



Grangewood School
A learning community

Curriculum Handbook

Principles, Framework and Guidance

Reviewed: February 2025

Intent

“Grangewood School provides a tailored and personalised curriculum for all”

At Grangewood School, we aim to provide an enriching curriculum which is broad, balanced and appropriate to the needs of each pupil within the school. We provide key opportunities for pupils to experience, develop and consolidate a range of skills and knowledge. Communication and independence being at the core of all that we do, developing lifelong functional skills that they may use to enhance their lives.

At the same time, it should support their developing character and well-being to ensure they thrive in every situation in which they may find themselves in future. The curriculum must therefore be flexible enough to meet the different needs of every individual in an ever-changing school population, whilst laying the key foundations for the next stage of their lives, providing every opportunity for them to learn and achieve at their fullest potential.

Each pupil will follow a single learner pathway in general, however some learners may access certain subjects, specialist interventions or therapeutic approaches at a different level and would therefore be grouped within their hub to ensure the best opportunities to engage and achieve personalised goals.

We believe that all the experiences that a pupil encounters, from their arrival at school to the time they leave each day, present teaching and learning opportunities. The curriculum at Grangewood School is therefore not just classroom-bound, it is the foundation of all that we do to provide and capitalise upon these learning opportunities, making them accessible, manageable and of great worth for each pupil. It is reflected in the school environment, the conduct and values of all staff and the carefully-planned and sensitive support we provide.

Learning takes place all over the school site and in the local community, using hubs as a secure base for pupils, traditional teacher-led sessions and social group-work. Further opportunities are found in the routines of transition times, break-times and times of self-care.

Implementation

At Grangewood School, the curriculum for our youngest pupils is delivered through the Early Years Foundation Stage (EYFS) curriculum. These early experiences help to build and secure a foundation for learning throughout the school years. In September 2023 Grangewood community moved to our new site at Grand Union Village which adopted a new approach in pedagogy, through the implementation of Hubs across school. Hubs are organised so that all pupils receive tailored and personalised learner pathway opportunities; mixing in planned groups to maximise personalised learning throughout the hub environment. Our pathways have continued to evolve creating 2 stages of our Semi- formal pathways – Explore and Engage, this further supported the breath of learning styles and abilities of children. Learning is observed, recorded and assessed using our Tapestry platform. Each pupil is baselined to a learner pathway, communication band and reading band to ensure personalised learning, through our assessment systems banding is reviewed throughout the year.

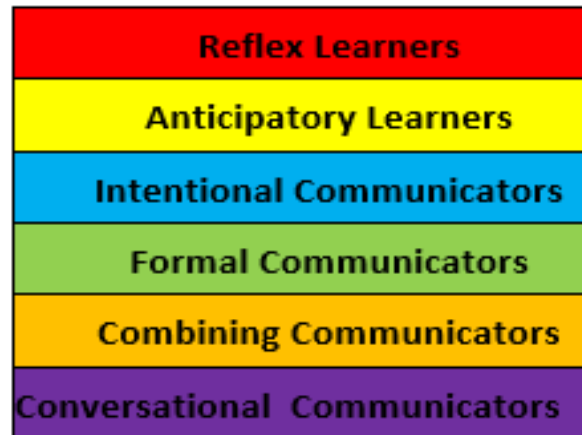
Beyond the EYFS, the curriculum in Key Stages 1 and 2 follows three linked pathways, Pre-Formal, Semi-Formal Explore and Engage and Formal all of which merges in line with Communication Bands

- **Our Pre-Formal curriculum** is for pupils who are not yet engaged in 'subject-specific' learning, these pupils often have the most complex and profound learning difficulties. Learning is best met through a personalised approach based on principles of communication, cognition, sensory processing, and early play skills. The developmental schemas form a core focus of the Pre-Formal curriculum. Early communication and cognition development and self-advocacy are a core focus for these learners.
- **Our Semi-Formal Explore** is pupils not yet engaged in subject specific learning. Learning is linked to themes rather than subject based. Pupils will explore in a highly motivating, sensory and schema-based curriculum that supports regulation and builds engagement. Pupils learn to 'be' rather than 'do', with more skill-based approaches.
- **Semi-Formal – Engage** is for pupils who are ready to engage in 'subject-specific' learning. Pupils at this stage are immersed in a significant amount of communication method while engaging in early Literacy and Mathematics. Expressive subjects provide an environment for pupils to consolidate foundation skills whilst further developing play skills and continued sensory learning. Pupils are provided with opportunities to explore life skills to support them at home and in the community.
- **Our Formal curriculum** is for pupils who are working at or just below National Curriculum expected levels. Pupils continue with subject specific learning, with more focus on writing transcription, composition, and comprehension. Mathematics incorporates a stronger focus on calculations and applying functional mathematical skills in everyday life. There is a strong focus on independence for pupils on this pathway. We would predict that any pupil that is learning at this level would not be attending

