

Wiggins Class



Robinson Class



## Simon de Senlis Special Unit Curriculum



## **Curriculum Intent**

We aim to deliver education that is appropriate, challenging and stimulating in a safe, happy and caring atmosphere.

The teaching and learning focus on the National Curriculum, as appropriate, the EYFS curriculum and the children's EHCPs. Equipping the children with an efficient means of communication is central to what we do. We deliver bespoke lessons with the aim of preparing children for everyday life and achieving their full academic potential.

In Robinson Class, we have a two-year rolling programme, offering a rich, broad and balanced curriculum. Coverage is meaningful to the children and we support them to apply and transfer the knowledge and skills they learn to everyday situations. Teaching follows the National Curriculum at a stage appropriate to the children.

In Wiggins Class, there is a one-year program which is revised annually. This centres around a three week Talk for Writing text and covers a broad knowledge and skills-based curriculum, based on the EYFS curriculum and National Curriculum as appropriate to the children.

Across the unit, time is allocated daily to work on the children's Personal Precision Plans in order for them to meet the targets and outcomes outlined in their EHCPs.

Each child is unique, with their own learning needs, so we strive to make learning personalised, with a very deliberate focus on developing communication.

## Our Curriculum

### Wiggins Class

	1	2	3	4	5	6	7	8	9	10	11	12
<b>Talk for Writing</b>	The Gruffalo - Journey	Friendship Soup - Instruction	Dogger - Lost and Found	The Gingerbread Man - Journey	Shakespeare Unit	Rainbow Dragon - Information	Three Little Pigs - warning	Enormous Turnip - cumulative	Jack and the Beanstalk - warning	Jasper's Beanstalk - recount	Mr Gumpy's Outing- character change	Magic Porridge Pot - Rags to Riches
<b>English</b>	Book handling skills, recognising familiar books and stories, gross motor development for early writing, join in with songs and rhymes, use of Colourful Semantics for "who," Matching objects to pictures, recognising	Understand what a question is. Answer a yes or no question. Make a prediction about a story. Recognise familiar environmental sounds. Recognise and record own name. HFW reading, recognition and spelling,	Story vocabulary. Understand what a character is. Talking in simple short sentences. Use of symbols to aid communication. Kinetic Letter gross motor movement Pencil grip work. Jumper family.	Retrieval of key information from a text or picture, development of story vocabulary, writing jumper family letters, pulling numbers, label pictures with cvc words, using initial sounds to read and spell,	Development of a setting, understanding who and what questions, read vc and cvc words around phonics taught, writing own name/ recording with the use of IT, Colourful Semantics – who, what doing?	Answer open ended questions, who and what questions, features of non-fiction texts, writing initial sounds, reading captions around taught phonics, imitate stories/ texts, Colourful Semantics	Retelling a story. Making connection between stories, writing/ recording cvc captions, say then write, changing a character in a story, Colourful Semantics – who, what doing, what. Jumper, abracadabr	Initial sequencing skills, further detail in retelling, capital letters and full stops, recording own sentences, spelling HFW, innovating stories by changing characters, Colourful Semantics – who, what doing,	Sequencing a story. Themes in a story. Finger spacing between words. Use of adjectives. Colourful Semantics – who, what doing, what, where, Addition of fisher family in KL. Innovation	Recount vocabulary Features of fiction and non-fiction texts. Relevant vocabulary – first, next, on Monday etc. Time adverbials. Colourful Semantics – who, what doing, what, where. Kinetic Letters – all families to	Summarising Inference Rereading and performing Writing I as a capital letter. Kinetic Letters, capital letters. Understanding terms relating to books – cover, blurb, spine, contents, index etc	Retelling and sequencing Features of a recipe. Innovation, reread, edit and perform. Planning a beginning, middle and end. Kinetic Letters – capital letters

