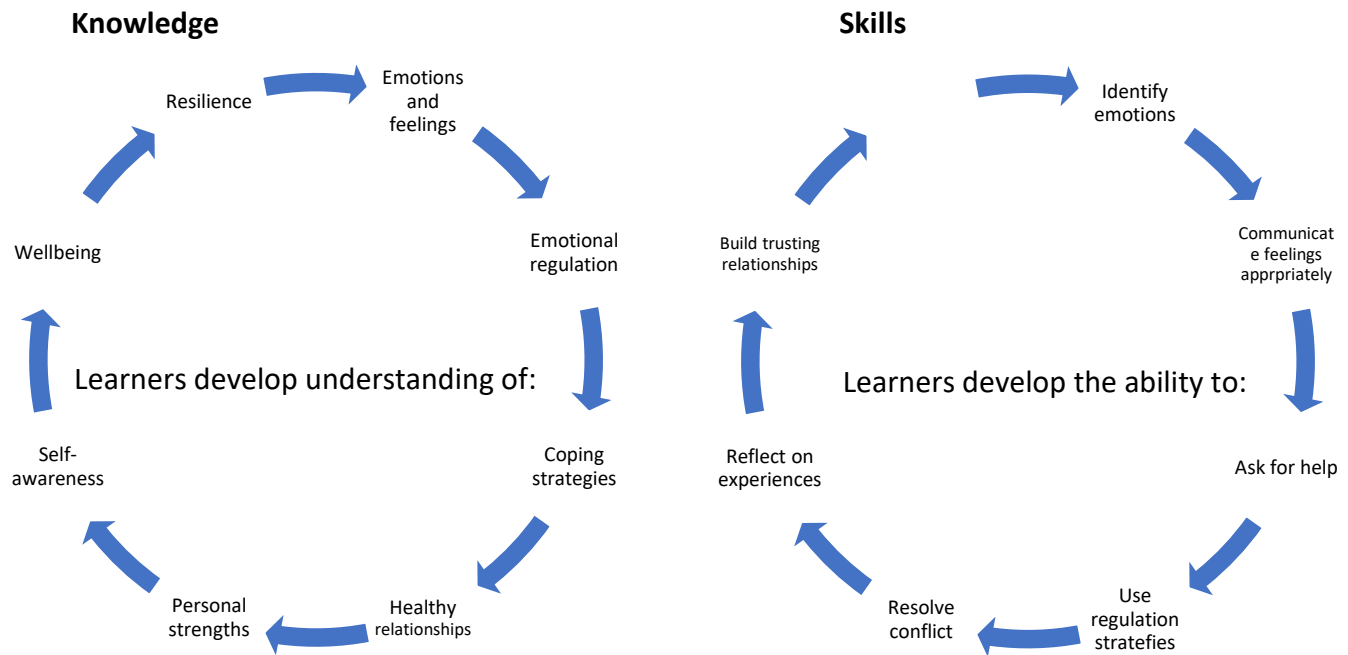


Part Four – Curriculum Maps

Curriculum Map 1 – Emotional Wellbeing

Intent

Emotional wellbeing is the foundation of all learning at Apple Tree Farm Services CIC. We aim to help learners recognise, understand and regulate their emotions, develop positive relationships, build resilience and feel emotionally safe enough to engage in learning.



Key Vocabulary

Emotion • Regulation • Calm • Anxiety • Trust • Empathy • Resilience • Coping • Respect • Kindness

Literacy Links
• Emotion journals • Reflection writing • Storytelling • Group discussions • Reading social stories

Numeracy Links
• Emotional scales • Timetables • Sequencing routines • Measuring progress

EHCP Links
• SEMH • Communication • Independence

Preparation for Adulthood
• Self-awareness • Emotional resilience • Healthy relationships • Self-advocacy

AQA Opportunities
• Emotional wellbeing • Teamwork • Reflective Practice • Working with Others



