

Sherard Primary School

Seahorses Curriculum



Pink



Purple



Plum

Sherard Primary School Seahorses provision specialises in providing support for children from 4-11 years old with moderate learning difficulties, Autism, Down Syndrome, Sensory Processing difficulties and Speech, Language and communication difficulties. The Seahorses is made up of three classes: Pink, Purple and Plum. Children are grouped according to ability rather than age.

Intent and Design

At Sherard Primary School children in KS1 and KS2 follow the National Curriculum and children in Foundation Stage follow the Early Years Foundation Curriculum. Children within Seahorses also follow these curriculums but they are individualised and differentiated in order for children to learn and master skills which will prepare them for the next phase of their education and eventually adulthood. Our teachers bring the National Curriculum alive by making links between the individual subjects and applying them to topics. We base our curriculum on a challenge curriculum where each topic begins with a Big Question. Each half term teachers produce a curriculum plan that shows the links between curriculum subjects and how they are linked by overarching topics. There are plenty of opportunities for children to learn in and outside of the classroom.

Vocabulary that can be transferred to learning at other points of a child's education is what the curriculum is based on. This vocabulary is carefully considered for each topic to ensure it is meaningful, transferable and ambitious. In classrooms this is displayed as 'sticky words'.

We also underpin the curriculum with key values which we feel are important. We promote these values through the curriculum; in the classroom and in assemblies as we try to unlock the potential of every child.

- Love for Learning
- Everybody Achieves
- Able to make mistakes and learn from them
- Respect for All
- Never give up

Implementation

All children have access to individual personal learning plans with specific targets which are also used as progress measures throughout the year. These specific targets are linked to their Education and Health Care Plan Outcomes which are set and reviewed at their yearly annual reviews. Their personal learning plan targets are written with input from parents and their own pupil voice, evidence of progress towards their targets is gathered throughout the year and shared at their annual reviews.

Areas of learning and development

EYFS

Communication and Language		
Listening and Attention	Understanding	Communication/ Speaking
Personal, Social and Emotional Development		
Making Relationships	Self-Confidence and Self-Awareness	Managing feelings and behaviour
Physical Development		
Moving and Handling	Health and Self-Care	
Literacy		
Reading	Writing	
Mathematics		
Number	Shape, Space and Measure	
Understanding of the World		
People and Communities	The World	Technology
Expressive Arts and Design		
Exploring Media and Materials	Imaginative Play	

Characteristics of Effective Learning	
Playing and Exploring- Engagement	Finding out and exploring Playing with what they know Being willing to have a go
Active Learning- Motivation	Being involved and concentrating Keeping trying Enjoying achieving what they set out to do
Creative and thinking critically- thinking	Having their own ideas Making links Choosing ways to do things

Areas of learning and development

KSI

Communication and Language				
Listening and Attention	Understanding			Communication/ Speaking
Personal, Social and Emotional Development				
Personal Care/ Self-help skills	Self-Confidence and Self-Esteem			Managing feelings and behaviour
Knowledge and Understanding of the World				
Geography	History	Science	RE	Computing/ Technology
Physical Education				
Team Work	Physical Competence	Fine motor skills		Healthy Lifestyle
Literacy				
Reading and Comprehension			Writing	
Mathematics				
Number			Shape, Space and Measure	
Life Skills				
Economics	Relationships		Health and Wellbeing	Design Technology
Creative Arts				
Art and Design			Music	

Areas of learning and development

KS2

Communication and Language						
Listening and Attention	Understanding				Communication/ Speaking	
Personal, Social and Emotional Development						
Personal Care/ Self-help skills	Self-Confidence and Self-Esteem				Managing feelings and behaviour	
Knowledge and Understanding of the World						
Geography	History	Science	RE	Computing/ Technology		
Physical Education						
Team Work	Physical Competence	Fine motor skills			Healthy Lifestyle	
Literacy						
Reading and Comprehension				Writing		
Mathematics						
Problem Solving	Shape	Time	Money	Measurement	Capacity	Number
Life Skills						
Economics	Relationships		Health and Wellbeing			Design Technology
Creative Arts						
Art and Design		Drama/ Role Play		Music		Dance

BIG QUESTION THEMES

Pink Seahorses (EYFS and KS1)		
Autumn	Spring	Summer
What makes me unique?	Who can I ask for help?	Who lived in castles?
Where does Father Christmas live?	What lives under the sea?	What birds and plants might Little Red Riding Hood find in our park?
Purple Seahorses (KS1 and KS2)		
Autumn	Spring	Summer
Why do we love to be beside the sea?	Where do leaves go in the winter?	How will 5 a day help me to be healthy?
Why should gunpowder, treason and plot never be forgotten?	Which birds and plants would Little Red Riding Hood find in our park?	Why do so many people go to the Mediterranean for their holidays?
Plum Seahorses (KS2)		
Autumn	Spring	Summer
What pulls and pushes?	How can we re-discover the wonders of Ancient Egypt?	Why is Melton Mowbray such a cool place to live?
Why should gunpowder, treason and plot never be forgotten?	Do all animals and plants start life as an egg?	What happens to the food we eat?

Impact

Within Seahorses we use a range of assessments to analyse impact of the curriculum. All children have individual learning journeys and examples of high quality work are kept for each child half termly. Progress in knowledge, understanding and skills is assessed. Moderation is also completed within Seahorses with other specialist provisions and special schools. Regular monitoring including work scrutiny, lesson observations and data analysis takes place.

EARLY YEARS FOUNDATION STAGE

Our EYFS Curriculum within Seahorses is followed by the youngest children who are usually based in Pink Seahorses class. This provision is based on the Early Years Foundation Stage Framework which children follow from birth until the end of their reception year. Children within Pink Seahorses will also remain working on this curriculum for the first term of Year 1.

Play is central to children's learning at an early age and supports children's developmental and academic abilities as well as their personal, social and emotional development. Children within Pink Seahorses have access to provision which allows them to explore, experiment and investigate through play. This supports their social, emotional and physical development. Children have the opportunity to make choices, challenge themselves and develop their confidence within a safe, nurturing and stimulating environment.

Foundation Stage children within Seahorses have access to the learning lounge and soft play space as well as access to a buddy class within the mainstream foundation stage at Sherard. Individual timetables are developed for children who require further sensory provision.

The Early Years Foundation Stage Curriculum will:

- Offer an environment which is creative and exciting and promotes learning.
- Encourage the children to be aware, active and independent in their choices and their learning.
- Give children opportunities to develop a social awareness and a sense of group membership in which they may play and develop at their own pace.
- Create a firm, but flexible environment where the children can be aware of the 'do's' and 'don'ts' within the classroom.
- Enable the children to work and play in a curriculum that will give them the opportunity to work towards the Early Learning Goals of the Foundation Stage.
- Value and build on home and pre-school experiences, and encourage strong, supportive partnerships between home, school and other professionals.

