

The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Relationship and Sex Education (RSE) with Health and Careers Education, Information, Advice and Guidance (CEIAG) across school.

The aim of this curriculum is to ensure that the skills and knowledge gained in phase 1-3 prepares students for subject specific qualification based learning in phase 4 and 5.

Phase 1

INTENT	To develop happy, confident and independent learners who are prepared for adulthood by: <ul style="list-style-type: none"> ● Develop their interest and curiosity in learning. ● Develop a love of learning. ● Develop skills needed to access a formal education curriculum. ● Develop a sense of identity about who they are. ● Develop positive attachments to be able to work cooperatively with peers. ● Develop self-care skills such as basic hygiene including dressing and going to the toilet independently. ● Develop effective communication. ● Develop physical, cognitive and emotional skills/resilience 					
KEY knowledge/ golden thread – non negotiables that are taught in all areas	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Pupils will respond to their name and follow school routines. Pupils will follow school routines with support.	Pupils will initiate an interaction e.g. asking for a drink, using their preferred communication method. Pupils will be able to follow simple one-step instructions.	Pupils will respond using their preferred communication method to a multiple choice question that has been asked. Pupils will begin to recall elements of the school routine.	Pupils will initiate a two-way conversation with an adult, using their preferred communication method. Pupils will be able to follow a two-step instruction.	Pupils will respond using their preferred communication method to an open-ended question that has been asked. Pupils will be able to follow school routines with independence.	Pupils will initiate a two-way conversation with a peer, using their preferred communication method. Pupils will be able to follow multi-step instructions.

Me and My local area

Why this - Learning about ourselves is a key skill in order to express ourselves, keep ourselves safe and healthy. Our pupils come from a range of different areas (there is no set catchment area), which means that there is no shared language or area when discussing 'our local area'. It is therefore important for the students to understand what the school's local area looks like and what facilities are available to us as a community so they can access facilities with family in leisure time.

Why now - The strand facilitates pupils to explore their local area and the facilities on offer within the wider community. Teaching 'Me and My Local Area' in the first half term allows the children to know and understand themselves and gain access to their new school environment, area and learn about their new peers.

Prepares for - The strand supports children to prepare for adulthood. It supports independence for getting ready for PE lessons, sitting at a table correctly, how to follow school rules correctly and the importance of road safety. It will lead into subject specific science learning about themselves and their bodies as well as geographical knowledge of their local area.

KEY knowledge/ golden thread – non negotiables Me and My Local Area	Phase 1 Class 1 (Blue)	Phase 1 Class 2 (Green)
	To identify themselves and their families and to begin to understand themselves as a person.	To be able to identify and explore places within their local area.

In the forest

Why this - South Tyneside is one of the **20% most deprived districts/unitary authorities in England** and about 26% (6,500) of children live in low income families. This is reflected in the lack of understanding of the world our students have, often due to low incomes and/or challenging behaviours due to learning need our students do not go out and visit different places. It is therefore important that students are taken to a variety of different environments so that they begin to understand more about the world around them. South Tyneside Council declared a climate change emergency on 18 July 2019, they are implementing strategies that will bring about real change that aims to make the Council carbon neutral by 2030 move to cleaner, greener, renewable sources of energy and enhance our natural environment. They need to develop the knowledge and understanding of environmental changes in the world and how they can contribute positively to this.

Why now - The strand facilitates students to explore their local area at the start of the school year and the forest school provision within school grounds as a means of broadening immediate efirst hand experiences. Pupils should learn how to look after our green environments to contribute to positive climate change as soon as possible.

Prepares for - The strand prepares students for geography and science subject specific learning about animals and their habitats. Learning in different environments will support pupils to engage and practical learning will enable pupils to learn first-hand all about the forest.

KEY knowledge/ golden thread – non negotiables In the forest	Phase 1 Class 1 (Blue)	Phase 1 Class 2 (Green)
	To identify a range of woodland animals and minibeasts.	To be able to identify the habitats of a range of woodland animals.

People who help us

Why this - Pupils need to learn about the people in our local community who can help us and how they help us, this will include people within our school e.g. teachers and dinner staff, people in our local community e.g. nurses, librarians and shop keepers as well as staff in the emergency services. It is important that they know how to get help in an emergency situation and who else in our community can help us with our daily lives.

