

Primary Blue Zone Curriculum Information



Bradfields Academy

Churchill Avenue
Chatham
Kent ME5 0LB



WELCOME TO BRADFIELDS ACADEMY

We are an innovative and forward-looking Academy which provides education for students who primarily experience complex learning difficulties and disabilities which may include speech, language, emotional, sensory, physical or autistic spectrum disorder. The Academy includes a split site 4-14 Lower Site and 14-19 Upper Site on a large campus.

Our curriculum...

Our curriculum is planned, delivered and assessed at a pace and level appropriate to individual need via subject specialist teachers, experienced in working with students with special educational needs. We aim to support a student's transition from their Nursery/Previous Primary School into Reception and Years 1-6 with a curriculum that is designed to inspire them to achieve their very best, to take risks, to develop the skills to tackle new challenges in learning how to learn and raise their future aspirations and ambitions. Students follow the core requirements of the Early Years Framework and the National Curriculum, through the thematic approach of the International Primary Curriculum.

We are committed to providing a curriculum that:

- Supports the development of life skills and social skills
- Is broad and balanced
- Is challenging and relevant
- Provides progression to KS3

The Early Years – Reception

The Early Years curriculum focuses on developing the 3 prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

These are supported through the provision of opportunities within the following specific areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Assessment is against the Early Years Foundation Stage profiles - 17 Early Learning Goals and the extent to which each child develops the characteristics of learning – playing and exploring; active learning; and creative and thinking critically. We encourage students to learn and explore through child initiated learning/play aiming to build upon their current interests and likes in order to engage them in new experiences. There will also be regular PE lessons, outdoor games and play, as well opportunities to explore within our woodlands.

Key Stage 1 & 2 – Year 1 to 6

In KS1 & 2 the curriculum will further build upon students' prior learning at the EYFS and KS1 to develop the skills, knowledge and understanding in line with National Curriculum requirements. They are taught through a creative and fun thematic (project based approach) curriculum - The International Primary Curriculum (IPC). This curriculum focuses on the development of:

- **Subject Learning Goals** for Language Arts, Mathematics, Science, Information Technology, Design Technology, History, Geography, Music, Physical Education, Art and Society.
- **Personal Goals** – the development of individual qualities and dispositions essential in the 21st century including enquiry, resilience, morality, communication, thoughtfulness, cooperation, respect and adaptability.
- **International Goals** – which help support the move towards an increasingly sophisticated national and international perspective.

All the IPC learning goals include the development of knowledge, skills and understanding; an essential combination to ensure the most effective learning experience.

Literacy and Numeracy are taught as both discrete subjects and embedded throughout the curriculum to ensure the core focus is on the development of these key areas of learning. There will also be regular weekly opportunities for PE, Outdoor exploration and other experiences including cooking, horse-riding and swimming..

Within EYFS, KS1 & KS2 our class groups are kept small (4 to 8) and the curriculum is personalised and differentiated to meet the particular and special needs of each student. We place a central focus on the acquirement of spoken and written language skills and as such Literacy is placed at the centre of the learning experience. Classes are taught in vertical groups across age groups based on students' needs and progress.

Home Learning & Reading

Reading books are sent home daily, ideally we expect each student to read every day at home for 10-15 minutes.

Should you require any further information, please do not hesitate to contact us and we will guide you through the decisions ahead.

Miss M Sweetlove
Principal

IPC – INTERNATIONAL PRIMARY CURRICULUM

The International Primary Curriculum (IPC) is taught across all year groups in Primary Blue Zone – EYFS (Year R), KS1 (Years 1 & 2) and KS2 (Years 3, 4, 5 & 6) and has been developed to help students learn the subject knowledge, skills and understanding they need to become aware of the world around them and help students develop the personal skills they need to take an active part in the world throughout their lives and help develop an international mind set alongside their awareness of their own nationality.

ASSESSMENTS

Assessment is ongoing and dictates the next steps in the learning. The learning is recorded in a learning journal through photographs, students' work and teacher's notes.