Communication and Language

When children enter The Seahorses their language is assessed and monitored closely. Their preferred method of communication is observed and staff within the specialist provision create an alternative programme of communication for them if necessary. This may include using Objects of Reference, pictures and symbols. Makaton is also used throughout the specialist provision and there is close liaison between school and a linked NHS Speech and Language Therapist who visits the specialist provision on a regular basis.

Children participate in whole class, small group and individual speaking and listening sessions.

Children have individual speech and language sessions with key workers, following plans provided by the Speech and Language Therapist.

Children listen to stories, nursery rhymes, songs, requests, comments and instructions.

Children participate in social communication interventions to improve interactions and work on social skills with their peers.

Programme of study

Children are taught to:

- understand that words, symbols and pictures carry meaning and have an order.
- communicate in a way that they are able to.
- communicate likes and dislikes with signs or words.
- communicate their basic needs and wants with some independence.
- name peers and adults in the classroom.
- begin to ask simple questions.
- look at the speaker when talking to them.
- respond when their name is called
- follow key word instructions.

English

Reading and Comprehension

Children have access to a variety of reading materials within the classroom as well as specific books and reading material which is linked to their current challenge question. Adults read regularly with children and have specific reading books which are changed frequently. Children begin to complete activities linked to phase 1 of Letters and Sounds, which includes helping children become attuned to the sounds around them and ready to begin oral blending and segmenting skills. This work lays the foundations for them to begin the more structured phonics programme of Read Write Inc which they move on to when ready, for some children this programme is adapted to include alternative methods of communication such as signs and symbols.

Programme of study

Children are taught to:

- recognise letters in particular those from their own name.
- match letters by shape.
- communicate which book they would like to read using signs, key words or phrases from the story.
- listen to a story being read and share a story with an adult.
- answer key questions following stories.
- match sounds to letters (following RWI programme)
- begin to sound out and blend CVC words.
- sequence key points of a story using signs and symbols.
- handle a range of books and printed materials.
- engage with rhymes and songs.
- repeat words or phrases from songs, rhymes and stories.
- re-tell and sequence familiar stories using their preferred method of communication.
- Listen to stories and poems independently and within small groups.
- recognise words, signs and logos.
- look at books with independence.
- link sounds to letters.
- begin to segment sounds in words and blend them together.

Writing

Children have access to a writing station daily with a range of equipment which they can access e.g. crayons, pens, chalks. Children also participate in practical writing activities e.g. through outdoor provision. Children develop their writing skills through their physical development e.g. gross motor skills before they are ready to begin writing. Children complete early mark making using a range of resources and textures e.g. sand, jelly, shaving foam. Children are also encouraged to mark make and write using technology e.g. IPADs and the Interactive Whiteboard. Adults model mark making with children and will use hand under hand as well as scribing for children when the focus is on comprehension or understanding.

Programme of study

Children are taught to:

- use an effective pencil grip to put marks on paper.
- make marks within a range of textures and using a range of materials.
- make marks on paper independently.
- copy marks which have been modelled.
- colour over pictures.
- complete independent drawings.
- use writing in play and overwrite shapes, patterns and letters.
- group letters with spacing to form words.
- begin to write graphemes (following RWI programme).
- handle tools with increasing control.
- develop the physical skills needed in order to begin writing and manipulating writing tools through a fine and gross motor skills programme.
- participate in sensory and physical mark making activities.
- begin to distinguish between the marks they make.
- link sounds to letters
- begin to write own name.

Personal, Social and Emotional development

Making Relationships

Children develop effective and respectful relationships and learn to be sensitive to the needs of others. Sessions include working on taking turns and sharing fairly. Children develop the ability to work as part of a small group and build on their attention and concentrations skills.

Programme of study

Children are taught to:

- play and participate in small groups.
- build relationships with key people.
- interact with others and explore new situations.
- respond and play alongside other children.
- play co-operatively with adults.
- the skills needed to initiate play with others.
- begin to form relationships with other children.
- Adults model how to keep play going with other children.

Self-Confidence and Self-Esteem

Children are encouraged to explore Pink Seahorses classroom when they begin school, they then visit different areas of the rest of the school as and when they are ready. Children have a linked buddy class within mainstream foundation stage which they visit with a key adult from Pink Seahorses. Adults consistently reassure and comfort children as well as work towards encouraging children to become more independent learners.

Programme of study

Children are taught to:

- Confidently explore new toys and environments.
- Engage in pretend play with toys.
- Complete some activities and play independently.
- Able to express own preferences and interests.

- Use activities and resources within the classroom.

Managing Feelings and Behaviour

Children learn to behave in an appropriate way and are taught to follow class rules and routines as well as rules of the wider school community. Children learn how to express their feelings and begin to recognise the feelings of others. Children begin to understand right and wrong and why. Children begin to learn to care for their environment and property.

Programme of study

Children are taught to:

- understand some boundaries and familiar routines.
- understand their own and others belongings and how to treat property and resources.
- express their own feelings in a safe way.
- manage extreme feelings with some independence.
- be aware of their own actions.
- adapt behaviour for different social situations.

Physical Development

Moving and Handling

Children have specific Physical Education sessions where they can learn to move with imagination and control. They also have plenty of outdoor learning opportunities where they can develop these skills. Children develop their spatial awareness and have access to equipment and climbing apparatus. Children follow appropriate and specialist programmes e.g. occupational therapy, physiotherapy, swimming sessions within a hydrotherapy pool and music and movement sessions. Children also have specific fine motor sessions where they develop the ability to manipulate small objects which supports their life skills programme e.g. self-help and self-care skills.

Programme of study

Children are supported to develop the skills needed to:

- sit appropriately during carpet sessions.
- manipulate small objects with control.
- participate in sensory mark making activities.
- walk up and down stairs with adult support.
- run safely.
- kick a large ball.
- imitate simple drawings and copy patterns.
- move with confidence in a range of ways.

Health and Self-Care

Children are encouraged to be independent in self-care skills e.g. eating, drinking, hand washing and dressing. Children are supported with individual toileting programmes as necessary and in consultation with parents. Children are encouraged to become familiar with self-care and toileting routines.

Programme of study

Children are supported to develop the skills needed to:

- feed themselves with more independence.
- begin to communicate toileting needs.
- try new foods and textures.
- drink with more independence.
- dress and undress with some independence.
- recognise some dangers.
- express wants and needs and likes and dislikes.

Mathematics

Numbers

Children have access to a range of practical resources to develop their number knowledge. Children learn to count from 0 to 5, 5-10 and then beyond 10. Children explore a range of numerals and work on developing sequencing numbers and comparing quantities. Children are encouraged to complete numeracy tasks during play e.g. counting objects. Children experience matching games and writing numerals.

Programme of study

Children are taught to:

- know that things exist when out of sight.
- understand number names.
- organise and categorise objects.
- recite number names in sequence.
- understand and use mathematical language e.g. 'more, lots'.
- use number names in play.
- represent numbers using marks and fingers.
- match numbers to quantities.
- show an interest in solving number problems.

