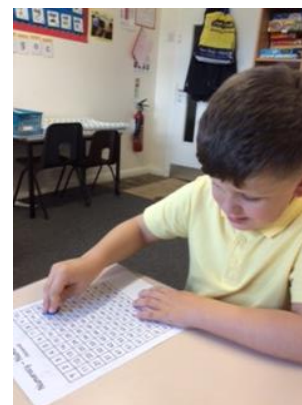


Enjoy achieving together ... by being the best that we can be!

## Maths and English

Pupils in the provision access small group teaching with extra adult support for maths and English if they are unable to integrate for these subjects. All pupils have an individualised curriculum to meet their needs. Education and Health Care plan outcomes are a priority. As Pupils follow the Floppy Phonics scheme of learning in very small groups. All pupils read one to one with an adult daily. Many pupils access a Motor Skills United intervention to improve their fine and gross motor skills which helps to develop their mark making and writing skills.



## Science

Through the year, pupils will be taught a unit all about seasonal changes which will be revisited each term and in spring term, they will be learning all about plants. Through the science units, there will be a focus on 'working scientifically' skills which include making observations over time; finding patterns; identifying, grouping and fair testing in investigations.

### The Base Curriculum Overview Document: Science

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Seasonal change: Autumn to Winter</b></p> <p><b>Introduce the four seasons: autumn, winter, spring, summer.</b></p> <p>Through outdoor learning, observe and describe weather associated with autumn and changes from autumn to winter.</p>		<p><b>Seasonal change: Spring</b></p> <p><b>Observe and describe changes from winter to spring.</b></p> <p>Through outdoor learning, observe and describe weather and changes associated with spring.</p> <p><b>Plants</b></p> <p>Identify the parts of plants and describe their function. Investigate what a plant needs to stay healthy.</p>		<p><b>Seasonal change: Summer</b></p> <p><b>Observe and describe changes from spring to summer.</b></p> <p>Through outdoor learning, observe and describe weather and changes associated with summer.</p>	

Throughout the year, children will be making observations about the seasons and how they change. Through looking at photos, videos and information texts, as well as through outdoor learning, they will observe and describe the weather associated with the four seasons and the effect that these seasonal changes have on plants and animals, as well as our own lives. Pupils will be encouraged to explore the world around them, raise their own simple questions and use secondary sources to find answers. They will record and communicate their findings in a range of ways (written, diagrams, charts, pictures, tables, photos) and be encouraged to use simple scientific vocabulary.

When looking at our unit on plants, children will find out the names of a variety of common wild and garden plants and describe the basic parts of a flowering plant and their functions. They will investigate

some of the things that plants need in order to grow and stay healthy. They will plant seeds and observe and record the changes as they grow.

**Foundation Subjects**

In the Base, pupils are offered a Foundation curriculum which is engaging and matched to the needs and interests of the children. Enquiry questions are used to foster their curiosity and encourage children to be independent, active and resilient learners. In each topic, lessons are planned in a progressive order to build on prior learning. This supports children to remember more as clear links can be made to past lessons and it provides children with multiple opportunities to regularly recap their knowledge.

**History**

**Through the year, pupils will be taught about Guy Fawkes in our unit ‘Why do we remember the 5<sup>th</sup> November?’ as well as exploring how shopping has changed over the years. Key historical skills are built into each unit to help the children understand how the human world has changed continuously throughout time and how our lives today have been shaped by the events of the past.**

**The Base Curriculum Overview Document: History**

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<p><b>Why do we remember the 5<sup>th</sup> November?</b></p> <p>Investigation into what led to the gunpowder plot</p>	<p><b>Shopping</b></p> <p><b>Did my grandparents go to ASDA?</b></p> <p>Changes in shopping habits through living memory</p>			

In our history unit ‘Why do we remember the 5<sup>th</sup> November?’ the pupils will learn that certain people and places are significant and discuss why. They will be given opportunities to use the language of time and consider how the events of November the 5<sup>th</sup> have impacted our lives today.

In our unit looking at how shopping has changed through the years, the children will investigate the similarities and differences between shopping in the past compared to the present. They will be given opportunities to sequence artefacts and explain their thinking. A trip in the local area will encourage the children’s interest in the topic and will guide them to begin asking questions about the past.

## Geography

Through the year, pupils will be taught about two places – Mexico and Greenland, as well carrying out a fieldwork enquiry unit: ‘Does my local area have enough fun activities?’

### The Base Curriculum Overview Document: Geography

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Hot and Cold Places</b> <b>Where would you rather live – Mexico or Greenland?</b></p> <p>Compare weather and identify human and physical features in hot and cold places. Compare life in Greenland to life in the UK.</p>			<p><b>Fieldwork</b></p> <p><b>Does my local area have enough fun activities?</b></p> <p>Investigate land use in the local area.</p>	

In our geography topic ‘Hot and Cold Countries’, we will identify where in the world the place is, which continent it is in and find out about the land use, the weather and climate as well as what the culture is like. Pupils are encouraged to build a sense of place and be able to make comparisons with their own locality and their own lives within it. Pupils will look at aerial views, maps and photos and are encouraged to record their experiences through drawing, painting, writing and model making. They are also encouraged to discuss and evaluate their ideas with others using rich and varied vocabulary and wherever possible, learning is enhanced through outdoor learning and visits.



