



DESIGNATED PROVISIONS

CURRICULUM MODEL 2021-2022

EYFS

Development Centre

KS1

Development Centre

KS2 Designated Provision
Cognition and Learning

Pre Formal Learning - Assessed using the Engagement Model at KS1

Curriculum: focussed on communication, cognition, physical, self-care, sensory needs and independence

EYFS Curriculum 2021

Focus on:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Semi Formal Learning - PS 1 -2

Core subjects taught in line with whole school curriculum design, thematic learning incorporating arts, humanities and personal development.

Oracy - focus on building language and sentence structures. (Nelli/Talkboost)

Formal Learning = PS 3+

Core subjects taught at developmentally appropriate level English is taught on a 4 year cyclical curriculum, while maths is revisited yearly with a differentiated curriculum, Foundation subjects taught through a cyclic curriculum and differentiated to the children's needs. Oracy - focus on building language and sentence structures. (Nelli. Talkboost)

Individualised Curriculum

Where appropriate, children we make adaptations to the curriculum to meet the learners needs. We ensure sensory needs are supported through a range of teaching and learning style and with the curriculum adapted to their needs. We make best use of our Sensory Circuit,

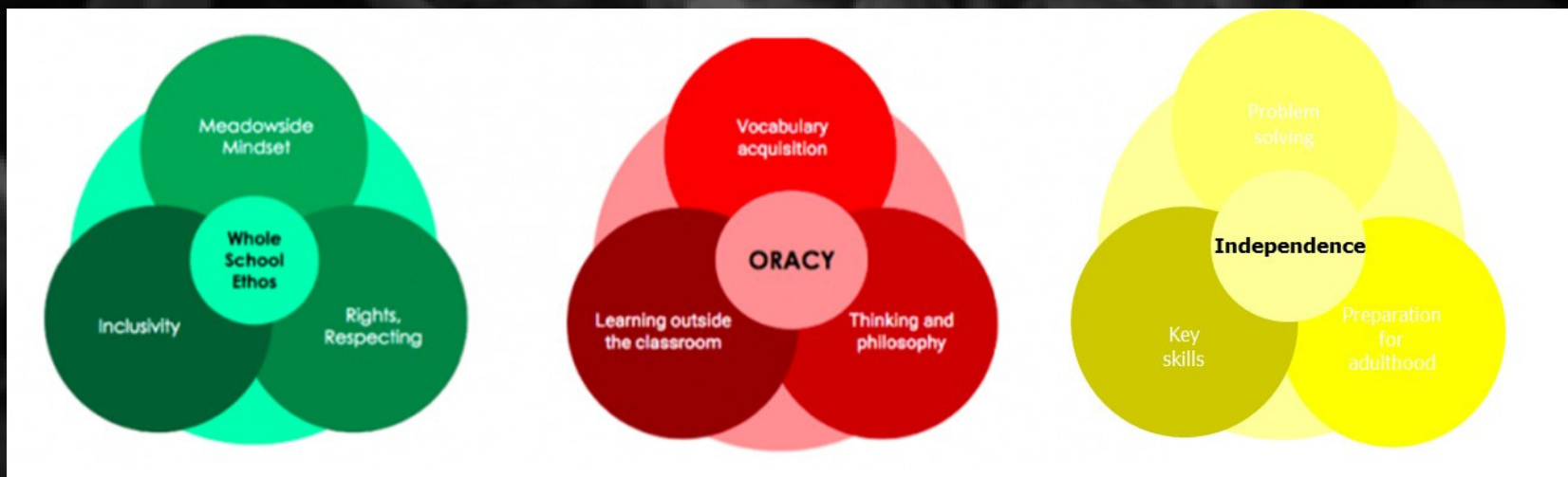
Intergration

Within our units, we endeavour to intergrate with children from Mainstream to give the children a chance to mix with their peers.. Where this is appropriate, it will be discussed with parents. Children can access assemblies, trips, specific subjects such as music, English or maths to give them a full experience of school life.

Intervention

At Meadowside, we work closely with the teams from SALT, VI, HI, Occuational therapy, physiotherapy, school nurses ets. and incorporate that therapy into the child's individual timetable. A lot of this work will be class based, however, other parts involve specific 1:1 or small group intervention.