The curriculum is delivered through whole school themes for each term. This termly theme is broken down further into sub-themes for each half term and is different for each Key Stage, including EYFS. These themes follow a three-year cycle, each pupil will experience most whole school themes twice within the context of each key stage theme. Year 6 pupils are given the opportunity to consolidate and expand their learning through revisiting the theme they experienced in Year 3 with greater depth. Whole school themes are enhanced through our core and expressive subject areas, adapted to meet the learner characteristic for pupils accessing different learner pathways, ensuring interventions and therapies are integrated throughout the day.

Themes provide pupils with a variety of experiences throughout their time at Grangewood, whilst they work towards their own individual goals. Therefore, learners who need to spend a number of years developing a specific skill can still experience this through a variety of mediums. Resources are also sourced that relate to each term's theme, providing teachers with a bank of diverse curriculum resources, thus providing pupils with broad and balanced learning opportunities as they progress through each key stage.

Communication bands



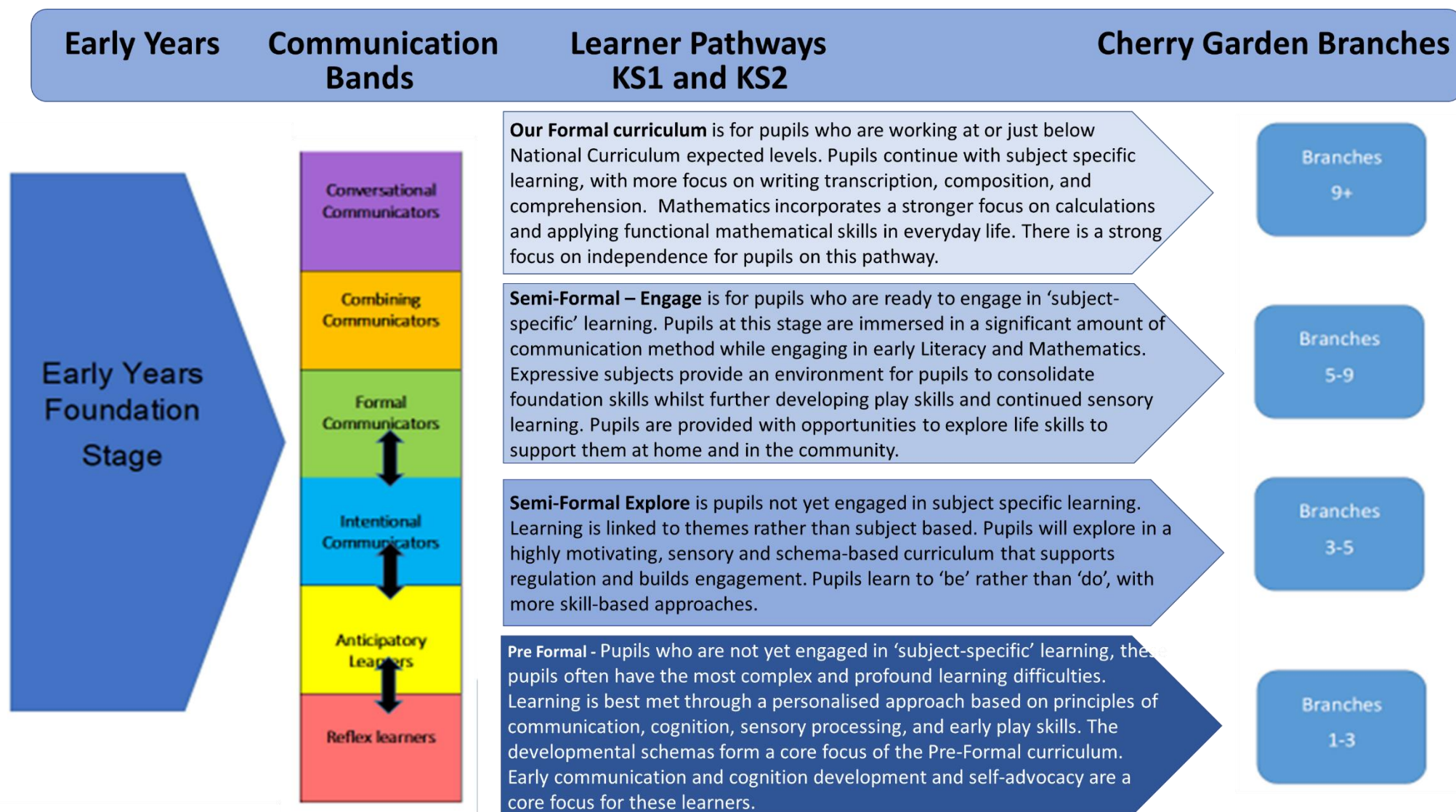
The communication bands are at the core of all practice in the school.