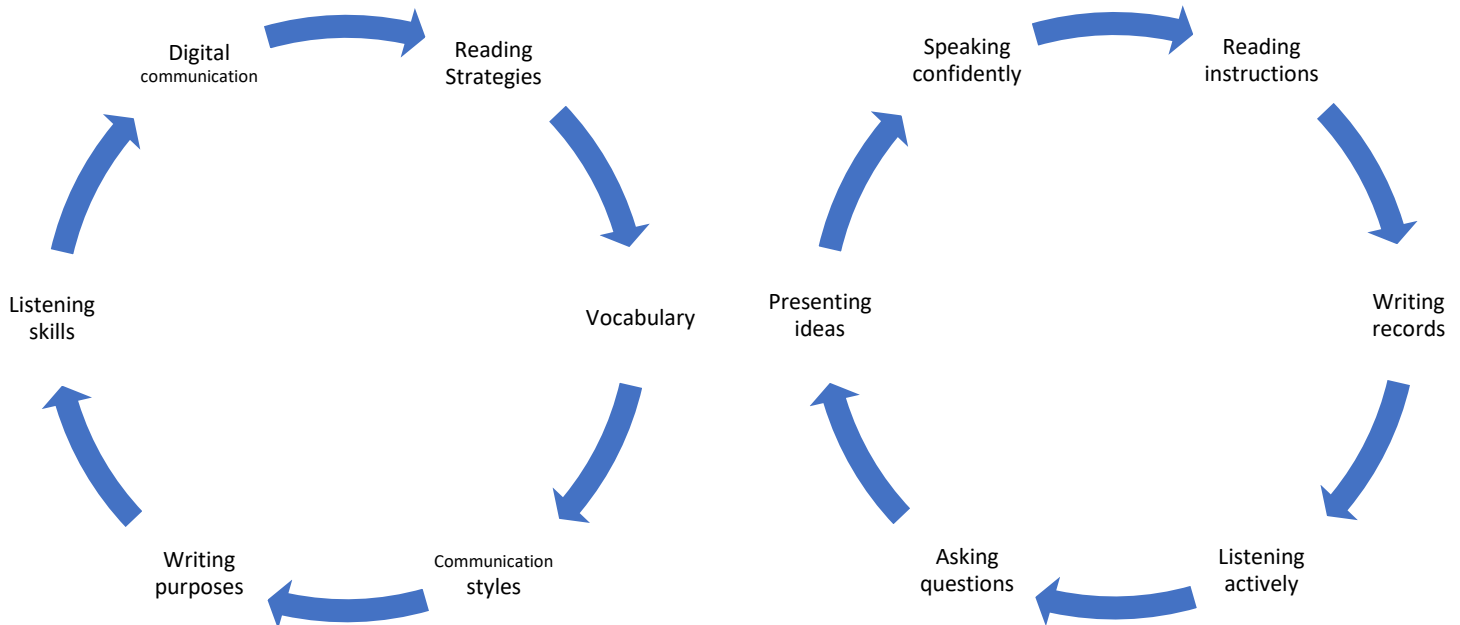
Curriculum Map 2 – Communication & Literacy

Intent

To develop confident communicators who can understand, express and share ideas using language that is meaningful and functional within everyday life.

Knowledge

Skills



Key Vocabulary

Communicate • Listen • Explain • Describe • Sequence • Discuss • Observe • Reflect

Literacy Links • Embedded throughout	Numeracy Links • Reading measurements • Following recipes • Interpreting charts	EHCP Links • Communication and Interaction
Preparation for Adulthood • Interviews • Telephone skills • Email • Workplace communication	AQA Opportunities • Communication • Presentations • Reading Instructions • Writing information • Working with others	