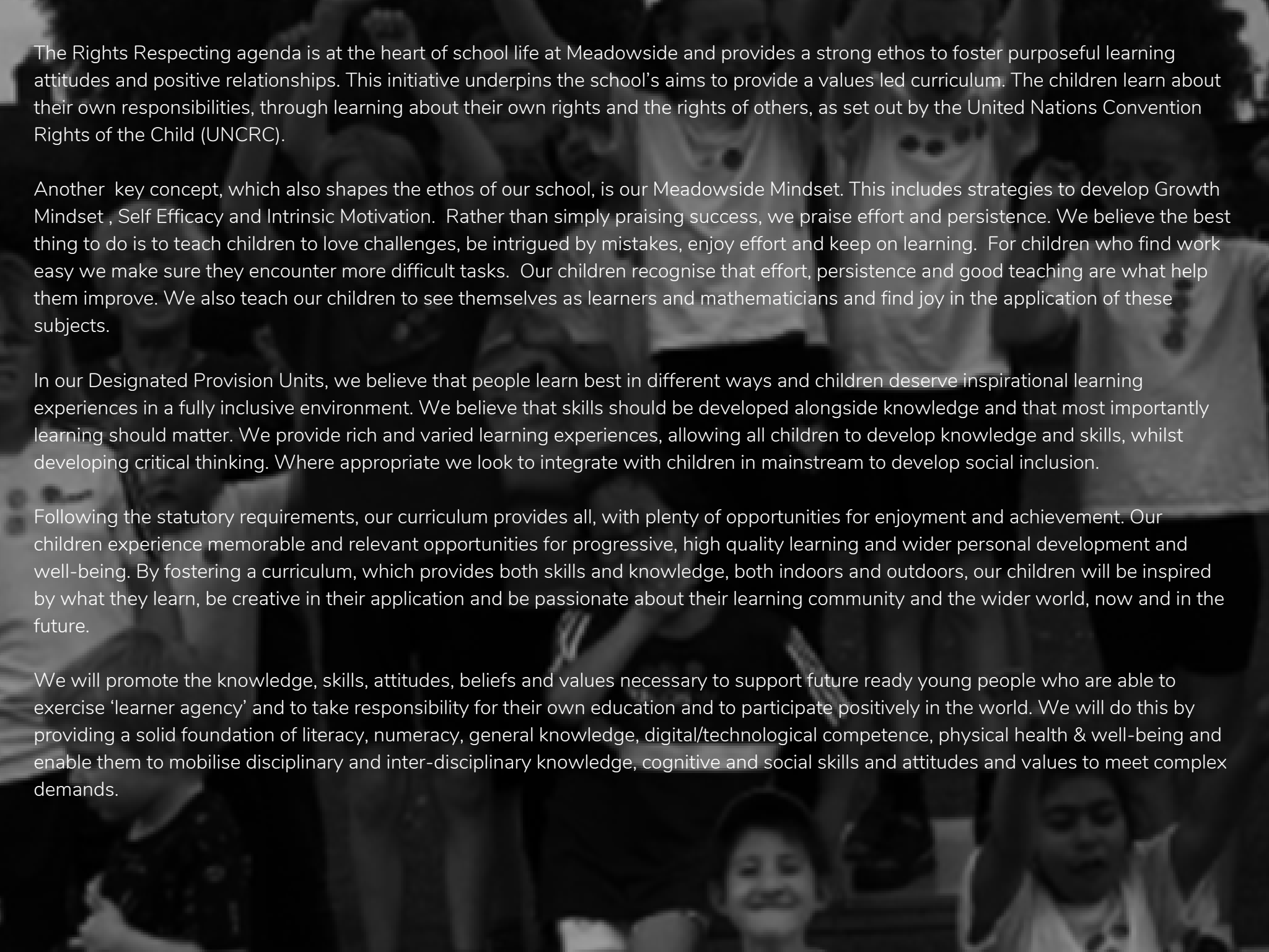
CURRICULUM INTENT



For our Designated Provision Units, our intent of our curriculum is built around independence. We want to equip our children to be independent learners and problem solvers fully prepared for their next steps in their education. "It is not what you do for your children, but what you have taught them to do for themselves that makes them successful human beings," Ann Landers. Through focus on key skills, problem solving and preparation for adulthood, we aim to ensure our children are equipped to be able to independently contribute to society.

Another key strand to our curriculum in the designated provision is oracy and vocabulary, equipping children with the communication, presentation and interpersonal skills needed to thrive in the twenty-first century. Evidence shows that of the children who persistently experience poverty, 75% arrive at school below average in language development (Communication Trust, Talking about a generation, 2017). A child in a low income household, over their early years of life, will hear 30 million less words. A typical child living in a welfare family will be exposed to an average of 600 words per hour, of which there is a ratio of 2 negative words to every positive. (Hart and Risley 2003).

Meadowside's contextual information indicates that our children reside in an area that is within the highest 3% of deprivation nationally. Therefore we have created a curriculum filled with learning to talk and learning through talk, ensuring opportunities to acquire a rich and varied vocabulary, delivered in language-rich classrooms. Oracy is a set of teachable skills that are essential for life and is at the heart of our pedagogy.



The Rights Respecting agenda is at the heart of school life at Meadowside and provides a strong ethos to foster purposeful learning attitudes and positive relationships. This initiative underpins the school's aims to provide a values led curriculum. The children learn about their own responsibilities, through learning about their own rights and the rights of others, as set out by the United Nations Convention Rights of the Child (UNCRC).

Another key concept, which also shapes the ethos of our school, is our Meadowside Mindset. This includes strategies to develop Growth Mindset, Self Efficacy and Intrinsic Motivation. Rather than simply praising success, we praise effort and persistence. We believe the best thing to do is to teach children to love challenges, be intrigued by mistakes, enjoy effort and keep on learning. For children who find work easy we make sure they encounter more difficult tasks. Our children recognise that effort, persistence and good teaching are what help them improve. We also teach our children to see themselves as learners and mathematicians and find joy in the application of these subjects.

In our Designated Provision Units, we believe that people learn best in different ways and children deserve inspirational learning experiences in a fully inclusive environment. We believe that skills should be developed alongside knowledge and that most importantly learning should matter. We provide rich and varied learning experiences, allowing all children to develop knowledge and skills, whilst developing critical thinking. Where appropriate we look to integrate with children in mainstream to develop social inclusion.

Following the statutory requirements, our curriculum provides all, with plenty of opportunities for enjoyment and achievement. Our children experience memorable and relevant opportunities for progressive, high quality learning and wider personal development and well-being. By fostering a curriculum, which provides both skills and knowledge, both indoors and outdoors, our children will be inspired by what they learn, be creative in their application and be passionate about their learning community and the wider world, now and in the future.

We will promote the knowledge, skills, attitudes, beliefs and values necessary to support future ready young people who are able to exercise 'learner agency' and to take responsibility for their own education and to participate positively in the world. We will do this by providing a solid foundation of literacy, numeracy, general knowledge, digital/technological competence, physical health & well-being and enable them to mobilise disciplinary and inter-disciplinary knowledge, cognitive and social skills and attitudes and values to meet complex demands.



CURRICULUM IMPLEMENTATION

How do we fit with we whole school ethos in the Designated Provision and Development Centre?

Inclusivity

The children in our Designated Provision are central to our whole school community. We recognise all of learners are capable of taking part and being included in different aspects of school life and we endeavour to include them in as much as we can. Each child is included in to whole school where appropriate.

- Assemblies
- Class trips
- Residentials
- Peer Support
- Integration for specific lessons where this is appropriate (eg. music, maths etc.)
- Extra curricular activities
- Swimming
- Sports Days
- Individualised curriculum allows access to knowledge and skills

Meadowside

Mindset

Meadowside mindset involves us developing the skills of growth mindset, self efficacy and intrinsic motivation.

- Assemblies
- Praise of mindset and efficacy
- Children see themselves as learners
- Celebrating success - achievable realistic individualised targets set for our pupils
- Children work independently where appropriate.
- Parental support
- Regular meetings with parents
- Sharing of successes with parents (Tapestry and Class Dojo)

Rights

Respecting

We follow the unicef Rights respecting charter. Within Designated provision, we focus on the following rights:

- We have a right to come to school and learn
- We have a right to be listened to and taken seriously
- We have a right to be treated fairly



How do we develop oracy within the designated provision and development centre?

Learning outside the Classroom

The children in our Designated Provision are central to our whole school community. We recognise the benefit of building the children's cultural capital with well planned trips to new places, alongside using outdoor space in school to further develop our offer

- Froggy Forest Experience
- Class trips
- Residentials
- Sensory Baking
- Integration for specific lessons where this is appropriate (eg. music, maths etc.)
- Extra curricular activities
- Swimming
- Sports Days with other Designated Provisions
- Trips to local places that link with our learning

Vocabulary Aquisition

Vocabulary aquisition is central to the development of oracy. Our delivery of this is consistent with the approach throughout school. Words of the day are delivered and used daily. The support for embedding these is different depending on the needs of the individual.

- Word of the Day
- Makaton
- PECS
- Visual representations of new words.
- Language rich environment

Thinking and Philosophy

All of our topics are based around a philisophical question that asks deep questions and leads to the development of a moral compass in line with our whole school approach. P4C (Philosophy for Children) sessions are used in conjunction with our teaching of PHSE.



How do we develop independence in the Designated Provision and Development Centre?

