



Oakdale School

To be the best we can be

CURRICULUM POLICY

Curriculum Policy

This document provides an overview of the curriculum offered at Oakdale Primary School and Nursery and its rationale.

At Oakdale we believe that we are:-

- Continually evolving and improving assessment and teaching to facilitate the best learning and progress for Oakdale pupils
- Embedding and integrating work with all agencies
- Extending the knowledge of all staff
- Sharing what works
- Continually reviewing our 'offer' and modifying and individualising as and when appropriate
- Continually improving facilities, resources and the environment.

Our School Mission Statement and Aims further state our values as agreed by all stakeholders. (See Teaching and Learning Policy).

At Oakdale School and Nursery we aim to provide an ethos and environment which is conducive to the learning of all our pupils.

- Where pupils are valued and are able to achieve their maximum potential,
- Where pupils become as independent as possible and learn for life and
- Where pupils are able to progress and celebrate their achievements.

This can only be achieved through a curriculum that is broad, balanced, relevant, differentiated and provides for:

- The needs of all pupils
- The needs of specific groups of pupils e.g. ASC, SLD and PMLD
- The particular needs of individual pupils e.g. therapy, including physio, occupation and speech therapy

The review of the National Curriculum and its implementation for September 2014 gave us the opportunity to further design a wider school curriculum that best meets the needs of our pupils.

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Our school provides learning opportunities for pupils from ages 3 - 11. We recognise that children with learning difficulties have unique abilities and ways of learning. Most of our children have cognitive abilities well below their chronological age for the whole of their primary school lives (below Level 1 National Curriculum) and we believe that the National Curriculum will provide only a part of an appropriate curriculum.

Lacey (2009) has noted that typically this group of learners have inefficient and slow information processing speeds, little general knowledge, poor strategies for thinking and learning and difficulties with generalisation and problem solving. These problems may well be compounded by an additional diagnosis of autism (Jordan, 2001); the considerably higher than average chance of having attendant challenging behaviours (Harris, 1995; Emerson, 1997; Allen et al, 2006); and the increasing complexity of learning difficulties (Carpenter, 2010).

We have created a visual representation of our curriculum model to show how we are committed to providing a relevant curriculum to meet the needs of our children.

"Many pupils with learning difficulties have individual needs which are central to their learning and quality of life... provision for these needs is a legitimate and essential element of the curriculum and should be planned for". QCA Guidelines 2001.

Appendix A - Curriculum Model

Unique Child

Central and most important to the work of Oakdale school is to support all learners ...

"To be the best we can be"
(Oakdale School and Nursery Motto)

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SMSC and Inclusion.

We will plan and offer a coherent approach to the promotion of SMSC. (See SMSC Policy) and ensure that SMSC is implicit in everything we do.

The Prerequisite skills

The prerequisite skills to learning are fundamental, interact and encompass development in all other areas. We consider the prerequisite skills to include;

- PSED
- Physical development
- Cognition- early problem solving, cause and effect, object permanence, where am I in space? And so on...
- Sensory
- Therapy - used to support planning and opportunities; using SALT, physiotherapy, occupational therapy and other such targets
- Communication and Language
- ICT skills to offer additional support for communication or/and PD access
- Learning to Learn skills - see Appendix B for detailed information about characteristics of effective learning and what this looks like for Oakdale School and Nursery.

The skills will be developed through these methods; (further information can be found in Teaching and Learning Policy)

- Individualised programmes of learning - IEPs (Individual Educational Priorities)/DLOs (Desirable Learning Objectives)
 - Individualised Programmes of learning and positive behaviour strategies
- Effective environments, routine and structure

The ways in which a child engages with other people and their environment - 'learning to learn skills'-underpins learning and development across all areas and supports the child to remain an effective and motivated learner. The prerequisites to learning will develop in response to relationships and experiences and run through and support learning in all other areas. The development and refinement of prerequisite skills will continue to be fundamental to support access to the curriculum for the vast majority of children in Oakdale.

Therefore, we have found that it is **IMPLICIT** for **ALL TEACHING AND LEARNING** for our children to be ready to learn and be positioned correctly to

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access equipment. They have the right to be able to communicate responses to questions and demonstrate their understanding. Children will need to have the appropriately planned desirable learning outcomes that allow for success/development, and planning for next steps. Therapist advice offers further guidance to develop skills to support learning and teaching. Cognition skills will allow a child to learn and develop understanding early problem solving, so that they have the skills to explore and learn about new objects. Taking into account children's sensory needs is paramount to ensure accessibility and engagement of learning.

