Overview of the Formal Primary Curriculum at The Wherry School (National Curriculum)

Intent

Our school is a purpose built facility to support learners with Autism. Our school strives to provide a calm and supportive environment where all students can thrive. The intent of our curriculum is to provide students with the skills and knowledge that prepares them for adult life and to be a successful member of their community. As well as promoting the social, moral, spiritual and cultural development of our students, the curriculum is designed to develop students social communication skills to a level that allows them to learn to regulate and therefore in turn access learning. The school's Autism Specific Skills and Knowledge (ASSK) curriculum aims to provide students with toolkits for learning to learn, alongside the development of emotional and physical regulation. Students are able to access the National Curriculum as well as our ASSK Curriculum in order to develop functional literacy and numeracy skills, develop independence within life skills and, where appropriate, achieve qualifications and academic milestones in line with their mainstream peers.

Implementation

The school day starts and ends with a lesson from the ASSK curriculum. Students are encouraged to engage in a range of activities each morning that is focussed on their personal targets and EHC plans. Students end the day by engaging in lessons that teach and develop the students social, communication and friendship skills.

In the Primary school we teach the National curriculum using a range of teaching methods to engage and inspire students across the curriculum. Lessons are planned to include opportunities to apply and link skills learnt through the ASSK curriculum. Lessons are developed to meet the individual needs and interests of the students in each class. The whole of primary school follow a half termly topic that has an overarching 'Big question' that is designed to encourage students' curiosity and enquiry. Students have the opportunity to be immersed in their learning through offsite trips and enrichment weeks as well as the use of the school immersion room that is linked to each topic.

Impact

Our goal is for all our students to achieve their maximum potential whilst being ready to transition to learning in the Secondary School. We monitor the impact of the National Curriculum through Statutory National Curriculum Assessments (SATS) at the end of each Key Stage , annual GL assessments and through termly Teacher Assessments using the assessment tool Target Tracker. Students progress across the ASSK curriculum is measured through a range of tools including AET, Talkabout, continuums and annual EHCP reviews - please see Overview of ASSK for more information. Each student has an Individual Learning Plan and parents and carers are encouraged to review these with teachers 5 times a year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Who were the most horrible in history?	How do we know the climate is changing?	Who were the greatest inventors?	What makes a fine city?	What makes a war hero?	Will we ever run out of water?
Immersion room	Cave	North Pole	Mad Scientist lab	Travel agents	Bomb shelter	Under the sea
Enrichment week theme	STEM D.T - Hydraulics and movement	Celebrations RE focus and celebrations	Art weeks Art/music/DT objectives ensuring coverage	Cultures around the world MFl and R.E	Outdoor learning D.T - Textiles	Activities week
Year 2	Could you be a great leader?	What is sustainable farming?	If you could time travel where would you go?	Where will your next journey take you?	Could you survive life in ancient times?	What if there were no Rainforests?
Immersion room	Banquet Hall	Farm	Space	Beach	Amphitheatre	Rainforest
Enrichment week theme	STEM D.T - Structures	Celebrations RE focus and celebrations	Art weeks Art/music/DT objectives ensuring coverage	Cultures around the world MFl	Outdoor learning D.T -engineering and levers	Activities week

English Teaching and English Skills Across the Curriculum: https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study

PURPOSE OF STUDY

At the Wherry School the development of language is crucial to all children's success across the curriculum. We understand the effects a core deficit can have on social and communication skills and how this can impact our learners' ability to understand the world. All pupils are taught the skills required to be competent communicators, readers and writers this is developed alongside support from the school based Speech and Language therapist.

AIMS

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
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

At the Wherry school our aims are for all children to develop a love of Literacy and to be able to communicate clearly and confidently. Our core aim is to provide pupils with the skills to achieve functional Literacy skills and, where appropriate, the qualifications required to be independent in the adult world.

INTENT

Speaking and Listening

Att the Wherry School whilst we understand that spoken language is a key form of communication from the early years which underpins the development of reading and writing; we recognise that learners with autistic Spectrum Disorders often have difficulty with intonation and voice volume, understanding these and how they might change the meaning of speech. It is our intention to explicitly teach the skills of speaking and listening and to enable our pupils to develop these skills through providing opportunities to develop spoken language in a range of contexts.