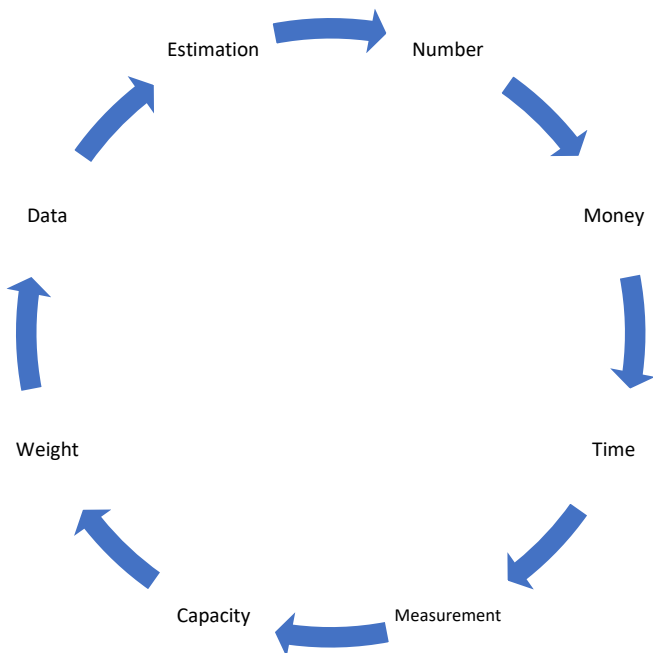


Curriculum Map 3 – Numeracy in Everyday Life

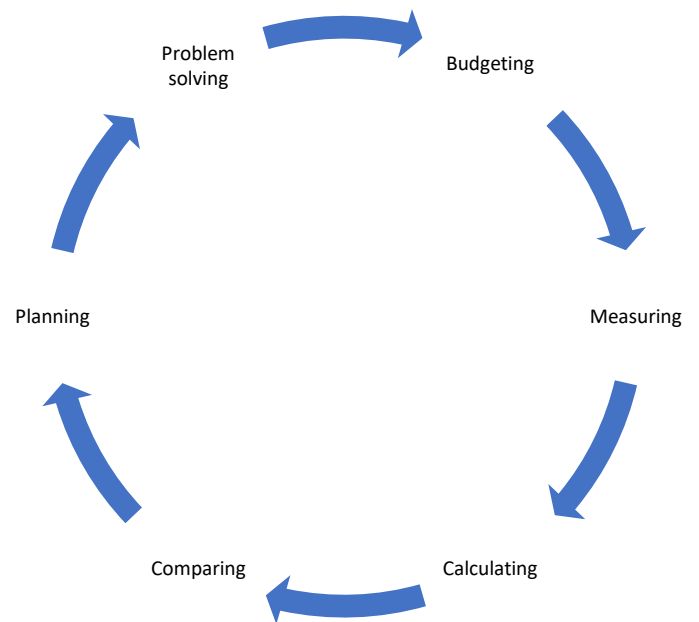
Intent

To develop mathematical confidence through practical experiences that demonstrate the relevance of mathematics in everyday life.

Knowledge



Skills



Key Vocabulary

Estimate • Measure • Budget • Capacity • Weight • Ratio • Total • Difference

Literacy Links
• Reading recipes • Reading instructions • Reading timetables

Numeracy Links
• Embedded throughout

EHCP Links
• Cognition and Learning • Independence

Preparation for Adulthood
• Shopping • Bills • Cooking • Employment

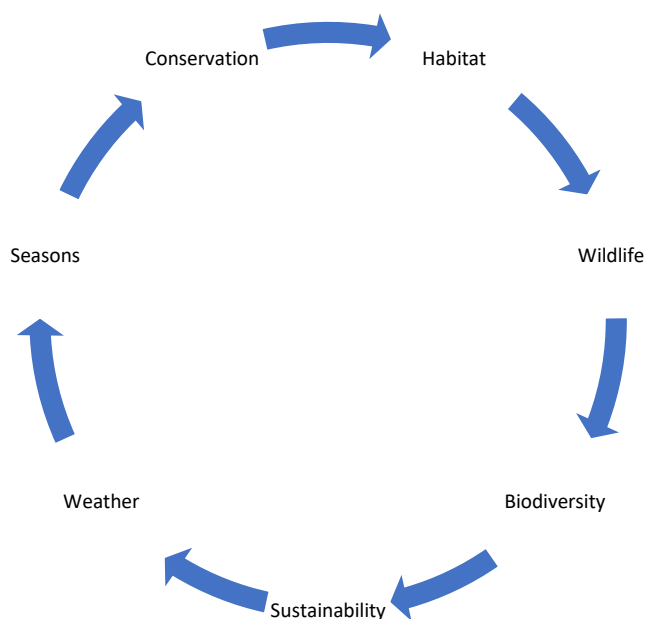
AQA Opportunities
• Budgeting • Measuring • Handling Money • Cooking Mathematics