Curriculum Areas of Learning

Our curriculum areas are;

- Communication and Language
- PSED (Personal Social and Emotional Development)
- Physical Development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

We offer a broad and balanced curriculum through a relevant 2 yearly cycle for the Foundation Stage and a 4 yearly topic cycle for Reception to Year 6.

See Appendix C - FSU, KS1 and KS2 topic cycles.

Continuous/spiral curriculum

We believe that for some areas of learning there needs to be a continuous and spiral approach to ensure that all basic skills are continuously practiced/improved and/or developed and that all learning is revisited, practiced, reinforced and extended in the stage and age appropriate, and in meaningful and functional/real life contexts.

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PSED - Personal Social and Emotional Development

PSED is a planned programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. PSED develops the qualities, skills and attributes pupils need to thrive as individuals, family members and members of society. The continuous strand of the PSED curriculum will be evident throughout the school day for all pupils. It consists of practising daily living/self help skills, personal care, eating, drinking and toileting. It reflects the personal interactions, relationships and incidental interactions that go on between friends in class and between a range of adults. As far as practicable and appropriate pupils are encouraged to be as independent as possible, develop attention skills (learning to learn) and work towards organising themselves. Throughout the school day these skills are implicit in everything they do. Some pupils will have focussed targets in any one of these areas. The topic cycle is a vehicle for developing these skills in a cross curricular way. A significant aspect of the continuous curriculum is supporting pupils to understand and manage their emotions resulting in positive, self regulated behaviours. Many pupils may require support to achieve this. A functional communication system underpins this approach. (See PSED Policy)

Communication

"Children at a very early stage of developing communication require people around them to be responsive to any attempts at communication. Interpreting behaviour as potentially meaningful is one important adult response" - Ref: Penny Lacey. To be responsive adults need to attend very carefully to each child and treat all behaviour as potentially communicative.

Some children will be more intentional in their communication but not yet able to use conventional language. A responsive environment provided by staff includes a widening range of motivating activities upon which children can 'comment'.

Some children will be beginning to use conventional communication, understanding or even using a few single words such as 'more', 'finished' and perhaps names of familiar people and objects. Staff will encourage new words and meanings through a range of stimulating activities and provide the example of new words and phrases.

We believe that communication is the foundation of learning and is implicit in everything that we do to support our children. Across every lesson and opportunity children will be encouraged and supported to develop ways to

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communicate that are 'functional' - that allow them to be an active member of their class. We will enable every child to be an active communicator using a wide range of strategies and aids. Soft strategies such as simplifying language, rehearsal and repetition will be used and/or hard strategies such as signing, PECS or high tech augmentative and alternative communication aids (AAC).
(See Communication Policy)

Physical Development

We endorse the views of Penny Lacey who states that "Children who are physically impaired or who are still learning to move need lots of opportunities to move around both supported and freely. They may require a range of equipment for lying, sitting, standing and walking". Throughout every day we will be working on body awareness (being able to move their bodies voluntarily and with control), fine motor skills (working on reaching, grasping, releasing and manipulating), gross motor skills (opportunities to practice sitting, standing and walking), and mobility (indoor mobility, outdoor mobility and water mobility)

Mathematics

Children need people around them who can help them to explore and interpret the world. If they have difficulty in making sense of that world they will need lots of opportunities to handle and test out objects and look for patterns and sequences in experiences. Children at this very early stage need lots of repetitions to help them learn.

Early mathematics - cognition:

1. Awareness - of stimuli - people, objects and activities
2. Exploration - of objects, materials and substances
3. Control and early problem solving - of objects and materials
4. Sequence and pattern - this can be difficult for children with physical or sensory impairments. Turn taking, anticipation of routines, use of technology to support.

We ensure that throughout the school day early mathematics (cognition) is taught and revisited through functional and relevant opportunities.

(See Oakdale Mathematics Continuum as a scheme of work for the teaching of early mathematics.)

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History

Early history skills for children at Oakdale include;

- To begin to be proactive in their interactions
- Communicate preferences,
- Recognise familiar people, events and objects
- Remember learned responses over period of time,
- To recognise themselves and other people in pictures of the recent past
- Link the passage of time with a variety of indicators as well as many other skills through to some children can indicate if personal events and objects belong in the past or present.