All pupils are placed into a 'band' which is determined by their individual communication ability and comprehension of language, when banding our pupils this is based on their communication ability and is not age dependent. The bands achieve a shared, standard language between staff and therapists, which is easier to use instead of individual diagnosis or 'levels of ability'. Children may stay within a band due to their ability where other children may more on to progress to a different band.

Classes at Grangewood School are grouped according to banding levels and pupils from, on average, two communication bands, form a class. This helps staff to plan for learning, or training where required.

Plan, Do, Assess, Review cycle





3 Year Theme Overview – Key Stages 1 & 2

Grangewood Whole School Themes			
	Autumn	Spring	Summer
<i>Year A</i> 2019 22 25	All About Me	Colours	Journeys and destinations
<i>Year B</i> 2020 23 26	Construction	Community	New life
<i>Year C</i> 2018 21 24 27	The World Around Me	Animals	Our Planet

HUMANITIES	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	<i>All about me</i>		<i>Colour</i>		<i>Journeys & Destinations</i>	
KS1	Who am I?	Celebrations and good times	colours	Rainbows	Wheels & Roads	The British Countryside
KS2	Celebrating Me	Festivals	Colours of the world	Day and night	Trains & Planes	The Seaside
Year B	<i>Construction</i>		<i>Community</i>		<i>New Life</i>	
KS1	What can I build?	Homes & Houses	People who help us	Out and about	In the garden	Plants & flowers
KS2	Inside & outside buildings	Construction	999 Emergency services	Place to visit close by	Growing food and plants	Life cycles
Year C	<i>The World Around Me</i>		<i>Animals</i>		<i>Our Planning</i>	
KS1	The weather	Environment Inside /outside	Minibeast	At the Zoo	Whole school Theme	Frozen planet
KS2	Seasons	Celebrations around the world	Dinosaurs	In the Wild	Sustainability	Blue planet

Early Years Foundation Stage (EYFS)

Intent

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. We focus particularly on developing communication and personal and social development.

We aim to provide an inspiring curriculum for children in the EYFS. At Grangewood School, this means delivering a continuous provision that has been adapted to ensure all learners can access independent learning, regardless of physical & cognitive ability or sensory difference. Pupils will gain

Implementation

There are seven areas of learning and development in the EYFS curriculum. All areas are important and inter-connected. The **prime** areas of learning are particularly crucial for developing curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. All pupils experience learning opportunities and are therefore assessed in these areas:

- Communication and language
- Physical development
- Personal, social and emotional development

The four **specific** areas of learning provide opportunities to consolidate and embed the prime areas of learning. All pupils are given the opportunity to experience learning in these areas through continuous provision, access to outside space and small group work through targeted interventions. Therapies are integrated throughout the day to ensure SaLT and OT needs are met for each pupil.

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Although we recognise that many of our learners will not achieve the early learning goals, at Grangewood School we ensure that everyone has the opportunity to experience a broad and balanced curriculum in the EYFS. This breadth of exposure to learning helps to build a map of each pupil's knowledge and understanding, laying the foundations for their further individualised learning as they progress into the next key stages.

To support this breadth of learning, pupils in the EYFS follow a slightly different theme overview which repeats every year.