Curriculum Map 4 – Nature & Environment

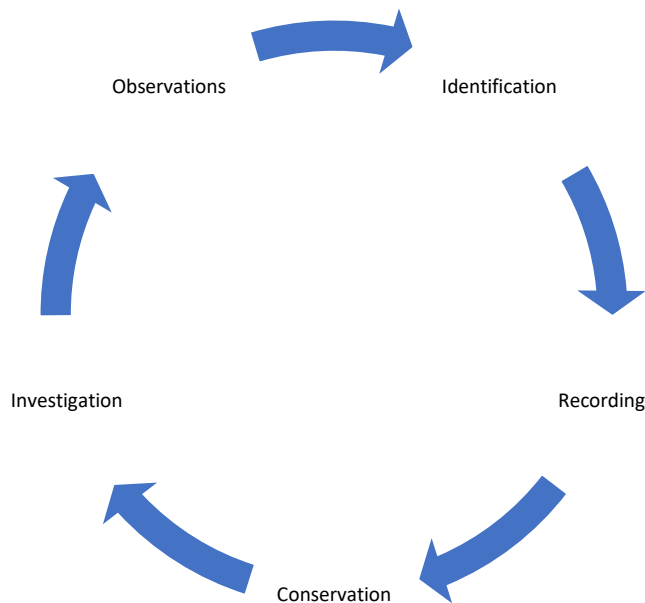
Intent

To foster curiosity, environmental responsibility and scientific understanding through meaningful interaction with the natural world.

Knowledge



Skills



Key Vocabulary

Habitat • Ecosystem • Pollination • Conservation • Biodiversity • Sustainability

Literacy Links
• Species Identification • Research • Nature journals

Numeracy Links
• Weather charts • Plant growth • Data collection • Measuring rainfall

EHCP Links
• Communication • Cognition • SEMH

Preparation for Adulthood
• Environmental responsibility • Community engagement

AQA Opportunities
• Conservation • Habitats • Wildlife • Growth Plants

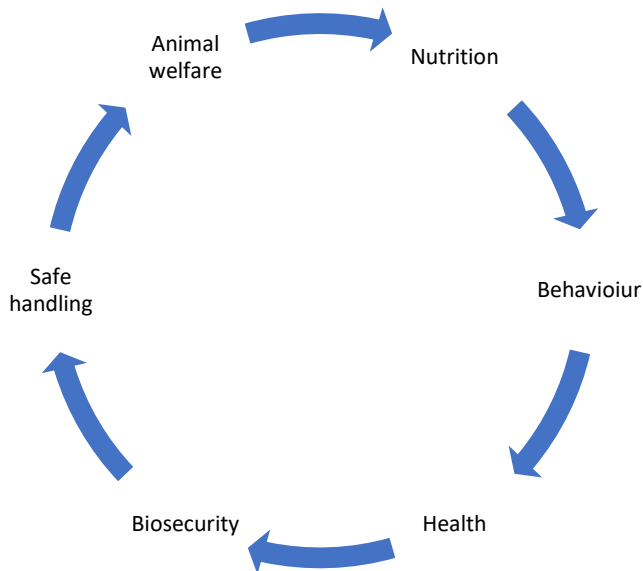


Curriculum Map 5 – Animal Care

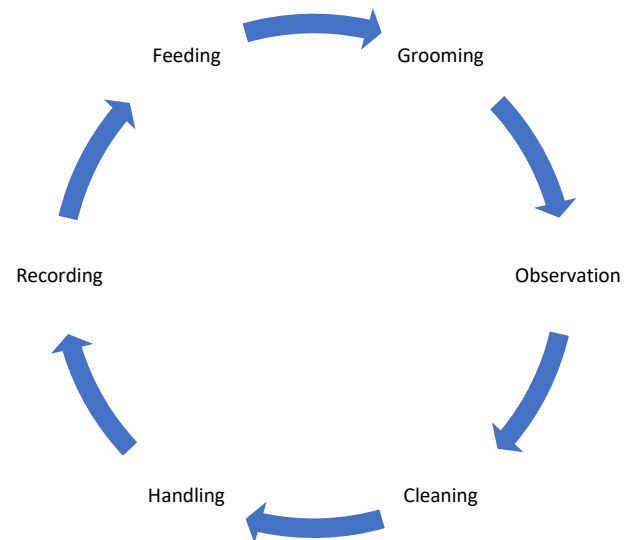
Intent

To develop responsibility, empathy and practical animal husbandry skills while promoting confidence, communication and emotional wellbeing.