In order to support these skills they need to be part of the continuous curriculum that is practiced and regularly developed. Throughout set activities and such daily circle time we will ensure that children are given the opportunity to use/ become familiar with vocabulary such as today, yesterday, tomorrow, first, next, etc. Children can use switches to share their news from home or use PECS/symbols to share their news or holiday activities or what we did on a class trip or in cookery etc.

Food Technology

Every week each class has the opportunity to carry out food based activities, involving cooking, baking, fun with food, healthy eating opportunities, designing, making and evaluating the products made, learning basic cooking skills, cross curriculum approach of skills including communication, maths, PD and PSED.

How is The National Curriculum embedded into our school curriculum?

Communication and Language/Literacy

English

We ensure that Communication and language is embedded throughout the school day through the continuous/spiral curriculum.

We use reading, writing and phonics continuum to support teaching and learning between P1 - P8 to underpin the skills and knowledge necessary to access L1 National Curriculum. Teachers use this continuum to plan differentiated opportunities and show clear progression.

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Mathematics

We ensure that Cognition is embedded throughout the school day through the continuous/spiral curriculum.

We use mathematical skills and knowledge continuum to support teaching and learning between P1 - P8 to underpin the skills and knowledge necessary to access L1 National Curriculum. Teachers use this continuum to plan differentiated opportunities and show clear progression.

We believe that mathematics needs to be relevant and functional for the needs of our children.

Expressive Arts and design

Art and design

Children are offered a wide range of opportunities through a multisensory topic approach; to experience, experiment with and use colour, form, shape, space, texture and pattern, explore different materials, respond to what see, feel and think, and value and assess theirs and others' achievements.

During each topic cycle children will have the opportunity to explore different artists - see topic cycles in Appendix C for information.

QCA 2001 "It (Art and design) provides visual, tactile and sensory experiences and it is a unique way to understand and respond to the world, and to communicate with others. Pupils learn about the place and role of art, craft and design in life today, as well as in different times and cultures."

Music

QCA 2001 "Music is a very powerful, unique form of communication that can change the way pupils feel, think and act."

We believe that music is paramount in engaging children for all/most of our taught sessions as it supports early communication skills.

Music is widely used throughout the school day and offers opportunities such as

- Improving listening, concentration and attention skills
- Developing imitation skills
- Producing sounds and develop expressive language
- Demonstrating their ability in an area not dependent on language skills

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- Turn taking
- Choosing, discriminating and justifying decisions
- Developing co-ordination and functional fine motor skills
- Supporting the development of movements and mobility
- Encouraging co-operation, tolerance and a willingness to work with others
- Developing self discipline and self confidence

(QCA 2001 - Planning, teaching and assessing the curriculum for pupils with learning difficulties -Music)

Throughout the school year there are many opportunities for live music to be experienced by the children. This may include musical groups visiting school or classes attending concerts at outside venues.

Design and Technology

Food technology is usually taught at least once a week. This ensures that food tech skills are being developed and/or food activities connected to the topic are experienced.

During the food tech sessions children are given the opportunities for designing, making and evaluating products.

In every topic cycle there is one design and technology focus.

There is an annual enterprise project in which children will make something to sell at our summer Fair.

Understanding the World

Science

The relevant science programmes of study are embedded into our topic cycle. Most taught sessions are a vehicle for the children to learn or practice prerequisite skills - see Curriculum Model and explanation and topic cycle for further information.

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Geography

The relevant geography programmes of study are embedded into our topic cycle. Most taught sessions are a vehicle of experiences for the children to learn or practice prerequisite skills - see Curriculum Model and explanation and topic cycle for further information.

History

The relevant history programmes of study are embedded into our topic cycle. Most taught sessions are a vehicle of experiences for children to learn or practice prerequisite skills - see Curriculum Model and explanation and topic cycle for further information.

History is also part of our continuous/spiral curriculum.

Computing

We use a switch, communication and computing continuum that supports teaching and learning for children. Teachers use this to plan differentiated learning opportunities and show clear understanding of next steps and progression is paramount.

Physical Education

The relevant physical education programmes of study is embedded into our topic cycle. Most taught sessions are a vehicle for children to learn or practice prerequisite skills - see Curriculum Model and explanation and PE topic cycle for further information.

Physical development/PE is also part of our continuous/spiral curriculum.

