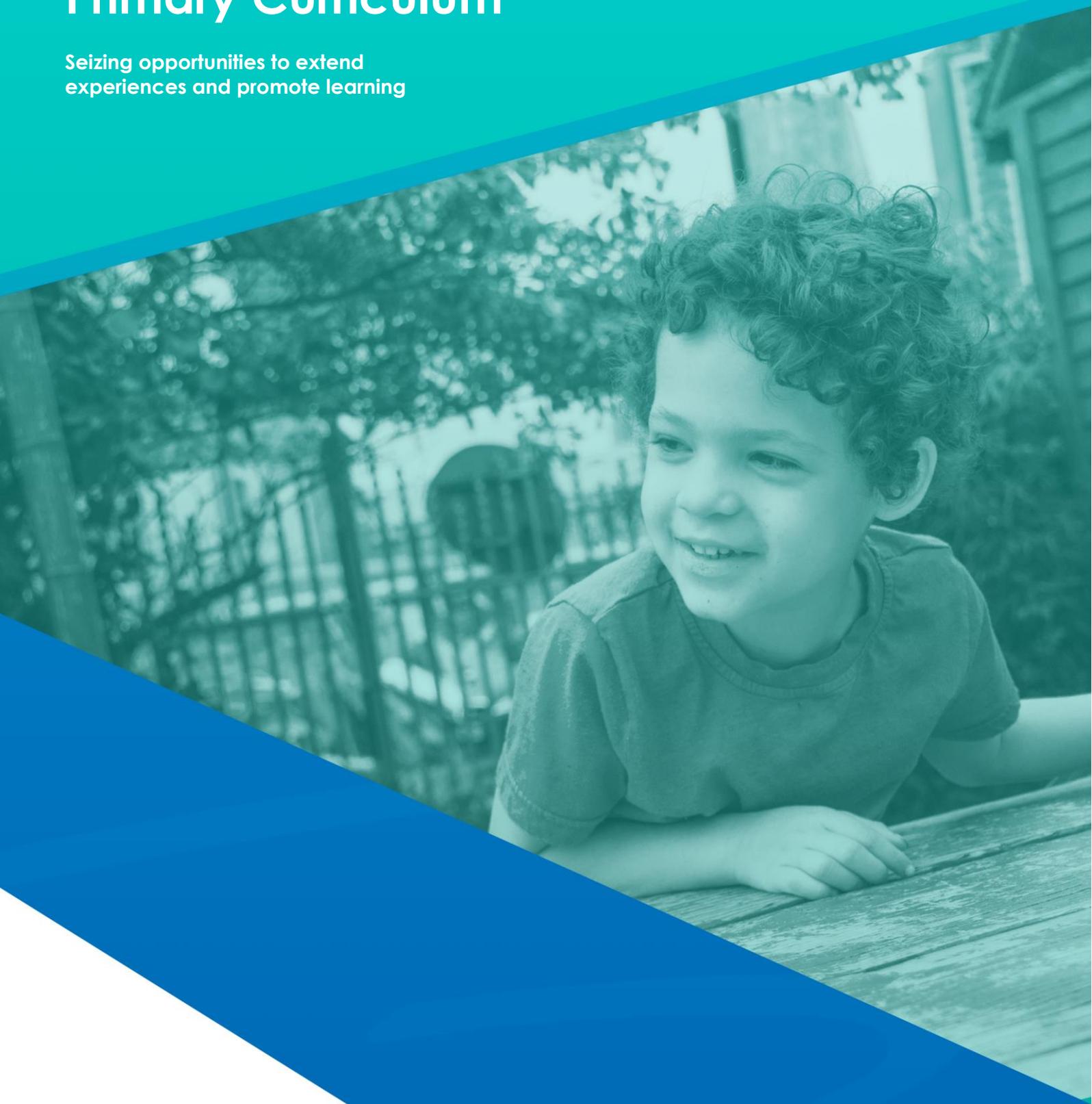


Primary Curriculum

Seizing opportunities to extend experiences and promote learning



Philosophy

This curriculum intends to provide the opportunities we think are essential for the learning and development of children working between levels that would have previously have been referred to as P3 to P8.

Aims:

We aim for our pupils to be competent communicators; through which ever method best suits them: fulfil their potential in terms of being independent and we want to provide relevant breadth and balance of learning opportunities so that being in a special school is a benefit to their life.

We aim to provide relevant experiences alongside mainstream peers and enable the pupils to value themselves as part of society.

All children should leave the primary department with an awareness of themselves and their capabilities. Time in school must be positive, stimulating and fun learning environment where self-esteem and confidence can develop alongside practical skills and the ability to use and apply their knowledge where possible.