Key Skills



Phonics

Main Delivery Method

Letters and Sounds

Additional Support

PAT Phonics

Toe by Toe

Precision Teaching



Maths

Main Delivery Method

Bespoke Mathematics Delivery as outlined in our maths policy documents

Additional Support

Plus One / Power of Two



Reading

Main Delivery Method

Phonics (Little Wandle - Letters and Sounds)

Talk 4 Reading

Additional Support

Ticking Texts

X Code

Switch on

Precision Teaching

PAT phonics



Writing

Main Delivery Method

Talk 4 Writing

Additional Support

Ticking Texts

X Code

Switch on

Problem solving



Forest
School

Forest School sessions are used regularly with our children in the development centre and designated provision that are designed to enhance the children's team work skills and problem solving. Open ended tasks encourage children to work together and use their initiative.

Continuous
Provision

Within Ks1 and EYFS, continuous provision gives the children chance to work with their peers in developing the characteristics of effective learning. There are lots of opportunities for role play alongside opportunities to build and problem solve together.

Preparation for Adulthood

Hopes and Dreams Week

Every year we explore different jobs and opportunities. We try to link up with organisations with adults with similar needs to the children we support as well as wider workforce.

Cookery

Sensory baking and cookery is used weekly to enhance our curriculum and teach children life skills they need.

Technology

Technology is central to removing barriers to the children accessing learning and every day life. Within the DPs we teach the children how to use technology to support them with their daily challenges.

Keeping ourselves Safe

We want our children to grow up to be strong, confident individuals who are able to access life. The children are supported to become assertive and express their opinions. We also run a Keeping Ourselves Safe Week where we look at wider ways we can keep ourselves safe.

Curriculum Implementation at each stage of learning: EYFS and KS1 Pre Formal Learning



EYFS and Pre Formal Learning (Continued)

CHARACTERISTICS OF EFFECTIVE LEARNING

Playing and exploring



- Realise that their actions have an effect on the world, so they want to keep repeating them.
- Plan and think ahead about how they will explore or play with objects.
- Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? - I need to find the big horse next."
 - Make independent choices.
- Bring their own interests and fascinations into early years settings. This helps them to develop their learning.
- Respond to new experiences that you bring to their attention.
- Respond to new experiences that you bring to their attention.

Active Learning



Participate in routines, such as going to their cot or mat when they want to sleep. • Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.

Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.

Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.

- Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.

Keep on trying when things are difficult.

Creating and thinking critically



Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.

- Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.
- Review their progress as they try to achieve a goal.
 - Check how well they are doing.
- Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.
- Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."
- Know more, so feel confident about coming up with their own ideas.
 - Make more links between those ideas
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

EYFS and Pre Formal Learning (Continued)

Personal, social and emotion development

Sensory diet is used for all of our children as appropriate.

Children explicitly taught right from wrong.

Focus on engagement and focussed on emotional development.

Communication and Language

Speech language and communication is central to all of our work in the development centre.

Communication boards are used to develop communication in line with SALT plans.

Makaton/PECs used where appropriate.

Physical development

Fine motor skills and gross motor skills taught using our learning environment. Engagement with dough disco and other activities develop fine motor skills.

Where appropriate, a focus on preparation for writing - 'tripod grip'

Strength and balance and coordination is taught throughout our learning environment

Literacy

Spoken language is developed at the right levels for our children and new words introduced. Makaton to support introduction of new vocabulary.

Phonics is taught using Little Wandle Planning at appropriate stages

Opportunities given to listen to and develop attention to stories in 1:1 and whole class settings.

Word Warriors - Word of the day

Fine motor skills, prewriting and writing skills taught where appropriate.

Mathematics

Opportunities are presented to learn and use numbers to 10 where appropriate.

Rich environment with opportunities to explore numbers to 10.

Focus on recall of number bonds and facts rather than strategies for + and -.

New 'numerical patterns' strand.

Vocabulary specifically taught in line with our overall approach and using Makaton where appropriate.

Understanding the World

Topic work allows a focus on the following:

Past and present has been introduced

Focus on similarities and differences - historical events and stories

Greater emphasis on religious and cultural similarities and difference.

Use of maps - study local environment and wider world

Technology is used to enhance the curriculum offer where appropriate.

Focus on the natural world including use of

Expressive Art and Design

Exploring and using media and materials has been replaced with 'Creating with materials'.

Focus on explaining the process they have used.

Dance is no longer referred but is covered in Physical development

Safety of using tools is within EAD

Emphasis on nursery rhymes and songs. Less focus on creating and exploring their own ideas, thoughts and feelings.

Larger focus on role play and narrative being based on stories.



Engagement Model

How we use the Engagement Model at Meadowside.

Engagement Profile

For all of our children who are yet to start accessing subject specific learning, we formulate an Engagement Profile working as a team with the staff in the provision alongside professionals and parents. This gives a comprehensive picture of a child's fully sustained engagement behaviours in each area of engagement. This allows staff to develop high expectation of a child's engagement and highlight the areas of high interest that can be introduced into other less favoured, learning activities to raise engagement for learning.

Engagement Scale

The engagement scale is the used as an assessment and scoring tool that, together with the Engagement profile allows us to record a child's journey from a point of low engagement to a point of higher engagement. Engagement scales are completed once per week to keep a record of changes that are made to an activity and the impact on a child's engagement.

How the
engagement
model is used to
assess pupil
progress at
Meadowside.

Assess, evaluate and moderate

- Staff monitor progress against the targets set daily in their Tapestry observations.
- Pupils are encouraged to take the learning deeper and challenged to apply to different situations.
- Evaluation of provision and what additional opportunities would be helpful in our daily setting.
- Evaluation of the curriculum, what changes would enable the child to make increased progress.
- Half termly observation sheets show progress against targets and next steps.
- Tapestry is used to record small steps progress against their individualised targets.

Setting targets

- Targets are set based on our observations in the 5 areas of the engagement steps and also in conjunction with targets from EHCP.
- Targets are shared with parents at parents.
- Feedback from parents further informs targets.
- Targets are set on Insight Tracking.

Plan

- Targets are set based on our evaluation against the engagement steps and also in conjunction with the targets from EHCP documents.
- Opportunities to directly teach these skills are planned into daily learning (IEP work) and opportunities to embed these into the wider curriculum planning.
- Continuous provision, our timetabling and the curriculum are altered so that we are supporting

Working together

- Targets are written jointly with SALT, Parents and OTs.
- Observations are recorded regularly using Tapestry.
- Provision is adapted in response to these evaluations with changes made to the setting and also to the activities where appropriate.
- Targets are moderated with similar settings.
- Our school SENDCo and deputy headteacher moderate all IEP targets across school in SEND Target meetings.
- Plans are put into place to ensure all agencies are working on the same target.

Observe


- Baseline assessment is conducted using the attached proforma.
- Observations are made daily on Tapestry and tagged against the 5 areas of learning. Progress is observed.
- Opportunities to apply their learning in different environments and settings are provided.
- Provision is altered to provide additional opportunities to further enable engagement with targets.