EYFS Long Term Planning (For Years A, B and C)					
People		Animals		Community	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and My Family	Celebrations and the World Around Me	Under the Sea	Minibeast	Transport	Gardens
EYFS Book Cycle	Head, Nose Fingers and Toes Jesus' Christmas Party Diwali story	Hole at the bottom of the sea Rainbow Fish	Hungry Caterpillar Mad about Minibeasts	Maisy goes on an Aeroplane The Magic Train Ride	There's a worm at the bottom of the garden

Impact

Pupil's learning and development is closely monitored in the EYFS through the use of our online learning journal, Tapestry. Relatives and carers are also able to use this platform to follow their child's progress and share their experiences of learning at home. Pupils will have gained fundamental skills to prepare them for transition to Key Stage 1. Children will be based lined in a Communication Band and Learner pathway before moving to KS1, based upon assessments and progress of skills developed throughout EYFS

Each child leaves the EYFS with a 'Cherry Garden' skills profile, this profile provides which provides them with a foundation for all future learning at Grangewood School.

Key Stages 1 and 2

Core Subjects

At Grangewood School, morning teaching sessions are on the whole dedicated to the teaching of core skills in English, Maths and PSED.

These lessons allow pupils to encounter and experience the foundations of early communication, language, literacy and mathematical understanding. In addition, there are opportunities to develop and consolidate functional literacy and numeracy skills for those pupils working at greater depth and engaged in subject specific learning.

Afternoon teaching sessions provide a way for pupils to consolidate these skills through expressive learning opportunities whilst experiencing a broader range of concepts within the context of different subjects. Expressive Subjects follow a provision coverage map, linked to key stage themes, and play an important role in laying the foundation for greater independence and social and emotional understanding, thus preparing pupils for secondary school and transition into adult life.

Core Subjects	
English	Communication Development
	Stories
	Writing
	Phonics & Reading
Maths	Cognition & Schema
	Number
	Shape, Space & Measure

Personal, Social, Emotional Development (PSED)	Self-care & Independence
	Relationships & Others
	Feelings, Behaviours & Morals
	Life Skills
	Relationships & Sex Education

Frameworks (Key Stage 1 and 2)

The framework for teaching English and Maths ensures that pupils are taught in a way that is varied and interesting, whilst allowing teachers to differentiate input according to each learner needs, interests and developmental stage.

English The English framework identifies four areas of learning:

- Communication Development
 - o All pupils follow their own unique pathway to communication development
 - o Teachers work closely with speech and language therapists to provide early communication opportunities which provide a pathway to formal communication; this could be through speech, sign or an alternative augmented communication device (AAC).
- Stories
 - o Pupils are exposed to a wide variety of texts each term from which teachers can differentiate learning opportunities for all pupils.
 - o Texts and stories are deliberately used as Grangewood prides itself on high expectations for all and firmly believe pupils should experience rich texts, with opportunities to develop vocabulary, including nouns and developing an understanding of verbs. Teachers are able to use stories to develop story sacks and props for Pre-Formal learners, to having varied opportunities to develop composition skills using approaches such as colour semantics.
- Writing
 - o Early writing skills are encouraged through the development of fine motor skills, this could be through messy play or guided writing programmes like 'write dance'.
 - o When pupils develop their physical ability to hold a writing tool, they are introduced to early writing schemes.
 - o For pupils who are not able to access writing tools, alternative ways of labelling and commenting are developed using digital tools and AAC devices.
- Phonics & Reading
 - o All pupils will experience phonics lessons, these range from early phonological awareness through environmental sound awareness and 'singing phonics', all the way to systematic synthetic phonics teaching (SSP).
 - o All pupils engage in 'guided reading' sessions, which are differentiated according to their ability. Some pupils benefit from targeted literacy interventions through the Emergent Reader Programme.
 - o For some pupils, and as the teacher assesses to be relevant, pupils may access non-fiction stories to further develop their functional Literacy skills.

Maths Framework

Pupils are given the opportunity to build mathematical understanding at their own pace of development, and further consolidate their skills in greater depth as they progress through the curriculum pathways.

