



CURRICULUM POLICY

Date Adopted	Signed by Chair or Vice-Chair of Management Committee			Review date
	Signed	Name	Position	
28.11.13		M Durrant		

Curriculum Policy

INTRODUCTION

First Base staff recognise that each child has an entitlement to a broad and balanced curriculum and all staff are committed to providing high quality education which meets each child's individual needs. First Base curriculum will give priority to promoting the child's spiritual, personal, moral and cultural development.

The ultimate responsibility of the child's curriculum entitlement will be with the child's mainstream school. Our aim at all times will be to promote the child's ability to eventually be able to cope and function independently in mainstream school and prepare them as future citizens.

Our pupils may all be at different stages of development and learning. Each child's capabilities will be assessed and a differentiated personalised curriculum will be offered, based on a multi-sensory, cumulative approach. In order to promote rapid and sustained progress children will be provided with SMART targets (Specific, Measurable, Achievable and Realistic Targets) based on the National Curriculum and EYFS. Children will be appropriately challenged and motivated. All educational programmes will be realistic and achievable. The aim is to promote success, raise levels of achievement and self-esteem.

At First Base we recognise the value of play. It is an important means of a child's learning and structured play will be part of our curriculum. Through play the child develops social skills, learns to share, has fun, explores, experiences and gains understanding of himself/herself, others and the world around him/her. Play helps the child to be creative, develop ideas, understanding and language.

First Base prioritises Language and Literacy Development, as strong language skills underpin achievement in all areas of the curriculum.

We follow the statutory Framework for the Early Years Foundation Stage adhering to the four guiding principles EYFS Framework 2012 and the current National Curriculum.

FIRST BASE

AIMS OF THE CURRICULUM

- ❑ To offer a curriculum that reflects the National Curriculum, EYFS curriculum and current government guidelines.
- ❑ To provide curricular experiences which enable pupils to reintegrate into their mainstream school.
- ❑ To provide a curriculum that reflects and addresses the emotional and behavioural needs of the pupil.
- ❑ The curriculum aims to raise pupil expectations, self-esteem and levels of achievement.
- ❑ To provide as broad and as balanced a curriculum as possible within the length of time spent in the unit and resources that are available in order to:

Cover the core areas of Literacy and Numeracy.

Offer coverage of some elements of: PSHE, Science, Humanities, Music, RE, PE, Art and ICT.

- ❑ The curriculum will be differentiated to support the individual needs of pupils expressed in their individual targets.
- ❑ Provide well-defined assessment and reporting procedures together with structured self-assessment.

CURRICULUM OBJECTIVES:

Personal and Social

- For the children to learn how to work and play co-operatively and relate positively with peers and adults.
- To develop an understanding of self and others and develop self-esteem.
- To recognise and appreciate the joy of sharing special occasions.
- To respond with awe and wonder to experiences of the environment.
- To develop an understanding of right and wrong.
- To recognise and respect the cultures and beliefs of others.
- To develop independence, concentration and perseverance.
- To develop emotional literacy by identifying and communicating feelings and tolerating those of others.
- To develop an understanding of the basic principles of health, hygiene and safety.

Language and Literacy

- To develop speaking and listening skills.
- To encourage the children to be able to communicate confidently and be able to express their ideas.
- To build on the language experiences that the children bring from home, extend and enrich their vocabulary, phrases and sentences.
- To be able to respond to and create stories, poems and rhymes.
- To encourage the love of books and develop reading skills.
- To develop an awareness and understanding of phonics and an enjoyment of rhyme and sound in relation to words.
- To develop and explore developmental/emergent writing.
- To develop an awareness and understanding of writing conventions and develop letter formation and handwriting.
- To appreciate reading and writing can be used for a variety of purposes and audiences.
- To adhere to the National Literacy Framework as appropriate and when the child is ready or able to.

Numeracy

- To experience and explore the concepts and language of number, shape, position, time, money, length and weight, size pattern, capacity and quantity through practical activities with real objects.
- To recognise the pattern of daily events.
- To learn to record in a variety of ways.
- To compare, match, sort, classify, order and sequence using everyday materials.
- To recognise and use numbers in the environment and in everyday lives.
- To recognise and use numbers in rhymes, stories, songs and counting/board games.

- To develop an understanding of spatial awareness, shape and position through movement and handling of real objects.
- To adhere to the National Numeracy Strategy as appropriate and when the child is ready or able to.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Science

- To develop an understanding of themselves and learn about living things.
- To explore materials and their properties.
- To be able to observe, compare, describe and ask questions about the world around them.
- To be able to use senses to explore the world.
- To be able to explore, apply and test out what they know.
- To be able to look for and find connections, patterns and relationships.
- To develop an understanding of how and why things work.
- To begin to record in a variety of ways.
- To learn about physical processes of electricity, forces, light and sound.