Shape, Space and Measure

Children are free to explore the space around them, they have access to technological and mathematical toys and practical equipment e.g. numicon, construction toys and shape sorters. Children complete inset puzzles and jigsaws with adults and eventually with more independence. Children use practical equipment, objects and toys to sort, match and categorise. Children become more familiar with mathematical language e.g. positional language and handle and explore a variety of shapes.

Programme of study

Children are taught to:

- fit shapes into spaces and begin to complete jigsaws.
- use blocks and construction material to complete simple structures.
- fill and empty containers.
- begin to understand routines.
- notice patterns in pictures.
- begin to use mathematical language.
- show interest in shapes.
- order and categorise items.

Understanding of the World

People and Communities

When children begin in Pink Seahorses as a foundation stage child they initially get to know key adults and staff and their immediate environment. They then begin to meet further key adults and explore key areas of the school and wider school community. Children go on local visits and begin to explore the local community following their first few terms at Sherard. Children explore their own families, local events and past and present local studies.

Programme of study

Children are taught to:

- share stories and photographs of themselves and their families.
- imitate actions and events from their own culture and background.
- understand and share similarities and differences between themselves and others.
- understand significant and special events and experiences.
- understand different occupations and ways of life.

The World

Children explore their environment both in and outside of the classroom as well as when attending local visits and school trips. Children are given a wide range of opportunities to explore life situations and complete practical activities e.g. animal care. Children reflect on past events, explore events in the world and identify when things happen and how things work. Children learn specific signs and symbols which support them with communicating about The World around them. Children are included in cultural activities and whole school events, work is completed around holidays and religious festivals.

Programme of study

Children are taught to:

- explore the world around them safely.
- use tools and equipment in different ways and for different purposes.
- play and engage with small world models through pretend play.
- ask questions about the world around them.

- observe plants, animals and nature.
- begin to understand growth and changes over time.

Technology

Children have access to a range of tools, equipment and technological toys. Children have access to class IPADs, the interactive whiteboard and the interactive floor. All children have individual swipe cards for the interactive floor with their own programme of activities. This programme responds to their interests and provides them with sensory input as well as being able to use the floor to complete activities with more cross-curricular links and linked to their current big question.

Programme of study

Children are taught to:

- anticipate repeated sounds.
- show interest and engage with technology and technological toys.
- acquire basic ICT skills.
- operate mechanical toys.
- operate simple equipment e.g. CD players, interactive floor.
- retrieve information from technology.

Expressive Arts and Design

Exploring Media and Materials

Children explore a variety of textures, shapes and sounds. They use paint and explore paint through a variety of activities. Children access art and design activities which are linked to their current big question. Children learn to respond to what they hear, smell, touch and feel. Children explore and use musical instruments and follow the Leicestershire SEND music curriculum.

Programme of study

Children are taught to:

- move their bodies to music.
- imitate and observe actions to music.

- join in singing or signing favourite songs.
- create sounds.
- experiment with colour and art materials.
- participate in dancing and group games.
- use a variety of construction materials and textures.

Imaginative Play

Children enjoy a variety of imaginative, pretend and role-play scenarios which are modelled by adults. Children complete activities based on the current big question focusing on e.g. specific dances and songs taught linked to topic. Adults model small world and pretend play frequently.

Programme of study

Children are taught to:

- participate in pretend play.
- use movement to express feelings.
- engage in group role play.
- with adult support use resources to create stories.

KEY STAGE I

Our Key Stage I curriculum focuses on the skills and content within the National Curriculum which the children within Pink, Purple and Plum Seahorses can access. The curriculum continues to be play based as in the Early Years Foundation Stage but the curriculum begins to become more formal with a further focus on core subjects and skills. The focus continues to be on speech, language and communication as well as ensuring that children receive the sensory input and physical development which they require. Pupils continue to have Read Write Inc phonics teaching but at this stage it becomes apparent that some learners also require the Direct Phonics programme and sight vocabulary teaching.

At Sherard Primary school we believe mathematics is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Therefore we believe that a high-quality mathematics education should provide a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. Within mainstream children follow the Singapore approach to mathematics and 'Maths No Problem' is implemented from years 1-6. Within Seahorses children move through programmes of study at a slower pace and children require further practical repetition and consolidation before they can show a secure understanding and readiness to progress to the next stage of their learning. Therefore key features of the 'Maths No Problem' approach are used such as following the principal of concrete, pictorial and abstract approach to applying skills. However sessions need to be much more individualised and the focus is on ensuring children consolidate and can apply skills and have the foundations needed to support number skills and mathematical knowledge in order to support future development.

Foundation subjects are taught in a creative and enjoyable way for children, subjects are linked to the big question which the children are currently studying. As well as foundation subjects, children participate in a life skills programme which focuses on teaching children skills to support their transition to KS2 and skills needed for adult life.

Communication and Language

When children enter The Seahorses their language is assessed and monitored closely. Their preferred method of communication is observed and staff within the specialist provision create an alternative programme of communication for them if necessary. This may include using Objects of Reference, pictures and symbols. Makaton is also used throughout the specialist provision and there is close liaison between school and a linked NHS Speech and Language Therapist who visits the specialist provision on a regular basis.

Children participate in whole class, small group and individual speaking and listening sessions.

Children have individual speech and language sessions with key workers, following plans provided by the Speech and Language Therapist.

Children participate in social communication interventions to improve interactions and work on social skills with their peers.

Programme of study

Children are taught to:

- develop their preferred method of communication as well as their speech.
- communicate likes and dislikes with signs or words.
- communicate their basic needs and wants with some independence.
- ask simple questions.
- follow key word instructions.
- develop their attention and concentration skills.
- listen and respond appropriately to adults and peers.
- use strategies to build their vocabulary.
- understand and use some of the 'sticky words' from their current big question.
- give descriptions and explanations and express feelings.

Personal, Social and Emotional development

Personal Care/ Self-help skills

Children develop their personal care skills such as hand washing, dressing and undressing. Children are placed on toileting programmes as necessary in consultation with parents. Children work on developing their care skills such as washing, teeth brushing, hair brushing and taking care of themselves.

Programme of study

Children are taught to:

- develop mealtime social skills.
- how to use cutlery appropriately
- table setting and use of equipment e.g. pouring drinks.
- the importance of hand washing and how to complete.
- face washing and taking care of ourselves.
- teeth brushing and the importance of.
- toileting
- dressing and undressing.
- working together and teamwork
- sharing ideas

Self-Confidence and Self-Esteem

Children have a linked buddy class within mainstream KSI which they visit weekly with a key adult. Children also join their buddy classes for trips and special events. Adults consistently reassure and comfort children as well as work towards encouraging children to become more independent learners. Children work on their own confidence and their own strengths and difficulties. Peer to peer work is encouraged in Purple and Plum Seahorses.

Programme of study

Children are taught to:

- Engage in joint activities with peers.
- discuss own strengths and difficulties

- Express own preferences and interests.
- Use activities and resources within the classroom.
- Understand differences and similarities between peers.

Managing Feelings and Behaviour

Children learn to behave in an appropriate way and are taught to follow class rules and routines as well as rules of the wider school community. Children learn how to express their feelings and begin to recognise the feelings of others. Children begin to understand right and wrong and why. Children begin to learn to care for their environment and property. Children begin to learn to implement strategies to self-soothe and reduce negative behaviour with more independence.