We aim to allow our pupils the opportunity to surprise us.

What's different?

We believe there are **5 essential areas for life and learning**. Our intention is that these are a part of everything we do at the bridge. Our pupils are learning across these areas, also known as Strands, in all lessons. Learning that takes place all day in every type of situation /location / activity.

The Strands headings are:

- Independence
- Communication
- Social and emotional
- Sensory and physical
- Cognition (includes functional skills)

The curriculum is further split into **6 areas of learning**:

- **Functional Skills** i.e. Literacy, Numeracy, English, Maths
- **Creative Development** i.e. Music, art, drama
- **Physical Development** i.e. PE, Swimming, dance, hydro, physio, rebound
- **Independent Living skills** i.e. PSHE, RE, cooking, personal care
- **Community Awareness** i.e. Travel training, community visits, and environment/Recycling, gardening
- **Science and Technology** i.e. ICT, D&T, Science

Targets

Strand targets

Within each Strand one target is set for the coming year in the 'Goals and Outcomes' in the EHCP's.

These are then transferred to the MAPP assessment grids and broken down into 3 termly broken down Strand targets.

The MAPP assessment grid is then completed with a baseline measure at the beginning of each term and progress is filled in at the end of each term informed by daily formative assessment carried out throughout the term.

Strand targets are 'highlighted' on lesson plans when they are linked with subject targets, however certain key areas such as; 'regulation' and 'communication' are being worked on all of the time.

Subject targets

In conjunction with the Strand targets there are also subject targets for each lesson – these can be found within each of the relevant curriculum areas or learning. The subjects fall into six broad categories which the timetabled activities link to. (See above)

The Strands are the backbone of our curriculum. This is enriched with our topics which runs on a three-yearly cycle.

Primary curriculum

The role of the teacher:

- To plan and teach the 5 strands through the 6 areas of learning
- To plan focussed opportunities for teaching and learning the skills needed to access a rich range of experiences
- Use the topics for interest and motivation
- Give the pupils opportunities to practise and generalise their learning
- Allow for space for the children to surprise us

Methods and ideas:

Our curriculum is intended to be:

- Child centred and individualised
- Interactive
- Creative
- Useful
- Enjoyable

Planning and progression:

The curriculum is designed to be useful in planning for progression for our pupils. Teachers may choose which way works best for them:

- Detailed half termly medium term plan and general weekly plan
- General half termly medium term plan and detailed weekly plan

We suggest **learning intentions** or **learning plans** rather than objectives as we believe this leaves space for **process learning and child led surprises**.

We have compiled a **suggested observation/recording** sheet for these achievements which can be stored in the child's personal file.

These are **guidance** and are working documents that can be changed to fit purpose.

Curriculum map aimed at levels that would have previously have been referred to as P3 to P8					
5 essential strands for life and learning run through everything					
Independence					
Communication					
Social and emotional skills					
Sensory and Physical					
Cognition (includes functional skills)					
6 areas of learning (subjects)					
Functional skills Literacy Numeracy	Creative Development Music Art Drama	Physical Development PE Swimming Dance Hydro Rebound	Independent Living skills PSHE RE Cooking Personal care	Community Awareness Travel training Community visits Environment Recycling Gardening	Science and Technology ICT D&T Science

	Autumn		Spring		Summer	
EY Cycle 1	This is me	Fire & Ice	Superheroes	On the farm	Growing/plants and gardening	The seaside
Whole School Cycle 1	Seasons/the weather	Pirates	On the high street – Jobs People who help us	Once upon a time	Mini-beasts	Under the sea
Cycle 2	London/ our city	Explorers	Fantasy	The Jungle/ Wild animals	The Market	Olympic/ Sports Being healthy
Cycle 3	Cultures from around the world	Space/ Planets	Inventions/ Inventors	Dinosaurs	Gardening	Journeys/ Holiday & Travel

