

Seaton Sluice First School Specialist Support Base (Lighthouse) Curriculum Offer 2023-24

Subject	Description
English	<p>Depending on individual targets (as outlined in their EHCP's and Pupil Passports), children focus on literacy tasks appropriate for their development stage. Children accessing at least phase 2 phonics will access writing tasks (including letter formation) appropriate for their phonics phase.</p> <p>Children share stories with adults 1:1 and in a small group. Verbally, appropriate comprehension questions are asked. Sometimes, where appropriate, children access learning activities relating to books.</p> <p>All children access fine motor activities daily including dough disco and activities involving playdough, threading, tweezers, pegs and mark making in a range of materials such as rice, shaving foam and gloop. Once children are developmentally ready, they access the school's handwriting scheme- Letterjoin. If children need further intervention they access 'Write from the Start' intervention.</p> <p>We foster a love of reading within our class and look at books daily with our children in both learning activities and during focused story times. For phonics, our children access a range of listening and sound activities and then once ready, they access the school's chosen phonics scheme; Little Wandle. The children receive reading books which are matched appropriately to their phonic's level. These books are read in school and it is strongly encouraged that children also read this at home.</p>
Maths	<p>Maths in the SSB follows the same scheme as mainstream (White Rose) but is adapted and differentiated to suit the developmental stage of the children. The children follow the scheme at a reduced speed to ensure a concrete understanding of objectives. Teaching is delivered on a 1:1 basis or in small groups where appropriate, with opportunities for independent learning. Table top activities that show a clear end to the activity should be used and can be repeated, decreasing adult support.</p> <p>Concrete resources including Numicon, counters, base ten, number lines and ten frames, are used to</p>

	support understanding.						
Science	<p>Our science curriculum focuses on exploring and questioning observable changes within our environment. We ensure that there is a focus on our curriculum being relevant to our locality and our children's interests. Lots of our science lessons are taught outdoors and using as many natural resources as possible.</p> <p>Our topics for Science are as follows:</p> <table border="1"> <thead> <tr> <th>Autumn Term</th> <th>Spring Term</th> <th>Summer Term</th> </tr> </thead> <tbody> <tr> <td>Animals including humans</td> <td>Everyday Materials</td> <td>Plants</td> </tr> </tbody> </table> <p>In addition to this, seasonal changes are covered throughout the year as changes are observed.</p>	Autumn Term	Spring Term	Summer Term	Animals including humans	Everyday Materials	Plants
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History	<p>In History, we aim to know some similarities and differences between things in the past and now, drawing on the children's experiences and presenting the children with pictures and artefacts as well as stories in class. We look at comparing and contrasting characters from stories including figures from the past. We focus on familiar situations to our children including comparing and contrasting homes, schools and transport from the past to now. We also focus on the children making sense of their own life story and family history; we have strong relationships with our children's families and encourage our families to share photos of people and events which are important to the children. We talk about the lives of the people around them and their roles in society. We ensure key chronology vocabulary is taught throughout our curriculum.</p>						
Geography	<p>Our geography curriculum focuses on our local area and our community; enabling our children to make sense of the physical world around them through walks in the local area. This may include exploring our local parks, wooded areas, rivers, the sea/ beach and fields. We also spend time within our local community visiting local shops, enabling our children to practise important life skills including shopping, managing money and road safety.</p>						