Knowledge



Skills



Key Vocabulary

Nutrition • Enrichment • Ruminant • Parasite • Hoof • Biosecurity

Literacy Links • Reading care plans • Medicine labels • Animal records	Numeracy Links • Feed weighs • Medicine quantities • Growth monitoring	EHCP Links • SEMH • Communication • Independence
Preparation for Adulthood • Responsibility • Routine • Employment • Teamwork	AQA Opportunities • Animal feeding • Poultry care • Rabbit care • Goat care • Livestock Welfare	

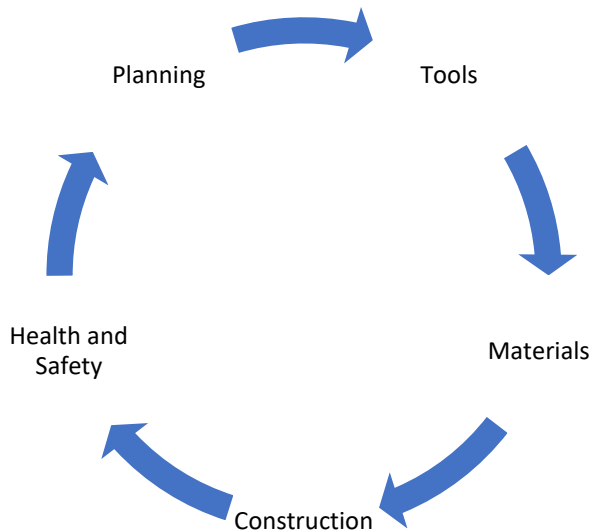


Curriculum Map 6 – Practical Skills

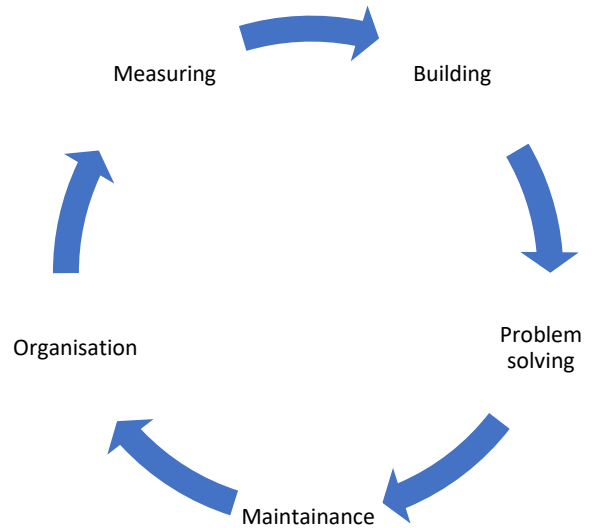
Intent

To equip learners with practical life and vocational skills that develop confidence, independence and employability.

Knowledge



Skills



Key Vocabulary

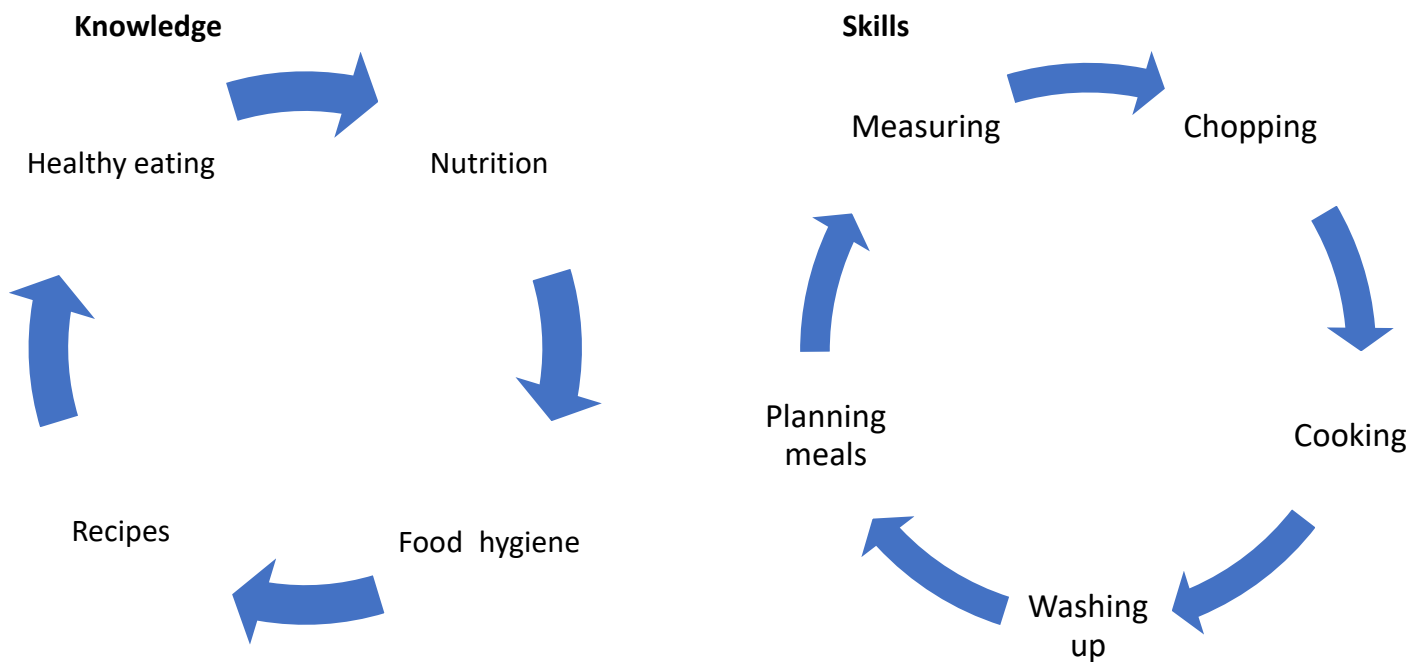
Measure • Level • Secure • Construct • Repair • Tool