The Maths framework identifies three areas of learning:

- Cognition & Schema
 - Pupils on the pre-formal pathway are provided with opportunities to develop their early cognitive understanding, laying the foundations for mathematical understanding. This cognitive development is mapped through the use of 'Routes for Learning'.
 - Schema's are repeated patterns of behaviour in play, where children explore their ideas and thoughts, contributing to early brain development.
 - Learning through schematic play patterns enables pupils to build their understanding through exploring, investigating, imagining and predicting. This independence in learning lays the foundation for all future learning and development.
- Number
 - Number is a continuous theme throughout the year, allowing teachers to embed core number skills across a range of learning encounters.
- Shape, Space & Measure
 - Children are provided with opportunities to develop their understanding of core mathematical concepts through the teaching of shape, space and measure.
 - Many of these skills are embedded into daily routines, through timetables and snack times. Further opportunities are often found through life skill and independence opportunities in the community, e.g. Using money in a shop.
 - As pupils progress to the formal learning pathway, mathematical concepts become more challenging and abstract.

Maths Annual Overview			
	Autumn	Spring	Summer
Cognition & Schema	Exploring environments & objects Transporting & Trajectory, Orientation	Problem Solving Enveloping, Transforming & Enclosing	Cause & Effect Connection, Rotation & Positioning
Number	Counting and understanding quantity	Number facts and calculating	Using and Applying number skills; Handling data
Shape, Space & Measure	2D Shapes; Pattern & Colour; Time	3D Shapes; Size; Movement & Direction	Capacity; Money; Annual assessments

English Annual Overview			
	Autumn	Spring	Summer
Stories	Traditional Tales (Familiar characters)	Stories from the same Author	Stories with actions, predictable & repeated phrases
Writing	Cards, invitations & letters	Instructions	Recounts & Diaries
Phonics & Reading	Phase 1: Aspects 1 & 2 Phase 2: Sets 1 & 2	Phase 1: Aspects 3 & 4 Phase 2: Sets 3 & 4	Phase 1: Aspects 5 & 6 Phase 2: Sets 5 & 6

Three Year Cycle English book list suggestions

YEAR A				
Whole school theme		All about Me	Colours	Journeys and destinations
English Theme	Stories	Traditional Tales	Stories from the same author	Stories with predictable and repeated phrases
	Non Fiction	Cards, Invitations and Letters	Instructions	Recounts and diaries
KS1		- Gingerbread Man - Little Owl and the star (the Christmas story) - Goldilocks and the three Bear	Kes Gray - Oi dog - Oi Cat - Eat your Peas	- We're going on a bear hunt - We all go travelling by - Down by the cool of the pool
		- Goldilocks and the three bears (Fairy Tales gone wrong) - Eat your greens, - Red Riding Hood - Rapunzel, Rapunzel, wash your hair	Jill Murphy - Peace at Last - Whatever Next - A piece of cake - 5 minutes peace	- Six dinner Sid - The Train Ride - There was an old lady - The nuts at bedtime

YEAR B				
Whole school theme		Construction	My Community	New life
English Theme	Stories	Traditional Tales	Stories from the same author	Stories with predictable and repeated phrases
	Non Fiction	Cards, Invitations and Letters	Instructions	Recounts and diaries
KS1		- Little Red Hen (box) - Three Pigs (box) - Stone soup	Lucy Cousins - Hooray for Fish - Little Fish's colours - Maisie's wonderful weather	- Jack and the Beanstalk (recount) - Ten seeds (recount) - Pete the Cat I love my white shoes (repeated) - I don't care said the bear(repeated)
		- The Selfish Crocodile - Elves and the Shoemaker	Tom Fletcher - There's a in my book	- Kitchen disco - Jasper's Beanstalk - The Enormous Turnip - Oliver's vegetables - Veg patch party

YEAR C				
Whole school theme	The World around me		Animals	
English Theme	Stories	Traditional Tales	Stories from the same author	Stories with predictable and repeated phrases
	Non Fiction	Cards, Invitations and Letters	Instructions	Recounts and diaries
KS1	- Ugly Duckling - Mother Goose action rhymes - Twas the night before Christmas - The Hare and the tortoise		Eric Carle - The Very Busy Spider - From Head to Toe - Mixed up Chameleon - Brown Bear - (NB Hungry Caterpillar is EY)	- Mrs wishy washy - Handa's Surprise (box) - Duck in the truck - In Wibblys Garden - My Pug named Hug
	- Three Billy goats gruff - Hansel and Gretel - Elmer stories - Where the wild things are		Julia Donaldson - Monkey puzzle - Smartest Giant in town - Room on the broom - One Mole Digging a hole - A Squash and a Squeeze	- The tiger who came to tea - Aliens love underpants - All Join In

Expressive Subjects

Afternoon teaching sessions provide a way for pupils to consolidate these skills through expressive learning opportunities whilst experiencing a broader range of concepts within the context of different subjects. Expressive Subjects follow a provision coverage map, linked to key stage themes, and play an important role in laying the foundation for greater independence and social and emotional understanding, thus preparing pupils for secondary school and transition into adult life.

