



Curriculum Hours		Class Details		Assessments	Exam Board
Primary	27 periods per week	G1=7 G2=5	LR AM	End of unit assessments when appropriate	N/A

Additional information

Children join our primary department in years five and six. All of our children have an Educational, Health and Care Plan, the main area of SEN (Special Educational Need) being SEMH (Social, Emotional and Mental health) Many of our children also have additional learning needs. Some of our children have a diagnoses of ASC (Autistic Spectrum Condition) and or ADHD (Attention Deficit Hyperactivity Disorder). Our children may also have had ACEs (Adverse Childhood Experiences). All of our staff have regular training on Supporting children with their learning needs, supporting children with ASC and ADHD. We have all had training in Safeguarding our young people and in ACES.

We have two primary classes at Queensway South, one class of seven children and one with five children. There is a teacher in each class and a teaching assistant. Our classrooms are comfortable, nurturing environments where children feel safe and happy to play and learn. We are an inclusive school and welcome and celebrate differences. We know that many children who join us in Year five and Six may have had an unsettled education, they may have attended more than one previous school or alternative provision and may also have been excluded or suspended. We believe that every child matters and every child has the ability to make progress, not just as learners, also socially and emotionally. We give all our children unconditional regard.

We wish to give our children a positive educational experience. We offer Quality First Teaching and know this is key to supporting our children's learning and social needs. We have a two year rolling Long Term Plan and offer our children the full National curriculum. As well as liaising closely with our children's previous schools we assess all children on entry, we understand that our learners may have significant gaps in their learning, we also know they may be working at expected or at greater depth and we want to make sure we provide our children with the best learning opportunities that will meet their needs and enable them to make good progress. Depending on the cohort we have we may divide the children into learning groups depending on ability. This is due to the need to teach both KS1 and KS2. We have a structured learning day and teach Phonics, English and Mathematics daily, we also timetable in individual interventions depending on the child's needs. Please weekly timetable.

We teach PSHE and SMSC as individual weekly lessons, however our pupil's Social Emotional and Mental health is embedded firmly into our whole daily routine, we focus on communication and listening, friendship, resilience and celebrating difference. We do not use the word normal!

We have clear positive behaviour expectations and use visuals and verbal prompts to engage the children, we record patterns in behaviour and use the ABC tracker to help us identify triggers and how we can best support our children. We have Safe Spaces for our children if they need time out of the classroom, these areas are nurturing and calm environments to enable self-regulation and reflective conversations and support.

All of our children have long term targets written in their EHCP's. The teachers break these into SMART targets which are individual to each child, the teachers and teaching assistants' use these targets to plan individual interventions, and these targets are also woven into our daily routine and learning. We use interventions such as 'Talkabout', 'Zones of Regulation' and '5 Point Scale'. Please see example below.

We are lucky that our primary children have the opportunity to access specialist teachers for PE and Science and can access weekly lessons in the science lab and hall. We also have a specialist cooking room and DT suite. Our children have access to an on-site field and Forest School area, and we plan to incorporate more outdoor learning into our curriculum.

We like to offer all of our children termly education trips which link to our topics in learning. We also have weekly trips to the local park and amenities and often visit the local library.

We believe in a strong school and parent/carers partnership, we have invited parents and carers to many events – such as World Book Day tea party and Sport's Day. In our new Yearly plan we have incorporated

many more opportunities for parents and carers to join us at school, in learning phonics, English and Maths and attending more social events. We hold regular termly parent/carers Consultations and we speak to our parents and carers daily or weekly, either face – face or by telephone.

We work very closely with multi agencies to ensure the best outcome for our children, such as therapists, school nurse, social workers and the Looked After Children team.

Curriculum – Long Term Plan 2019 - 2020

	HT1	HT2	HT3	HT4	HT5	HT6
English		Anti-bullying. Guy Fawkes. Traditional tales.	The Twits. Safer Internet.	World book week. Dinosaurs.	Castles and knights.	Pirates. Under the sea.
Mathematics	Shape, ratio and proportion and measurement.	Addition and subtraction, multiplication and division, place value.	Money and time.	Addition and subtraction, multiplication and division, place value.	Fractions, statistics, position and direction.	Shape, percentage, addition and subtraction.
Science	Digestion	Animals	States of matter	Extreme Earth	Rocks	Outer space
RSE/PSHE	Growing up	Achievements	Puberty	Be yourself	Think positive	Safety first
RE	Special places	Pilgrimages	Pilgrimages	Beginnings and endings	Worldviews	Creation stories
Humanities	Ancient Egypt	Africa	World Wars	Settlements	Ancient Greeks	Sustainability