Engagement Profile Proforma

The engagement profile shows when a child is at their most engaged and what each of these areas of engagement looks like for them. Throughout the term, improvements in engagement in each area are noted and documented using Tapestry and with Post-it notes in class.. That leads to a termly update of their profile showing the progress they are making.

DATE


My Engagement Profile






Name

When I am at my most engaged, this is what you will see...




Exploration

Building on an initial reaction. Showing interest and curiosity. Exploring an object in different contexts or environments.




Initiation

A self directed request, movement or indication however small, which can be considered to express an intention, want or need.




Realisation

Reacting to a new stimulus or discovering a new aspect of a familiar stimulus or activity. Demonstrating control to achieve a goal.




Anticipation


Shows expectancy or prediction as a result of previous knowledge, experience or skill.



Perserverance

"Sticking with it": continued effort (may be in short bursts). Perseverance, determination, refusing to give up or let go.





Engagement Scale Proforma

Meadowside Engagement Chart and Scale

Student Name:

Lesson/Activity:

Date:

Date for Review:

Post Intervention/Pre Intervention:

Target:

Completed by:

Overview of Relevant Issues

Next Actions

Engagement Indicator	Score (0-4)	What Happened? What happened/What didn't happen and why?	What didn't happen? What will I do next time and why? How will I make the activity more appealing for this child? (see inquiry framework)		
Initiation					
Realisation					
Exploration					
Anticipation					
Persistence					
Key for Scoring	0	1	2	3	4
	No focus	Low and minimal levels – emerging and fleeting	Partly sustained	Mostly sustained	Fully sustained

No focus										Emerging/Fleeting										Partly	Sustained										Mostly Sustained										Fully Sustained									
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20																														

Curriculum Implementation at each stage of learning:

Semi Formal and Formal Learning

Core Subjects

Reading

Reading is taught using Talk 4 Reading

- Whole School Reading Policy
- Interventions in Reading (DP)

Phonics

Phonics is taught using Letters and Sounds Little Wandle

- Whole School Phonics Policy
- Interventions in Writing (DP)

Writing

Writing is taught using Talk 4 Writing

- Whole School Writing Policy
- 4 Year Plan for Designated Provision
- 3 Year Plan for Development Centre
- Interventions in Writing (DP)

Maths

Maths is taught using our Bespoke Approach

- Whole School Maths Policy
- Maths is taught in a cyclic approach. YearlyTopic Plan for Maths
- Interventions in Maths (DP)

Oracy

Oracy is taught using our Bespoke Approach

- Whole School Maths Policy
- Philosophical Question Plan (KS1)
- Philosophical Question Plan (KS2)
- Oracy 3 year plan)

Science

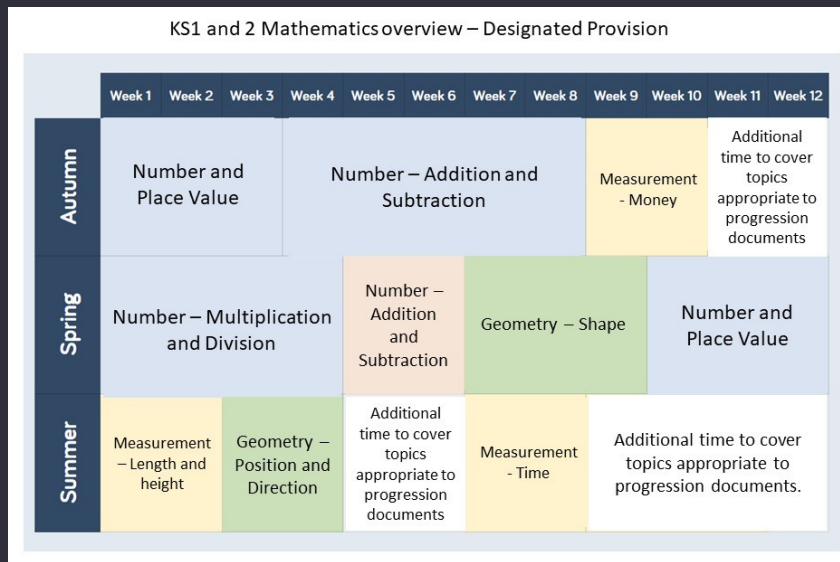
Science is taught using our Bespoke Approach

- Bespoke Plan (3 year for development Centre, 4 Year for Designated Provision)

The skills from foundation subjects are taught through topic work that allows us to focus our learning through the term. Teaching will ensure that lessons are focused on the skills of the particular subject that is being taught and is showing progress in line with the skills progression for each subject. Because there is a cyclical approach, teachers use their skills to teach skills and knowledge across a from different areas of the curriculum as per the needs of the children.


Foundation Subjects

Teaching of Mathematics



Within the Designated Provision and the Development Centre it is acknowledged that children will be working within different year group objectives and therefore accessing different parts of the curriculum at different times. Where possible, learning will follow appropriate objectives that will be differentiated to cover the curriculum from different year groups. Where this is not possible, split inputs will be used to introduce new learning to children in 1:1 or small group sessions delivered by a teacher or TA that will lead to independent 'chilli challenges' that allow progress across the subject. Progress is tracked using bSquared objectives.

Maths activities are planned using structures from our school maths policies. A breakdown for individual lessons can be downloaded from the year groups objectives on White Rose.




National Curriculum Progression


Years 1 to 6

#MathsEveryoneCan

2019-20



Primary Progression – Notes and Guidance

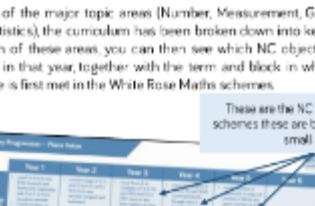


How does this document work?

The aim of this document is to give an at-a-glance guide to how the White Rose Maths curriculum links to the Key Stage 1 and 2 National Curriculum, and how it progresses through topics.

In each of the major topic areas (Number, Measurement, Geometry and Statistics), the curriculum has been broken down into key areas. For each of these areas, you can then see which NC objectives are covered in that year, together with the term and block in which that objective is first met in the White Rose Maths schemes.

These are the NC objectives. In our schemes these are broken down into the small steps.



Who is it for?



This progression will help:

- Class teachers** – for each topic, teachers will be able to see exactly what they are meant to cover in their year group, but also what they can expect students to have covered in the previous year (Y2 to 6), and where the learning continues next year (Y1 to 5)
- Maths subject leaders and senior leaders** – the progression provides an overview of the whole primary phase so leaders can clearly see how topics are developed over time. They will also be aware of when topics are taught and what resources may be needed across the school at particular times.