History and Geography

- To learn about the immediate area in which they live and where First Base is.
- Make comparisons between home and school.
- Be able to describe what happens in familiar places and locations.
- To develop an awareness and understanding of life, people and places outside their own homes and environment.
- To learn about other countries of the world including race and religion.
- To learn about the multi-cultural society in which we live.
- To develop an understanding of the roles people play in the community.
- To ask questions and develop an awareness of past, present and future events in their lives and the lives of others.
- Understand that day and night follow a set sequence.
- To know about days of the week, months of the year and the seasons.
- To recognise different places and people and develop the concept of time and place by using artefacts, photographs and maps.

Information and Communication Technology

- To become familiar with everyday technology and develop the appropriate vocabulary.
- To develop knowledge and understanding of the computer and variety of ICT equipment and resources.
- To be able to use text and symbols to help them communicate ideas.
- To acquire and develop a range of technological skills and knowledge including word processing, use of Internet, opening, printing and saving work and using a smart board.
- To be able to access and explore information on ICT systems, showing an awareness that information exists in a variety of forms.

- To recognise that many everyday devices respond to signals and commands and that they can select options to provide different outcomes.
- To develop a knowledge and understanding of using ICT safely, including Internet access. [See Acceptable and Safe Use of ICT and Mobile Phones Policy].

Physical Development

- To “acquire and develop” skills “select and apply” ideas and skills and “evaluate and improve” performance during physical tasks including drama, gym trail, games, dance and swimming.
- To develop and practise gross and fine motor control and body co-ordination.
- Encourage independence of managing own clothes and belongings.
- Encourage correct use of knife, fork, spoon, scissors and writing equipment.
- To practice and improve skills of running, jumping, balancing, throwing and catching.
- To develop both body and spatial awareness.
- To be able to use small apparatus with increasing confidence, control and co-ordination.
- To explore both indoor and outdoor environment and equipment.
- To know what their bodies can do and develop positive attitudes to their own bodies, embracing healthy and active lifestyles.
- To learn to work confidently and imaginatively as an individual and with others.
- To encourage acceptable playtime behaviour, teach playtimes games and promote sharing of equipment with a clear spirit of fair play.
- To encourage the ability to set own learning goals.

Creative Development

- To explore, investigate, experiment with and use creatively a wide range of materials, tools, instruments and art and craft resources.
- To develop the ability to communicate and represent thoughts and ideas through art, craft, design, music, dance and drama.
- To be able to appreciate and evaluate their own work and that of their peers.
- To appreciate and evaluate the work of artists, musicians and other craftspeople.
- To appreciate and explore the natural and man-made world.
- To respond to what they see, hear, smell, touch and feel.
- To listen to and respond to a variety of music.
- To be able to use memory and imagination to generate new ideas.
- To learn about simple techniques.
- To develop skills of design and making
- To be able to investigate and find out how and why things work.
- To experience and explore a range of materials, components, mechanisms and construction.
- To be able to use tools safely and appropriately, including scissors.

LEARNING ENVIRONMENT

We will identify and build on children’s successes and their previous experiences in a caring and stimulating environment making sure that each child has access to appropriate

activities and experiences. The children will have the chance to work in small groups, in pairs and individually.

We will provide five areas of activity:

- **Linguistic:** (book corner, writing area, computer, audio centre, puzzles/games etc)
- **Imaginative:** (home corner, small world play, construction, story boxes etc)
- **Investigative:** (maths, science equipment, living things, sand/water, cooking etc)
- **Creative:** (art/craft, malleable materials, model making, musical instruments etc)
- **Outdoor:** (environmental area, small app, sand/water, playground games, bikes etc)

Groupings

A variety of groupings for learning are used to ensure greatest outcome and higher standards within the curriculum. These include:-

- Working alone
- Working in pairs
- Working in friendship or ability groups
- Working cross phase
- Whole class learning

EQUAL OPPORTUNITIES

Equal opportunity and access to the whole curriculum is considered a fundamental right of all children at First Base regardless of race, gender or special educational needs (see Equality Policy).

CONCLUSION

We will have a project each term and planning will cover most areas of the curriculum. The curriculum activities will be planned to meet the needs of our children as agreed with their personal targets during Agreement and Review Meetings. Ongoing monitoring and evaluating will take place to ensure continuity and progression.

Our curriculum is intended to reinforce positive experiences of school. The daily routine is very important. The way our curriculum is delivered will take priority over content and should reinforce patterns of acceptable social behaviour. We also recognise the crucial role which parents play in their children's education and therefore we will make every effort to encourage parental involvement in the educational process. As stated in the introduction our main priority is to help our children reintegrate and be able to cope in the wider world of mainstream school.