HOW CAN PARENTS HELP

- Read to your child and listen to your child reading every day
- Practice counting things on journeys
- Looking at colours and naming them
- Playing games; Naming animals/flowers etc. when going on walks
- Letting your child help when baking by weighing ingredients
- Reading through instructions when making things

HOME LEARNING

Each week students will be encouraged to take part in activities at home to continue their learning outside the classroom; this may include looking at colours, reading with your child, phonics or a maths and physical based activity such as cooking.

TRIPS AND EXPERIENCES

Most topics provide opportunities for visits in the local area to reinforce the learning.

TOPICS

Topics include work in the areas of Science, Technology, PSHCE, Religious Studies, Geography, History, Drama and Modern Foreign Languages.

Within a topic area the outcomes are open ended and the direction of the learning can be driven by student need and interest.

The topics are taught in a creative way to allow the students to develop wider skills such as team work, independence and communication.

CURRICULUM PROVISION STRATEGIES

We pride ourselves on ensuring all students receive quality first teaching within the classroom. However, some students may need additional support with their literacy, numeracy or motor skills as such we have a range of Curriculum Provision Strategies. Students will be assessed and then withdrawn from lessons to focus on these skills in smaller/one to one groups.

The strategies may include the following:

Beam – a programme to support gross motor skills.

Sound Write – A phonics intervention programme.

Speech and Language – A dedicated member of staff works with the NHS team to provide Speech and Language support. This may be within the classroom, or through withdrawal to work on individual plans. If a referral is necessary for an assessment then this can be made through the academy.

Occupational Therapy (OT) – A dedicated member of staff works with Medway Physiotherapists and Occupational therapists to support students with their Physio and OT plans. This can be within the classroom or in individual settings. If a referral is deemed to be necessary then Bradfields can support with this.

Play Therapy and Drama Therapy – The Academy contracts in a Play Therapist and a Drama Therapist to provide this specialist support. If the Primary staff identify that students would benefit from working with either of these then they will consult with parents/carers and complete a referral form. The therapist in question will then be in touch to offer more detail and gather more information.

EARLY YEARS FOUNDATION STAGE

The Early Years Curriculum is divided into Prime Areas of Learning and Specific Areas of Learning.

Prime Areas of Learning: Physical Development, Personal Social and Emotional Development and Communication and Language.

The Specific Areas of Learning: Literacy, Mathematics, Expressive Art and Design and Understanding the World.

WHAT WILL BE STUDIED?

Throughout the year learning takes place through a creative curriculum. Whilst we follow the International Primary Curriculum, this is used flexibly to respond to the interests and needs of the student. Development Matters is used to help plan for the student's individual needs and this information is used when assessing progress towards the Early Learning Goals at the end of the year. Teaching is delivered through adult led and supported activities and developed through student initiated learning.

AUTUMN

In the Autumn term students develop their social skills to learn to work alongside and make new friends. They experience role play in the home corner and make pictures of their family. Practical number activities are encouraged and students have opportunities to sort objects. They learn about different patterns and copy simple repeated patterns in music. Students are given opportunities to listen to and respond to noises around them and to share books with familiar adults.

SPRING

Students are encouraged to take part in a range of measuring and comparing activities. Everyday language for shape is developed and mathematical language introduced. We continue to build upon their counting and ordering numbers skills and real life learning opportunities are used to consolidate these, for example creating number lines with socks and role playing shops. This helps to develop real life problem solving.

Students continue to listen to and respond to stories and these may include traditional and modern fairy stories. The teaching of phonics begins in the Autumn term and continues throughout the year, responding to the developmental stage of each student. Students experience the world through growing plants, woodland walks and trips to a farm to learn about young animals.

SUMMER

Students continue to build their mathematical skills through sorting, counting, measuring and estimating. Students continue to build their knowledge of shapes and use simple categorisation for data handling, for example finding out student's favourite food or television programmes.

Student's language skills are developed through listening to a range of stories and being encouraged to use this in their child initiated learning. Students learn about the world around them by finding out about other places, such as the seaside and the transport needed to get there, and will use non-fiction books to support this.