Programme of study

Children are taught to:

- understand boundaries and familiar routines.
- understand their own and others belongings and how to treat property and resources.
- express their own feelings in a safe way.
- manage extreme feelings with some independence.
- be aware of their own actions.
- adapt behaviour for different social situations.
- begin to develop empathy.

Knowledge and Understanding of the World

Children develop a knowledge and understanding of the world around them through cross-curricular links and teaching within the context of the big question which they are studying. Children may also participate in specific topic weeks e.g. science weeks within the topics which they are learning. Children participate in many practical activities, special events, visitors to the specialist provision and school trips. This enables children to gain as much real life experience as they can and develop skills needed for their futures.

Geography Programme of study

Children are taught to:

- demonstrate curiosity in the outside world.
- explore a new environment.
- comment and ask questions about the outside world.
- comment and ask questions about things they discover outside and within nature.
- understand different types of weather.
- where different food comes from.
- directions, where they have visited and the local area. Locational and directional language.
- environmental changes.
- understand differences in people around the world e.g. countries, food, homes and languages.
- locate continents and oceans.
- use some geographical vocabulary linked to current big question.
- explore maps, aerial photographs, plans and atlases.
- complete school fieldwork and observations.

History Programme of Study

Children are taught to:

- understand time and associated language.
 - recognise that pictures can tell stories.
 - discuss places they have visited previously.
 - identify differences between old and new.
 - follow stories about past events and people.
 - explore some changes in living memory.
 - study significant events.
 - focus on the life of a significant individual.
- Study significant historical events.

Science Programme of Study

Children are encouraged and taught to become investigative and exploratory learners through the teaching of practical science sessions which incorporate the teaching of biology, chemistry and physics. Children become curious and learn about living things, life processes, materials and physical processes.

Children are taught to:

- identify and name plants and describe a plants structure.
- identify and name common animals.
- identify the basic parts of the human body.
- distinguish between different objects and materials.
- describe the properties of materials.
- observe changes across the seasons including the weather.
- supported to ask questions during scientific enquiry and experiments.
- participate in practical experiments.
- complete observations using basic equipment.
- share their own ideas prior to investigations.
- gather and record data using their preferred method of communication.

RE Programme of Study

Children are taught to:

- take part in celebrations and learn about religious festivals.
- listen to stories from a range of religions.
- understand and use basic subject specific vocabulary.
- ask simple questions.
- express own views and opinions.

Computing/ Technology Programme of Study

Children are taught to:

- use the interactive whiteboard with independence to complete a range of activities.
- use the interactive floor to complete a programme of activities linked to their own interests and targets.
- access the IPADs to complete a range of activities and during cross-curricular work.
- retrieve information from a computer.
- complete a search on the internet.
- begin to learn about e-safety and how to use technology and gaming safely.
- operates technological toys and inputs simple operations e.g. use of Bee Bots.

- recognises that specific actions produce results.
- indicates and chooses the computer program they wish to use.
- uses specific programs and equipment e.g. cameras, video recording, paint program and equipment with switches.

Physical Development

Physical Competence

Children have specific Physical Education sessions where they can learn to move with imagination and control. They also have plenty of outdoor learning opportunities where they are developing these skills. Children develop their spatial awareness and have access to equipment and climbing apparatus. Children follow appropriate and specialist programmes e.g. occupational therapy, physiotherapy, swimming sessions within a hydrotherapy pool and music and movement sessions. Children also have specific fine motor sessions where they develop the ability to manipulate small objects which supports their life skills programme e.g. self-help and self-care skills. Seahorses also have Leicester City Football Club coaches who lead weekly multi-sports sessions, through LCFC children also have access to competitions and extra-curricular activities and trips.

Programme of study

Children are supported to develop the skills needed to:

- sit appropriately during carpet sessions.
- manipulate small objects with control.
- participate in sensory mark making activities.
- run safely.
- imitate simple drawings and copy patterns.
- move with confidence in a range of ways.
- able to climb on climbing equipment with control.
- responds to changes in sounds or music with body movements.
- master basic movements e.g. running, jumping, throwing.

Teamwork

Children are taught the importance of teamwork through a variety of fun challenges and games. Children are supported to participate in small group games and whole class teaching of team games. Children are taught simple games and how to follow these as well as taking on different roles within the games. Children access a variety of games equipment.

Programme of study

Children are taught:

- communicate with peers and adults in their team.
- follow simple instructions within a game.
- play a simple game with another child.
- respond appropriately to direction based language.
- demonstrate appropriate behaviour in a team situation.
- identify that games have rules and be able to follow them.
- co-ordinate themselves during team games.

Fine Motor Skills

Children follow the NHS South Warwickshire fine motor skills programme, they complete a variety of activities which develop their manipulation of objects, hand skills, handwriting, gross motor skills and sensory activities.

Programme of study

Children are supported to develop:

- body awareness
- visual tracking
- hand awareness and movement
- motor planning, memory and perception.
- sensory skills
- visual- motor integration
- balance
- an appropriate pencil grip
- spatial awareness and planning

Healthy Lifestyle

Children are taught how physical activity affects their health and life styles. Children learn about the science behind physical activity.

Programme of study

Children are taught to:

- identify different food types and how they affect us.
- demonstrate an understanding of edible and non-edible foods.
- recognise and identify body parts.
- understand healthy food and why we need it.
- recognises changes to the body during exercise e.g. out of breath and sweating.
- Understand why we need physical activity.
- shows awareness of own heartbeat during physical activity.

English

Reading and Comprehension

Children have access to a variety of reading materials within the classroom as well as specific books and reading material which is linked to their current challenge question. Adults read regularly with children and have specific reading books which are changed frequently. Children begin a more structured phonics programme of Read Write Inc which they move on to when ready, for some children this programme is adapted to include alternative methods of communication such as signs and symbols. It becomes apparent for some children within KS1 that they require access to Direct Phonics and sight vocabulary teaching rather than RWI. Children complete practical and sensory guided reading sessions as part of a whole class and small group weekly.

Programme of study

Children are taught to:

- recognise letters in particular from their own name.
- listen to a story being read and share a story with an adult.
- answer key questions following stories.
- match sounds to letters (following RWI programme)
- begin to sound out and blend CVC words.
- sequence key points of a story using signs and symbols.

- apply phonics knowledge in order to decode words.
- listen to and discuss a range of stories and texts linked to big questions.
- become familiar with key stories in order to study sequence and characters.
- discuss word meaning and vocabulary.

Writing

Children have access to a writing within continuous provision with a range of equipment which they can access e.g. crayons, pens, chalks. Children also participate in practical writing activities e.g. through outdoor provision. Children develop their writing skills through their physical development e.g. gross motor skills before they are ready to begin writing. Children complete early mark making using a range of resources and textures e.g. sand, jelly, shaving foam. Children are also encouraged to mark make and write using technology e.g. IPADs and the Interactive Whiteboard. Adults model mark making with children and will use hand under hand as well as scribing for children when the focus is on comprehension or understanding.