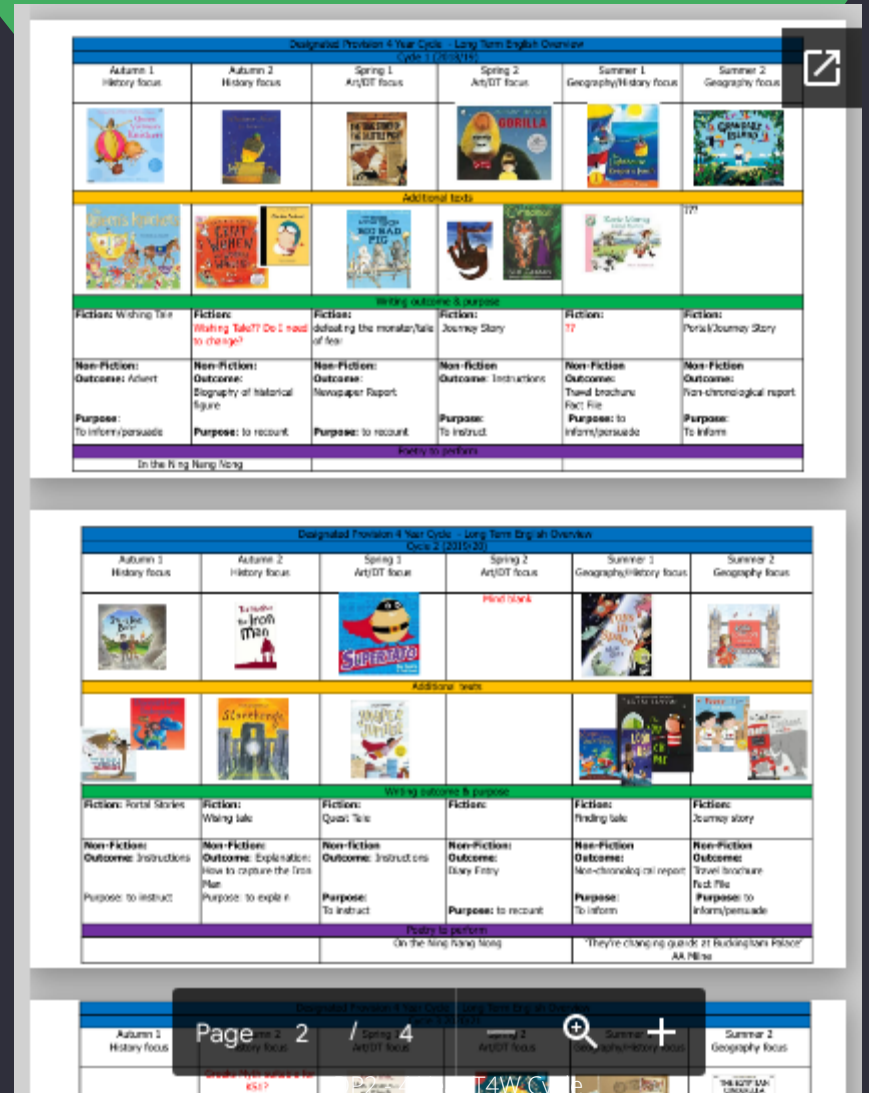
When are topics revisited?

The White Rose Maths curriculum is a cumulative curriculum, so that once a topic is covered it is met many times again in other contexts – often so many that listing them all is impractical. For example, place value is covered in Autumn 1 but revisited within addition and subtraction in all seasons and division etc. We are also adding 'Mathsback Four' to our premium resources to support teachers with spaced repetition of key topics throughout

Page 1 / 31

Teaching of English (Writing)



Talk 4 Reading is used to deliver the teaching of reading in Key Stage 2 in line with our whole school focus. This is planned to ensure the teaching of comprehension for all of our pupils.

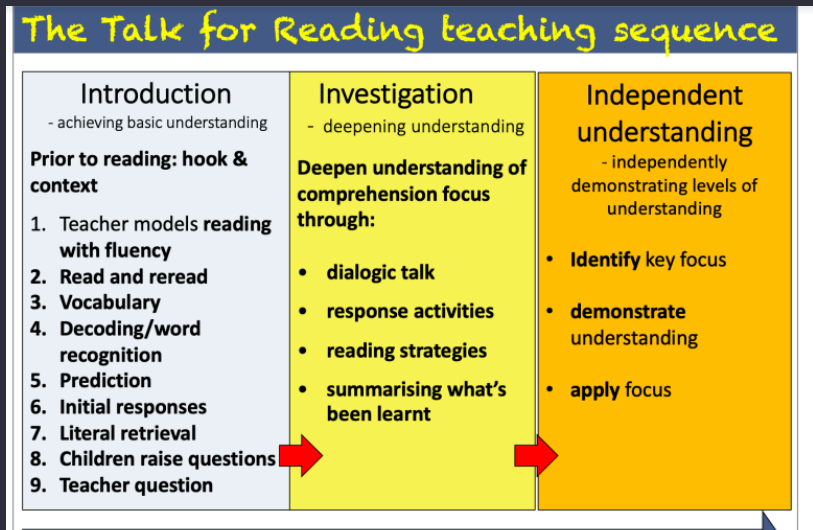
Although the curriculum has a cyclic approach to texts used, Elements of the curriculum are taught to individuals and groups within the Designated Provision in line with their learning using the progression document attached.

Progression is assessed using bSquared. Where possible, these objectives will be delivered through whole class teaching and differentiated to cover elements of the curriculum across appropriate year groups. Where this is not appropriate, however, split inputs will be used to introduce new learning to children in 1:1 or small group sessions that will lead to independent learning.

Teaching of English (Reading and Phonics)



Phonics is taught primarily using Little Wandle Phonics Scheme in line with the whole school philosophy. The children are delivered their phonics teaching in small groups and 1:1 sessions daily. It is understood that they move through the curriculum at different rates. Children are given opportunities to overlearn techniques and therefore at times work at a slower speed of progress through the scheme. Where applicable, other methods are used and are planned through our IEPs. This may mean a child may use precision teaching, PAT Phonics, Little Wandle Interventions, X Code or Toe by Toe to reinforce the work that they have been doing in their daily phonic lessons.



[Click this link to see our progression map for Talk for Reading](#)

[Click this link to see our progression document for Phonics.](#)

<https://drive.google.com/file/d/1AJ6rFM3X5JUn3A7Sq2xKQbMHIEBPwa50/view?usp=sharing>

Teaching of English - How it all links together.



Progression in science is planned using Developing Experts scheme. We follow a three year cycle in DP1 and a three year cycle in DP2. Lessons are planned to ensure that knowledge and skills from across the provision map are taught where appropriate. We ensure that learning is planned to the needs of our children.