In the final term students will, where appropriate, be taking part in longer literacy and numeracy sessions to prepare them for the transition into KS1.

IPC – INTERNATIONAL PRIMARY CURRICULUM

EARLY YEARS FOUNDATION STAGE - TOPICS

Followed by Bumblebees and Rabbits classes

	Students will study
Term 1	<p>My family They will be:</p> <ul style="list-style-type: none">• Playing with bricks, blocks, sand and water and in the house• Painting pictures of themselves• Listening to stories• Singing songs• Counting• Learning everyone's name
Term 2	<p>Shopping They will be:</p> <ul style="list-style-type: none">• Visiting shops and markets• Making a shop in the classroom• Learning about money• Sorting bags of shopping• Making things to sell• Listening to stories about shops
Term 3	<p>Bears They will be:</p> <ul style="list-style-type: none">• Finding out about real bears• Listening to the story of Goldilocks and the three bears• Making porridge• Painting a portrait of their bear• Making bear masks• Counting and sorting teddy bears• Washing the bear's clothes• Looking at some old bears
Term 4	<p>Transport They will be:</p> <ul style="list-style-type: none">• Looking at all kinds of cars, lorries, planes and other vehicles• Making an airport / bus / train station in their classroom• Playing with boats in the water tray and diggers in the sand tray• Making model vehicles• Going on a pretend magic carpet ride

Term 5	<p>I'm alive</p> <p>In Science, we'll be finding out:</p> <ul style="list-style-type: none"> • Where we can find living things • How living things move • How living things grow and change • What all living things need • How living things stay healthy <p>In Geography we'll be finding out:</p> <ul style="list-style-type: none"> • About places where plants and animals live • About different places where we can live • About animals that are endangered <p>In Art, we'll be finding out:</p> <ul style="list-style-type: none"> • How to draw movement in animals and people • How to create a still life picture <p>In Physical Education, we'll be finding out:</p> <ul style="list-style-type: none"> • About the different ways we can move • How to put on a 'lively' performance <p>In International, we'll be finding out:</p> <ul style="list-style-type: none"> • How we look after the young and the old • How we look after the world's people, plants and animals
Term 6	<p>Sand and Water</p> <p>They will be:</p> <ul style="list-style-type: none"> • Going on a visit • Finding out about where water comes from • Thinking about what to wear in the rain • Learning about creatures that live in water • Playing with sand and water

IPC – INTERNATIONAL PRIMARY CURRICULUM TOPICS

Followed by Elephants and Tigers class

	Students will study
Term 1	<p>My Family and Friends / How are you?</p> <p>In Science, we'll be finding out:</p> <ul style="list-style-type: none"> • About eating the right foods • About getting enough exercise • Why our bodies need sleep • What happens when we are ill • How germs get inside our bodies • How to protect our bodies • About our senses <p>In History, we'll be finding out:</p> <ul style="list-style-type: none"> • About the doctors who discovered medicines • About diseases from the past <p>In Physical Education, we'll be finding out:</p> <ul style="list-style-type: none"> • How exercise keeps our body healthy • What activities we can do to stay fit <p>In International, we'll be finding out:</p> <ul style="list-style-type: none"> • Why some people don't have drinking water • What hospitals are like
Term 2	<p>Celebrations</p> <p>In History, we'll be finding out:</p> <ul style="list-style-type: none"> • How people in our families celebrated in the recent past • How particular past events are still celebrated <p>In Technology, we'll be finding out:</p> <ul style="list-style-type: none"> • How to plan for a celebration • How to design and make a product for a celebration <p>In Art, we'll be finding out:</p> <ul style="list-style-type: none"> • How decoration is used in celebrations • How the work of artists is used in celebrations • How to make artefacts and images that could be used in celebrations <p>In Music, we'll be finding out:</p> <ul style="list-style-type: none"> • How songs and music are used in celebrations in our own and other countries • How to compose our own music for a celebration <p>In Physical Education, we'll be finding out:</p> <ul style="list-style-type: none"> • How to create a celebration dance • How to improve the performance of our dance