Programme of study

Children are taught to:

- use an effective pencil grip to put marks on paper.
- make marks within a range of textures and using a range of materials.
- make marks on paper independently.
- copy marks which have been modelled.
- colour over pictures.
- complete independent drawings.
- use writing in play and overwrite shapes, patterns and letters.
- group letters with spacing to form words.
- begin to write graphemes (following RWI programme).
- handle tools with increasing control.
- say out loud what they are going to write.
- compose a sentence before writing it.
- sequence sentences to form short narratives.

Mathematics

Numbers

Children have access to a range of practical resources to develop their number knowledge. Children are taught to count beyond 10 as far as they can to 100. Children explore numbers through practical activities and develop their knowledge and understanding of place value. Children learn to identify and represent numbers and begin to read and write numbers. Children then begin to develop their knowledge and understanding of numerical operations such as addition and subtraction within numeracy problems, as well as working on their number bonds. Pupils occasionally move on to multiplication and division within KS1. Children begin to develop their knowledge of fractions.

Programme of Study

Children are taught to:

- complete number rhymes and join in rote counting.
- understand basic mathematical language.
- identify and write numerals to 10 and beyond.
- record numbers
- match numerals to quantities.
- understand and master number bonds to 10 and then 20.
- compare two sets of objects and categorise objects.
- begin to understand addition and subtraction.
- begin to use and understand mathematical symbols.
- identify and continue patterns.
- share objects equally and begin to explore and understand “half”

Shape, Space and Measure

Children begin to solve practical problems involving measurement and learn to record data. Children handle and name 2D and 3D shapes and work on describing direction and movement. Children complete practical problems involving length, height, capacity, weight and time. Children look at money and different denominations, children are able to sequence events and understand language relating to dates.

Programme of Study

Children are taught to:

- use mathematical language related to shape, space and measure.
- match shapes
- follow the daily routine and learn the days of the week and months of the year.
- participate in role play with money and play shops.
- identify and match colours.
- understand positional language and follow instructions.
- complete and solve practical problems involving equipment e.g. weighing scales.
- sort objects by size and shape.
- use comparative language.
- Understand the purpose and importance of money.
- Complete practical problems involving measurement and linked to big question.

Life Skills

Within the Seahorses curriculum the skills which children learn are focused around preparing them for KS2 and adult life. Children participate in specific sessions which build upon the life skills which they need and have not yet mastered. Children focus on daily living, occupational and social skills which support them with becoming independent and successful learners.

Economics Programme of Study

Children are taught to:

- express and communicate likes and dislikes appropriately.
- understand own and others possessions.
- participate in celebrations.
- contribute to a group discussion.
- understands the importance of money and when we use it.
- participates in role play shops scenarios.

Relationships Programme of Study

Children are taught to:

- communicate effectively with adults and children.
- understand other people's feelings.
- complete group games with adults and children.
- take turns and share.
- express emotions appropriately.
- initiate interactions with others.
- work on empathy and offering comfort and support to others.
- how to repair relationships.

Health and Well-being Programme of Study

Children are taught to:

- begin to understand stranger danger
- work on road safety and danger awareness within the home.
- how to communicate when feeling unwell.
- understand that some things can hurt.
- verbalise feelings and emotions safely
- healthy eating
- understand basic features of the human body
- understand how to keep themselves clean
- how to keep themselves safe in and out of school.

Design Technology Programme of Study

Children are taught to:

- use, investigate and explore electrical objects.
- plan and make a product for a specific purpose.
- investigate and analyse products and their suitability.
- test new and unfamiliar objects.
- how to select appropriate materials and resources for a task.
- work with 2D and 3D materials and build with a range of construction materials.
- explain reasons for their product.

- experiment with a range of tools and select the appropriate tools for each task.
- understand danger in the kitchen when cooking.
- express preferences when cooking and follow basic instructions.
- respond to questions during cooking activities and categorise smells and tastes.
- examines and describes different food and textures.
- basic understanding of nutrition and where food comes from.
- design and make simple snacks and complete beginner baking activities
- understand food storage.

Creative Arts

Children are taught creative arts as part of cross-curricular links within the big question topic which they are learning about. They are also taught as discrete individual lessons e.g. music lessons. Children contribute to and create displays of work linked to their big question which include their art and design work. Seahorses follow the Leicestershire schools music service SEND scheme of work which has a number of units within it which includes the use of technology and music e.g. IPADs and Sound Beams which are hired from the service.

Art and Design Programme of Study

Children are taught to:

- explore a range of materials and resources e.g. pens, paint, crayons, glue.
- show control with using tools and resources.
- communicate about drawings and pictures which they have made.
- selects appropriate resources for the task.
- understand and complete colour mixing.
- collect pictures, create different textures and use simple vocabulary linked to art and design.
- complete drawings, paintings and sculptures and explore the artwork of different cultures.

Music Programme of Study

Children are taught to:

- explore a range of vocal sounds and instruments to create sound effects and soundscapes.
- listen to a range of music associated to current topics.
- complete music recordings which are played to peers and other classes.
- make a variety of instruments out of objects.

- experience and experiment with pitch and timbre
- explore pitch and scale using nursery rhymes.

KEY STAGE 2

Our Key Stage 2 curriculum focuses on the skills and content within the National Curriculum which the children within Purple and Plum Seahorses can access. Children do not move on the Key Stage 2 curriculum until they have mastered the skills and have the foundation knowledge within the Key Stage 1 Curriculum. Some children in Key Stage 2 have a 'spiky profile' and may move on to the Key Stage 2 curriculum in some subjects but need to remain working at a Key Stage 1 level in others. Children follow a more structured timetable and complete sessions for longer. The skills which children have already learnt are built upon to work towards children becoming more independent learners. Children continue to have access to some play based learning and continuous provision which is linked to their current big question and topic. There is an increased focus on problem solving and an expectation that children will begin to take more responsibility and control for their independent learning. The focus continues to be on speech, language and communication as well as continuing to develop early reading and writing skills. Children continue to access either Read Write Inc phonics teaching or a Direct Phonics programme.

At Sherard Primary school we believe mathematics is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Therefore we believe that a high-quality mathematics education should provide a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. Within mainstream children follow the Singapore approach to mathematics and 'Maths No Problem' is implemented from years 1-6. Within Seahorses children move through programmes of study at a slower pace and children require further practical repetition and consolidation before they can show a secure understanding and readiness to progress to the next stage of their learning. Therefore key features of the 'Maths No Problem' approach are used such as following the principal of concrete, pictorial and abstract approach to applying skills. However sessions need to be much more individualised and the focus is on ensuring children consolidate

and can apply skills and have the foundations needed to support number skills and mathematical knowledge in order to support future development.