Curriculum topic cycle

Strands

<p>Independence</p>	<ul style="list-style-type: none"> • Toileting • Feeding • Dressing • Making choices • Behaviour • Private/public 	<ul style="list-style-type: none"> • Environment and knowing where you are going • Moving around inside/outside • Asking for needs/wants appropriately • Travel training
<p>Communication</p>	<ul style="list-style-type: none"> • Language/symbols/sign • Motivation and wanting to communicate • Expressive/receptive language • Ways to communicate needs/wants • Play behaviour and communicating to others 	<ul style="list-style-type: none"> • Conversation skills (intensive interaction to verbal conversation) • Inclusion • To use PECS system or Makaton purposefully
<p>Social and emotional</p>	<ul style="list-style-type: none"> • Self-awareness • Self esteem • Likes/dislikes • What is social? • How to be social • Social communication • Social understanding • Playing alone and with others • Structured/unstructured play 	<ul style="list-style-type: none"> • Thinking positive and being • Sharing things • Turn taking • Wining/loosing • Sharing adults/space with others • Self-control • Making Positive choices • Empathy • Smiling/body language • Relationships • Enjoyment of other people
<p>Sensory and Physical</p>	<ul style="list-style-type: none"> • Gross motor and balance skills • Fine motor skills • Personal care • Feeding and eating 	<ul style="list-style-type: none"> • Sensory diet • Sensory activities • Swimming skills • Explore different play equipment
<p>Cognition (Includes Functional skills)</p>	<ul style="list-style-type: none"> • Understanding cause and effect • Using cause and effect • Thinking; what will I do next? What do I do first? • Looking • Listening • Concentrating • Problem solving • Creativity 	<ul style="list-style-type: none"> • Ownership/responsibility • To be able to respond appropriately to changing environment/plans/people • Investigate and be curious • Generalise and use skills learnt in other places • Foundation literacy/numeracy skills

Primary (key stage 1 and key stage 2) Curriculum framework Cycle 1		Ongoing across all topics and taught each term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			Seasons/ the weather	Pirates	The high street/jobs people who help us	Once upon a time	Mini-Beasts	Under the sea
Communication, Language Functional skills	Literacy	Sensory based literacy	Across the year our sensory children will be learning literacy through sensory stories, communication sessions, shared reading, sensory carousal activities making requests, fine motor skills/mark making, attention autism, call & response & intensive interaction. The 3 year cycle themes will be followed each half term to ensure a breadth of experiences.					
		Personalised learning objectives covering speaking and listening, Reading (word and comprehension) Writing (handwriting, composition & vocabulary).	Fiction: Stories with familiar settings	Fiction: Traditional stories, rhymes and fairy tales.		Fiction: Stories & rhymes about animals & environments		
			Non Fiction: Finding information from texts	Non Fiction: information texts & Instructions		Non Fiction: using the internet to find information on topics		
	Across the year we will teach sensory stories, phonics, shared reading, guided reading & handwriting/ fine motor skills. Reading schemes to be used. POPS – whole word reading & Songbirds – phonics based							
	Maths	Personalised learning objectives covering Number/calculation, Geometry Measure	Counting, partitioning and calculating	Securing number facts, understanding shape	Counting, partitioning, calculating Addition and subtraction	Handling data and measures Time	Time Number facts	Securing number facts, relationships and calculating
Science & Technology	Science	Personalised learning objectives covering, Working scientifically & seasonal change	Seasonal changes Air and fire	Colours and light	Circuits Using electricity	Senses	Mini beasts	Properties and changes of materials Hot/cold Solid/liquid
	Technology	Take part in a variety of creative and practical activities Evaluate		Puppets		Build a story box		Create personal book/display of textures
	Computing/ICT	Use logical reasoning to predict the behaviour of simple programs	Images of self/ Photos and videos	Light & Dark/ Creating images	Switches – cause & effect/ E-safety	Movement/ Handling Data	Music & sound / Story Telling	Making Choices/ Research & presentation
Physical Development	PE	Physical development activities linked to IEPs and functional skills	Team games/ Working in a group	Ball skills/ Hand-eye coordination	Flexibility/ Body awareness	Coordination / Spatial awareness	Psychomotri city	Track & Field/ gross motor skills
	Dance	Ongoing development of balance, gross motto skills and IEPs	Balance	Elevation	Dynamics/ Opposites	Travelling/ Spatial awareness	Dancing with others	Sequencing
	Swimming	Ongoing development of independent swimming skills	Differentiated curriculum according to pupil starting point developing skills in Entries, aquatic breathing, spatial awareness, Buoyancy, co-ordination and exits.					
Independent living Skills	RSE	Self-care and independence Routines Choice making, forming relationships	My Body	Right & Wrong	People who help us	Daily routines	Families & Friendships	Making choices
	Cooking	Sensory exploring food and showing preferences and recognition	Cereal/ smoothies	Sandwiches Exploring ingredients	Mashed Potato	Pasta Different textures	Fruit salad	Cakes/ fruit & jelly