Modern Foreign Languages

MFL is taught through an annual MFL enrichment day. There is a rolling programme of focus, relevant to children's needs/interests, and we believe that Spanish is appropriate. All pupils access the MFL enrichment day which will be the vehicle for children to practice, reinforce and generalise their own particular communication and language skills.

We use the QCA Planning, teaching and assessing the curriculum for pupils with learning difficulties to support how we modify the programmes of study.

How have we embedded other requirements for the school curriculum?

Religious Education and Collective Worship

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RE

Tameside Agreed Syllabus (2011) is taught in Oakdale.

Children in the Foundation Stage Unit will learn about aspects of Christianity and other relevant religions. This includes Islam and Hinduism.

In KS1 children learn about Christianity and Islam. Christianity is taught through topic weeks for Harvest, Christmas and Easter. Each topic cycle has a different focus and Islam is taught through an enrichment day.

In KS2 children learn about Christianity, Islam and Hinduism. Christianity is taught through topic weeks for Harvest, Christmas and Easter and topic cycle has a different focus. Children learn about Islam and Hinduism through enrichment days.

We endeavour, where possible, that when teaching RE children will learn about the religion and from the religion.

Collective Worship

There are daily acts of worship at lunchtimes when children are encouraged to reflect about the morning and say prayers for dinnertime.

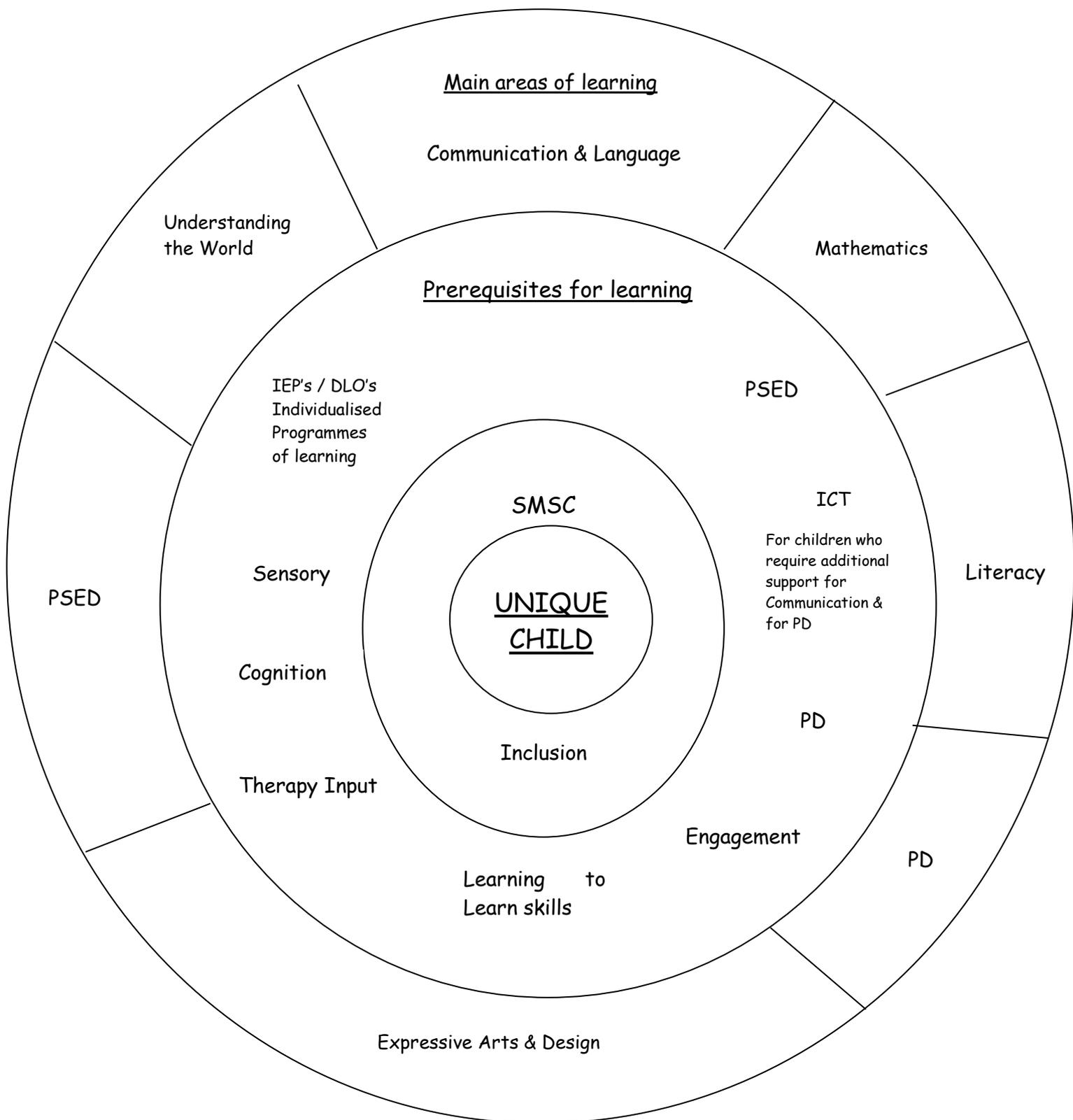
There are weekly phase assemblies in the hall. The Headteacher leads a monthly assembly for each phase and the Assistant Headteachers lead a termly assembly. Class teachers also lead assemblies.