Children in KS2 who are able to progress beyond the KS1 National Curriculum and extend their knowledge further will often attend a buddy class for core subjects such as maths and/or English. Foundation subjects are taught in a creative and enjoyable way for children, subjects are linked to the big question which the children are currently studying. As well as foundation subjects, children participate in a life skills programme which focuses on teaching children skills to support their transition to KS3 and skills needed for adult life. Children in Year 5 and 6 begin to work on skills needed to support their transition to KS3 and beyond. Children with more complex needs continue to receive sensory input and specialist support.

Communication and Language

When children enter The Seahorses their language is assessed and monitored closely. Their preferred method of communication is observed and staff within the specialist provision create an alternative programme of communication for them if necessary. This may include using Objects of Reference, pictures and symbols. Makaton is also used throughout the specialist provision and there is close liaison between school and a linked NHS Speech and Language Therapist who visits the specialist provision on a regular basis.

Children participate in whole class, small group and individual speaking and listening sessions.

Children have individual speech and language sessions with key workers, following plans provided by the Speech and Language Therapist.

Children participate in social communication interventions to improve interactions and work on social skills with their peers.

Programme of study

Children are taught to:

- discuss ideas with other children and adults.
- listen and respond to peers and adults.
- communicate ideas with phrases and sentences.
- communicate their basic needs and wants with some independence.
- ask simple questions.
- follow instructions containing up to four key words.

- develop their attention and concentration skills.
- listen and respond appropriately to adults and peers.
- use strategies to build their vocabulary.
- understand and use the 'sticky words' from their current big question.
- give descriptions and explanations and express feelings.
- initiates conversations with peers and adults.
- express own opinion and give suggestions in a group activity.
- build upon their peers ideas and thoughts in their own answers.

Personal, Social and Emotional development

Personal Care/ Self-help skills

Children develop their personal care skills such as hand washing, dressing and undressing. Children are placed on toileting programmes as necessary in consultation with parents. Children work on developing their care skills such as washing, teeth brushing, hair brushing and taking care of themselves. Within Key Stage 2 children begin to focus more on personal hygiene and becoming more independent in self-care.

Programme of study

Children are taught to:

- develop mealtime social skills.
- healthy eating
- setting goals
- the importance of personal hygiene and changes to our bodies.
- how to keep themselves physically and emotionally safe.
- teeth brushing and the importance of.
- toileting
- how to look after specified parts of the body.
- buttons and fastenings, shoe laces.
- working together and teamwork
- sharing ideas

Self-Confidence and Self-Esteem

Children have a linked buddy class within mainstream KS1 or KS2 which they visit weekly with a key adult. Children also join their buddy classes for trips and special events. Adults consistently reassure and comfort children as well as work towards encouraging children to become more independent learners. Children work on their own confidence and self-esteem and knowing what they are good at. Peer to peer work is encouraged in Purple and Plum Seahorses.

Programme of study

Children are taught to:

- Engage in joint activities with peers.
- discuss own strengths and difficulties
- Express own preferences and interests.
- Use activities and resources within the classroom.
- Understand differences and similarities between peers.
- set personal goals and targets.
- aspirations for the future

Managing Feelings and Behaviour

Children learn to behave in an appropriate way and are taught to follow class rules and routines as well as rules of the wider school community. Children learn how to express their feelings and begin to recognise the feelings of others. Children begin to understand right and wrong and why. Children begin to learn to care for their environment and property. Children begin to learn to implement strategies to self-soothe and reduce negative behaviour with more independence.

Programme of study

Children are taught to:

- understand boundaries and familiar routines.
- understand their own and others belongings and how to treat property and resources.
- identify own and others feelings and how to deal with them.
- how to express their own feelings in a safe way.

- identify and manage bullying.
- how to manage extreme feelings with some independence.
- be aware of their own actions.
- how to maintain friendships
- active listening
- how to get help in difficult situations.
- how to adapt behaviour for different social situations.
- a greater understanding of others emotions and how this may present in others.

Knowledge and Understanding of the World

Children develop a knowledge and understanding of the world around them through cross-curricular links and teaching within the context of the big question which they are studying. Children may also participate in specific topic weeks e.g. science weeks within the topics which they are learning. Children participate in many practical activities, special events, visitors to the specialist provision and school trips. This enables children to gain as much real life experience as they can and develop skills needed for their future.

Geography Programme of study

Children are taught to:

- demonstrate curiosity in the outside world.
- explore different homes, languages and food from around the world.
- use some geographical vocabulary linked to current big question.
- use positional language to describe.
- name and sequence the months of the year.
- use maps, atlases, globes and technology to locate the world's countries.
- name and locate counties and cities within the UK.
- complete a practical case study extending their knowledge of physical and human geography e.g. volcanoes, earthquakes, land use and type of settlements.
- complete school fieldwork and observations within the local environment.

History Programme of Study

Children are taught to:

- understand time and associated language.

- recount personal events
- answer questions related to stories and events in the past.
- changes in Britain from the Stone Age to the Iron Age.
- the Roman Empire and its impact on Britain.
- Anglo Saxons and Scots
- the Viking and Anglo-Saxon struggle.
- a local history study of an aspect of history or site.
- Ancient Egypt, Ancient Greece and Mayan civilization.

Science Programme of Study

Children are encouraged and taught to become investigative and exploratory learners through the teaching of practical science sessions which incorporate the teaching of biology, chemistry and physics. Children become curious and learn about living things, life processes, materials and physical processes.

Children are taught to:

- understand, describe and explain the human life cycle and life cycle of a plant.
- classify living things into groups.
- observe, describe, explain and record changes to properties of materials.
- sort objects using magnets and learn about force.
- study and experiment with rock formations and properties of rocks.
- identify and describe fossils.
- make predictions prior to completing experiments.
- describe differences in the weather, learn about light and shadows and the importance of the sun.
- electricity and the creation of a circuit.
- how sound travels
- set up practical enquiries, comparative and fair tests.
- make observations and use a range of equipment.
- record findings in a variety of ways.
- use results to draw conclusions and make predictions.

RE Programme of Study

Children are taught to:

- understands different beliefs and religions.
- name some important religious people.
- describe and explain some differences around the world.
- identify key practices of religions
- compare and describe different celebrations
- describe features and purpose of religious artefacts and buildings.
- use and understand subject specific vocabulary.
- express their own ideas and beliefs in response to exploring a wide variety of materials.

Computing/ Technology Programme of Study

Children are taught to:

- use the interactive whiteboard with independence to complete a range of activities.
- use the interactive floor to complete a programme of activities linked to their own interests and targets.
- access the IPADs to complete a range of activities and during cross-curricular work.
- retrieve information from a computer.
- complete a search on the internet.
- use a keyboard to record work and operate computer software.
- make and use simple algorithms.
- select and use information on the internet.
- begin to learn about e-safety and how to use technology and gaming safely. Including the use of passwords and log in information.
- set up and use email as a form of communication.
- social media e-safety and staying safe when using social media.
- debug a simple program.
- save work and data to retrieve at a later date.
- record and complete work on the computer and use printing technology.
- operate technological toys and input simple operations e.g. use of Bee Bots.
- recognise that specific actions produce results.
- indicate and choose the computer program they wish to use and operate with independence.
- uses specific programs and equipment e.g. cameras, video recording, paint program and equipment with switches.