Expressive Learning		
Creative Arts	Design Technology	Food Technology
Humanities	Information Technology & Computing	Music
Physical Education	Religious Education	Science

PRE-FORMAL 'EXPERIENCE' LEARNING PATHWAY

Our Pre-Formal Curriculum is for pupils who are not yet engaged with subject specific learning; these pupils often have the most complex and profound learning difficulties, including those with multi-sensory impairments and high medical needs.

Our Pre-Formal Learning Pathway is designed to expose pupils to early cognitive development that encourages engagement and understanding of the world around them. Pupils will access an engaging and exciting early developmental, sensory and schema-based curriculum.

Learning is best met through a highly personalised approach based on the principles of communication, cognition, sensory processing, and early play skills. The early developmental schemas form a core focus of the Pre-Formal Curriculum. Schemas such as learning to grasp, hold and release, transporting, positioning, enclosing, rotation, trajectory, enveloping, connecting and orientation are explored.

Early communication and cognitive development alongside self-advocacy are a core focus whilst encountering and experiencing elements of the thematic curriculum.

Many of our pupils have significant physical and/or sensory impairments and it is vital to recognise the impact of the lack of 'incidental learning' as these learners are unable to see/hear things. These learners will therefore need more explicit support when engaging with activities to develop compensatory strategies for learning which build on their more dominant abilities/sensory pathways.

Pupils with significant physical disabilities may understand what is expected of them but be unable to physically do this for themselves, and therefore require physical support from an adult to carry out specific actions or need to communicate to an adult to carry out specific actions on their behalf.

What are the aims of our Pre-Formal 'Experience' Learning Pathway?

Our aim is for all pupils to follow a tailored pathway, adapted for individual needs, which enables them to communicate and develop key skills to become independent and engaged learners.

SEMI-FORMAL 'EXPLORE' LEARNING PATHWAY

Our Semi-Formal 'Explore' curriculum is a pathway for pupils with complex attention and interaction needs, who are unlikely to tolerate a 'high demand' approach to learning. Learning is linked to themes rather than subject based. Pupils will explore a highly motivating developmental, sensory and schema-based curriculum that supports regulation and builds engagement. Pupils learn to 'be' rather than to 'do' aiming for an increase in self-confidence, self-belief and self-esteem. Low demand play skills are developed and pupils are provided with opportunities to explore life skills to support them at home and in the community.

Pupils will develop preferences within a structured learning environment which provides developmentally appropriate learning opportunities- learning to experience, explore and actively respond whilst learning to make things happen in their environment. Pupils learn to make own choices and experience positive social interactions facilitated by highly skilled adults.

This learning pathway meets the needs of our ASD learners; broadening their horizons, stretching the challenge offered whilst ensuring environments enable regulation and therefore learning.

Many of our pupils have significant physical and/or sensory impairments and it is vital to recognise the impact of the lack of 'incidental learning' as these learners are unable to see/hear things. These learners will therefore need more explicit support when engaging with activities to develop compensatory strategies for learning which build on their more dominant abilities/sensory pathways. Pupils with significant vision impairments will need to access the curriculum through tactile rather than visual means; they are likely to need physical support/hand under hand modelling from an adult in order to explore resources and learning.

What are the aims of our Semi-Formal 'Explore' Learning Pathway?

Pupils will build upon early experiences and continue to have opportunities to develop their communication, interaction and regulation skills leading to engagement in learning opportunities.

Our aim is for pupils to be able to access a range of learning activities, developing personalised approaches that gives them the tools to engage in shared learning experiences that develop function skills.