Literacy Links • Instructions • Risk Assessments • Tool guides	Numeracy Links • Length • Area • Angles • Measurement	EHCP Links • Physical • Cognition • Independence
Preparation for Adulthood • DIY • Employment • Problem solving	AQA Opportunities • Woodwork • Tool Safety • Construction • Maintenance	

Curriculum Map 7 – Cooking & Food Preparation

Intent

To develop independence, healthy lifestyles and confidence through preparing nutritious meals and understanding food.



Key Vocabulary

Ingredient • Recipe • Whisk • Bake • Hygiene • Nutrition

Literacy Links	Numeracy Links	EHCP Links
• Recipes • Shopping lists • Instructions	• Weight • Capacity • Time • Fractions • Money	• Independence • Communication
Preparation for Adulthood	AQA Opportunities	
• Cooking • Healthy Living • Budgeting	• Food hygiene • Preparing Meals • Healthy eating	

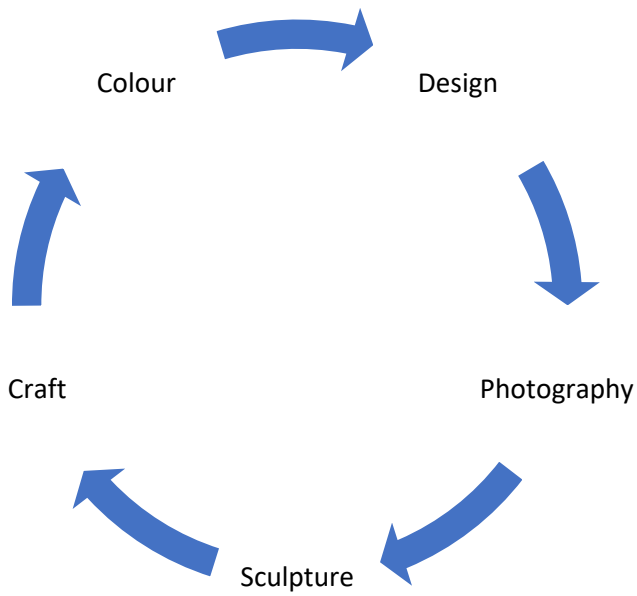


Curriculum Map 8 – Creativity

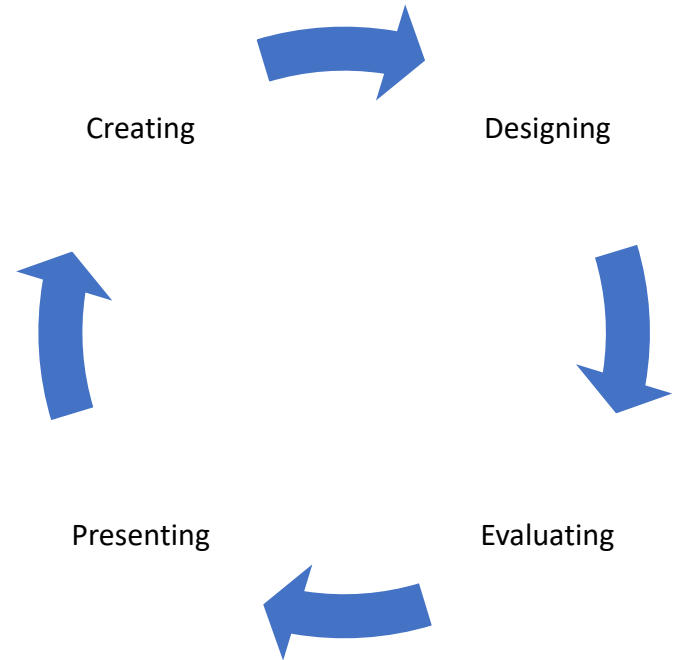
Intent

To promote self-expression, imagination and confidence through creative experiences.

Knowledge



Skills



Key Vocabulary

Texture • Pattern • Composition • Design • Evaluate

Literacy Links	Numeracy Links	EHCP Links
• Creative writing • Storytelling • Presentations	• Shape • Pattern • Scale • Symmetry	• Communication • SEMH
Preparation for Adulthood	AQA Opportunities	
• Creative industries • Confidence • Presentation	• Photography • Environmental Art • Craft • Creative Design	



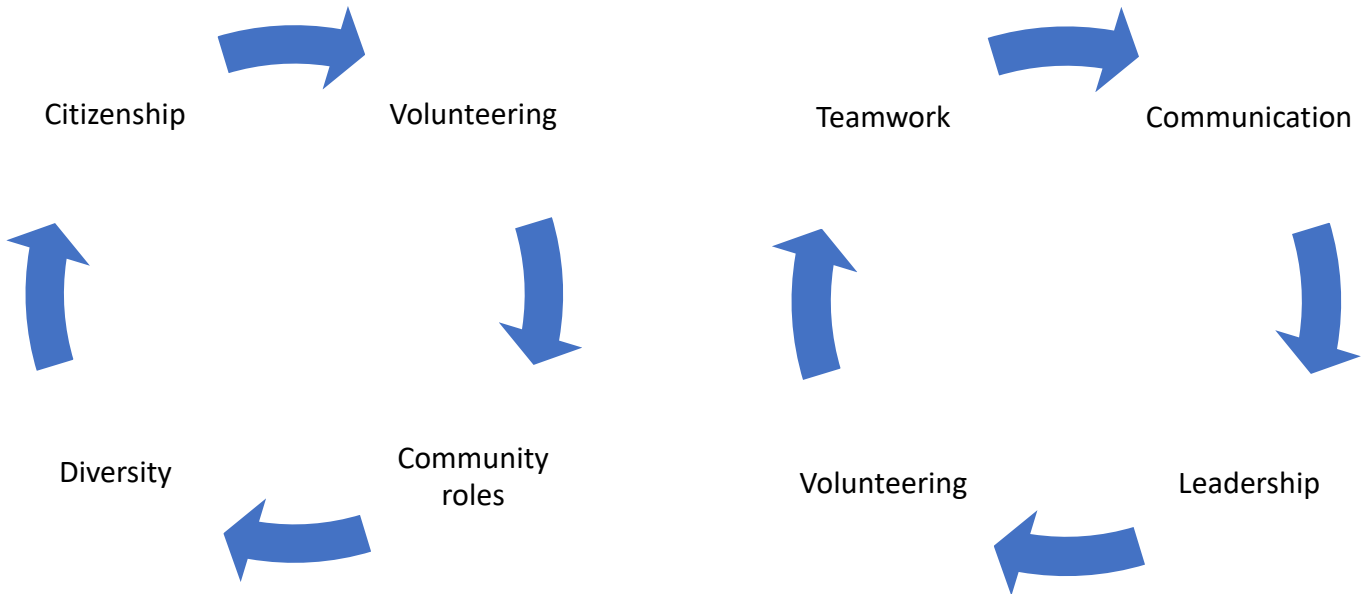
Curriculum Map 9 – Community

Intent

To help learners understand their role within their local community while developing confidence, citizenship and positive relationships.