Please refer to Developing Expert's Curriculum maps for a quick overview of the unit. Our curriculum maps let you know the summative questions linked to each lesson, the resources you will need, the key words covered, the National Curriculum links made and the links to the statutory requirements for working scientifically made for each unit. Generic statements have been used for simplicity:

- Asking questions
- Performing tests
- Observing and measuring
- Gathering and recording data
- Identifying and classifying
- Using equipment
- Planning and setting up different types of enquiries

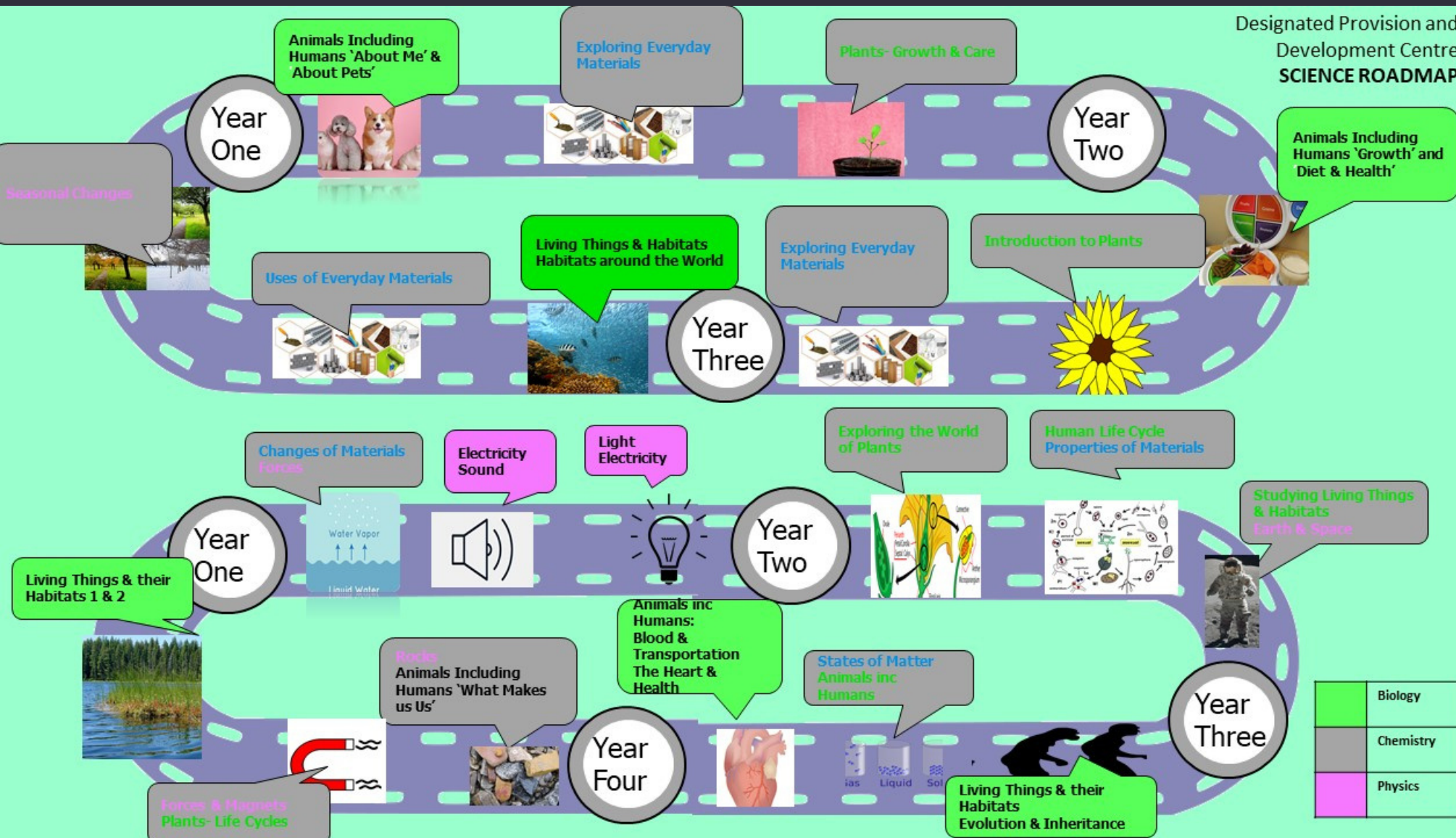
Teaching of Science



A screenshot of the 'Curriculum Science - Year 1' interface on the Developing Experts website. The interface has a dark blue header with the title 'Curriculum Science - Year 1' and a sub-header 'Below are different units for English National Curriculum Science - Year 1. Click on the tile to view that unit.' On the left is a white sidebar with the 'Developing Experts' logo and navigation links: 'SCHOOL' (Dashboard, Units & Lessons, Mark Book, Invite Teachers, Referrals), 'MY CLASSES' (Classes, Pupils, Reports), and 'YOU' (Create your careers profile). The main content area shows a list of units on the left (Year 1 to Year 6, 'Coming soon... KS4 Biology', 'KS3 Biology', 'KS3 Chemistry & Earth') and a grid of unit tiles on the right. The tiles include 'Animals Including Humans - About Animals' (with a dog image), 'Animals Including Humans - About Me' (with a person on a rainbow), 'Exploring Everyday Materials' (with a blue textured image), and others. A chat bubble at the bottom right says 'Hello. How can we help?'.

Curriculum Overview Science Road Map

Designated Provision and
Development Centre
SCIENCE ROADMAP



Across our foundation subjects, progression is planned using the progression in our Mainstream curriculum documents from 2Y.O, Nursery right up to Year 6. In each curriculum area, the teacher plans around a topic on a three year cycle in Key Stage 1 and a four year cycle in Key Stage 2.

Like Science, topics are planned using a "Road Map" to ensure that there is appropriate coverage over the cycle of three (EYFS/KS1) or four years (KS2). The skills taught are planned for using the progression documents in that year group. We ensure that the skills taught are chosen to be appropriate for each individual child. Curriculum areas are carefully planned and linked to ensure schema between each subject and also within subjects from different year groups.

Whilst we attempt to cover a lot of the topics that are also covered in mainstream, these are carefully selected to ensure that we cover the topics that are developmentally appropriate for our children. Some of these topics would be appropriate for some of our children. Therefore, where it is appropriate, we use integration for children to access these topics alongside their mainstream peers.

These topics are planned for using a termly L.O.T. (Linking our Thinking) plan that outlines the skills from the skill progression sheets that we are covering.

Teaching of Foundation Subjects



Curriculum Overview DT Road Map

EYFS/KS1 DC

Year One

Cooking & Nutrition:
Understand where
food comes from &
healthy diet



Mechanisms: Wheels,
axles-design a jungle
vehicle



Mechanisms: Sliders
and Levers-
making moving
picture cards



Year Two

Designated Provision and
Development Centre
DT ROADMAP

Cooking & Nutrition:
Making bread



Structures:
Building a superhero
town



Textiles: Sewing,
stapling, gluing-
fabric bunting for a
tea party



Year Three

KS2 DP

Mechanical Systems:
Levers, linkages,
gears- Vex Robotics

Cooking &
Nutrition: Using a
variety of cooking
techniques for
savory dishes

Year One



Mechanical Systems &
Electrical Circuits:
Making moon buggies



Cooking & Nutrition:
Making a fruit smoothie-
understanding
seasonality



Year Two

Structures: Designing
a maths game

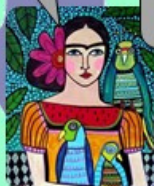


Textiles: Sewing-
Islamic prayer mat



During the Spring
term 'Let's Imagine',
the main drivers are
Art and DT. When
designing and
making pupils will be
taught to use the
design, make and
evaluate process. In
the Autumn and
Summer term pupils
complete a mini DT
project.

Structures: Stiffen,
strengthen, reinforce,
making 3D shapes/
decorations



Mechanical Systems:
Pulleys, levers,
linkages- making a
shaduf



Year Four

Cooking & Nutrition:
Making a Greek kebab-
prepare and cook
savory dishes



Structures & Electrical
Circuit Systems:
design a building based
on Greek architecture



Year Three

Computing to Program
& Control: Robotics-
program, monitor and
control robot



Curriculum Overview Geography Road Map

EYFS/KS1 DC

Year One



Name, locate & identify local area.



Contrasting a non European country with Warrington.

Name, locate & identify local area, capital cities of the UK.



Year One

Physical and human characteristics & features in the UK, providing greater geographical detail of regions.



KS2 DP

Name & locate geographical regions of UK and identify physical & human characteristics.



Year Three

Name & locate world's 7 continents and 5 oceans.



Locate world countries to focus on North & South America & identify the position in relation to the equator.



Year Two

Describe key aspects of human geography inc types of settlement and land use (River Mersey/ Manchester Ship Canal v River Nile).



Designated Provision and Development Centre
GEOGRAPHY ROADMAP

Year Two

To identify seasonal and daily weather patterns. To compare a contrasting locality to Warrington.



Name, locate & identify local area, capital cities of different countries around the world

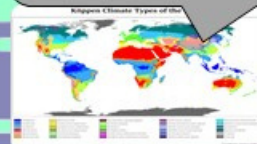


Year Three

Locate European countries and understand how aspects have changed over the time.



Using maps, atlases, globes to locate and interpret countries and describe features.



Volcanos
Similarities & differences of human and physical features of Warrington & compare to Egypt



Year Four



Curriculum Overview

Computing Road Map

Designated Provision and
Development Centre
Computing

EYFS/KS1 DC

Year One

Teacher's Handbook
Technology & Me

Modern Tales
Friend Request

Teacher's Handbook
Nursery Rhyme Coding

Year Two

News Presenter
Teacher's Handbook
School News

Teacher's Handbook
ROBOTS

Teacher's Handbook
Animate with Shapes
Animate with Shapes (Byte Sized)

Year Three

Teacher's Handbook
SHAPE HUNT
Shape Hunt (Byte Sized)

Teacher's Handbook
What is a Computer?

MY ONLINE LIFE
Teacher's Handbook

KS2 DP

Year One

My Online Life - Teacher's handbook
My Online Life

Teacher's Handbook
Making Games

Teacher's Handbook
REAL OR FAKE?
PDF | Word

Year Two

My Online Life - Teacher's handbook
My Online Life

Teacher's Handbook
Endangered Animals
Endangered Species

Rainforests
Teacher's Handbook

Year One

Code a Story
Teacher's Handbook

The DANCING ROBOT
Teacher's Handbook

My Online Life - Teacher's handbook
My Online Life

Year Four

Teacher's Handbook
Minecraft Challenges
Minecraft Challenges (Byte Sized)

T-SHIRT DESIGNER
Teacher's Handbook
T Shirt Designer (Byte sized)

My Online Life - Teacher's handbook
My Online Life

Year Three

Curriculum Overview History Road Map

EYFS/KS1 DC

Year One



Changes within living memory- All about me – home life, family, toys and significant individuals- Mary Seacole

Significant events, people and places in history – Florence Nightale



Significant events beyond living memory- The Great fire of London



Year Three

Significant events and people from history. Henry viii



Significant events beyond living memory- The Great fire of London



Year Two

Designated Provision and Development Centre
HISTORY ROADMAP

Significant people and places in Warrington- Lewis Carroll from Daresbury



KS2 DP

Year One

Significant events, people and places in history - Queen Victoria,



Significant events, people and places in history – Amelia Earhart



Year Two

The Changes in Britain from the Stone age to Iron age- What was life like in Bronze Age Britain?



The Roman Empire and its impact on Britain/ Warrington



Year Three

Ancient Greece – a study of Greek life and achievements and their influence on the western world

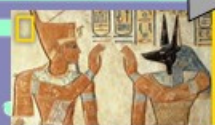


A non-European society that provides contrasts with British history- Benin



Year Four

The achievements of earliest civilizations- The impact of Ancient Egyptians on modern life.



A non-European society that provides contrasts with British history- Mayan civilization



Curriculum Overview

PE Road Map

EYFS/KS1 DC

Designated Provision and Development Centre PE ROADMAP

Year One

Multi-Skills – travelling, aiming, throwing, hopping and jumping



Brilliant Ball skills – Develop reactions, catch/throw beanbags underarm / overarm.



Throwing and catching – Rounders using large ball and using hand to strike.

Active Athletics – jumping, running at speed and obstacle races.



Year Two

Ugly Bug Ball Dance – Dance with partner, improve timing and perform.



Brilliant Ball skills - Catch different objects. Football / basketball dribbling.



Active Athletics – Relay running, long jump, hurdles and throwing.



Year Three

Story Time Dance – Link moves in time with music.



Groovy gymnastics – travelling on/off bench, rolls and link 3 moves.



Swimming – Use a range of stroke effectively. Perform self-safe rescue in different water situations.



Multi Skills – Maintain balances, hand-eye co-ordination games.



Groovy Gymnastics – Variety of jumps and landings, create sequences in groups and perform.



Swimming – Use a range of stroke effectively. Perform self-safe rescue in different water situations.



Throwing and Catching – Kwik Cricket

Active Athletics – Relay running, long jump, hurdles and throwing.



Year Two

Swimming – Use a range of stroke effectively. Perform self-safe rescue in different water situations.



Athletics (Sports day practice) – Running at speed / relays / standing long jump and target throw



Year Four



Swimming – Use a range of stroke effectively. Perform self-safe rescue in different water situations.



Brilliant Ball skills – Develop reactions, catch/throw beanbags underarm / overarm.
African Dance – Count beats and keep rhythm. Change direction, co-operate in group.



Nimble Nets – Tennis Hand-eye co-ordination. Underarm serve. Rally. Play competitive game.

Year Three

KS2 DP

Year One



Swimming – Use a range of stroke effectively. Perform self-safe rescue in different water situations.