		Independent life skills, making choices, following instructions learning hygiene skills.	Toast	Wraps	Pizza	Veg pasta	Fruit salad	Cakes
RE/PSHE		Daily class gathering and celebration. Weekly whole school assembly	Who are we?	Democracy	Where do we belong?	Respect for the basis on which the law is made.	Why are some places special?	Judaism
Creative development	Art	Develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space	International art	Pattern	Shape and form	Colour	3D sculpture	Collage
	Music	Develop a range of skills through movement and music	Music scape		Exploring rhythms/ Body percussion		Exploring instruments/ vibrations	
			Start/Stop	Opposites High/low Fast/slow Loud/Quiet	Percussion Following rhythms	Percussion Creating rhythms	Playing an instrument	
Community awareness	Travel training/ Trips & visits	Whole school travel training/ Trips & visits	Whole day trips across London, local community visits, Haywards adventure playground, crossing the road, visiting the shops, visiting a café.					
		Year 5 & 6 preparation for secondary	Swimming at secondary Travel training Using public transport Road safety				Swimming at secondary Bike ability Pan Athlon/ sports events Transition visits for year 6	

Primary (key stage 1 and key stage 2) Curriculum framework Cycle 2		Ongoing across all topics and taught each term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			London/our city	Explorers	Fantasy	The Jungle	The Market	Olympic/ Sports Being healthy
Communication, Language Functional skills	Literacy	Sensory based literacy	Across the year our sensory children will be learning literacy through sensory stories, communication sessions, shared reading, sensory carousal activities making requests, fine motor skills/mark making, attention autism, call & response & intensive interaction. The 3 year cycle themes will be followed each half term to ensure a breadth of experiences.					
		Personalised learning objectives covering speaking and listening, Reading (word and comprehension) Writing (handwriting, composition & vocabulary).	Fiction: Stories with familiar settings		Fiction: Traditional stories, rhymes and fairy tales.		Fiction: Fantasy stories & poems	
	Maths	Personalised learning objectives covering Number/calculation, Geometry Measure	Non Fiction: Instructions		Non Fiction: information texts & dictionaries		Non Fiction: information texts, recount of visits and events	
			Counting, partitioning and calculating	Securing number facts, understanding shape	Counting, partitioning and calculating Addition and subtraction	Handling data and measures Time	Time Number facts	Securing number facts, relationships and calculating
Science & Technology	Science	Personalised learning objectives covering, Working scientifically & seasonal change	Changing sound	Exploring everyday materials	Light and Shadow	Identifying animals/plants	Healthy eating and movement	My Body

	Technology	Take part in a variety of creative and practical activities Evaluate	Vehicles			Puppets		Moving pictures
	Computing/ICT	Use logical reasoning to predict the behaviour of simple programs	Images of self/ Photos and videos	Light & Dark/ Creating images	Switches – cause & effect/ E-safety	Movement/ Handling Data	Music & sound / Story Telling	Making Choices/ Research & presentation
Physical Development	PE	Physical development activities linked to IEPs and functional skills	Team games/ Working in a group	Ball skills/ Hand-eye coordination	Flexibility/ Body awareness	Coordination / Spatial awareness	Psychomotricity	Track & Field/ gross motor skills
	Dance	Ongoing development of balance, gross motor skills and IEPs	Balance	Elevation	Dynamics/ Opposites	Travelling/ Spatial awareness	Dancing with others	Sequencing
	Swimming	Ongoing development of independent swimming skills	Differentiated curriculum according to pupil starting point developing skills in Entries, aquatic breathing, spatial awareness, Buoyancy, co-ordination and exits.					
Independent living Skills	RSE	Self-care and independence Routines Choice making, forming relationships	Me and My culture	Emotions	Personal Hygiene	Relationships	Being healthy	Anatomy
	Cooking	Sensory exploring food and showing preferences and recognition	Cereal/ smoothies	Sandwiches Exploring ingredients	Mashed Potato	Pasta Different textures	Fruit salad	Cakes/ fruit & jelly
		Independent life skills, making choices, following instructions learning hygiene skills.	Cereal/ porridge	Sandwiches	Jacket potato, beans & cheese	Noodle stir-fry	Green salad	Hot drinks Tea/hot chocolate
RE/PSHE		Daily class gathering and celebration. Weekly whole school assembly	Support and respect for the liberties of all.	Why are some times special? Christianity	Sikhism	How do we celebrate our journey through life?	Islam	The difference between people
Creative development	Art	Develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space	London/black history art	Shape & Form	Colour	3D sculpture Papier Mache	Pattern	Collage
	Music	Develop a range of skills through movement and music	Music scape		Exploring rhythms/ Body percussion		Exploring instruments/ vibrations	
			Start/Stop	Opposites High/low Fast/slow Loud/Quiet	Percussion Following rhythms	Percussion Creating rhythms	Playing an instrument	
Community awareness	Travel training/ Trips & visits	Whole school travel training/ Trips & visits	Whole day trips across London, local community visits, Haywards adventure playground, crossing the road, visiting the shops, visiting a café.					
		Year 5 & 6 preparation for secondary	Swimming at secondary Travel training Using public transport Road safety				Swimming at secondary Bike ability Pan Athlon/ sports events Transition visits for year 6	