	<p>In Society, we'll be finding out:</p> <ul style="list-style-type: none"> • How different groups of people celebrate different events • How different groups of people have different rules <p>In International, we'll be finding out:</p> <ul style="list-style-type: none"> • What is the same and what is different between the celebrations in the home countries of the different children in our class • How to work and celebrate with each other
Term 3	<p>Our world</p> <p>In Art, we'll be finding out:</p> <ul style="list-style-type: none"> • How to create artwork using natural materials • How to make a tree collage • How to make a silhouette of our local skyline • How to design and create our own sensory garden <p>In Science, we'll be finding out:</p> <ul style="list-style-type: none"> • About the animals, plants and birds in our local environment • About the best soil conditions to grow seeds • How we can recycle and reuse materials to help our environment • How we can set up our own composting club <p>In Geography, we'll be finding out:</p> <ul style="list-style-type: none"> • About different wildlife habitats in our local environment • About the animals and insects that share our local environment • How our local environment compares with other locations around the world <p>In Technology, we'll be finding out:</p> <ul style="list-style-type: none"> • How to make model gardens • How to design and make our own bird feeders <p>In Music, we'll be finding out:</p> <ul style="list-style-type: none"> • How to create our own sound journey around our school • About music and songs, written about the weather <p>In International, we'll be finding out:</p> <ul style="list-style-type: none"> • How to make a fact file about our home country to share with others
Term 4	<p>Transport</p> <p>They will be:</p> <ul style="list-style-type: none"> • Looking at all kinds of cars, lorries, planes and other vehicles • Making an airport / bus / train station in their classroom • Playing with boats in the water tray and diggers in the sand tray • Making model vehicles • Going on a pretend magic carpet ride
Term 5	<p>I'm Alive</p> <p>In Science, we'll be finding out:</p> <ul style="list-style-type: none"> • Where we can find living things • How living things move • How living things grow and change • What all living things need

	<ul style="list-style-type: none"> • How living things stay healthy <p>In Geography we'll be finding out:</p> <ul style="list-style-type: none"> • About places where plants and animals live • About different places where we can live • About animals that are endangered <p>In Art, we'll be finding out:</p> <ul style="list-style-type: none"> • How to draw movement in animals and people • How to create a still life picture <p>In Physical Education, we'll be finding out:</p> <ul style="list-style-type: none"> • About the different ways we can move • How to put on a 'lively' performance <p>In International, we'll be finding out:</p> <ul style="list-style-type: none"> • How we look after the young and the old • How we look after the world's people, plants and animals
Term 6	<p>The Circus Is Coming To Town</p> <p>In Art, we'll be finding out:</p> <ul style="list-style-type: none"> • How to draw faces and understand expressions • About the work of artists who have painted pictures about the circus <p>In History, we'll be finding out:</p> <ul style="list-style-type: none"> • What circuses were like in the past • About some of the people who made circuses famous • How circuses have changed over the years <p>In Science, we'll be finding out:</p> <ul style="list-style-type: none"> • Which materials would make a waterproof tent • Which materials to use for circus costumes • About forces – pushes and pulls in circus acts <p>In Technology, we'll be finding out:</p> <ul style="list-style-type: none"> • How to put up a tent • How to plan and make circus tents for soft toys <p>In Geography, we'll be finding out:</p> <ul style="list-style-type: none"> • How to draw maps and plans of a circus • How to use maps and atlases to find out about the countries some circus animals come from <p>In Physical Education, we'll be finding out:</p> <ul style="list-style-type: none"> • How to use juggling balls • How to balance and make movements used in circus performances • How to use tactics in playing team games <p>In Society, we'll be finding out:</p> <ul style="list-style-type: none"> • How to stay safe in busy places • What it's like to be a circus artist <p>In Music, we'll be finding out:</p> <ul style="list-style-type: none"> • About music for the circus • How to compose and write rhythms and tunes about circus performers <p>In ICT & Computing, we'll be finding out:</p> <ul style="list-style-type: none"> • How to draw a plan for our own circus • How to make tickets and a poster for our own circus <p>In International, we'll be finding out:</p> <ul style="list-style-type: none"> • What different people think about using animals in the circus • What the circus of the future might look like

ENGLISH

KEY STAGE 1

Students will continue to work on the Early Learning Goals alongside the National Curriculum.