Music	We are a 'singing school'. Music is incorporated into our daily routine; especially for supporting transitions, singing assemblies and Makaton Dance. As a school, we use Charanga to support our planning and teaching of music. We access the SEND Charanga scheme and some aspects of the main primary scheme also.																	
Art	Our art curriculum is designed to equip our children with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We provide the children with regular opportunities to engage with art, enabling them to explore and play with a wide range of media and materials. Children are given time to explore and create in child led and adult led time. We encourage the children to make their own choices and reflect upon these. Children are encouraged to mark make in a range of different ways and using different materials. Children are also encouraged to explore a wide range of materials for modelling to make models which express their ideas. Lots of open-ended and flexible materials are provided to encourage independent thinking and creativity. The children are taught about the differences between colours and to explore and refine colour mixing. Children are also taught pencil control and drawing techniques.																	
Religious Education	<p>Our R.E.curriculum focuses on celebrations and stories from the six main world religions; Christianity, Islam, Buddhism, Judaism, Hinduism and Sikhism. Each half term, we focus on a different religion as follows;</p> <table border="1" data-bbox="584 935 2033 1067"> <tr> <td data-bbox="584 935 826 1002">Autumn 1</td> <td data-bbox="826 935 1068 1002">Autumn 2</td> <td data-bbox="1068 935 1310 1002">Spring 1</td> <td data-bbox="1310 935 1552 1002">Spring 2</td> <td data-bbox="1552 935 1794 1002">Summer 1</td> <td data-bbox="1794 935 2033 1002">Summer 2</td> </tr> <tr> <td data-bbox="584 1002 826 1067">Hinduism</td> <td data-bbox="826 1002 1068 1067">Judaism</td> <td data-bbox="1068 1002 1310 1067">Christianity</td> <td data-bbox="1310 1002 1552 1067">Islam</td> <td data-bbox="1552 1002 1794 1067">Sikhism</td> <td data-bbox="1794 1002 2033 1067">Buddhism</td> </tr> </table> <p>Our main objective is to create positive attitudes about the differences between people including race and religion. Our books and play materials reflect the diversity of life in modern Britain including racial and religious diversity.</p>						Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Hinduism	Judaism	Christianity	Islam	Sikhism	Buddhism
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Personal, Social, Health and Economic Education	We place a high emphasis on the importance of promoting our children's wellbeing. We focus on equipping our children with the knowledge, skills and attributes they need to manage their lives, now and in the future.																	

Our PSHE curriculum is as follows:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My Feelings	What Makes Me Special	Keeping Safe and Managing Risk	Relationships	Health	Life Skills

Physical Education

For our children who have been assessed by an Occupational Therapist (NHS or Jigsaw Therapy Services), we follow the children's individual Occupational Therapy programmes focusing on meeting their sensory needs as well as developing their fine motor and gross motor skills, where applicable. We also have weekly P.E. sessions focusing on key skills including coordination, balance, gross motor skills, strength, positional awareness, agility and working together within a small team (where developmentally appropriate).

Additional Interventions

Subject	Description
Communication and Language	<p>We follow the recommendations given in the children’s Speech and Language Therapy reports to deliver 1:1 or small group (where appropriate) learning activities to meet their SALT needs. We use Widgit Online to produce visual resources to support understanding of learning activities, transitions between activities including First and Then Boards and visual timetables, as well as using visuals to support our everyday communication.</p>
Fine motor skills	<p>As a class, we access daily dough disco sessions to develop our fine motor sessions. We also have weekly fine motor skills planning, focusing on what individual children need to develop. Fine motor sessions may include (but is not limited to) threading, tweezing, use of play dough, using a pincer grip to pick up small objects and use of theraputty. Where children have developed good fine motor skills, they will then access the school’s handwriting scheme; Letterjoin. If children need further/ additional fine motor skill intervention they will access the ‘Write from the Start’ fine motor intervention programme.</p>
Messy play	<p>Messy play is the open-ended exploration of materials and their properties. It allows our children to use their natural curiosity and engage their senses at the developmental level appropriate for them. They learn foundational cognitive principles as they exercise motor, language, and social skills.</p>
Attention Autism	<p>This is a small group intervention aimed at developing children’s skills in attending to activities led by others. Children progress through a series of stages;</p> <p>Stage 1: The Bucket to Focus Attention A bucket is filled with visually engaging objects and toys, aiming to gain the shared attention of the group. The adult leader shows each item to the group and uses simple repetitive vocabulary to comment on the various objects.</p> <p>Stage 2: The Attention Builder Visually stimulating activities are shown to the group by the adult leader, aiming to sustain attention for a</p>

	<p>longer period. The activities are fun and visually engaging.</p> <p>Stage 3: Turn taking and Re-engaging Attention The adult leader demonstrates a simple activity. Some children are then invited to have a turn but not every child in the group will get a turn, which teaches important emotional regulation skills.</p> <p>Stage 4: Shifting and Re-engaging Attention The adult leader demonstrates a simple creative task, and then gives each child an individual kit to copy the task. The children take their kits to a table, complete the task independently, and then everyone returns to the group to show their completed tasks.</p>
<p>Occupational Therapy</p>	<p>We work closely with an Occupational Therapist from Jigsaw Therapy Services Ltd who carries out sensory assessments and provides sensory diets for our individual children. We follow these sensory diets to ensure that our children’s sensory needs are understood and met.</p>