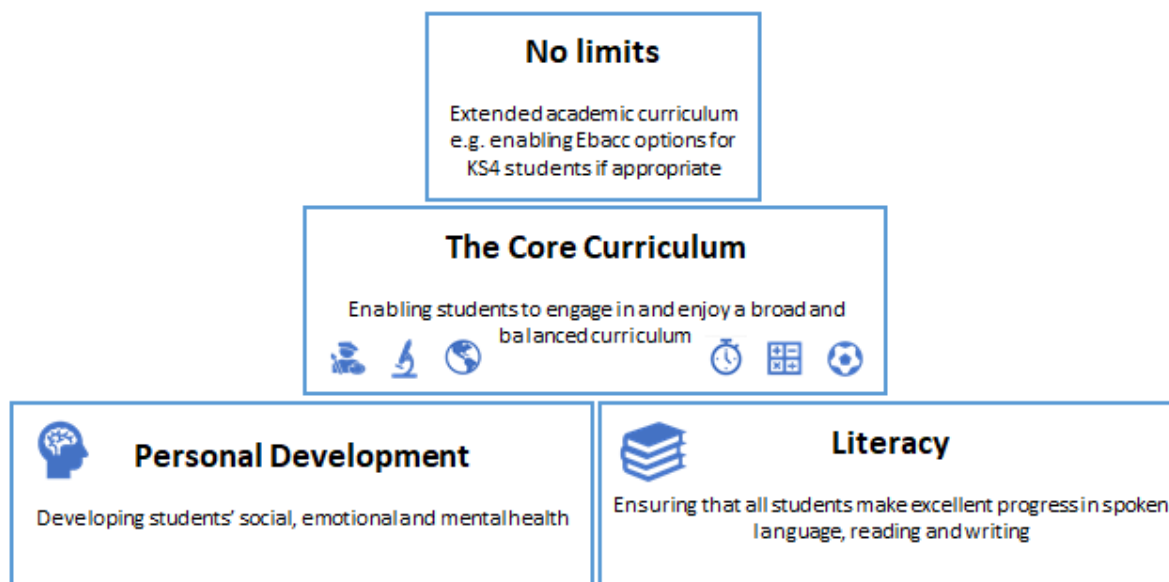


Grantham Primary Curriculum

Our curriculum model

Our curriculum is **developmental not chronological**: it is based on where a child is in their development, not which year group they are in. Students are assessed on entry in a range of ways, and their work is tailored to their current stage of academic learning and SEMH development.

For many of our students, their personal development and SEMH needs mean that work in this area has to be prioritised, as a vital first building block in their learning journey. Our curriculum model also recognises the importance of having a strong academic core: for us, this means focusing on literacy, including spoken language, reading and writing, as one of the primary tools through which all other learning is accessed.



Intent

Our main curriculum intention in the Primary is to support all our students to move into, and be successful in, their next phase of education.

Curriculum aim:	How we achieve this in the primary department
Engage all students in learning	<ul style="list-style-type: none"> getting to know pupils well, having fun with them giving pupils experiences that they may not have previously had (trips etc) bringing learning to life with practical opportunities and experiences personalised curriculum ensuring pupils' strengths and interests are

	<p>taken into account when planning lessons</p>
<p>Enable all students to make progress from their individual starting points, and to have successes in learning</p>	<ul style="list-style-type: none"> • planning interesting and engaging lessons which are developmentally appropriate for each individual • supporting every child and giving them the tools to be successful • building close links with parents • utilising the whole team including senior leadership and care team
<p>Focus on developing student's social, emotional and mental health</p>	<ul style="list-style-type: none"> • a key priority in each class • all staff on board in supporting and developing pupils • SEMH objectives covered each day in timetabled sessions e.g. circle time, PSHE curriculum, structured play opportunities, and through systems such as using Class Dojo for reflection and rewards
<p>Focus on depth before breadth: having a strong curriculum focus on the facilitating subjects of literacy and numeracy</p>	<ul style="list-style-type: none"> • <i>Literacy and Reading policies in development</i> • literacy and numeracy are a key focus in each class • large percentage of time dedicated to literacy and numeracy each day • use of the Numicon framework to give structure and coherence to the numeracy and mathematics curriculum • personalised learning for pupils working at their level and in practical ways to enable them to articulate mathematical thinking • opportunities for pupils to develop key skills eg times tables (TTRockstars); • objectives revisited regularly as required • practical activities regularly incorporated so pupils have first-hand experience of things before writing • use of visual literacy
<p>Allow students to explore subjects beyond the core curriculum in a thematic project approach</p>	<ul style="list-style-type: none"> • staff select topics from cornerstones • use of Cornerstones to allow staff to teach in a topic-based way so pupils develop knowledge and confidence