The programmes of study for reading at Key Stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

The programmes of study for writing at Key Stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

In addition, pupils should be taught how to plan, revise and evaluate their writing.

Spelling, vocabulary grammar and punctuation are also taught, in a cross curricular way alongside the programme of study for English. This creates opportunities for teachers to enhance pupils' vocabulary as it arises naturally from their reading and writing.

ASSESSMENTS

Assessments are ongoing. The students are continually assessed by staff throughout the specific areas of the programme of study. Areas are taught in a cross curricular way and are revisited throughout the year in order to ensure children are secure in their learning, and that extensions and challenge are provided.

HOW CAN PARENTS HELP

Share stories together and enjoying creating your own stories. Encourage children to develop their imagination by engaging in role play, using voices for characters, dressing up as characters and drawing / painting scenes from a story. Parents can help to develop children's early writing skills by practising and developing fine motor skills, using playdough, practising cutting with scissors, holding a pencil correctly and forming letters. This then extends to writing on lines, leaving correct finger spaces, and using capital letters, full stops and punctuation marks correctly.

TOPICS

	Students will study
Terms 1 & 2	Stories with familiar settings Students will explore stories set in places such as the woods and at home. Patterns on a Page Students will look at different poems and the language used, identifying the different patterns the words make.

	<p>Traditional Tales Students will share familiar tales and use role play to explore these further. They will look at different versions of the same story, including play scripts.</p> <p>Instructions Students will undertake practical tasks and then use this information to help them to create simple instructions for others to follow to enable them to do the same activity.</p>
<p>Terms 3 & 4</p>	<p>Explanations Students will be using their scientific knowledge to write explanations to show how they are able to recognise whether something is alive or has never been alive.</p> <p>Different stories from the same author This unit provides the student with an opportunity to look at stories that have been written by a popular author. They will, with support, compare the stories and give reasons for why they like it or if they did not, why not?</p> <p>Silly Stuff Students will look at a range of nonsense poems and limericks. They will explore the language patterns, drawing on their knowledge gained from their previous poetry unit, and will attempt to write their own poems in a familiar style.</p>
<p>Terms 5 & 6</p>	<p>Extended Stories Students will begin to look at longer stories and with support write an alternative beginning or ending to a familiar story.</p> <p>Information Text Students will look at a range of non-fiction books, they will look at the layout and style used and will use this knowledge to create simple information text, including labels and pictures.</p> <p>Non-chronological Reports Students will share a range of books which give information and will help to create a class book giving information on a topic of their interest, such as animals.</p> <p>Really Looking The final poetry unit that the students will explore gives opportunities to listen to different poems about the senses and allows the student to write poems on a familiar theme.</p>

MATHS

KEY STAGE 1

The principle focus of maths teaching in Key Stage 1 is to ensure that students develop confidence and mental fluency with whole numbers, counting and place value.

The students will follow a personalised maths programme which enables each student to work at their own level and move forwards when ready.

ASSESSMENTS

The students are continually assessed by staff and areas of maths are revisited throughout the year in order to ensure children are secure in their learning, and that extensions and challenge are provided.

HOW CAN PARENTS HELP

Parents can support the use of numeracy in the real world using real life examples such as time, money, timetables, calendar involving days of week, months of year and seasons.

We also run a parent/carer maths workshop on a bi-weekly basis which provides support and strategies for helping your son or daughter with maths at home.