Physical Development

Physical Competence

Children have specific Physical Education sessions where they can learn to move with imagination and control. They also have plenty of outdoor learning opportunities where they are developing these skills. Children develop their spatial awareness and have access to equipment and climbing apparatus. Children follow appropriate and specialist programmes e.g. occupational therapy, physiotherapy, swimming sessions within a hydrotherapy pool and music and movement sessions. Children also have specific fine motor sessions where they develop the ability to manipulate small objects which supports their life skills programme e.g. self-help and self-care skills. Seahorses also have Leicester City Football Club coaches who lead weekly multi-sports sessions, through LCFC children also have access to competitions and extra-curricular activities and trips.

Programme of study

Children are supported to develop the skills needed to:

- run with control, direction and speed.
- hit, throw and catch a small ball.
- combine a series of actions in gymnastics and jump over objects.
- pedal and steer a bike with stabilisers.
- suggest how technique can be improved and able to remember and repeat a sequence.
- dribble around objects with a ball and demonstrate spatial awareness.
- develop flexibility, strength, technique, control and balance.
- take part in adventurous and outdoor activities.
- develop water and swimming safety.
- develop the ability to swim competently and confidently.

Teamwork

Children are taught the importance of teamwork through a variety of fun challenges and games. Children are supported to participate in small group games and whole class teaching of team games. Children are taught simple games and how to follow these as well as taking on different roles within the games. Children access a variety of games equipment.

Programme of study

Children are taught:

- participate in and complete competitive games e.g. badminton, basketball, football, hockey and netball.

- effectively communicate with team mates.
- follow rules within games.
- understands how to be safe with PE equipment.
- overcome problems and difficulties in team and game situations.
- give instructions to their team mates.
- recognise own strengths and set goals to improve as well as stating what they did well in game situations.
- keep and record score when playing games.

Fine Motor Skills

Children follow the NHS South Warwickshire fine motor skills programme, they complete a variety of activities which develop their manipulation of objects, hand skills, handwriting, gross motor skills and sensory activities.

Programme of study

Children are supported to develop:

- body awareness
- visual tracking
- hand awareness and movement
- motor planning, memory and perception.
- sensory skills
- visual- motor integration
- balance
- an appropriate pencil grip
- spatial awareness and planning

Healthy Lifestyle

Children are taught how physical activity affects their health and life styles. Children learn about the science behind physical activity.

Programme of study

Children are taught to:

- identify different food types and how they affect us.
- recognise and identify body parts.
- understand healthy food and why we need it.
- recognises changes to the body during exercise e.g. out of breath and sweating.
- identify things which people do which are bad for our health e.g. smoking, lack of exercise and eating too much.
- identify different types of exercise.
- learn about warm up and cool downs.
- understand why exercise keeps us healthy.

English

Reading and Comprehension

Children have access to a variety of reading materials within the classroom as well as specific books and reading material which is linked to their current challenge question. Adults read regularly with children and have specific reading books which are changed frequently. Children continue the Read Write Inc phonics programme which they move on to when ready, for some children this programme is adapted to include alternative methods of communication such as signs and symbols. It becomes apparent for some children within KS2 that they require access to Direct Phonics and sight vocabulary teaching rather than RWI. Children complete practical and sensory guided reading sessions as part of a whole class and small group weekly.

Programme of study

Children are taught to:

- have access to a language rich environment in the classroom and throughout the school including the use of signs and symbols.
- become literate readers in order for them to enjoy reading for work and pleasure.
- research skills to enable children to be able to find and retrieve information from texts.
- retell stories, describe and explain characters and settings.
- use phonics knowledge to begin to read fluently.
- use inference to answer questions and answer comprehension questions following the reading of a text.
- read common exception words.
- blend and segment and decode unknown words by applying phonics strategies.
- re-read text and phrases when something does not make sense or when errors are made.
- understand the difference between fact and fiction and has access to a range of texts which are also topic related.
- think of alternative endings to a text and predict what they think may happen next in a story.

Writing

Children have access to writing within continuous provision with a range of equipment which they can access e.g. crayons, pens, chalks. Children also participate in practical writing activities e.g. through outdoor provision. Children develop their writing skills through their physical development e.g. gross motor skills before they are ready to begin writing. Children complete early mark making using a range of resources and textures e.g. sand, jelly, shaving foam. Children are also encouraged to mark make and write using technology e.g. IPADs and the Interactive Whiteboard. Adults model mark making with children and will use hand under hand as well as scribing for children when the focus is on comprehension or understanding.

Programme of study

Children are taught to:

- form and orient letters correctly during handwriting and writing sessions.
- write simple words and phrases and begin to put words and phrases together to write sentences, paragraphs and short stories.
- use phonics knowledge to spell accurately when writing independently.
- spell common exception and tricky words through learning set spellings.
- apply multi-sensory spelling strategies and strategies to learn spellings.
- use adjectives and connectives within independent writing as well as basic punctuation.
- complete a range of writing activities e.g. narratives, real events, poetry.
- begin to plan before beginning writing
- make simple additions, revisions and edit their writing and work successfully.
- organise paragraphs around a theme, create settings, characters and plot.
- assess their peers writing and suggest alterations and ways to improve.
- extend the range of sentences which they use in their writing.

Mathematics

Numbers

Children have access to a range of practical resources to develop their number knowledge. Children are taught to count beyond 10 as far as they can to 100. Children continue to explore numbers through practical activities and extend their knowledge and understanding of place value. Children are taught to solve problems involving multiplication and division using concrete objects, pictorial representations and arrays. Children begin to be introduced to larger numbers once they are confident with working with numbers to 100. Children learn to identify, represent and estimate numbers and use place value and number facts

to solve problems. Children are taught how multiplication of two numbers can be done in any order and division of one number by another cannot. Children are taught to solve number problems involving addition, subtraction, multiplication and division. Children work on recognising, finding and naming fractions as well as writing simple fractions. Children work on extending their mental maths knowledge and progressing to formal written methods. Once a week children complete a problem solving activity in which they have the opportunity to apply the knowledge and understanding which they have learnt to a real life practical problem using a range of materials and resources.

Programme of study

Children are taught to:

- consolidate knowledge of number bonds and explore inverse relationships.
- use mathematical symbols correctly and share objects into equal groups.
- use number lines to find numbers before and after.
- understand doubling and halving.
- complete addition, subtraction, multiplication and division problems and sums.
- identify and name fractions.
- correctly form numerals and record numbers in words as well as numbers.
- recall and use multiplication and division facts
- apply knowledge of mental and written methods when solving problems.
- understand and compare fractions.

Shape programme of study

Children are taught to:

- use mathematical language related to shape.
- continue and create patterns
- order objects by size and begin to estimate number of objects.
- describe shapes using their properties.
- name and find 3D shapes within the environment.
- describe position, direction and movement.
- draw 2D shapes and make 3D models
- identify angles, perpendicular and parallel lines within shapes.
- identify lines of symmetry.