	personal words	Kinetic Letters gross motor movement Colourful Semantics – who?	Reciting familiar short text Colourful Semantics – who, what doing Match objects to pictures	record own story maps of a familiar text, colourful semantics – who, what doing, basic rhyming	Jumper and abracadabr a family and pushing numbers.	– who, what doing, what , abracadabr a family	a and window cleaner family, suggest how stories might end.	what, where. Jumper, abracadabr a, window cleaner and special squirter families	around a text	date and slider family. Rereading what they write. Using I in a sentence.		
Maths	Rote counting, understand anything can be counted, number rhymes, recognise and read numbers, sorting by shape and colour, matching same and different, compare size and length, spatial	As previous 3 weeks plus – development of order irrelevance principle, recognise and read numbers, show interest to numbers in the environment, recognise an ABAB pattern, understand big, small,	Development of cardinal principle – count and say how many. Subitise to 6 – Numicon, dominoes, dice. 1:1 correspondence and matching. Order numbers. Fiveness of 5. Continue an ABAB pattern.	To recognise a missing number from a sequence, subitising games, development of mathematical vocabulary, join in with number rhymes, songs and games, create own simple patterns	Comparing numbers and understanding and using appropriate vocabulary, ordering numbers to 10, development of place value knowledge and understanding, number bonds to 5,	Developing counting skills, make a set from a larger amount, reciting numbers to 15, recognising a mistake in a sequence of numbers or a pattern, exploring weighing, 3d shapes – names, properties	Subitise to 10, composition and partition of numbers, part part whole, recite to 20, match numerals to sets, recognise, continue and create repeating patterns – ABC, ABB, ABBC, length and height, 2d	Recording simple calculation in own way, show number bonds to 10, estimation, one more than, recognise, continue and create more complex patterns, positional language – in, on, under,	Ordering number as appropriate, subitising with larger numbers and describing what you can see, one more, one less, understanding place value to 20, estimation with greater amounts, capacity	Development of formal recording. Recite over 20. Vocabulary around comparing sets within 10/20. Weight, length and height. Money problems.	Number bond recall to 5 and 10. Counting backwards. Using written number sentences including mathematical signs. Doubling and halving, sharing. Odd and even. Weight. Sequencing	Teen numbers – composition and partitioning. Multiply and divide. Distributing items fairly. Doubling, halving and sharing. Weight and capacity. Measuring using standard units.

	awareness when moving in the setting,	bigger, smaller, recognise 2d shapes, solve problems involving length	Recognise and name 2d shapes. Compare height. Directional language – up, down, forwards, backwards.	ABAB, 2d shapes and props, length and height, recognise the relationship between size and number of units.	recite to at least 10, +and – to 5, patterns in the environment, capacity work – full, empty, nearly full/ empty.	and similarities	shapes in 3d shapes	near, next to	and appropriate vocabulary, 2d and 3d shapes – names and properties, recognise and order coins within 10p		events (time). Time challenges	
Personal, Social and Emotional Development	Morning and afternoon routines, behaviour expectations, independence in accessing provision, good manners, cooperation, toileting, managing resources, snack and lunch routines, recognising	Developing relationships with adults and peers, Transitions, collaboration, managing belongings, snack routines, lunch routines, breaktime behaviour and routines, how to make a friend,	Being a good friend. Snack routines. Lunch routines. Breaktime rewards. Responding to rewards. Celebrating differences understanding now and next, finding and returning things to their usual place,	Recognising and managing different emotions, school routines, taking pride in work and effort, helping others, developing interest in others, pouring own water	Recognising and managing different emotions, recognising and acceptance of emotions in others, pride, listening and awareness of others. Playing chasing games.	Challenging self, playing alongside others, turn taking skills,	Building resilience, trying new things and challenges, completing routine tasks and activities with increased independence	Group work and being part of a team. Sharing ideas and feeling valued	Perseverance – changing an action to get a different result	Emotional regulation and explaining feelings. Resolving conflict. Recognising symbols and pictures linked to emotions.	Online safety. Resolving conflict. Initiating games	Online safety. Helping others – recognising emotions in other people