	<ul style="list-style-type: none"> practical opportunities; trips and visits; first-hand learning in class; visitors into school to support learning
Support all students to make healthy and safe choices	<ul style="list-style-type: none"> PSHE curriculum working well in both primary classes all staff support all pupils each day to be healthy and safe we would like to create opportunities to provide more work with parents and carers around healthy eating as packed lunches brought in by pupils are noticeably often unhealthy
Support all students to develop the skills, behaviours and attitudes that will enable them to reintegrate to, and be successful in, the next phase of their education	<ul style="list-style-type: none"> students are supported to reflect on the choices they make students can recognize and comment when they have made a good choice students are supported to think about instances when they have not made a good choice and are encouraged to think about what would work for them as a better strategy in the future students are able to take five minutes time out when they recognize that this would help them students support each other

Implementation

Students in our primary classes explore the following subjects, using the following curricular programmes as the base of medium-term planning:

SEMH development	<i>Policy currently in development...</i>
Literacy	<ul style="list-style-type: none"> Our medium-term planning starts from the National Curriculum and the expectations for students at the end of key stages 1 and 2. Pupils' progress through the national curriculum expectations is tracked using target tracker, and lessons are adapted to ensure we are filling gaps and ensuring progress for each individual child. We use Read, Write, Inc as our phonics programme, along with a wide range of other work designed to allow students to develop a love for, as well as technical proficiency in, reading. We use tasks from Cornerstones (see below) so that our English work links into our topic work to give coherence to our curriculum. This planning is adapted to meet the needs and previous attainment of our pupils.

	<ul style="list-style-type: none"> • We have a literacy focus and SPAG objectives each week, which are selected by looking at where pupils in the class are currently working. We do not have a SPAG scheme, instead we build the curriculum flexibly in response to pupil needs. • We use accelerated reader to measure reading ages and track the quantity and quality of pupil reading. • We have a wide range of language and literacy interventions for primary students as part of our wave 2 provision, to ensure that students who join us with significant gaps in learning can receive the personalised support they need in order to make rapid progress. • As well as working towards literacy objectives in literacy lessons, teachers ensure that literacy (including reading, writing, and spoken English) permeates all other lessons, and social time, at school, and through daily sessions such as story time and reading for pleasure.
Maths	<ul style="list-style-type: none"> • Our medium-term planning makes use of the National Curriculum in Mathematics. • We use Oxford’s Numicon programme to ensure that we are developing strong mathematical processing and reasoning skills. The resources allow pupils to work practically and explore their mathematical thinking, and can be adapted to incorporate individual interests such as lego. • We have a range of maths and numeracy interventions for primary students as part of our wave 2 provision, to ensure that students receive the additional support they need in this area. This includes personalised learning where students remain in class but receive targeted one-to-one support from the class teacher, or in a small group supported by the class TA or care team.
Science	<ul style="list-style-type: none"> • Our science learning is taken from Cornerstones and linked to our topic (see below) Some units have more Science content than others. • Practical science activities are enhanced by trips and visitors • <i>This has been identified as an area for development in our medium-term development planning.</i>
PSHE	<ul style="list-style-type: none"> • Rising Stars Character Education is used in both classes to structure PSHE lessons. This programme facilitates good debate and discussion in class.
Topic	<ul style="list-style-type: none"> • We use Cornerstones as the basis of our topic work. This programme allows teachers to explore learning objectives from humanities, sciences and the creative arts, so that students experience breadth in the curriculum. Teachers are free to choose a topic from Cornerstones that will suit the developmental age, needs and interests of the students in their class. Teachers complete a curriculum coverage sheet for every student in their class, which is passed on to their next school as part of transition. • Teachers ensure that topic work makes PSHE and SEMH learning explicit, and link in to learning from the Rising Stars character programme, as well as RE objectives from the Lincolnshire guidance. • <i>IT elements of our curriculum are currently under development.</i>

RE	<ul style="list-style-type: none">• Areas of learning within religious education are identified and linked to our topic as appropriate. We use the Lincolnshire guidance as a starting point.• <i>This has been identified as an area for development in our medium-term development planning.</i>
PE	<ul style="list-style-type: none">• All students participate in two hours of physical education each week.• Students also have regular opportunities throughout the week for physical activity.• <i>We are not yet offering a unit of swimming, as we are still seeking for a suitable partner to offer this.</i>