Primary (key stage 1 and key stage 2) Curriculum framework Cycle 3		Ongoing across all topics and taught each term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			Cultures from around the world	Space/Planets	Inventions/Inventors	Dinosaurs	Gardening	Journeys/Holiday & Travel
Communication, Language Functional skills	Literacy	Sensory based literacy	Across the year our sensory children will be learning literacy through sensory stories, communication sessions, shared reading, sensory carousal activities making requests, fine motor skills/mark making, attention autism, call & response & intensive interaction. The 3 year cycle themes will be followed each half term to ensure a breadth of experiences.					
		Personalised learning objectives covering speaking and listening, Reading (word and comprehension) Writing (handwriting, composition & vocabulary).	Fiction: Stories from other cultures	Fiction: Traditional stories, rhymes and fairy tales.		Fiction: Fantasy stories & poems		
	Non Fiction: Lists & captions		Non Fiction: signs & labels		Non Fiction: information texts, writing letters			
	Across the year we will teach sensory stories, phonics, shared reading, guided reading & handwriting/ fine motor skills. Reading schemes to be used. POPS – whole word reading & Songbirds – phonics based							
	Maths	Personalised learning objectives covering Number/calculation, Geometry Measure	Counting, partitioning and calculating	Securing number facts, understanding shape	Counting, partitioning, calculating Addition and subtraction	Handling data and measures Time	Time Number facts	Securing number facts, relationships, and calculating
Science & Technology	Science	Personalised learning objectives covering, Working scientifically & seasonal change	Super Scientists-Experiments	Earth and space	Forces and Magnets	Living in habitats	How plants grow/growing plants	Life cycles
	Technology	Take part in a variety of creative and practical activities Evaluate	Homes		Wacky windmills Build Structures		Build a bird house	
	Computing/ICT	Use logical reasoning to predict the behaviour of simple programs	Images of self/ Photos and videos	Light & Dark/ Creating images	Switches – cause & effect/ E-safety	Movement/ Handling Data	Music & sound / Story Telling	Making Choices/ Research & presentation
Physical Development	PE	Physical development activities linked to IEPs and functional skills	Team games/ Working in a group	Ball skills/ Hand-eye coordination	Flexibility/ Body awareness	Coordination / Spatial awareness	Psychomotricity	Track & Field/ gross motor skills
	Dance	Ongoing development of balance, gross motor skills and IEPs	Balance	Elevation	Dynamics/ Opposites	Travelling/ Spatial awareness	Dancing with others	Sequencing
	Swimming	Ongoing development of independent swimming skills	Differentiated curriculum according to pupil starting point developing skills in Entries, aquatic breathing, spatial awareness, Buoyancy, co-ordination and exits.					
Independent living Skills	RSE	Self-care and independence Routines Choice making, forming relationships	Belonging to groups	Sharing with my friends	Emergency services	Emotions	Keeping safe	Growing up/changes
	Cooking	Sensory exploring food and showing preferences and recognition	Cereal/ smoothies	Sandwiches Exploring ingredients	Mashed Potato/Smash	Pasta Different textures	Fruit salad	Cakes/ fruit & jelly

		Independent life skills, making choices, following instructions learning hygiene skills.	Smoothies/ yoghurt & fruit pots	Beans on toast	Soup & bread	Fajitas	Potato or couscous salad	Kids party drinks/fruit & jelly
RE/PSHE		Daily class gathering and celebration. Weekly whole school assembly	What does it mean to belong to a religion?	Anti-bullying	Respect for and tolerance of different faiths/belief	Buddhism	Celebrate our diverse community	Hinduism
Creative development	Art	Develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space	International art Masks	Shape & form	Colour	3D sculpture	Collage	Patterns
	Music	Develop a range of skills through movement and music	Music scape		Exploring rhythms/ Body percussion		Exploring instruments/ vibrations	
			Start/Stop	Opposites High/low Fast/slow Loud/Quiet	Percussion Following rhythms	Percussion Creating rhythms	Playing an instrument	
Community awareness	Travel training/ Trips & visits	Whole school travel training/ Trips & visits	Whole day trips across London, local community visits, Haywards adventure playground, crossing the road, visiting the shops, visiting a café.					
		Year 5 & 6 preparation for secondary	Swimming at secondary Travel training Using public transport Road safety				Swimming at secondary Bike ability Pan Athlon/ sports events Transition visits for year 6	