	own reflection	exploring new situations										
Physical Development	Sitting on floor and chair, lining up, collecting own coat and bag, putting coat on hook, balance bikes, trikes, scooters, hand washing, core strength exercises, negotiating space and obstacles, safe use of playground equipment	Standing from chair and floor, hanging up belongings, lining up, putting on apron, moving heavy objects in the courtyard, hand washing, core strength exercises, safe use of playground equipment	Walk in a straight line, move without bumping into things, putting coat on and off, playground games, use a range of tools purposefully – spoons, scissors, forks, safe use of playground equipment	Taking off and putting on own socks and shoes with increased independence, running and jumping and changing direction, carry things safely, using tools safely – link to Forest School, playground games	Different ways and directions of travelling, walking safely on a bench, to use role play in dressing up area,	Balancing, hopping, skipping, linking movement together, scooter boards, balance boards	Ball skills – sliding, rolling, throwing and kicking towards a target, climbing apparatus	Climbing safely and the use of large apparatus, keeping healthy – washing and exercising	Climbing and dismounting from apparatus safely Keeping healthy – washing, exercising, cleaning teeth	Dance taught steps to music. Keeping healthy and healthy eating.	Team games – boccia, relay. Sports day. Increase stamina linked to time challenges	Team games – boccia, new age kurling, relays, racing
Knowledge and Understanding of the World	Know who is in their family, recognise photo of	Recognising family and friends, learn	Families are all different. Babies to elderly.	Know who looks after us and helps to keep us	Understand the terms long ago and what has	Changes from the past to today, using	Different religions we have in the class, how do we	Places of worship. Easter celebration . Special	How have they changed since the start of the	What can they do that they couldn't do in	Know own address. We are in Northampton, in	Weddings, birthdays, anniversaries, funerals.

	self and family. Name a range of animals. Animals live in different habitats	classmates names, know who is in his family and the jobs they do, Diwali, caring for friends, family and pets, finding way to different parts of school.	Guy Fawkes. To understand immediate past, present and future.	safe. Emergency services, parents, teachers, Christmas celebration – why do we have Christmas and who celebrates it?	changed? Shakespeare – what is the difference to present day? Clothes, houses, electricity, language, school.	resources to find differences , e.g. Peepo, Chinese new year, spring celebration and weather	celebrate things differently? Special places. Life cycles of animals	books – Bible and Koran, life cycle of plants	school year? Celebrating physical growth and things they can now do. Eid. Changes in state.	September, use writing and a picture to compare.	England, in UK. Town and Country Mouse to contrast location. Local walks	Handa's Surprise – contrasting location. Caring for the environment
Expressive Arts	Recognise/ identify colours Respond to and join in with music and movement Mark making Recognise that actions match a story	Recognise and identify colours, recognise and join in with songs and rhymes, explore musical instruments and own voice, mark making, embellishing pictures	Using scissors, vertical, horizontal, diagonal, circular lines in mark making. Using untuned instruments, use of actions to tell a story.	Joining materials together, describe what you can see, improvisation – copy back games, to stop and start playing on request (music)	Creating models with playdough, show ideas with pictorial representations, tap along to a beat, Showcase piece – Shakespeare outcome	Draw an image / shape to fill a space, responding to different music,	Pencil dictionary skills, use scissors in creating a model, play instruments loudly and quietly, join materials together in model making,	Mixing colours with powder paints, developing storytelling in their play, copy a simple rhythm	Using clay to create models. Create a piece of music using pattern	Identify and make shades of different colours Improving performance Keep a simple beat	Making shades of colour. Identify moods in music	Performing a sequence of events in dance and music