In our fieldwork enquiry unit, pupils will be given opportunities to investigate their surroundings and express what they like/dislike about the area. They will make observations about where things are, draw simple features that they have observed and use a camera to record and label what they have seen. Pupils are encouraged to be curious about their locality and ask questions about it. Through discussions, pupils will understand that humans can have both a negative and positive impact on the environment.

## RE

In the Base, the Sunderland Agreed Syllabus is used as a foundation for planning RE lessons. Each lesson is tailored to suit the needs of the children. The pupils will learn about different religions and beliefs and recognise how people put their beliefs in action in their everyday lives within their communities. They will discuss issues of right and wrong and be encouraged to reflect on their own feelings and experiences. Pupils will be encouraged to discuss different ideas and values and respect the views and actions of others.

## Music

Music is incorporated into the school day, with the children being given opportunities to learn to sing lots of familiar songs and rhymes. The pupils listen to different genres of music and are encouraged to talk about what they can hear as well as discuss their thoughts and feelings on the song. Within lessons, the children start to explore rhythm and feeling the beat and start to use percussion instruments to copy back simple rhythms.

## PHSCE

PSHCE is taught discretely through other subjects, as well as in dedicated PSHCE activities. Opportunities to discuss PSHCE can arise at any point during the school day. Topics explored include exploring and managing emotions, developing a positive sense of self and well-being, and developing the children's confidence in their own abilities. They learn about how to be a good friend and how to look after and care for their whole bodies, physically, mentally and emotionally.



## ICT

**Throughout the year, pupils will cover the following elements of ICT:**

- E-Communication & E-Safety – The children will explore how images can be used to share feelings and options online. We will discuss how technology can help us to communicate. We will also cover how to stay safe when using technology.
- Programming – Children will control different toys (Beebots, Lego Robots, Codeapillar) and create their own programs using Scratch & Minecraft education.
- Data Handling – We will collect data and use Excel to answer questions about it. Children will also be using on-screen Venn and Carrol diagrams to sort pictures.

Children will also add text and images to different software to make photos, posters and presentations.

## PE

Weekly PE lessons encourage pupils to engage with their peers, take turns in games and improve their fine and gross motor skills whilst having fun. Outcomes related to physical needs on education and health care plans are also prioritised. Being a good team player and being able to follow instructions is also a focus.

## **Art**

This year in art Children in the Base will be exposed to these six elements of art. Children will be working at their own individual level within topics that are linked to work they are doing in class

### **Drawing**

- Draw using basic art materials such as pencils, crayons, and chalks.
- Draw basic lines E.g. straight lines, curved lines and wavy lines.
- Draw basic shapes E.g. Circles, rectangles, triangles, and squares.
- Develop accuracy when drawing
- Draw using more advanced art materials such as pencil, pens, and oil pastels.
- Draw using basic shapes to build up a drawing.
- Draw a variety of lines that are of different shapes and thickness.
- Draw lines to replicate an artist's work.
- Draw a section of an artist's work.
- Draw using mark making techniques such as stippling, scribbling and rubbing.
- Draw using lines, shapes, and colours to suggest facial expressions and body language.
- 

### **Painting**

- Paint using basic art materials such as poster paints, water colours and ready-made paints.
- Paint using basic painting techniques such as simple brushstrokes and finger painting.
- Painting using existing knowledge and basic understanding of colour.
- Paint using a variety of thick and thin brushes.
- Paint using appropriate brushstrokes.
- Mix primary colours to create secondary colours to use in paintings.
- Create an effective mark using a range of painting tools.
- Paint using a range of painting techniques.

### **Printing**

- Print with recycled materials such as sponges, cardboard tubes, fruit and vegetables.
- Print using basic printing materials such as printing ink and crayon rubbings.
- Print onto paper and card.
- Print using a variety of resources and materials.
- Create crayon rubbings from giving objects.
- Create a pattern using print.

### **Sculpture**

- Join materials using glue.
- Cut, roll and carve materials such as clay, dough or plasticine.
- Create a 2D clay outcome.

### **Collage**

- Cut and tear paper for colleges.
- Use glue to stick materials onto a collage.
- Use given materials to create a college.
- Use recycled material to create a collage.
- Gather and sort materials to use in an outcome.
- Use a range of materials within a collage such as tissue, paper and card.

## **Creative Thinking**

- Give opinions on a piece of artwork.
- Develop the ability to use imagination to create ideas.
- Represent an idea within an outcome.
- Create independently and collaboratively.
- Use creative thinking to come up with ideas.
- Ask sensible questions about how to create my ideas.
- Give feedback on a piece of artwork.

## **DT**

In DT, the children will discuss and design a product based on a simple design. They will select and use a range of tools and equipment to perform practical tasks and use and manipulate a range of materials, e.g. construction, textiles, food ingredients, paper and card.

They will design and make a toy that rolls with a fun design for children in Reception, thinking about technical aspects like for example how to strengthen a structure.

The children will discuss and find out about what makes a healthy and varied diet and use this information to prepare dishes. They will look at where food comes from and use tools correctly to weigh out ingredients.