Assemblies relate to children's achievements, topics in class or worldwide events or religious festivals and offer opportunities for awe and wonder with time for reflection and quiet.

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Appendix A

Curriculum Model



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Appendix B

Characteristics of effective learning (Learning to Learn skills)

Prompt sheet for report writing

Engagement

What does this look like in the classroom?

- Adults provide a wide range of stimulating resources which are accessible, open - ended and relevant to children's interest.
- There is a flexible space indoors and outside for children to explore and move around freely.
- Adults join in play sensitively, fitting in with children's existing play ideas.
- Children have uninterrupted time to play and explore.
- Adults provide additional props to extend imagination and creativity.
- Adults intervene in children's play to support, stimulate or extend children's learning when needed.

Report writing question prompts for characteristics of effective learning.

Playing and exploring

Finding out and exploring-

- Does the child show curiosity about objects, events and people? In what way?
- Does the child use their senses to explore the world around them? Any sense perhaps used more than other?
- Does the child engage in open-ended activity? How?
- Does the child show particular interests? In what?

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Playing with what they know-

- Does the child pretend objects are things from their experience (symbolic play)? What examples can you give?
- How does the child represent their experiences in their play?
- Does the child take on a role in their play? Any particular role?
- Does the child act out any experiences with others (children or adults)?

Being willing to have a go-

- Does the child initiate activities / experiences? What kind of activities / experiences?
- How does the child seek challenges?
- Does the child show a "can do" attitude? What examples do you have?
- Does the child take risks, engage in new experiences and learn by trial and error?

What does this mean for a child at Oakdale?

Encounter

Pupils are present during an experience or activity without any obvious learning outcome, although for some pupils, *for example, those who withhold their attention or their presence from many situations*, their willingness to tolerate a shared activity may, in itself, be significant.

Awareness

Pupils appear to show awareness that something has happened and notice fleeting focus on or attend to an object, event or person, *for example, by briefly interrupting a pattern of self-absorbed movement or vocalisation*.

Attention and response

Pupils attend and begin to respond, often not consistently, to what is happening, *for example, by showing signs of surprise, enjoyment, frustration or dissatisfaction*, demonstrating the beginning of an ability to distinguish between different people, objects, events and places.

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Engagement

Pupils show more consistent attention to, and can tell the difference between specific events in their surroundings, *for example, by focussed looking or listening, turning to locate objects, events or people; following moving objects and events through movements of their eyes, head or other body parts.*

Participation

Pupils engage in sharing, taking turns and the anticipation of familiar sequences or events, *for example, by smiling, vocalising or showing other signs of excitement*, although these responses may be supported by staff or other pupils.

Involvement

Pupils actively strive to reach out, join in or comment in some way on the activity itself or on the actions or responses of the other pupils, *for example by making exploratory hand and arm movements, seeking eye contact with staff or other pupils, or by speaking, signing or gesturing.*

Gaining skills and understanding

Pupils gain, strengthen or make general use of their skills, knowledge, understanding concepts or understanding that relate to their experience of the curriculum, *for example, they can recognise the features of an object and understand its relevance, significance and use.*

Curiosity

Pupils will demonstrate curiosity by showing sustained interest in the activity / object.

Pupils will show continued eye contact and movement towards the task or person. Pupils may track an object with their eyes.

Example - vocalised when staff approached and tracked arrival of the object

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Appendix B

Characteristics of effective learning (Learning to Learn skills)

Prompt sheet for report writing

Motivation

What does this look like in the classroom?

