Primary Curriculum Intent	Our Primary Curriculum aims to support learners to develop the skills needed to become successful learners, through teaching the fundamentals of communication, literacy, numeracy, creativity, physical development and social interaction.

Implementation

Primary Aims	Communication	Safeguarding	Self Awareness	Social and Emotional Development	Physical Development	Readiness to Learn	Reading	Core Literacy and Numeracy Development
	To establish a preferred means of communication.	Core vocabulary. Keeping safe. Safety in the community.	Body awareness. Identity. Self-worth. Environment.	Establishing positive relationships. Well-being.	Keeping healthy. Mobile. Sensory regulation.	Positive attitude. Investigating/ Exploring. Questioning/Problem solving. Creativity.	Sharing stories. Concepts around print. Language development. Love of reading.	Phonics. Word recognition. Mark-making/letter formation. Basic number/shape recognition, Counting, grouping, matching, sorting. Problem solving.

Components	Communication	Lessons	Learning Beyond the Classroom	Personalised Learning	Attitudes and Behaviour	Environment	Routines
Approaches to Learning	Makaton. PECs. Visuals/symbols. Objects of Reference/ Talking tiles. Communication grids/ACC. Total Communication. Intensive interaction Phonics.	Innovative . Take appropriate risk. Dynamic. Reflective. Challenging. Knowledgeable.	EHCP focus outside the classroom. Parental involvement/engagement. Learning experiences through trips/visits. Forest School/Cycling. Exploring the local community.	Learning adapted to the needs of the learner. Inclusion. PLGs. EHCP's/AR's. IEP's. Observations/Next steps.	High expectations. Unconditional positive regard. Role models. Self-regulation. Adult support/strategies. Positive Behaviour Plans. Communication Profiles. Citizen skills award scheme.	Happy/safe Total communication. Independence. Adapted to the needs of the learner.	Regular/familiar routines. Building acceptance to changes in rou-tines. Establishing new routines.
	A means to communicate, to have a voice.	Differentiation and Individualisation.	Building on learning beyond the classroom	SCMC and British Values	Behaviour for learning	Reflects classroom practise	Sensory Integration

Curriculum Areas	Literacy	Numeracy	Science	SCMC/RE British Values/PSHEC	Computing	Understanding of the World History/Geography	Art and Design/ Technology	Music	Physical development
	Developing early core elements in; Communication/ language Phonics Reading Writing	Developing early core elements in; Number/place value Shapes/patterns Comparing/measuring Problem solving	Developing early core elements in; Exploring Investigating Questioning Experimenting	Developing early core elements in; Cultures/beliefs Relationships Social and emotional awareness Well being	Developing core elements in; Using every day technology safely Supporting all areas of the curriculum	Developing core elements in; Significant events Comparing past/present Awareness of school, local area and community environment Exploring other cultures/ countries	Developing core elements in; Exploring and using different materials/media Creativity/imagination Making/building Testing/problem solving	Developing core elements in; Listening and responding to music/sounds Joining in with rhymes/ songs Exploring instruments	Developing core elements in; Body and special awareness Increasing /maintaining range of movement Gross/fine motor control Health/well being

Role of the adult	Adults support learners through modelling initially, then supporting through scaffolding and visual/verbal prompts, to encouraging and giving opportunities for learners to foster independence.

Assessment	Looks at each learner individually and monitor engagement.	It informs planning and teaching.	Evidence gathered throughout the day.	EHCPs /IEPs PLGs	Seesaw sharing home/school learning and experiences.	Identifying learners achievements and next steps.	Identifying interventions needed.

Impact	Our Primary learners will have a preferred method for communication established, demonstrate a readiness for learning , self awareness and a level of independence to support their learning journey into the Secondary Curriculum.