Reading

Although some readers with Autism Spectrum disorders can appear to be very proficient readers on more detailed assessment pupils who can read with a high level of accuracy may find it difficult , when questioned, to comprehend or summarise what they have read (Hyperlexia). To enable our pupils to develop into fluent and reflective readers we aim for all children to read widely across a range of subjects, developing their ability to explain their understanding of materials which they have read.

A phonics assessment is completed for each primary child on entry to the Wherry, with phonics taught in regular sessions through Key Stage 1 via the Letters and Sounds programme to enable pupils to become fluent readers.

Writing

At the Wherry School we encourage pupils to write as a means of communication for a range of purposes, however a core impairment to pupils with Autism Spectrum Disorder can be an aspect of rigid and inflexible thought, making it particularly difficult to think imaginatively in creative writing, role play and drama sessions.

We recognise that the majority of our pupils struggle with the fine motor skills required for legible handwriting. This is a skill that is taught during identified teaching sessions, and individually, according to need identified by class teachers and occupational therapists. However, written work is also published using the computer and may take a variety of different forms – teachers will personalise expectations for recording learning according to their assessment of each individual child.

IMPLEMENTATION

Throughout the school Literacy is taught daily. English lessons and focussed activities provide a range of opportunities to develop reading, writing and speaking and listening skills for different purposes.

In Primary Daily phonics and SPAG lessons aim to ensure that pupils can decode and blend words to support the development of both reading and writing.

English lessons in Primary are based around aspects of the Talk for Writing approach, with teachers using high quality texts to facilitate discussion and writing. We recognise that pupils with Autism Spectrum Disorders may struggle with imaginative and creative writing.; in response to this teachers use shared and guided writing to develop our learners skills to write creatively and powerfully. This approach will be supported by weaving aspects of ‘Lis n Tell ’from Attention Autism to promote active learning.

The Wherry school aims to foster a love of reading by providing pupils with the opportunity to read and engage with high quality texts across the curriculum, these will be available in the school libraries and staff will read to children in Primary for 15 minutes daily after lunch. Children will have the opportunity to explore themes from stories shared with them through the use of the immersion room which is changed half termly. Each lesson will begin with an aspect of ERIC comprehension as a starter with focussed questions. These are designed to develop the skills of retrieval, interpretation and the ability to comment on an authors choice of vocabulary or style; enabling pupils to expand their vocabulary and deepen their understanding of the text.

Speaking and Listening

Learners with Autism Spectrum disorders may feel anxious when asked to contribute to a group situation, prompting will need an approach that maintains an awareness of these difficulties. In Primary pupils have opportunities which include role play within the indoor and outdoor learning environments where children can explore language in play-based contexts.

Spoken language is also developed through drama activities as children improvise, refine and rehearse scripts and learn to present these to an audience.

Through the use of Drama and Talk for Writing pupils are encouraged to explore a range of different contexts and genres.

Teachers will ensure that they have the learner's attention. This does not necessarily include eye contact, which may have the opposite effect to that required, but perhaps by saying the learner's name and waiting for a response.

Members of staff will ensure all verbal information is simple, clear and unambiguous by using short phrases and repeating if necessary.

For some pupils written or verbal clues may be used to reinforce verbal instructions.

Reading

In Primary children are encouraged to retell familiar fiction and non-fiction books using Talk for Writing as prompts.

In Primary, teachers use a range of published reading schemes to structure the development of pupils reading skills and are colour coded in levels with different styles of books, fiction and non- fiction in each level. These levels support individual reading development until pupils are sufficiently fluent and independent to choose their own reading books.

Through guided reading sessions pupils develop their ability to explain their understanding of books and other reading materials. Pupils are encouraged to discuss their ideas in order to make sense of their learning.

Members of staff will share high quality texts on a daily basis to encourage pupils to read for enjoyment and foster a love of reading.

Phonics are taught to all ks1 children via the letters and sounds programme and continued through selected intervention for pupils who require support in KS2.