		and models.										
Communication and Language Development	Class routines, active listening, instructional vocabulary – stand up, sit down, understand use of visuals Begin to embed routines, e.g. register	Communicate facts about selves, likes and dislikes, songs and rhymes, listening behaviours, answer yes and no questions, call and response, routine class expectations and register,	Skills around two way conversation, extending vocabulary relating to class work. Who questions with Colourful Semantics, understand and use social phrases – good morning, good afternoon, hello, thank you. Make a choice from two or more options,	Communicating about self and family and friends, to share ideas about characters in stories, increased involvement and confidence in singing and rhymes, responding to observation games – what can you see?	Communicating in front of others, understanding questions – who and what, recognising repeated refrains, being a good audience.	Understanding of questions – where, who, what, development of two-way communication, communicate/ talk about a given stimulus, develop confidence and skills to answer more open ended questions,	Beginning, middle and end of stories, story mapping, building confidence when talking about selves, increasing concentration and application to conversations and discussions , sharing ideas, answering questions about stories	Preposition – on, in, under, near, next to, Development of prediction skills in stories and real events	Preposition – in, on, under, near, next to, between, behind. Sequencing and retelling events and stories	Use of sequencing words and verbs to instruct. Developing questioning techniques, including why. Deliver messages to other children and staff.	Responding to what they hear in a conversation. Sharing ideas and opinions. Building on explanation skills.	Further questioning techniques. Extend time spent in two-way conversations. How questions. Deliver messages to staff in other areas of the school.



Scientific Technologies	Explore a range of toys including simple mechanism	Identify and point to main parts of the body	Can turn on and operate simple devices e.g. iPad, IWB, sensory room toys.	Can instruct a device to move forwards and backwards.	Communicate the names of parts of the body	Move a device forwards, backwards and sideways.	Move a device forwards, backwards and sideways. Moving a device to a given target	Identify more complex body parts.	Identify more complex body parts	Capture new experience in a range of media – photos, sand draw, create a story.	Know that information can be stored and retrieved from a computer, storing information in own file.	Know that information can be stored and retrieved from a computer, storing information in own file.
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## Robinson Class

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English T4W	Instructions Toolkit: structure	Losing tale Toolkit: object description	Shakespeare and invention unit	Warning tale Toolkit: Characterisation	Journey tale Toolkit: setting	Recount Toolkit: structure
Maths Areas are interleaved through the year with a greater focus as detailed here	Number and place value	Place value, addition	Addition and subtraction	Multiplication and division	Division and fractions	Measure and geometry focus
History	Great fire of Northampton Significant historical events, people and places in their own locality		Florence Nightingale, Edith Cavell, Mary Seacole The lives of significant individuals in the past who have contributed to national and international achievements		Great Fire of London Events beyond living memory that are significant nationally and globally.	
Geography		Where would you rather live, Northampton or Hunstanton?		How is Northampton different to India? Compare and contrast Northampton and India.		Why is the Rainforest Important to Me?

		Compare and contrast Northampton and Hunstanton Daily weather and seasonal patterns				Compare and contrast London to the Amazon.
RE	<i>Belonging to communities (NPAT adapted)</i>	Christian Christmas (NPAT adapted)	<i>Christianity – Jesus as a loving and caring person</i>	<i>Sacred places (NPAT adapted)</i>	Muslim life (NPAT adapted)	Jewish home life (NPAT adapted)
Science	Alive or Not – Habitats. <b>Living things and their habitats</b>	Materials – Investigating suitability for use <b>Uses of everyday materials</b>	Friction and Magnets <b>Forces and Magnets</b>	Structure of Plants and growth of plants <b>Plants</b>	Light and Shadows <b>Light</b>	Flowers and life cycles of plants <b>Plants</b>
Computing	Creating media – digital writing Embedded	Computer systems and networks, technology around us	Creating Media - Digital painting Embedded	Programming A - Moving Robots (beebots)	Data and information – grouping data Embedded	Programming B – Introduction to animation(Scratch Junior)
Music Year 2 Charanga Units	Hands, Feet, Heart	Ho, ho, ho	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind and Replay
DT Food ongoing through the year DATA curriculum		Mechanisms - Sliders and levers		Free standing structures		Mechanisms – wheels and axles
Art	Drawing (portraiture)–		Painting inspired by landscape		Sculpture inspired by recycling	
PE	Mastering basic movements	(Swimming Unit)	Gymnastics	Dance	Competitive games	Agility, balance and coordination