SEMI-FORMAL 'ENGAGE' LEARNING PATHWAY

Our Semi-Formal curriculum is for pupils who are ready to begin engaging in 'subject specific' learning. Pupils at this stage engage in early Literacy and Mathematics whilst learning how to use their communication method across the school day. Expressive subjects provide an environment for pupils to consolidate foundation skills whilst further developing play skills and continued sensory learning. Pupils are provided with opportunities to explore life skills to support them at home and in the community.

Pupils use prior learning to access a highly aspirational curriculum which is thematic with a breadth of learning opportunities. Learning is highly personalised through careful planning to meet individual needs. The cross curricular approach has a strong focus on developing key skills in communication, Literacy (including teaching early reading skills) and Maths. Pupils are immersed in the half termly theme and access a rich curriculum including Science, Humanities and the creative arts.

Pupils with significant sensory impairments will need more explicit support when engaging with activities in order to promote the development of compensatory strategies for learning which build on their more dominant abilities/sensory pathways. Pupils with significant vision impairments will need to access the curriculum through tactile rather than visual means; they are likely to need physical support/hand under hand modelling from an adult in order to engage with resources and learning.

Pupils with significant physical disabilities may understand what is expected of them but be unable to physically carry out specific tasks for themselves. They may therefore require physical support from an adult to carry out specific actions or need to communicate to an adult to carry out specific actions on their behalf.

What are the aims of our Semi-Formal 'Engage' Learning Pathway?

Pupils will use prior learning to engage in a highly aspirational curriculum with a breadth of learning opportunities, including Communication, English and Maths.

Our aim is for pupils to access a curriculum which is responsive to individual needs and to develop the key skills needed to become independent and engaged learners.

Meeting Individual Pupil Needs Every pupil at Grangewood School has an individual Education, Health and Care Plan which identifies their strengths and areas of need. The curriculum aims to enable pupils to make progress in these areas through their engagement with core and expressive skills in lessons alongside therapy provision that is embedded throughout the school day and linked to pupils personalised MAPP targets.

Communication & Interaction

Opportunities are provided throughout the school day for pupils to develop their communication skills as staff interact with children using a variety of communication methods including speech, sign, high tech and low tech visuals. Pupils often work together in small groups which have been identified according to their current style of communication which is supported by the speech and language therapy team.

Social, Emotional & Mental Health

Expressive subjects, including discrete Personal, Social, Health and Economic education (PSHE) lessons, provide a wealth of opportunities for pupils to explore emotional understanding. Whole school themes allow pupils to gain a greater understanding of the world around them, including learning about and experiencing differences in faiths, beliefs and culture. The creative therapy team support this work in classes as well as providing individual and group therapy sessions for pupils who benefit from additional support in this area.

Sensory & Physical

Pupils follow individualised programmes according to their level of sensory and physical needs, opportunities to develop fine and gross motor skills are incorporated into lessons which are supported by the physical therapies team. For those pupils with visual impairments, hearing impairments or both, specialist teachers for sensory impairment support class teams to provide any additional support needed to allow pupils to access their learning effectively.

Cognition & Learning

In addition to core and expressive learning opportunities, pupils at Grangewood are provided with opportunities to develop their functional learning skills through individualised programmes.

Enhancement Opportunities

Projects: Key Stages participate in a project related to the theme they are covering. These are defined by teachers each term and provide a way combining curriculum areas to produce a final product at the end of each term. Projects provide a medium for learners to develop skills in collaboration with others, independence, resilience and ownership of learning. They provide a unique opportunity for learners to experience being part of a larger body of work beyond activities which are often completed in isolation.

Educational Visits: Every class participates in at least one outing per term that relates to the curriculum theme. Outings provide opportunities for learners to experience activities related to these themes in a new context whilst promoting learning of life skills which lay the foundation for future independence in the community.