- Adults observe and reflect on what arouses children's curiosity and interests.
- Children have opportunities to exercise choice over their activities - setting their own goals and methods.
- Adults ensure children have time and freedom to become deeply involved in activities.
- Adults encourage children to persist with difficulties, trying again or in a different way.
- Adults provide stimulating resources and experiences related to children's current interests to encourage their involvement.
- Adults observe children and note signs of deeper involvement and sustained concentration.
- Adults recognise and praise children's successes.

Report writing question prompts for characteristics of effective learning.

Active Learning

Being involved and concentrating-

- Does the child maintain focus on their activity for a period of time? Is this at any activity or always at a particular activity or area in the environment?

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- Does the child show high levels of energy, fascination? In what way?
- Does the child concentrate despite distractions? Any examples?
- Does the child pay attention to details?

Keep on trying-

- Does the child show persistence with an activity when faced with challenges?
- How does the child demonstrate aspects of problem solving and show a belief that more effort or a different approach will work / pay off?
- Does the child bounce back after difficulties?

Enjoying achieving what they set out to do-

- Is he / she proud of their accomplishments - not just the end result?
Have you got an example of when the child displayed this to share?
- Does the child enjoy meeting challenges for their own sake rather than for rewards or praise?

What does this mean for a child at Oakdale?

Initiation

Pupils use of body language and facial expressions can be key in gathering this evidence. The child could show initiation by movement in their hand towards the task or object, with changes in facial expression such as smiling or maintaining strong and sustained eye contact with the object.

Example - watched and then reached out to grab as object fell. When staff offered with hand out, they immediately looked and reached out right hand to take / taste. There was lots of watching prior to moving / taking objects.

Pupils will initiate ideas and movements without being prompted.

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Supporting

Use of specific communication strategies to support choice making - symbols, PECS boards, or use of switches.

Persistence

Pupils can demonstrate this by facial and body gestures. The pupil tolerated the task and environment. They did not get frustrated or distressed.

Example - followed adult movement right to left to finally retrieve desired object. Reached out left hand too when moved away from right side. Wanted to continually mouth / taste and very focussed on this.

Pupils can show persistence by repeatedly asking for the object or answer - with use of their preferred communication strategy or verbally. The pupil will show persistence with work using visual clues.

Responding to praise

Do they have a sense of achievement?

What have they been proud of?

Has self-esteem and confidence increased? Why?

What strategies have worked well? Working for boards / reward stickers / key skill achievements

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Appendix B

Characteristics of effective learning (Learning to Learn skills) Prompt sheet for report writing

Thinking

What does this look like in the classroom?

- Adults show and talk about strategies - how to do things, including problem solving.
- Children are encouraged to learn together and from each other.
- Adult foster a learning community which focusses on how, and not just what we are learning.

Report writing question prompts for characteristics of effective learning.

Creating and thinking critically

Having their own ideas-

- Does the child think of ideas? Any examples?
- How does the child find ways to solve problems?
- Does the child find new ways of doing things?

Making links-

- Does the child make links and notice patterns in their experiences?
- Does the child make predications? What examples can you give?
- How does the child test out their ideas?
- Does the child develop ideas of grouping, sequencing, cause and effect?

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Being willing to have a go-

- Does the child initiate activities / experiences? What kind of activities / experiences?
- Does the child seek challenges?
- Does the child show a "can do" attitude? What example do you have?
- Does the child take risks, engage in new experiences and learn by trial and error?

What does this mean for a child at Oakdale?

Investigation

Pupils will show sustained eye contact and a willingness to explore the object or person with any part of their body through different senses.

Due to the nature of the pupils disability assistance may need to be given to investigate objects and people.

Example - Child A felt / tasted a lot. Mouthing object and locating it to pick up and bring to mouth. Child A tracked left to right and used left hand too to pick up. They looked inside object to locate.

Pupil will repeatedly ask you to pass the object or try to reach it to investigate. Pupils may use verbal or symbol support to talk about the object. Pupils may mouth objects when investigating.

Discovery

Pupils will demonstrate an understanding of cause and effect through facial expressions and body movements. These may be very small movements.

Example - Child A mouthed / tasted repeatedly. They used eyes / hands to track and eventually find a wanted moving object. Child A discovered using taste.

Pupils will become excited when they discover something new, they may become vocal. Pupil may become slightly obsessed with the object and will constantly ask or look for it.

