



## Resource Curriculum Intent

At Brookside Primary School we are proud to be a welcoming, inclusive, collaborative school where every child is seen as an individual. Our Vision is to prepare our children to be ready for the challenges of the future, to be able work both collaboratively and independently, have respect and empathy towards others, to develop a lifelong love of learning and to have the confidence to achieve their goals. We believe that appropriate teaching and learning experiences help children to lead happy, successful and rewarding lives to be successful learners, confident individuals, effective contributors and responsible citizens. Through our teaching and our curriculum we aim to deliver lessons which use co-operative learning, Restorative practices and coaching in our aim to :

**Learn Together, Achieve Together**

Every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, special educational needs (SEN) or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives.

### The Curriculum

The Resource children at Brookside receive a broad and balanced curriculum. Our Resource children have difficulty with communication and language, and therefore our curriculum is built around learning essential communication skills including attention and listening, comprehension, memory, recall and the organisation of language and expression.

We put a strong emphasis on giving the children 'life skills'; in other words, being able to express themselves, manage in the wider world, being able to move around independently and having some level of independence. Life skills also include using a knife & fork, walking up & down stairs and interacting and understanding other people. We understand that every child will learn to read, write and calculate differently and at varying paces. This is why we feel a tailor-made curriculum is essential for them. We appreciate that every child has different, and quite specific needs, therefore we provide a personalised curriculum for all our Resource pupils. We have high expectations for all our children, and we ensure that strategies and access arrangements are in place so that the children can access their curriculum.

Resource pupils have individualised therapy plans which are delivered either 1-to-1 or as a small group. They also benefit from socialising with peers and accessing class topic work, as this develops social communication and speech. They have two gross motor sessions a week, two fine motor skills session a week, cookery, Forest School, termly visits to the library, local shops, which also incorporates road safety skills and horse riding. As the children move through the school, we will always look to them developing their independence in preparation for adulthood. School also works very closely with outside agencies to deliver specialised programmes of work.



# Brookside Primary School

Learn Together - Achieve Together

**Maths:** The intent of the Maths curriculum is equip children with the skills to apply their knowledge to life experiences, leading to greater independence.

**Forest:** The Forest School curriculum intent is to give children the opportunity to play, explore and learn on their own or with others in the natural environment.

**English:** The intent of the English curriculum is for children to experience a creative and imaginative curriculum to develop a love of reading, communication skills and to become more literate.

**PSHE:** The intent of the PSHE curriculum is to provide children with an understanding of the communities in which they belong, awareness of their own feelings and needs, and an understanding of what different relationships are like.

**Computing:** The intent of the Computing curriculum is for children to leave school having the skills and confidence to access appropriate technology in a manner which keeps them safe online.

**Art and DT:** The intent of the Art and DT curriculum is to explore creative and meaningful experiences using different media.



**Science:** The intent of the Science curriculum is to develop a curiosity in the world around them, provide opportunities to question and to develop independent investigators.

**Humanities:** The intent of History, Geography and RE is to broaden children's understanding of the world around them and the views of other people. It also helps them to understand their place in the world.

**Music:** The intent of the Music curriculum is to explore different genres of music from different countries and traditions. In addition, to learn rhymes and rhythms to help develop language skills.

**PE:** The intent of the PE curriculum is for children to learn how to live an active and healthy life which develops a love of participation in sports.

**English:**

Communication is at the heart of our English curriculum. Children need to feel confident about interacting; this can be through a variety of different forms. We use Makaton, Attention Autism, Talking Mats, PODD, AAC, Kagan Approaches and DEAL to support communication and interaction.

All Resource children have access the All Aboard phonics scheme; working from Phase 2 to Phase 5.

We strive to embed a love of books and reading. Our weekly learning is based on an appropriate fiction or non-fiction book.

Reading lessons take place every day with word recognition and language comprehension skills taught daily.

Strategies for teaching reading include: sharing songs and rhymes, group reading session, individual reading to the teacher, book bands (Reading Recovery levels) from RR1 onwards, phonics sessions, drama activities based on the book (DEAL), sensory stories, half termly visits to the library, a library area in the classroom with opportunities for free-choice reading and History, Geography and RE teaching based on a key book.

Writing lessons take place every day. These lessons are structured writing tasks and opportunities for independent writing.

Strategies for writing include: tracing letters, daily practice writing my own name, writing news for the day, 1-to-1 writing sessions, group writing sessions, scaffolding sentences, opportunities for free-writing as part of play or drama, touch typing, recording thoughts and ideas on iPad.

Fine motor skills sessions are held twice a week to develop pen control and letter formation.