Knowledge

Skills



Key Vocabulary

Community • Volunteer • Respect • Citizen • Belonging • Contribution

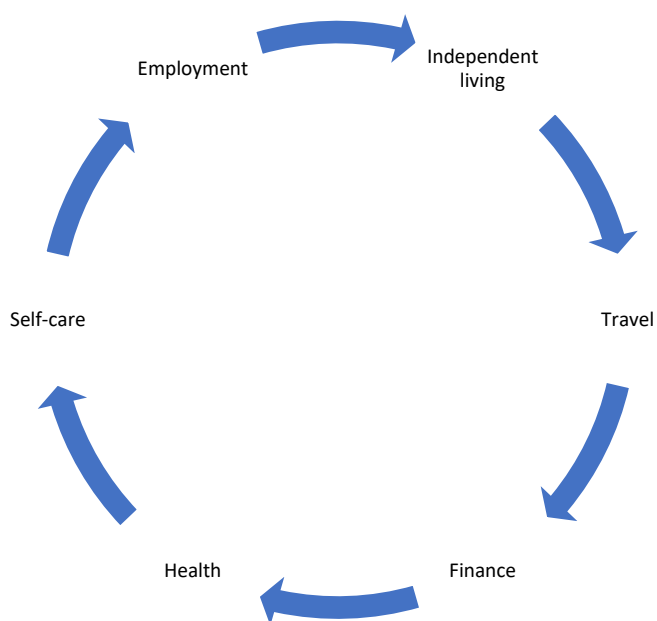
Literacy Links • Letters • Community research • Presentations	Numeracy Links • Planning events • Budgets • Travel	EHCP Links • Communication • Independence
Preparation for Adulthood • Employment • Citizenship • Social confidence	AQA Opportunities • Community Projects • Volunteering • Enterprise	

Curriculum Map 10 – Preparation for Adulthood

Intent

To ensure every learner develops the knowledge, confidence and practical skills required for adulthood, further education, employment and independent living.

Knowledge



Skills



Key Vocabulary

Employment • Independent • Responsibility • Budget • Routine • Planning

Literacy Links	Numeracy Links	EHCP Links	AQA Opportunities
• CV writing • Applications • Emails • Interview preparation	• Budgets • Wages • Bills • Timetables • Shopping	• Preparation for Adulthood • Independence • Communication	• Employment • Interview Skills • Independent Living • Personal Organisation

Statutory Guidance and Professional Framework

This Curriculum Framework has been developed with due regard to relevant statutory guidance, national expectations and recognised good practice for children and young people, including those accessing alternative provision and those with special educational needs and disabilities. Apple Tree Farm Services CIC is committed to ensuring that its therapeutic, personalised



approach to education operates within a culture of high expectations, safeguarding, inclusion and continuous improvement.

In developing and implementing this framework, we have regard to Keeping Children Safe in Education, the SEND Code of Practice: 0 to 25 years, statutory safeguarding guidance including Working Together to Safeguard Children, the Equality Act 2010, relevant Department for Education guidance relating to alternative provision, and wider government expectations concerning attendance, personal development, preparation for adulthood, health and safety and the promotion of children and young people's wellbeing.

Safeguarding is embedded throughout our curriculum rather than treated as a separate area of practice. Children are supported to develop confidence, communication, healthy relationships, self-advocacy, independence, risk awareness and the skills needed to participate safely within their communities. Staff maintain professional curiosity and remain alert to changes in behaviour, presentation or circumstances that may indicate a safeguarding or welfare concern. This reflects the wider ethos of the framework, in which trusting relationships, emotional safety and responsive practice provide the foundation for learning.

Our curriculum is intentionally flexible so that learning can be adapted to each child's individual needs, abilities, communication style, EHCP outcomes where applicable, interests and readiness to learn. However, personalisation does not mean reduced ambition. We seek to provide every learner with meaningful opportunities to develop literacy, numeracy, communication, emotional wellbeing, practical skills, independence and preparation for adulthood, with progress recognised from each learner's individual starting point.

This framework should therefore be read alongside Apple Tree Farm Services CIC's safeguarding, child protection, health and safety, behaviour, equality, SEND and other relevant organisational policies and procedures. It will be reviewed regularly and updated where necessary to reflect changes in statutory guidance, emerging good practice, the needs of our learners and the continued development of our provision.

Above all, our curriculum remains guided by one fundamental principle: every child and young person should feel safe, understood and valued, and should be given meaningful opportunities to learn, achieve, develop independence and believe in their own future.