Problem Solving programme of study

Children are taught to:

- use place value and number facts.
- apply knowledge of numbers and show ability to partition.
- solve addition and subtraction problems
- missing number problems.
- use multiplication and division facts and knowledge to solve problems using a range of materials and resources.
- perform mental and written calculations.
- solve problems in a practical context involving money.
- solve problems involving time.
- solve problems involving measurement.
- solve problems involving fractions.
- give instructions involving position and direction and programming.
- interpret and construct graphs and compare data.

Capacity programme of study

Children are taught to:

- fill and empty containers and use appropriate mathematical language when doing so.
- use estimation and checks their result.
- compare which container holds more or less.
- order items by capacity.
- calculate capacity and compare volume.
- solve practical problems involving capacity.
- recognise standard units to measure capacity.
- recognise abbreviations for metric units.

Time programme of study

Children are taught to:

- estimate how long tasks will take and how long they need.
- time activities and record the results.
- read time on a clock to the nearest 15 minutes.
- compare intervals of time.
- draw the digital display for time.
- solve practical problems involving time.
- know the months of the year and days of the week.
- draw hands on a clock to show the time to 5 minutes.
- know how many seconds are in a minute, minutes in an hour and hours in a day.
- sequence intervals of time and describe direction a clock turns.
- read digital and analogue clocks and understands 24 hour clocks.

Measurement programme of study

Children are taught to:

- understand and use mathematical vocabulary related to measurement.
- compare, describe and order mass, weight, length and height.
- estimate mass and length using non-standard units and check the results of their estimation.
- record measurements in terms of units used.
- solve practical problems involving measurement.
- handle and discuss objects weight.

Money programme of study

Children are taught to:

- solve simple problems in practical contexts involving addition and subtraction and multiplication and division of money with change being given.

- work out if they have enough money to buy an item.
- complete shopping lists involving money and totalling amounts.
- recognise and use symbols for pounds and pence.
- work out how long it would take to save for an item.
- budget planning and managing money.
- make equivalent amounts using different coins.
- recognise and know the value of all the different denominations of notes and coins.

Life Skills

Within the Seahorses curriculum the skills which children learn are focused around preparing them for KS3 and adult life. Children participate in specific sessions which build upon the life skills which they need and have not yet mastered. Children focus on daily living, occupational and social skills which support them with becoming independent and successful learners.

Economics programme of study

Children are taught to:

- identify and understand a range of different career pathways.
- identify environmental concerns and how the environment can be damaged.
- identify and participate in positive actions within the setting to help the local community and raise money.
- understand that everyone has different responsibilities within the setting and everyone has different opinions.
- identify different groups and activities which they can belong to and participate in exploring extra-curricular activities.
- understand who helps them in the community.
- identify jobs which they have at home.
- budget planning and money management e.g. when shopping or saving for an item of interest.
- understand how charities support communities or groups.

Relationships programme of study

Children are taught to:

- communicate effectively with adults and children.
- understand other people's feelings.
- understand how to take steps to avoid conflict within a situation.

- understand when it is OK to tell someone something or break a confidence.
- identify different types of relationships.
- know how to safeguard themselves.
- understand why bullying is unacceptable and explore different forms of bullying.
- understand similarities and differences and how these affect relationships and friendships.
- explore and understand the links between emotions e.g. happiness, sadness and relationships which they have.

Health and Well-being programme of study

Children are taught to:

- understand stranger danger
- understand road safety and danger awareness within the home.
- E-safety and how to keep themselves safe when using the internet.
- using the emergency services.
- understand personal hygiene and hygiene in different situations e.g. when preparing food.
- identify dangers in different situations, anticipate and plan what to do.
- understand that actions have consequences.
- cope with change and heightened emotions.
- how to set specific and realistic targets and personal goals.
- identify qualities they admire, strengths and difficulties.
- understand what constitutes a healthy and balanced diet.
- how to have a healthy lifestyle.

Design Technology programme of study

Children are taught to:

- explain own thought process when designing and making.
- create simple products with simple circuits and to understand mechanical systems.
- discuss methods, equipment and materials they need to make their product stronger and improve their design.
- complete simple wood work and metal work tasks to make products.
- improve the finish of their product and refers to their plan and design throughout.
- communicate own ideas, gather and research information to complete a plan.
- understand how improvements suggested by others would improve product and suggests improvements to others.

- test and evaluate their products.
- demonstrate and understands safe food preparation.
- understand how to store food safely and suggests ways to overcome cooking difficulties or problems.
- prepare a range of simple food ingredients, designs and creates food e.g. healthy fillings.
- source recipes for what they wish to cook and as part of the planning process.
- suggest specific ingredients to add to recipes.
- classify foods into food groups and understand nutrition, a balanced diet and healthy food.
- plan a balanced day's food for an individual.
- investigate and explore where food comes from and food around the world. Looking at imported and exported food.
- plan meals effectively and knows which food can be put together to create meals.
- plan, prepare and make a meal and a range of lunches and dinners.

Creative Arts

Children are taught creative arts as part of cross-curricular links within the big question topic which they are learning about. They are also taught as discrete individual lessons e.g. music lessons. Children contribute to and create displays of work linked to their big question which include their art and design work. Seahorses follow the Leicestershire schools music service SEND scheme of work which has a number of units within it which includes the use of technology and music e.g. IPADs and Sound Beams which are hired from the service.

Art and Design Programme of study

Children are taught to:

- modify their own work whilst in progress.
- explore different techniques e.g. blending colours.
- draw or recreate things from different view points
- record images and ideas using sketching.
- draw simple 2D and 3D shapes.
- demonstrate control when using a range of drawing tools.
- produce increasingly accurate drawings of objects.
- evaluate the purpose and design of different objects.
- explore designs and patterns from a range of cultures.
- compare artistic ideas used by others.
- complete painting and sculpture with a range of materials.

-study great artists, architects and designers in history.

Music Programme of study

Children are taught to:

- explore a range of vocal sounds and instruments to create sound effects and soundscapes.
- listen to a range of music associated to current topics.
- complete music recordings which are played to peers and other classes.
- make a variety of instruments out of objects.
- experience and experiment with pitch and timbre
- explore pitch and scale using nursery rhymes.
- participate in whole group singing and choirs as well as competitions within Leicestershire.

Dance programme of study

Children are taught to:

- remember a basic dance routine.
- use a theme as a basis for a dance.
- copies and remembers simple sequences.
- change level, direction and pace.
- demonstrate some rhythm and expression.
- performs with some accuracy.
- links actions to movement.
- create dances linked to current topic.
- complete a performance for peers.

- Drama/ Role Play programme of study

Children are taught to:

- adopt, create and sustain a range of roles.
- respond appropriately to others when in role.
- improvise, devise and script drama.
- complete performances for a range of audiences.

- rehearse, refine and share opinions, ideas and thoughts of performances.
- complete drama techniques to explore characters and scenes within plays and stories e.g. freeze framing, hot-seating.
- develop and order ideas for writing through drama, playing roles and improvising scenes.
- use drama to understand plays and poems.