Termly Curriculum Overview Example

Green Hub – KS1 Community – People who help us Spring 1 Year B - 2023.24			Aims: Learning about this topic helps children to make connections between themselves and the outside world. It aims to make them more aware of the different jobs and roles people take on in their own homes, in school and in their local community. All Pupils accessing different learner pathways will have the opportunity develop awareness and experience how the emergency services help us through a variety of play, exploration and meeting some service people.		
Core Skills Semi-Formal Explore			Expressive Learning Semi-formal Explore		
English	Mathematics	PSED			
Stories and poems: Stories by the same author Books by Lucy Cousins Non-fiction: Writing and following instructions Phonics Set 3 /g/o/u/l/f/b Communication and Language: Individual Communication pathway	Number: Understanding quantities Space, Shape and measure: Big and small <i>Comparing and exploring sizes</i>	RSE: Belonging to a community Life Skills: Learning to use Plates, cups and cutlery.	Art: Collage <i>Using a variety of materials and mediums pupils with create collages by cutting sticking and gluing</i>	Science: Weather <i>Explore different weather conditions</i>	DT Spring 2
			Music: Pitch <i>Loud and quiet</i>	PE: Gymnastic <i>Learn to move body in different ways to climb, balance and perform simple gymnastic actions</i>	RE <i>We are learning about</i> Shrove Tuesday Ash Wednesday Magha Puja Parinirvana Sangha Day Purim Gurpurbs Chinese New Year Valentine's Day
			Humanities 999 Emergency Services		ICT Learning from IT <i>We will use child friendly search engines where we can find information safely</i>

Purple Hub – KS2 Community – 999 Emergency Services Spring 1 Year B - 2023.24			Aims: Learning about this topic helps children to make connections between themselves and the outside world. It aims to make them more aware of the different jobs and roles people take on in their own homes, in school and in their local community. All Pupils accessing different learner pathways will have the opportunity develop awareness and experience how the emergency services help us through a variety of play, exploration and meeting some service people		
Core Skills Semi-Formal			Expressive Learning Semi-formal		
English	Mathematics	PSED			
Stories and poems: Stories by the same author <i>Books by Tom Fletcher</i> <i>There's a in my book</i> Non-fiction: Writing and following instructions Phonics: Emergent Reader programmes Set 3 /g/o/u/l/f/b Communication Individual Communication pathway	Number: Understanding quantities. <i>Counting and groups sets to understand 'how many'</i> Space, Shape and measure: 3D shapes <i>Properties of 3D shapes</i>	RSE: <i>Belonging to a community</i> Life Skills: Washing up	Art: Study of an artist <i>Engage in developing techniques to replicate styles of an artist</i>	Science: <i>Seasonal changes – Engage with and comment of seasonal weather changes</i>	DT Spring 2
			Music: Pitch <i>Loud and quiet</i>	PE: Gymnastic <i>Learn to move body in different ways to climb, balance and perform simple gymnastic actions</i>	RE <i>We are learning about</i> Shrove Tuesday , Ash Wednesday Magha Puja Parinirvana Sangha Day Purim Gurpurbs Chinese New Year Valentine's Day
			Humanities 999 Emergency Services		ICT Learning from IT <i>We will use child friendly search engines where we can find information safely</i>

Orange Hub – KS2

Community – 999 Emergency Services

Spring 1 Year B - 2023.24

Aims: Learning about this topic helps children to make connections between themselves and the outside world. It aims to make them more aware of the different jobs and roles people take on in their own homes, in school and in their local community. All Pupils accessing different learner pathways will have the opportunity develop awareness and experience how the emergency services help us through a variety of play, exploration and meeting some service people.

Core Skills Semi-Formal			Expressive Learning Semi-formal		
English	Mathematics	PSED			
Stories and poems: Stories by the same author <i>Books by Tom Fletcher</i> <i>There's a in my book</i> Non-fiction: Writing and following instructions Phonics: Emergent Reader programmes Set 3 /g/o/u/l/f/b Communication Individual Communication pathway	Number: Understanding quantities. <i>Counting and groups sets to understand 'how many'</i> Space, Shape and measure: 3D shapes <i>Properties of 3D shapes</i>	RSE: <i>Belonging to a community</i> Life Skills: Washing up	Art: Study of an artist <i>Engage in developing techniques to replicate styles of an artist</i>	Science: <i>Seasonal changes – Engage with and comment of seasonal weather changes</i>	DT Spring 2
			Music: Pitch <i>Loud and quiet</i>	PE: Gymnastic <i>Learn to move body in different ways to climb, balance and perform simple gymnastic actions</i>	RE <i>We are learning about</i> Shrove Tuesday, Ash Wednesday Magha Puja Parinirvana Sangha Day Purim Gurpurbs Chinese New Year Valentine's Day
			Humanities 999 Emergency Services		ICT Learning from IT <i>We will use child friendly search engines where we can find information safely</i>