## **Maths:**

**Our Maths curriculum covers Pre Key Stage and Key Stage 1 objectives. Our main areas of learning are Number, Geometry and Measure. We use different resources to teach Maths including White Rose materials and Numicon. We revisit themes in Maths and build on prior knowledge to embed the learning and work towards retention of knowledge.**

**Strategies for teaching Maths include: Using Numicon shapes alongside digits to recognise what number represents, counting games and puzzles, number lines, place value charts, 100 squares, part-whole models, bar models.**

**Developmentally, Maths learning is delivered through practical and play experiences from EYFS and Year 1. In addition, we learn through sensory experiences, outdoor learning and messy Maths. Children then progress to work in small groups. We use the scaffolding method of 'I DO, WE DO, YOU DO' to support learners.**

**We embed and revisit Maths learning in cross curricular sessions such as Forest School, cooking and shopping etc; applying their knowledge of Maths in different contexts.**



## **Personal Social Health Education (PSHE):**

**Our PSHE curriculum is embedded through our whole curriculum. We use the 1 Decision scheme of work as well as the resources from the PSE Association the NSPCC, Stonewall and the Red Cross.**

**Each term we follow a theme. The first few weeks we collate information All About Me for our One Page Profiles. The Autumn Term is Health and Wellbeing, Spring Term is Living in the Wider World and Summer Term is Relationships.**

**The children follow the Year 1 and 2 curriculum for PSHE. This means that the videos from 1 Decision are developmentally appropriate.**

**Pupil voice is an important aspect of PSHE, and we gather views through play, social interactions, Talking Mats and speech and language sessions.**

**Strategies for teaching PSHE: Daily Circle Time for check in and greeting. Social Skills lessons once a week which includes learning to understand and manage our feelings. Structured PSHE lessons with discussions around videos. Nurture activities such as sharing food. Visits around our local community. Visitors in school for a meet and greet.**



## **PE:**

In PE school has Sports Coaches that work alongside the school staff. They are experienced and knowledgeable about working with children with Additional Needs. They adapt lessons and can plan bespoke PE lessons with the teacher, depending on the needs of the children. The curriculum for PE follows the 6 areas of PE throughout the academic year. These are gymnastics, dance, athletics, swimming and outdoor adventurous activities (which is covered in Forest School). The Resource children go swimming throughout the year from Year 2 onwards, so that they can gain confidence in the water, to meet their sensory needs and learn to swim and stay safe in the water. The Resource children do PE Lessons alongside their peers to give them the opportunity to be part of a team and interact with other children in the school. In addition, the Resource children have gross motor skills sessions twice a week to further develop gross motor core strength. We also take the opportunity to go horse riding whenever we can to build a stronger core. We continue to be a member of SHAPE (Stockport Schools Health, Activity, Physical Education & Sport Alliance), which enables us to participate in competitions against other local primary schools; this includes the annual Panathlon.

## **Forest School**

Resource children have the opportunity to have a weekly Forest School session. These sessions are aimed at building their resilience, learning through play and exploration and developing an understanding of working within boundaries. The learning is all child-centred and children are taught, with the support from adults and in a familiar environment, how to manage their own safety.

Once children have an understanding of how Forest School operates, they are given the chance to join the Woodland Wanderers; an after school club for all children.



## **Science:**

The science curriculum is based around practical learning to develop an understanding of relevant, inspiring and engaging scientific topics. Science is taught once a week. We seek to motivate and enthuse pupils alongside encouraging their investigative skills, such as, asking and answering questions. Each science lesson develops scientific enquiry skills and develops knowledge-based objectives around a particular topic. These scientific enquiry skills are transferable to each scientific topic area and across the many areas of the curriculum. Science learning in Forest School is taking place each week.

In order to make learning relevant, we use the local environment and local areas regularly as part of our activities. The Science themes are linked to a book we are focussing on for the half term. The Science concepts are taught as a whole group through a multi-sensory approach to learning.

## **Music:**

The music curriculum is based around the scheme from Sing Up.

Speech and Language sessions include rhymes and rhythms that support the children with their speech sounds.



## **Humanities:**

The teaching of History, Geography and RE aims to enhance children's understanding of the wider world as well as their local communities. History lessons aim to promote pupils' curiosity about the past as well as giving them the opportunity to make sense of the present. It helps them to begin to understand their place in the world and helps them to see how events in the past made things the way they are today.

Lessons are taught through a multi-sensory approach and teaching methods such as DEAL are used to support learning. Sessions are creative, engaging and meaningful as well as ensuring inclusion for all pupils, therefore learning is planned according to the needs of the pupils. Enrichment learning opportunities enable children to engage with the community to apply the skills they have learned through Humanities lessons; for example visits to the local church.

The themes for the teaching of Humanities is based around a book that the class are focussing on for the half term. This will include cross curricular work including English, Maths, PSHE, Art and DT.

## **Art and DT:**

The teaching of Art and DT is linked to the Humanities topic for the week. Skills are, for the most part, based on the Year 1 and 2 National Curriculum.

The teaching of Art and DT uses tactile and sensory experiences to develop children's creativity and imagination. Lessons are taught through a multi-sensory approach and are creative, engaging and meaningful. As part of the Art curriculum the children learn about artists who use a range of media.

Children experience the use of different materials and media, and the lessons link to their developing fine motor skills.



### **Computing:**

**The Computing curriculum follows a practical approach, where children are taught to use a range of technologies, including E-safety, in a safe and hands-on way, embedded within real life contexts. Some children need to use assistive technology to access their learning or to communicate effectively.**

**In the early stages, we introduce Computing through experiential cause and effect; children then move on to basic computing skills such as using a mouse and keyboard, programmable toys, accessing software and beginning to explore the internet. Our children may then move on to use more complex apps and software. In Computing lessons are taught through the Purple Mash scheme.**

**In addition, pupils work on their iPads across the whole curriculum. As part of their PSHE work, the children learn how to keep themselves safe when online. All pupils have an adult present when they use a computer or iPad.**