PHSE Year 2 Jigsaw curriculum	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English T4W	Cumulative tale toolkit: sentence structure	Instructions Toolkit: structure	Shakespeare and invention unit	Wishing tale Toolkit: setting	Journey Toolkit: characterisation	Instructions Toolkit: structure
Maths Areas are interleaved through the year with a greater focus as detailed here	Number and place value	Place value, addition	Addition and subtraction	Multiplication and division	Division and fractions	Measure and geometry focus
History	Transport of the past Changes in Britain (NC)	Bonfire night and Remembrance Events that are significant nationally or globally One week – short unit	Ancient Egypt The achievements of the early civilisations, an overview of where and when the first civilisations appeared and an in-depth study of Ancient Egypt		Christopher Columbus and Neil Armstrong The lives of significant individuals in the past who have contributed to national and international achievements.	
Geography		Mapping Northampton and Inner London  Use aerial photographs and maps and plan		Farm to fork.  Revisit locational knowledge - United Kingdom, capital cities and seas. Name and locate the world's seven continents and five oceans-Food Miles Bag of shopping		Recycling the Environment and making a difference Human geography – topical environmental awareness study

		perspectives to recognise landmarks and basic field work. Use simple compass routes. Human and physical features. Create maps and keys.				introducing a geographical study of a Scandinavian country.
RE	Sikhism, sikh life in Britain	<i>Festivals (Diwali, Christmas, Love and light, Ramadan, Passover, Hannukah)</i>	Christianity: Creation	Christianity Easter	Buddhism, what does it mean to be a Buddhist?	Hindu life in Britain
Science	Animal growth, requirements for survival and health Animals inc humans	Electricity Electricity	Food chains and growth of plants living things and their habitats, plants NC	Nutrition – Skeleton and muscles Animals inc humans	Earth and Space Earth and Space NC	Sound Sound
Computing	Creating Media – digital writing, including photography Embedded	Programming A – Robot Algorithms (beebots)	Creating Media – making music Embedded	Creating Media – digital writing, Embedded	Data and information, pictograms Embedded	Programming B, events and actions Scratch
Music Year 3 scheme - charanga	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay

DT Food ongoing through the year		Fixings and fastenings – puppets		Mechanisms - Pneumatics		Textiles – 2d shape to 3d produce
Art	Drawing inspired by still life		Sculpture inspired by historical pattern making		Painting inspired by flora	
PE	Mastering Basic movements	(Swimming Unit)	Gymnastics	Dance	Competitive games	Agility, balance and coordination
PHSE Year 3 Jigsaw curriculum	Being in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me

## **Curriculum Implementation**

In Robinson Class, our curriculum follows the subjects of the National Curriculum, alongside developing life skills, independence and communication. We adapt the NPAT Units which best suit the needs, interests and attainment of the children. We also use Charanga as the basis of the music curriculum, Jigsaw for PSHE and DATA for Design and Technology.

In Wiggins Class, the curriculum is composed of the following subjects:

- Reading
- Writing
- Maths
- Communication and Language Development
- Personal, Social and Emotional Development
- Physical Development
- Knowledge and understanding of the world
- Scientific Technologies
- Expressive arts

These subjects lead on to formalised curriculum subjects when the children are developmentally ready.

Within the unit, many of our children have significant communication and interaction difficulties along with a range of learning difficulties. We plan and teach bespoke lessons to ensure that outcomes are met from the children's EHCPs and regularly review the targets through the use of Personal Precision Plans and individualised learning.

We know that children achieve best when school and home work in partnership. Targets and progress are shared termly, along with Termly Learning Conference appointments and an Annual Review meeting. Teachers send emails to parents if necessary and appropriate, and will, at times, make telephone calls to inform parents of successes or

concerns. Weekly blogs are shared on the school website and, as and when appropriate, daily, less formal, handovers are conducted with parents who bring their children to school.

We revisit learning using concrete resources and real experiences to give the children numerous opportunities to embed knowledge and learning.

Alongside classroom learning, the children make visits into the local community to develop independence and the ability to risk assess things, learn road safety skills, participate in regular cooking lessons, have weekly Forest School sessions and manage a small gardening plot within the grounds. All these elements help to develop the child as a whole.