We recognise that many pupils with a diagnosis of Autism do not learn to read using a synthetic phonics approach, where sounds are taught in isolation – therefore the teaching of reading and phonic development is enhanced through personalised learning programmes where pupils are given opportunities to play

games with sounds, listen to sounds and use a variety of support materials and IT based provision. Pupils can then use this knowledge to 'de -code' new words that they hear or see. This is the first important step in learning to be a confident, independent reader.
This practise is built on further across the school as pupils explore more complex letter patterns, prefixes and suffixes through daily SPAG lessons.
In UKS2 pupils are encouraged to focus on their own spellings, and taught how to make use of word banks or dictionaries to support this.

Writing

Teachers will provide a framework for writing, to support pupils who have difficulties with rigid and inflexible thought, through Talk for writing.
Through Talk for Writing pupils are taught to understand the features of a variety of genres and to use these with increasing competence in their own writing.
Pupils develop their ability to explain their understanding of books and other reading, and to prepare their ideas before they write.
Writing activities are given meaningful contexts, often linked to other subjects of the curriculum within cross - curricular topics.
Pupils are encouraged to write as a means to communicate with others and to develop this skill formally and informally, with fluency and accuracy in a range of forms.
Handwriting will be taught in KS1 and teachers will continue to personalise expectations for recording learning according to their assessment of each individual child alongside the school based occupational therapists and other professionals.

IMPACT

ASSESSMENT

- The school does not currently have any pupils in the EYFS. Should this change, children's achievements will be on-going and will be assessed against the Early Learning Goals.
- In KS1 and KS2, teachers continually make judgements about the children's understanding in relation to age related expectations as set out in the curriculum. Judgements against each objective are recorded for each pupil on the school's electronic monitoring system, Target Tracker.
- An independent writing assessment will take place throughout Primary twice every half term during Big Write activities. Assessment for learning is harnessed throughout the school and the use of questioning, observation and marking will continue to be key parts of formative assessment.
- GL assessments are completed at the end of each academic year for Reading, Spelling, Punctuation and Grammar.
- SLT meet with class teachers termly to review pupil progress.
- Statutory assessments take place at the end of Year 2 and Year 6.

MONITORING & REVIEW

All teachers are responsible for monitoring standards but the subject co-ordinator, under the direction of the Head Teacher takes the lead in this.
Monitoring activities are planned across the year. In summary these are:

- Monitoring of class teachers' medium term plans for English by the Literacy Coordinators and Head Teacher. Individual teacher feedback provided by the Co-ordinators.
- Monitoring of teaching and learning taking the form of lesson observations, learning walks, book scrutinies and pupil interviews.
- Subject co-ordinators and Head Teacher to monitor assessment data
- Head teacher to monitor annual reports to parents

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

English contributes to our pupils SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing pupils awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.
- Using lesson activities such as discussion and conscience alley to explore dilemmas and moral stories.

Maths Teaching and Maths Skills Across the Curriculum: https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study/national-curriculum-in-england-mathematics-programmes-of-study

`

INTENT

PURPOSE OF STUDY

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. Within our specific ASD setting, we aim to enable learners to apply their mathematical understanding to practical and real-life situations.

AIMS

The National Curriculum for Mathematics aims to ensure that all pupils:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

The desire to develop this conceptual understanding of mathematics in our pupils is central to all we do in the teaching of the subject.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

At The Wherry School, our agreed Maths values are:

1. We believe everyone can do mathematics;

2. Believe in yourself! It changes what you can do!
3. Make connections to strengthen your brain and develop number sense. This will enable fluency.
4. Using resources, drawing diagrams and visualising are a key part of the learning process.
5. Mistakes and challenge are a valuable part of the learning process;
6. Reasoning and problem solving skills must be developed over time, as a result of frequent and meaningful activities;
7. Maths is fun!

These values underpin our aims. We aim to:

- Develop a positive attitude to maths as an interesting and attractive subject in which all children gain some success and pleasure.
- Develop mathematical understanding through systematic direct teaching of appropriate learning objectives.
- Encourage the effective use of maths as a tool in a wide range of activities within school and, subsequently, adult life.
- Develop children's ability to express themselves fluently, to talk about the subject with assurance, using correct mathematical language and vocabulary – to conjecture and convince.
- Develop an appreciation of relationships within maths.
- Develop ability to think clearly and logically with independence of thought and flexibility of mind.
- Develop an appreciation of creative aspects of maths and awareness of its aesthetic appeal.
- Develop mathematical skills and knowledge and quick recall of basic facts in line with recommendations.
- Enable learners to apply their mathematical understanding to practical and real-life situations.

