

## 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

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

	support.	instructions.	school routine.	instruction.	with independence.	instructions.
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### Pre Phase 1

Pre-phase one students will work on individual targets linked to specific assessment statements linked to five key areas:

- communication, speech and language
- emotional literacy and sensory regulation
- school structures and routines
- experiential and exploratory learning
- physical development and self-care

Students will access a primarily child-initiated environment where adult-led activities are used to develop these areas and prepare students to be ready to access formal learning opportunities.

Each child will be individually planned for over the course of a week, providing motivating and individualised activities to develop attention, communication and school readiness.

### Year 1- Autumn 1: 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 students 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 students 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.

	Phase 1 Class 1 (Green)	Phase 1 Class 2 (Peach)
<b>KEY knowledge/ golden thread – non negotiables Me and My Local Area</b>	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.

### Year 1- autumn 2: Old and new

**Why this** - students need to understand the passing of time, this includes people growing older, and the changes time has on the community. Learning about the past helps children develop crucial understanding of the world around them, including their own lives, families, and communities. It fosters a sense of time, change, and helps them understand that things were different in the past. This early exposure to history also supports language development, critical thinking, and social and emotional skills

**Why now** - This strand is key to students understanding that things change as they get older. This is key for students to understand early on in the year so that they understand that time passes and they will get older, celebrate birthdays etc. students gain an understanding of their own history and where they are placed within it, this is used as a starting point for students to work backwards through time.

**Prepares for** - This strand is linked to subject specific learning in history and PSHE. It prepares students for learning in history by understanding past and present and the passing of time as well as people growing older and different generations within PSHE.

<b>KEY knowledge/ golden thread – non negotiables In the forest</b>	Phase 1 Class 1 (Green)	Phase 1 Class 2 (Peach)
	To be able to identify toys from the past.	To be able to compare and contrast the past and present.

### Year 1- Spring 1: People who help us

**Why this** - students 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 strand has strong links to keeping yourself safe e.g. students 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 students 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 students with key skills to listen and discuss future aspirations for their time beyond Epinay School.

<b>KEY knowledge/</b>	Phase 1 Class 1 (Green)	Phase 1 Class 2 (Peach)
	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.

golden thread – non negotiables for People who help us		
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### Year 1- Spring 2: Animals

**Why this** - As the North of England has a relatively higher proportion of animal abuse ([BBC](#), 2012), students 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 students' 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 students with the opportunities to care for animals and learn how to keep animals safe in their care.

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

### Yea r 1- Summer 1: 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 students 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 students 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. students will observe a range of plants, how they grow and learn the basic parts of a plant. It will allow students to gain an insight into horticulture, which is an option that can be chosen later in their education.

	Phase 1 Class 1 (Green)	Phase 1 Class 2 (Peach)
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<b>KEY knowledge/ golden thread – non negotiables Growing</b>	To be able to identify the basic parts of a plant.	To identify what plants need to grow.
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### Year 1- Summer 2: 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 students 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 students 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.

<b>KEY knowledge/ golden thread – non negotiables for Summer holidays</b>	Phase 1 Class 1 (Green)	Phase 1 Class 2 (Peach)
	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.

### Year 2- Autumn 1: Me, myself and I

**Why this** - Learning about ourselves is a key skill in order to express ourselves, keep ourselves safe and healthy. **The Crime & Disorder Performance Review 2021-22 for South Tyneside highlights that hate crime in the area is increasing year on year**, therefore students need to be taught tolerance and respect towards others and to have an understanding of diversity within the area.

**Why now** - The strand facilitates students to explore themselves and their families and compare their families to those of their peers. This gives them the opportunity to understand diversity in our community. Teaching 'Me, myself and I' in the first half term allows the children to know and understand themselves 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 PSHE about families, relationships and diversity.

	Phase 1 Class 1 (Green)	Phase 1 Class 2 (Peach)
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<b>KEY knowledge/ golden thread – non negotiables Me and My Local Area</b>	To identify themselves and their families and to begin to identify emotions such as happiness and sadness.	To identify features about themselves and their families, to understand that others are different to them. (Diversity)
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### Year 2- Autumn 2: Traditional Tales

**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 first hand experiences. students 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 students to engage and practical learning will enable students to learn first-hand all about the forest.

<b>KEY knowledge/ golden thread – non negotiables In the forest</b>	Phase 1 Class 1 (Green)	Phase 1 Class 2 (Peach)
	To listen to and retell a range of traditional tales. To identify a range of woodland animals and minibeasts.	To recall and understand a range of traditional tales. To be able to identify the environments of a range of woodland animals.

### Year 2- Spring 1 & 2: All around the World

**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 needs our students do not go out and visit different places. It is therefore important that pupils 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 first hand experiences. students 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 RE subject specific learning about different countries in the world, their landmarks, food, culture etc. Learning about different countries through practical hands-on experience of clothing, food etc will support students to engage and visits to different religious buildings will enable students to learn first-hand about different cultures.

<b>KEY knowledge/ golden thread – non negotiables for People who help us</b>	Phase 1 Class 1 (Green)	Phase 1 Class 2 (Peach)
	To identify that other countries are different from ours.	To identify a range of celebrations and differences in other countries and the UK.

### Year 2- Summer 1: Transport

**Why this** - Children will be given the opportunity to explore a range of transport, including metro, bus and ferry. This is something that they may not be given the chance to do with their own families due to the price of experiencing public transport. It was noted that there was a decline of public transport usage since the pandemic and it still hasn't fully recovered. To support this Tyne and Wear Metro Service has invested £362 million into a new fleet of metro trains making it a more reliable, enjoyable commute for customers using the service. The new fleet of Tyne and Wear metros have come into force throughout 2025.

**Why now** - The strand facilitates students to explore and experience public transport in the North East and experience different modes of transport within museums. It is important for students to be exposed to different modes of transport from a young age to prepare them for adulthood. Teaching this strand throughout the summer term allows for more transport to be explored due to the nicer weather.

**Prepares for** - This strand prepares students for adulthood by exposing them to a range of public transport. This gives students knowledge of public transport so that they are aware of this in preparation for their future independent travel training in order to travel to school and around their local area independently.

<b>KEY knowledge/ golden thread – non negotiables for Animals</b>	Phase 1 Class 1 (Green)	Phase 1 Class 2 (Peach)
	To be able to name a range of modes of transport.	To identify a range of transport and what they are used for.

### Year 2- Summer 2: Under the Sea

**Why this** - Children and young people enjoy exploring sea life creatures and environments. Children in South Tyneside are very lucky to live so close to our wonderful coastline so it is important to promote a love for the coastline including South Shields, Whitley Bay, Seaburn and Roker. students need to learn about the importance of protecting sea life creatures from pollution, including the importance of not littering as this can put the sea life in danger.

**Why now** - The weather in the summer months enables us to utilise the outdoors first hand, and allows students to learn at the seaside, and see what lives under the sea, it will prepare students for changes in weather, sun safety and appropriate clothing. It is importance for students to explore and experience their surroundings through all seasons and weather conditions.

**Prepares for** - The strand prepares students for subject specific learning in science learning about seasons and weather, geography learning about seas and oceans and PSHE learning about water safety.

	Phase 1 Class 1 (Green)	Phase 1 Class 2 (Peach)
<b>KEY knowledge/ golden thread – non negotiables Growing</b>	To identify and name sea life animals. To know where sea life animals live.	To identify and name a range of underwater habitats. To understand the difference between land and sea animals.

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