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Anticipation

Pupils will wait when prompted and show anticipation through facial expressions and body movements. Pupils may use communication aids to support this.

Example - Child C moved body to accommodate apron as part of routine for readiness. They watched, tracked object and as it approached, reached out for it. They were still and observant. Child C was opening their mouth on seeing the object. (Porridge messy play).

Pupils can anticipate a reward for good work. Pupils will respond effectively to supporting behaviour strategies such as working for boards or behavioural dial.

Pupils will continue an action or an interaction with an adult by repeating a sound or action.

Example - Child D responds with an "a" when their hand is placed on a drum and they feel the vibration of a drum beat, they tap the drum in response.

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Appendix C

KS1 - CYCLE 1

Baseline work - for first 2 weeks: All about me and my new class

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPICS	<p>Feelings</p> <p>How do I manage my behaviour and feelings?</p> <p>How do I communicate?-</p> <p>What makes me happy?</p> <p>What makes me sad?</p> <p>Likes and dislikes.</p>	<p>Autumn (Northern Ireland Curriculum - Thematic Units)</p> <p>-Seasonal changes</p> <p>-observe weather that happens during Autumn</p> <p>Artist - Andy Goldsworthy: Leaves with holes (Belair)</p> <p>Working scientifically - make a display of what happens in the world around</p>	<p>What are the children's needs and interests?</p>	<p>Who's my mummy?</p> <p>-mums and babies</p> <p>-basic needs</p> <p>-importance of exercise, healthy eating and hygiene</p> <p>Design and Technology project - First Fruits (DT Equals)</p>	<p>Animal Homes</p> <p>-animal homes in woodland, seashore, ocean and jungle/rainforest.</p>	<p>Out and about</p> <p>-Our local area</p> <p>-use of maps</p> <p>-key human features - shops, town, village, city centre, countryside</p> <p>P1-4 - Around school - different places in and out/around school</p> <p>Mobility</p> <p>Transition</p> <p>Who is where?</p>

	them as the season changes				-headteacher -cook etc
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	<p>activities or what we did on a class trip or in cookery etc.</p> <p>Maths (Cognition)- functional mathematics throughout school day will include such activities as grasping, holding, retrieving, exploring and orienting their own bodies in space, use of senses to explore and develop an understanding of world around them, exchanging, schedules, anticipation of events happening, time e.g. remaining at an activity for 2 mins before moving onto next.</p>		
<p>ENRICHMENT DAYS</p> <p>Each year we will add activities for any new historical changes within living memory e.g. Royal Weddings</p>	<p>Bonfire Night</p> <p>Remembrance Day</p> <p>Islam - Special Journeys (Islamic new year and Pilgrimage)</p> <p>Children in Need</p> <p>Jeans for Genes</p> <p>Christmas Production</p>	<p>Comic Relief/Sport Relief</p> <p>Chinese New Year</p> <p>St Georges Day</p>	<p>MFL - Spanish day</p> <p>Enterprise Project supporting the Summer Fair</p> <p>Garden Party</p>
<p>TOPIC WEEKS</p>	<p>Harvest (SOW)</p> <p>Christmas - Advent: Getting ready for Christmas (SOW)</p>	<p>Easter - Easter Story (Happy and sad) (SOW)</p>	<p>Sports Week and Sports Day</p>

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KS1 - CYCLE 2

Baseline work - for first 2 weeks: All about me and my new class

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPICS	<p style="text-align: center;">Monsters</p> <p>Making my own monster! -Art/DT/maths with communication</p> <p>What do I want my monster to look like? Independent choice making using personal communication strategy- symbol, photo, VOCA, eye pointing/vocalisation.</p> <p>DT - Gluing Making a junk box/paper monster (DT Equals)</p>	<p style="text-align: center;">Weather</p> <ul style="list-style-type: none"> - Season changes - Observe and describe weather associated with seasons 	<p style="text-align: center;">What are the children's needs and interests?</p>	<p style="text-align: center;">Pongy Plants!</p> <ul style="list-style-type: none"> - Different plants and trees - Parts of a plant <p>P1-4 Multi-sensory approach with a variety of plants with different smells, look and touch.</p> <p>Working scientifically - observing plant growth</p>	<p style="text-align: center;">The Circus is in town (Northern Ireland Curriculum - Thematic Units)</p> <p>This unit has a range of activities centred on some of the main features of the circus, such as people and animals.</p> <p>The learners' awareness of</p>	<p style="text-align: center;">Let's go on a Summer Holiday (Northern Ireland Curriculum - Thematic Units)</p> <p>In this unit, learners gain an awareness of a beach-themed summer holiday. This awareness is developed through a range of sensory experiences such as poetry, stories, songs, games, musical</p>