IMPLEMENTATION

Issues in teaching maths in an ASD School (from the Wherry School Education Brief)

Within the triad of impairment social interaction, communication and flexibility of thought, problems with mathematics and the associated skills are not discreetly highlighted. Some learners with autism are often perceived as having an excellent mathematical ability and this can be an area of strength within the curriculum. Some learners display excellent computational skills and the stereotype of a 'mathematical genius' is well established. These skills, however, are often isolated skills which the learner cannot apply in any practical or real life situation. The difficulties experienced then in both learning and applying mathematical skills can be traced back to the triad of impairment. Mathematics is as much about communication and language, flexibility of thought and social skills as any other curriculum area.

- There is no single approach that has been developed to overcome the difficulties facing the learner learning mathematics aside from the consistent principles of good teaching delivered in a structured manner supported by a concrete approach and visual strategies.
- Adults supporting the learner need an awareness and understanding of the learner's perspective on life.
- The use of the learner's interests in order to increase motivation and focus learning can be a key to motivation and the consistent reinforcement of concepts is essential.
- All these combine to provide a good basis for teaching mathematics to any learner including those with autism.
- Children need support to ensure that application of mathematical skills across a series of subjects and themes is gradually developed across the whole primary age range so that the children are able to transfer skills and knowledge.
- Staff need to ensure that they emphasise the development of mathematical language and practical applications, particularly in the context of problem solving.

Handling mathematical tools:

- Allow the learner to become fluent in handling equipment in a variety of settings;
- Analyse the skills required to use the tools and teach these skills, by building them up, one step at a time, with the learner;
- Give appropriate or required level of physical assistance to help control the tool;
- Model tasks alongside;
- Provide a variety of equipment to generalise terms, e.g. a range of rulers in different lengths and constructed from different materials;

SUBJECT CONTENT

Due to the unique nature of our pupils as a school specifically for children with a diagnosis of ASD, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

STEP 1

The principal focus of Mathematics teaching at step 1 (typically Key Stage 1, but dependent upon each individual child's understanding and readiness) is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources, for example, concrete objects and measuring tools.

At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.
By the end of Year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency.
Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge.
STEP 2
The principal focus of Mathematics teaching at Step 2 (typically Years 3 and 4 but see above) is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.
At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.
By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.
Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.
STEP 3
The principal focus of Mathematics teaching at step 3 (typically Years 5 and 6 but see above) is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.
At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.
By the end of Year 6, pupils should be fluent in solving problems for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.
Pupils should read, spell and pronounce mathematical vocabulary correctly.

TEACHING & LEARNING

The school uses a variety of teaching styles to cater for the variety of learning styles of pupils in Mathematics lessons. Our principle aim is to develop children's knowledge, skills and understanding in Mathematics. We do this through a daily lesson which can include whole-class, group and one-to-one teaching. During these lessons we encourage children to ask as well as answer mathematical questions. They have the opportunity to use a wide range of resources such as Numicon, bead strings, Cuisenaire rods, number lines, number squares, digit cards and small apparatus to support their work. Mathematical dictionaries are available in classrooms. Children use ICT in mathematics lessons where it will enhance their learning, as in modelling ideas and methods. Each concept is delivered through a 'concrete – pictorial – abstract' approach.

In all classes there are children of differing mathematical ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies – in some lessons through differentiated work and in other lessons by organising the children to work in pairs on open-ended problems or games. Where children are identified as falling behind age-related expectations, a focused and targeted intervention may be offered in the form of one-to-one or two-to-one sessions for a limited period of time. This may also be used to broaden the learning of children accessing the curriculum at greater depth.

CURRICULUM PLANNING

Mathematics is a core subject in the National Curriculum, and we use the National Curriculum's 'Programme of Study' as the basis for implementing the statutory requirements for Mathematics.