Positive relationships are vital in all learning and we work hard to promote this within the Unit and throughout the school. We use praise and encouragement to build self-esteem and develop motivation and foster a responsibility for their own learning within the children. Class dojos are used successfully to motivate the children across the unit and the school.

### **Communication and Language**

We support and develop the children's communication and language in everything that we do and this is constantly an area of importance.

To do this, along with verbalising, we may employ the following strategies:

- Visual schedules
- PECS
- Communication boards
- Colourful Semantics
- Intensive Interaction
- Attention Autism Strategies



- AAC devices
- Personalised 1:1 work stations
- Singing
- Signing
- Out and about trips
- Structured play
- Role play
- Turn taking games

### **Physical Development**

We build in regular opportunities for movement in the day, something the children often need in order to maintain focus and concentration, along with building agility, strength and stamina.

We may use one or more of the following strategies –

- Sensory circuits
- Outdoor play
- Real PE
- Swimming
- Out and about trips
- Kinetic Letters
- Finger gym
- Structured play
- Sensory room
- Thrive OT advice and support

### **Scientific Technologies and Understanding the World**

The teaching and learning gives the children a broad range of purposeful experiences and supports them to make sense of the abstract world. When they are developmentally ready, they move onto subject specific areas. The children can enjoy the following experiences:

- Making learning real through lots of practical activities
- Out and about trips
- Outside visitors coming to school
- Forest School
- Opportunities to explore learning through a range of ICT equipment

### **Creative Arts**

The children are taught to use a range of tools and equipment and participate in music and movement and signing sessions. A key part of our Talk for Writing Curriculum is drama, which is incorporated frequently into English lessons. Art and Design and Technology, including cooking, form a key part of the curriculum.

### **Personal, Social and Emotional Development**

Through individual work, the use of a range of interventions as appropriate and the Jigsaw Program, the children are helped to recognise a range of emotions. They are taught strategies, and supported to put these into action, in order to

manage their emotions and develop self-regulating skills. The children are taught and supported to play alongside and with other children, in order to build on their social skills. They are taught that everyone is unique and everyone is special.

### **English**

At Simon de Senlis we use Talk for Writing to deliver an exciting writing curriculum. Within the unit, the classes adapt a text to suit the children. The children learn to recite the text and internalise it, adding actions to bring it alive. They are then supported to imitate it and then innovate their own piece of writing based around the unit of work. Texts are supplemented with the use of symbols to ensure a greater understanding of the vocabulary used.

A lot of time is invested in reading using the school's reading schemes, real books and high frequency words. Reading lessons are taught three times a week within the unit. The unit make use of the school library, promoting a love of reading.

As a school, we follow the Kinetic Letters scheme to develop children's handwriting.

Phonics teaching is delivered in both classes. Teachers use a range of approaches to deliver phonics, including elements from Jolly Phonics and Unlocking Letters and Sounds.

### **Maths**

As a school, we place great emphasis on using concrete resources to support children's maths work. Within the unit, such resources are available in every maths lesson in order to build on and embed understanding, and prepare the children to transition to pictorial and abstract methods.

Teachers use a range of resources to support planning such as NPAT documents, National Curriculum and Number Sense. Children in Robinson Class benefit from Quick Ten each day to support and embed their understanding of areas taught previously.

We interleave areas of maths throughout the terms in order to enable children to revisit knowledge and build on it further. The children require this approach to enable them to practise and consolidate what they have learned.

### **Curriculum Impact**

Our children learn in a variety of ways with varying levels of support. We focus on recognising and planning for next steps, evidencing progress through the children's Personal Precision Plans, linked to their EHCPs and through our assessment system, Assessment for All. This system was developed by Fairfield's School and focuses on showing progress on all areas that we value. We make baseline assessments and then collect evidence through observations, videos, photographs and through the children's recorded work to document the children's progress through school.

Children attaining below the Pre-key stage standards are assessed using the Engagement Model. Observations are made, with the focus being on the five areas of the model – Exploration, Realisation, Anticipation, Persistence and Initiation.