TOPICS

Students will study
<p>The structure of the maths curriculum is taught in blocks. Each block has incorporated into it objectives from the Using and Applying Mathematics strand and from two or three other core strands. The blocks are:</p> <ul style="list-style-type: none">A: Counting, portioning and calculatingB: Securing number facts, understanding shapeC: Handling data and measuresD: Calculating, measuring and understanding shapeE: Securing number facts, relationships and calculating <p>In addition, students will be learning their multiplication tables, mental maths and investigative maths.</p>

PHYSICAL EDUCATION

KEY STAGE 1

Students develop core movement, become increasingly competent and confident and access a broad range of opportunities.

Students improve agility, balance and co-ordination (ABCs) by working individually and with others. They start to engage in competitive (both against self and against others) and co-operative physical activities.

ASSESSMENTS

Students are continually assessed throughout the year during each activity studied. Assessments are collated three times a year to monitor progress. Annual feedback on student progress is shared at home during a parents and carers' evening and a written report.

TRIPS AND EXPERIENCES

Rebound Therapy – students will experience exercise therapy. Trampolines are used to provide opportunities for movement, therapeutic positioning, exercise and enjoyment.

Additional opportunities include swimming, which takes place each week supported by the PE and sport premium funding.

TOPICS

Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Students will be taught to: Master basic movements such as running, jumping, throwing and catching Participate in simple team games, developing simple tactics for attacking and defending Performing dances using simple movement patterns		
Skills and knowledge for games; gymnastics balance and co-ordination.	Dance using simple movement patterns; rebound therapy.	Running, jumping and throwing for athletics; preparing for Sports Day.

ENGLISH

KEY STAGE 2

Students will be taught from the National Curriculum. The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

ASSESSMENTS

The students are continually assessed by staff throughout the specific areas of the programme of study. Areas are taught in a cross curricular way and are revisited throughout the year in order to ensure children are secure in their learning, and that extensions and challenge are provided.

HOW CAN PARENTS HELP

Ensure that children are exposed to a range of texts. For example: magazines, manuals, instructions, fiction and non-fiction, signs, posters and advertisements. Read to your children and model using voices for characters and reading with expression. Model writing in front of your children, this can be writing notes, writing a list, writing for pleasure.

TOPICS

	Students will study
Terms 1 & 2	Stories with familiar settings Students will explore stories set in places such as the woods and at home. Patterns on a Page Students will look at different poems and the language used, identifying the different patterns the words make. Traditional Tales Students will share familiar tales and use role play to explore these further. They

	<p>will look at different versions of the same story, including play scripts.</p> <p>Instructions Students will undertake practical tasks and then use this information to help them to create simple instructions for others to follow to enable them to do the same activity.</p>
<p>Terms 3 & 4</p>	<p>Explanations Students will be using their scientific knowledge to write explanations to show how they are able to recognise whether something is alive or has never been alive.</p> <p>Different stories from the same author This unit provides the student with an opportunity to look at stories that have been written by a popular author. They will, with support, compare the stories and give reasons for why they like it or if they did not, why not?</p> <p>Silly Stuff Students will look at a range of nonsense poems and limericks. They will explore the language patterns, drawing on their knowledge gained from their previous poetry unit, and will attempt to write their own poems in a familiar style.</p>
<p>Terms 5 & 6</p>	<p>Extended Stories Students will begin to look at longer stories and with support write an alternative beginning or ending to a familiar story.</p> <p>Information Text Students will look at a range of non - fiction books, they will look at the layout and style used and will use this knowledge to create simple information text, including labels and pictures.</p> <p>Non-chronological Reports Students will share a range of books which give information and will help to create a class book giving information on a topic of their interest, such as animals.</p> <p>Really Looking The final poetry unit that the student will explore gives opportunities to listen to different poems about the senses and allows the student to write poems on a familiar theme.</p>

MATHS

KEY STAGE 2

The principle focus of maths teaching in Years 3 and 4 is to ensure that students become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that students develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

In Years 5 and 6 it is to ensure that students extend their understanding of the number system and place value to include larger integers. This should develop the connections that students make between multiplication and division with fractions, decimals, percentages and ratio.

The students will follow a personalised maths programme which enables each student to work at their own level and move forwards when ready.