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					<p>circus themes is developed and embedded through a wide range of carefully planned and personalised sensory experiences such as poetry, stories, songs, musical experiences and art.</p>	<p>experiences and art. Key physical features - beach, cliff, coast, weather etc</p> <p>Artist - Lee Krasner Rectangular patterned work (Belair) (Create a beach towel design)</p>
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CONTINUOUS CURRICULUM

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Science - Forces: Forces opportunities will be carried out throughout the school term in a variety of practical and relevant ways for our children through PE, food technology, playtimes including (use of swings and roundabouts) and sensory processing opportunities.

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Maths (Cognition)- functional mathematics throughout school day will include such activities as grasping, holding, retrieving,

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	exploring and orienting their own bodies in space, use of senses to explore and develop an understanding of world around them, exchanging, schedules, anticipation of events happening, time e.g. remaining at an activity for 2 mins before moving onto next.		
ENRICHMENT DAYS Each year we will add activities for any new historical changes within living memory e.g. Royal Weddings	Bonfire Night Remembrance Day Islam - Special Journeys (Islamic new year and Pilgrimage) Children in Need Jeans for Genes Christmas Production	Comic Relief/Sport Relief Chinese New Year St Georges Day	MFL - Spanish day Enterprise Project supporting the Summer Fair Garden Party
TOPIC WEEKS	Harvest (SOW) Christmas - Let's Celebrate! (SOW)	Easter - Easter in Art (SOW)	Sports Week and Sports Day

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KS1 - CYCLE 3

Baseline work - for first 2 weeks: All about me and my new class

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPICS	People who help us <ul style="list-style-type: none"> - School - Home - Local community DT - basic mechanisms Equipment in the home and school (DT Equals)	Everyday materials <ul style="list-style-type: none"> • Wood, plastic, glass, metal, paper and cardboard materials • Relate to toys or resources of interest - Compare natural and manmade resources - Old/new - Explore and compare Artist - Carl	What are the children's needs and interests?	Super Seeds! -observe seeds/bulbs and how they grow into plants. -What do plants need to grow? P1-4 Multisensory exploration of variety of seeds and bulbs Collate/create collages or develop messy/sensory play Working scientifically -	Perfect Picnic Fun! (Northern Ireland Curriculum - Thematic Units) Fun with food in the great outdoors!! In this unit learners gain an awareness of what happens at a picnic. This awareness is developed and embedded through a range	On the move <ul style="list-style-type: none"> - keeping fit - being healthy - physical development and challenge P1-4 - Being in control of our bodies e.g. personalised approach to mobility, physio, positioning, OT needs, encouraging active and independent

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		Andre: Brick Sculptures		comparing growth of different plants	of carefully planned and personalised sensory experiences such as poetry, stories, songs, games and musical experiences.	movement.
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CONTINUOUS CURRICULUM

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TOPIC WEEKS	Harvest (SOW) Christmas - Giving and receiving (SOW)	Easter - Signs and symbols	Sports Week and Sports Day

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KS1 - CYCLE 4

Baseline work - for first 2 weeks: All about me and my new class

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPICS	<p>Me!</p> <p>Me and my friends</p> <p>My family and My home</p>	<p>Use of everyday materials</p> <p>- How materials can be changed by squashing, bending, twisting and stretching</p> <p>DT - Sensory properties of dough and pastry</p>	<p>What are the children's needs and interests?</p>	<p>My Body</p> <ul style="list-style-type: none"> - Name different types of animals - Basic parts of the human body - Senses <p>Working scientifically - using their senses to compare different textures, sounds and smells</p>	<p>Minibeasts</p> <p>Explore different animals in the garden habitat</p>	<p>Transport</p> <p>How do I get to school?</p> <p>Try to experience and learn about different modes of transport, including walking.</p> <p>Bike, car, bus, lorry, train, boat.</p> <p>(Old/new-where appropriate)</p>

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TOPIC WEEKS	Harvest (SOW) Christmas - Colour and light (SOW) Artist - Klint (Art Nouveau) Christmas collage/swirls/patterns/blocks -	Easter - Palm Sunday (SOW)	Sports Week and Sports Day

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