We carry out the curriculum planning in Mathematics in three phases (long-term, medium-term and short-term). The National Curriculum gives a detailed outline of what we teach in the long term, while our termly teaching programmes identify the key objectives in Mathematics that we teach in each year. Coverage of these objectives is tracked on the school's electronic monitoring and assessment tool, Target Tracker.

Our termly plans follow the basic structure found in the White Rose Maths Hub's model plans. They give details of the main teaching objectives for each term and define what we teach. They ensure an appropriate balance and distribution of work across each term. It is the class teacher who completes the weekly plans for the teaching of Mathematics. These weekly plans list the specific learning objectives for each lesson and give details of how the lessons are to be taught; the class teacher keeps these individual plans.

IMPACT

ASSESSMENT

- The school does not currently have any pupils in the EYFS. Should this change, children's achievements will be on-going and will be assessed against the Early Learning Goals.

- In KS1 and KS2, teachers continually make judgements about the children's understanding in relation to age related expectations as set out in the curriculum. Judgements against each objective are recorded for each pupil on the school's electronic monitoring system, Target Tracker.
- Assessment for learning is harnessed throughout the school and the use of questioning, observation and marking will continue to be key parts of formative assessment.
- SLT meet with class teachers termly to review pupil progress.
- Statutory assessments take place at the end of Year 2 and Year 6.

MONITORING & REVIEW

All teachers are responsible for monitoring standards but the subject co-ordinator, under the direction of the Head Teacher takes the lead in this.
Monitoring activities are planned across the year. In summary these are:

- Monitoring of class teachers' medium term plans for maths by the Maths Co-ordinators and Head Teacher. Individual teacher feedback provided by the Co-ordinators.
- Monitoring of teaching and learning taking the form of lesson observations, learning walks, book scrutinies and pupil interviews.
- Subject co-ordinators and Head Teacher to monitor assessment data
- Head teacher to monitor annual reports to parents

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

Developing deep thinking and questioning the way in which the world works, promotes the spiritual growth of our pupils. In maths lessons, pupils are always encouraged to delve deeper into their understanding of mathematics and how it relates to the world around them. Sequences, patterns, measures and ultimately the entire study of mathematics was created to make more sense of the world around us and enable each of our pupils to use maths as a tool to explore it more fully. Pupils are able to experience the awe and wonder of mathematics in science, the arts and nature.
Problem solving skills and teamwork are fundamental to mathematics, through creative thinking, discussion, explaining and presenting ideas. Students are encouraged to develop their mathematical reasoning skills, communicating with others and explaining concepts to each other. Self and peer reviewing are very important to enable pupils to have an accurate grasp of where they are and how they need to improve. Working together in pairs or groups and supporting others is a key part of maths lessons. Pupils are always guided and instructed in valuing others' opinions and ideas; this extends to consideration for others in all aspects of life.
Examples of Spiritual, Moral, Social and Cultural Education in Maths may include:

- Pupils conducting an opinion survey on a moral issue

- Pupils investigating different number sequences and where they occur in the real world
- Pupils considering the development of pattern in different cultures including work on tessellations
- Allowing discussion and debate on the use and abuse of statistics in the media
- Allowing discussion on the cultural and historical roots of mathematics
- Pupils discussing the use of mathematics in cultural symbols and patterns
- Pupils learning how mathematics is used to communicate climate change

Science Teaching and Science Skills Across the Curriculum:

The Science curriculum at The Wherry School is provided by Empiribox. Empiribox provide, specialist Science training and lesson planning, that follows the National Curriculum including teaching Scientific methods and skills. With exciting experiments and practical, engaging tasks during each lesson Empiribox nurtures the developing Scientists in all children. KS1 follows a two year rolling curriculum whilst KS2 follows a four year rolling curriculum set out below.

KS1

Year 1

Term 1	Term 2	Term 3
Changing materials	Our living earth	Habitats
Skill- Identifying and classifying	**Skill- Observing**	**Skill- Creating and using data**

Year 2

Term 1	Term 2	Term 3
Mixtures and potions	Plants and trees	Toys
Skill- Identifying and classifying	**Skill- Observing**	**Skill- Creating and using data**

KS2

Year 1

Term 1	Term 2	Term 3
Forces, magnetism & simple machine	States of matter	Plants

Skill- Planning	**Skill- Data**	**Skill- