

Annual Curriculum Framework- 2021-2022

Area of Learning	Subjects	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6						
Communication, language and literacy	English	Basic Skills- expressive and receptive language, phonics, spelling, grammar, vocabulary, punctuation, reading and writing. Taught in small groups and pairs through themes. It will also be taught discretely through pupils Individual Learning Program (ILP). English group work is planned using the English Equals curriculum.											
		Explanations	Stories with a pattern	Visits and Events (Christmas production)	Different stories by the same author	Letters	Stories from other cultures (different one each week)	Instructions	Stories on a similar theme	Posters and Leaflets	Adventure stories	Recounts	Poetry
		Phase 1 Match (example : how do you plants a seed?)	Phase 1 Dear Zoo	Phase 1 Poster Checklist	Phase 1 Eric Carle	Phase 1 Informal letters (e.g. cards and invitations)	Phase 1 Comprehension – who, what, where questions	Phase 1 Order and follow with support	Phase 1 Animal stories Family stories	Phase 1 Create a poster and leaflet	Phase 1 Making some choices for a story	Phase 1 Sequence story matching pictures	Phase 1 Poems on similar themes
		Phase 2 Sequence (example : how do you plants a seed?)	Phase 2 Brown Bear, Brown Bear, what do you see?	Phase 2 Poster Checklist Itinerary	Phase 2 Julia Donaldson	Phase 2 Informal letters (e.g. postcards, thank you letters)	Phase 2 Comprehension – answer who, what, when, where how questions	Phase 2 Order and follow	Phase 2 Animal stories Family stories	Phase 2 Design and create a poster and leaflet	Phase 2 Planning an adventure story	Phase 2 Sequence story using memory (recall)	Phase 2 Poems on similar themes
Phase 3 Write (example : how do you plants a seed?)	Phase 3 We all went on safari	Phase 3 Poster Checklist Itinerary Letters	Phase 3 Roald Dahl	Phase 3 Informal letters and formal letters	Phase 3 Comprehension – making comparisons between	Phase 3 Order, Write and follow	Phase 3 Animal stories Family stories	Phase 3 Design and create a leaflet and poster	Phase 3 Planning and creating an adventure story	Phase 3 Retell story	Phase 3 Poems on similar themes		

							books/cultures			for appropriate audience		
	SaLT	All pupils have assessments and input from the onsite SaLT, and have language and communication programmes embedded into daily learning schedules. Some pupils have direct therapy session with the qualified SaLT; others may attend group sessions, such as SULP. The SaLT Interventions plan shows the full range of SaLT programmes and activities.										
Numeracy, thinking skills and problem solving	Maths	Basic skills-number, measurement and geometry, statistics and probability following bsquared assessment tool. Taught in small groups and pairs through themes. It will also be taught discretely through pupils Individual Learning Program (ILP). Mathematics group work is planned using the White Rose Curriculum.										
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6					
		Phase 1 Reception- Autumn	Phase 1 Reception- Autumn	Phase 1 Reception- Spring	Phase 1 Reception- Spring	Phase 1 Year 1- Autumn 1 Place Value	Phase 1 Year 1- Autumn 1 Place Value					
		Phase 2 Reception- Autumn	Phase 2 Reception- Spring	Phase 2 Year 1- Autumn 1 Place value	Phase 2 Year 1- Autumn 2 Addition and subtraction	Phase 2 Year 1- Autumn 3 Geometry Shape	Phase 2 Revision of topics covered					
		Phase 3 Year 1- Spring 2 Place Value Year 1- Spring 3 Measurement (Length and Height)	Phase 3 Year 1- Spring 4 Measurement (Weight and Volume)	Phase 3 Year 1- Summer 1 Number: Multiplication and Division	Phase 3 Year 1- Summer 2 Number: Fractions	Phase 3 Year 1- Summer 3 Geometry: Position and direction Summer 5- Measurement: Money	Phase 3 Year 1- Summer 4 Number: Place value					
	Science	Science group work is planned using the National Curriculum Programme of Study and the Equals Curriculum.										
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6					

Knowledge and understanding of the world.		Growth and Survival	Everyday Materials/Changing materials	Living in Environments	Life Cycles	Changes and Reproduction	Forces and magnets
	IT	IT group work is planned using the EYFS scheme of work Online safety is scheduled into PHSE group lessons, using the PSHE Association curriculum, and also taught in 1:1 sessions. IT is also embedded into each pupil's daily individualised learning programmes and part of Topic group lessons, so that pupils develop skills in using: ipad apps, Purple Mash, Word (and Excel where appropriate), mouse control, internet research.					
Knowledge and Understanding and of the world and creative development.	Topic	Cross-curricular learning. Topic lessons will include: Music, Art, Design and Technology, History, Geography, Science, Maths, English, ICT and PSHE.					
		Capital cities	Celebrations around the World	Pirates	Everyday Life	Under the Sea	Wonderful Weather
	Outdoor Learning	Provides the opportunity to achieve and develop confidence and self-esteem through hands-on learning experiences in the natural environment. Pupils to target different areas during Woodland Walk trips as well as a supplement to subjects such as Mathematics, English and Topic.					
	Music	Basic skills- identifying instrument sounds, naming instruments, use of voice, imitation of sounds, respond to musical cues, respond to dynamic and tempo changes, respond to expression within musical sounds and lyrics, imitate rhythms, musical patterns and phrases, provide musical response to other pupils, reading simple musical scores, identify different percussion groups (strike or shake). Taught in small groups and pairs through themes, based on P Levels.					
		Term 1 – Music of the sea	Term 2 –Christmas and winter music	Term 3 - Feel the Pulse	Term 4 – Haunted House	Term 5 – Film Music	Term 6 – African Drumming
	Theme Days	Experiences taught as a one day topic; ICT, RE, MFL, History, Science, PSHE, Geography, parent visits.					
	Asia	Christmas	Back to the past	Germany	Beaches	Around the World	

Personal, Health, Social and Emotional	Assembly	SMSC, Britishness, e-safety, R.E, protected characteristics, road safety. Enabling students to develop self-knowledge, self-esteem and self-confidence, accepting responsibility for behaviour, showing initiative, and understanding how to contribute positively to the lives of those working and living in the local area. Relevant schemes of work to be followed as required.					
	Zones of Regulation	Teaches pupils to self-regulate their own actions and recognise when they are in different emotional states. Taught discretely to relevant pupils then generalised through all aspects of the school day.					
	Superflex	Social thinking curriculum designed for pupils on the higher end of the ASD spectrum of with ADHD.					
	ASDAN	Towards Independence, Transition Challenge: A framework of modules designed to develop personal, social, work related and independent living skills.					
	PSHE and RSE	Group lessons are planning using the PSHE Association curriculum					
Term 1		Term 2	Term 3	Term 4	Term 5	Term 6	
	Self-awareness	Self-care, Support and Safety	Managing Feelings	Changing and Growing	Healthy Lifestyle	World I live In	
Physical Development.	PE	P.E. group lessons are planned using the Equals PE curriculum					
		Striking and fielding games	Dance	Gymnastics	Invasion Games	Net and Wall games	Athletics
	Weekly offsite trips to run alongside PE lessons. This year the offsite trip are trampolining, woodland walk and the gym.						
	OT	All pupils have assessments and input from the qualified Occupational Therapist and have OT programmes embedded into daily learning schedules, which cover a wide range of programmes to develop gross and fine motor skills, as well as Sensory Integration. Some pupils have direct therapy session with the qualified OT.					
Preparation for Adulthood (KS4/5)		ASDAN programmes (typically: Towards Independence, Transition Challenge) to support and develop skills in: personal, social, work related and independent living; as well as Careers guidance and support for transition at 16+ or 18+. These programmes include (not limited to): Shopping & cooking skills; horticulture; animal welfare and care; office based skills.					