ASSESSMENTS

The students are continually assessed by staff and areas of maths are revisited throughout the year in order to ensure children are secure in their learning, and that extensions and challenge are provided.

HOW CAN PARENTS HELP

Parents can support the use of numeracy in the real world using real life examples such as time, money, timetables, calendar involving days of week, months of year and seasons.

We also run a parent/carer maths workshop on a bi-weekly basis which provides support and strategies for helping your son or daughter with maths at home.

TOPICS

Students will study

The structure of the maths curriculum is taught in blocks. Each block has incorporated into it objectives from the Using and Applying Mathematics strand and from two or three other core strands. The blocks are:

- A: Counting, portioning and calculating
- B: Securing number facts, understanding shape
- C: Handling data and measures
- D: Calculating, measuring and understanding shape
- E: Securing number facts, relationships and calculating

In addition, students will be learning their multiplication tables, mental maths and investigative maths.

PHYSICAL EDUCATION

KEY STAGE 2

Students develop core movement, become increasingly competent and confident and access a broad range of opportunities.

Students develop core movement, agility, balance and co-ordination (ABCs) by working individually and with others. They become increasingly competent and confident across a broad range of opportunities.

ASSESSMENTS

Students are continually assessed throughout the year during each activity studied. Assessments are collated three times a year to monitor progress. Annual feedback on student progress is shared at home during a parents and carers' evening.

TRIPS AND EXPERIENCES

Rebound Therapy – students will experience exercise therapy. Trampolines are used to provide opportunities for movement, therapeutic positioning, exercise and enjoyment.

Additional opportunities include swimming, skiing and cycling supported the PE and Sport Premium funding.

TOPICS

Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Students will be taught: swimming and water safety. They will develop competence and confidence in a range of skills and strokes. Trampolines are used to provide opportunities for movement, therapeutic positioning, exercise and enjoyment.		
Balance Body Awareness and co-ordination through gymnastics	Core games skills – rolling, catching, throwing and kicking. Playing simple games	Running, jumping and throwing for athletics; preparing for Sports Day.

All classes are taught:

IPC

Literacy

Numeracy

Phonics

PE

Life Skills

Forest School

Music

In addition Bumblebees and Rabbits classes have:

Discovery Time

BRADFIELDS STEPS

Bradfields Steps (BS)	Equivalencies		
	Levels	Pscale/NC	Level
1.1 to 1.9	P3i/P3ii	Entry Level	
2.1 to 2.9	P4		
3.1 to 3.9	P5		
4.1 to 4.9	P6		
5.1 to 5.9	P7		
6.1 to 6.9	P8		
7 S, P or C	1c		
8 S, P or C	1b		
9 S, P or C	1a		
10 S, P or C	2c		
11 S, P or C	2b		
12 S, P or C	2a		
13 S, P or C	3c		
14 S, P or C	3b		
15 S, P or C	3a		
16 S, P or C	4c	Level 1	1
17 S, P or C	4b		2
18 S, P or C	4a		3
19 S, P or C	5c	Level 2	4
20 S, P or C	5b		5
21 S, P or C	5a		6
22 S, P or C	6c		7
23 S, P or C	6b		8
24 S, P or C	6a		9
25 S, P or C	7c		
26 S, P or C	7b		
27 S, P or C	7a		
28 S, P or C	8c	Level 3	
29 S, P or C	8b		
30 S, P or C	8a		
31 S, P or C			
32 S, P or C			
33 S, P or C			
34 S, P or C			
35 S, P or C			
36 S, P or C			
37 S, P or C			
38 S, P or C			
39 S, P or C			

All pupils make excellent progress from the different starting points. Consequently, any differences between pupils' achievements and those of other pupils nationally are diminishing.

Pupils flourish because they are extremely well looked after in a nurturing and enabling environment.

Ofsted – March 2017

Leaders are eager for pupils to continually improve their academic and personal outcomes. They know that there is always more scope to include parents in their children's learning, and to continue to raise parents aspirations for their children.