



## **Resource Curriculum 2022 - 2023**

### **Ethos**

#### **Cooperation Enquiry Empathy**

At Brookside we are proud of our inclusive ethos. The Resource pupils are fully involved in activities with their peers and are given every opportunity the mainstream pupils have access to, with adaptations and support where required. They develop strong friendships, spending time with classmates outside and in school. The Resource children are involved in their class assemblies, school productions, school trips (including a residential trip in Key Stage 2), clubs and activities.

### **The Curriculum**

The Resource children at Brookside receive a broad and balanced curriculum. 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 relating to 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 be involved in as much of the curriculum as possible. The Resource Manager will assess, plan and review their provision. This includes some teaching time with the Resource Manager and some with the class teachers. When the Resource children work in classes with their peers the work is differentiated and adapted to meet their level of understanding. If the Resource teacher is not teaching, the Learning Support Assistants are supporting pupils under her guidance and careful monitoring. Resource pupils have individualised therapy plans which need to be done on a 1-to-1 basis. 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

|                            | AUTUMN  | SPRING   | SUMMER   |
|----------------------------|---|--|--|
| Literacy                   | <p>Book themes: The Very Hungry Caterpillar. The Lighthouse Keepers Lunch. Percy the Park keeper books.</p> <p>Comprehension questions on character &amp; linked to who? Where? What? When? Blanks questions. Oral re-telling of familiar stories. Onset &amp; rhyme with cvc words. Match and listen for rhyming words. Continue to consolidate letters. Learn key sight words, sounds and names and alphabet.</p> | <p>Book themes: Fairy stories and nursery rhymes. Sequencing stories and comprehension questions on character &amp; linked to who? Where? What? When? Blanks questions. Oral re-telling of familiar stories. Start with digraphs in reading words. Continue to learn key sight words in reading. Learn key sight words, sounds and names and alphabet.</p>   | <p>Book themes: Willy the Wimp books. Discussion of social issues e.g. bullying, friendship, &amp; relationships. Explore feelings of characters in stories. Continue with sequencing work.</p> <p>Stories and books about the outdoors. Non-fiction books about growing and changing; plants and humans.</p> <p>Learn key sight words, sounds and names and alphabet.</p> |
| Communication and Language | <p>Daily check ins with eye contact. Learn each others names to use in conversational language. Model asking and answering questions. Children talk about their 'news' and experiences they are familiar with, as well as family. Listening to others in the group share their experiences &amp; start to ask questions.</p>  | <p>Focus on who? Where? When? What? Questions linked to experiences and stories. Daily check ins with eye contact. Learn each others names to use in conversational language. Model asking and answering questions. Children talk about their 'news' and experiences they are familiar with, as well as family. Listening to others in the group share their experiences &amp; start to ask questions.</p> | <p>Daily check ins with eye contact. Learn each others names to use in conversational language. Model asking and answering questions. Children talk about their 'news' and experiences they are familiar with, as well as family. Listening to others in the group share their experiences &amp; start to ask questions.</p>   |
| Maths                      | <p>Practical &amp; visual Maths. Place value. Use of Numicon, Diennes and counters. Using the part-whole model to combine tens and ones. Addition of 2 digit with 1 digit number. Maths vocabulary; more than less than the same as, bigger smaller. Naming shapes and properties of shapes. White Rose Year 1 Maths scheme to support. Days of the week and months of the year.</p>                                | <p>White Rose Year 1 Maths scheme to support</p> <p>Understand the concept of multiplication and division. Sort into 'groups of..' Demonstrate the inverse relationship. Continue with addition, subtraction, days of the week &amp; months of the year.</p>   | <p>White Rose Year 1 Maths scheme to support.</p> <p>Revisit addition and subtraction methods. Measuring and data. Collating information for bar graphs.</p> <p>Revisit multiplication and division. Revisit days of the week &amp; months of the year. Reading the time from a clock &amp; learning minutes and hours.</p>  |



# Brookside Primary School

Learn Together - Achieve Together

|                    |  |  |  |
|--------------------|--|--|--|
| Gross Motor Skills | Follow the Motor Skills United programme. Balance bar and Core strength. Cross the mid-line working. Stops and starts with verbal cues.  | Follow the Motor Skills United programme. Push and Pull strength. Work on resistance and grip strength. Cross the midline working.   | Follow the Motor Skills United programme. Jumping & rolling. Increase height to jump from. Reduce the need for adult support in balance.   |
| Fine Motor Skills  | Peg boards. Sequencing. Threading. Sorting pasta, rice & beans. Teodorescu programme. Find dominant hand and develop the pencil grip using tools to support. Use of different media for mark-making. Letter and number shapes in handwriting. Start with straight lines then circular. Develop skills in cutting & holding paper themselves.   | Peg boards. Sequencing. Threading. Sorting pasta, rice & beans. Teodorescu programme. Find dominant hand and develop the pencil grip using tools to support. Use of different media for mark-making. Letter and number shapes in handwriting. Crafting with cutting.   | Peg boards. Sequencing. Threading. Sorting pasta, rice & beans. Teodorescu programme. Find dominant hand and develop the pencil grip using tools to support. Use of different media for mark-making. Letter and number shapes in handwriting. Crafting with cutting and painting.  |
| Life Skills        | Road safety. Cooking skills. Walking up steps and down steps without adult support. Conversational skills & daily check-ins with eye contact. Learning independence, cooperation, enquiry, resilience and decision-making in Forest School. Learn self-care skills. Blow own nose & use the bin. Encourage sitting on the toilet & use visuals to remind. Jobs around school; giving messages etc. | Conversational skills & daily check-ins with eye contact. Learning independence, cooperation, enquiry, resilience and decision-making in Forest School. Learn self-care skills. Blow own nose & use the bin. Encourage sitting on the toilet & use visuals to remind. Jobs around school; giving messages etc. | Conversational skills & daily check-ins with eye contact. Learning independence, cooperation, enquiry, resilience and decision-making in Forest School. Learn self-care skills. Blow own nose & use the bin. Encourage sitting on the toilet & use visuals to remind. Jobs around school; giving messages etc.<br><br>Growing and changing. RHSE finding out how our bodies change and grow. |
| Sensory            | Cooking. Field to Fork. Pick our own fruit to make dishes. Learn about different ingredients Christmas cakes. Making our own Play Dough for fine motor skills. Use different ingredients for sensory. Eg cornflour, washing up liquid, jelly<br><br>Therapy putty. Sensory toys & tools. Timetabled time in the sensory room.  | Cooking. Making pancakes. Blending and mixing. Chopping with knives under supervision.<br><br>Therapy putty. Sensory toys & tools. Timetabled time in the sensory room.  | Cooking. Changes to ingredients when cooked. Learn about boiling, baking, frying. Growing vegetables and harvesting for cooking. Eg herbs, salad etc.<br><br>Therapy putty. Sensory toys & tools. Timetabled time in the sensory room.   |