Multi Skills – Maintain balances, hand-eye co-ordination games.



Groovy Gymnastics – Variety of jumps and landings, create sequences in groups and perform.



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Year Two

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Athletics (Sports day practice) – Running at speed / relays / standing long jump and target throw



Year Four



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Brilliant Ball skills – Develop reactions, catch/throw beanbags underarm / overarm.
African Dance – Count beats and keep rhythm. Change direction, co-operate in group.



Nimble Nets – Tennis Hand-eye co-ordination. Underarm serve. Rally. Play competitive game.

Year Three

Curriculum Overview

Music Road Map

Designated Provision and
Development Centre
Music

EYFS/KS1 DC

Little Angel
Gets It's Wings

In the Groove

Rhythm in the
Way we Walk

Year
One

Year
Two

Hey You

Reflect Rewind
Replay

Hands Feet
Heatt

Hands, Feet,
Heart

Year
Three

Round and
Round

KS2 DP

Glockenspiel
Stage 1

Glockenspiel
Stage 2

Glockenspiel
Stage 3

Ho Ho Ho

Zootime

Year
One

Year
Two

Benjamin
Britain, there
was a Monkey

Reflect Rewind
Replay

Three Little
Birds

Mama Mia

Five Gol Rings

Year
Four

Year
Three

Curriculum Overview Oracy Road Map

Designated Provision and
Development Centre
Oracy

EYFS/KS1 DC

Year One

SHOW
and
TELL



To speak in front of a
larger audience
Poetry assembly / T4W

Small group discussion (10 approx)
Use talk tokens to make
talk visible

Year Two

SHOW
and
TELL

To participate in a short 'show
and tell' session.
To be filmed speaking and
use this for reflection.

Explain and share with
class something that they
have achieved and
overcome. (relate to
emotions)

Group discussion on which
house would be the best
for a superhero and
discuss advantages and
disadvantages, agreeing on
a common consensus?

Debate around the topic of
change for the better -
linking with current issues

To speak in front of a
larger audience
Poetry assembly / T4W

Small group discussion (10 approx)
Use talk tokens to make
talk visible

KS2 DP

Year One

The
Visitor

Year Two

Be a storyteller in KS1 DC

Be a storyteller in
KS1 DC

Paired/ small group
demonstration

Be a storyteller in KS1 DC

Class group persuasion
presentation on what you
need to do to be healthy/
roles decided between
them)

Be a storyteller in KS1 DC

Year Three

Year Four



Talk on an expert role/
interviewee/interviewer -
archaeologist

Explain and share with
class something that they
have achieved and
overcome. (relate to
emotions)

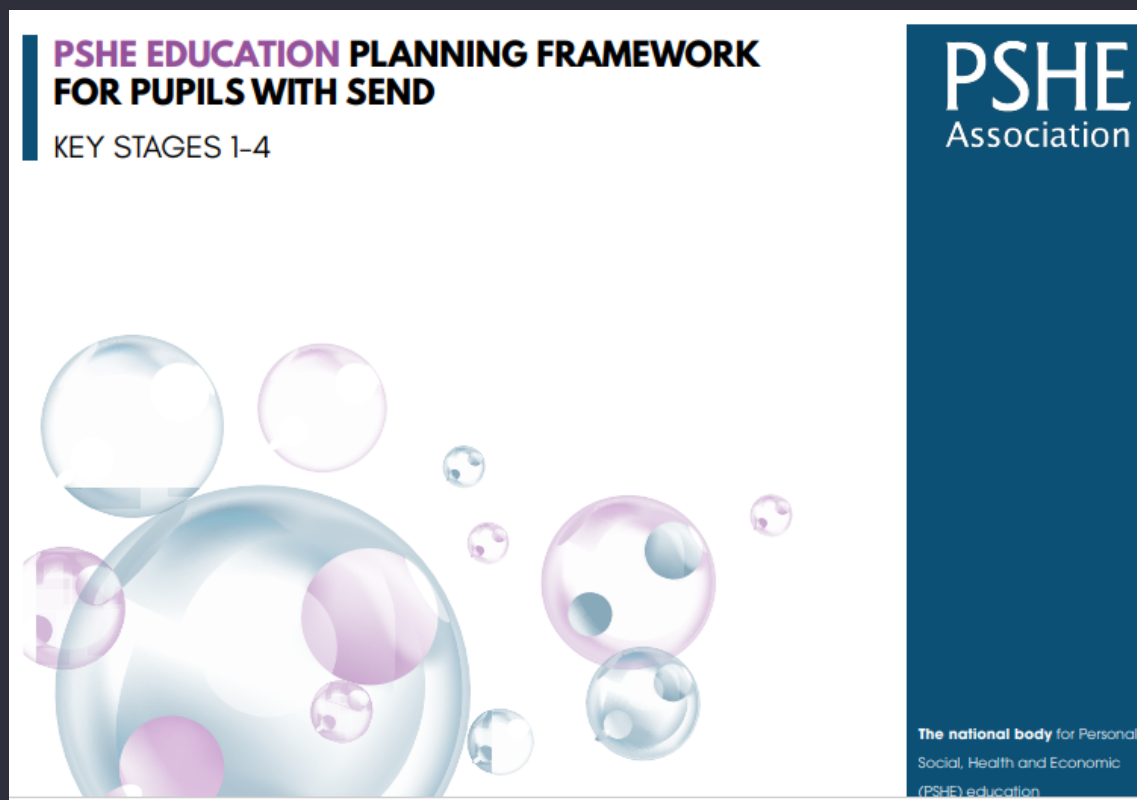


Curriculum Overview

PSHE

PSHE is taught using the PHSE Planning Framework for Pupils with SEND. Weekly lessons are taught using the structures and progression outlined within this document.

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Sample Timetable KS2 DP

Giant Redwoods Timetable

	8:50 - 9:15	9:15 - 9:35	9:35 - 10:30	10:30 - 11:00	11:00 - 11:15	11:15 - 11:35	11:35 - 12:30	12:30 - 1:15	1:15 - 1:45	1:45 - 2:40	2:40 - 3:00
Mon.	Assembly/ Music		9:30 - 9:45 Spellings					12:30 - 12:45 Food	Listening Skills Independent Tray	L.O.T Taught as specific subjects	Class Book
Tues.			9:45 - 10:00 Sensory		B R E A K	Independent Maths Work	T4W	L U N C H	1:15 - 2:00 PE	L.O.T Taught as specific subjects	Class Book
Wed.	8:50 - 9:00 Ward Warrior		10:00 - 10:30 Talk 4 Reading	Maths Input/ Journal					Listening Skills Independent Tray	Science	Class Book
Thurs.	9:00 - 9:15 4-a-day	Phonics						12:45 - 1:15 Play	Listening Skills Independent Tray	Forest School/ Sensory/ Craft	Class Book
Fri.			SALT (SD)						PPA Spanish PSHE RE		