Why now - This has strong links to keeping yourself safe e.g. pupils should know their address in case they get lost, learn about road safety and what to do in case of an emergency, these are important life skills that all pupils should learn from an early age. We do this early in the school year so that students have a basic knowledge from the onset of school.

Prepares for - The strand is linked to subject specific learning with personal, social and health education (PSHE) and early preparation for adulthood and awareness of different jobs and careers that are possible in their future. It prepares pupils with key skills to listen and discuss future aspirations for their time beyond Epinay School.

	Phase 1 Class 1 (Blue)	Phase 1 Class 2 (Green)
KEY knowledge/ golden thread – non negotiables for People who help us	To be able to identify people who help us within the community.	To be able to explain how people help us in a range of roles.

Animals

Why this - As the North of England has a relatively higher proportion of animal abuse ([BBC, 2012](#)), pupils will benefit from learning about the animal world, a range of different animals and how to care for them and treat them humanely. Young children have a natural empathy towards animals and will engage with activities to start learning about the needs of animals and our role in helping them. (RSPCA, 2022).

Why now - The weather in the spring term enables us to utilise the outdoors. Due to many young animals being born in spring it is the right time of year to learn and observe a range of life cycles of animals and to see this first hand through trips to a farm and a zoo. Learning about animals and caring for them can build pupils' sense of responsibility and compassion.

Prepares for - The strand is linked to subject specific learning in science, learning about both animals and their environments as well as geography, learning about different parts of the world that animals come from. It also has PFA links to jobs such as vet, animal trainer, animal shelter worker etc. It prepares pupils with the opportunities to care for animals and learn how to keep animals safe in their care.

	Phase 1 Class 1 (Blue)	Phase 1 Class 2 (Green)
KEY knowledge/ golden thread – non negotiables for Animals	To be able to name a range of different animals.	To be able to identify the habitats of a range of different animals.

Growing

Why this - South Tyneside Council declared a **climate change emergency** on 18 July 2019, they are implementing strategies that will bring about real change that aims to make the Council carbon neutral by 2030 move to cleaner, greener, renewable sources of energy and enhance our natural environment. It is therefore important that pupils learn from an early age the importance of plants and a green environment to ensure they support a greener future.

Why now - The weather in the summer months enables us to utilise the outdoors first hand, to see how different things grow throughout the summer and to grow our own plants, therefore contributing to a greener society. It allows pupils to observe plant growth and discuss the changes over a period of time.

Prepares for - The strand prepares students for subject specific learning in science. Pupils will observe a range of plants, how they grow and learn the basic parts of a plant. It will allow pupils to gain an insight into horticulture, which is an option that can be chosen later in their education.

	Phase 1 Class 1 (Blue)	Phase 1 Class 2 (Green)
KEY knowledge/ golden thread – non negotiables Growing	To be able to identify the basic parts of a plant.	To identify what plants need to grow.

Summer holidays

Why this - South Tyneside is one of the **20% most deprived districts/unitary authorities in England** and about 26% (6,500) of children live in low income families. This is reflected in the lack of understanding of the world our students have, often due to low incomes and/or challenging behaviours due to learning need our students do not go out and visit different places. It is therefore important that students are taken to a variety of different environments so that they begin to understand more about the world around them and what they can access in leisure time.

Why now - The weather in the summer months enables us to utilise the outdoors first hand, and allows pupils to learn at the seaside, and compare how countries around the world differ, it will prepare students for changes in weather, sun safety and appropriate clothing.

Prepares for - The strand prepares pupils for subject specific learning in science learning about seasons and weather, geography learning about different countries in the world and history and comparing holidays from the past and present.

	Phase 1 Class 1 (Blue)	Phase 1 Class 2 (Green)
KEY knowledge/ golden thread – non negotiables for Summer holidays	To identify where people may go on holiday and how they would travel there.	To understand that countries around the world have different weather, landmarks, cultures and beliefs.

From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- PFA links
- Cultural Capital links
- Reading opportunities
- Key Vocabulary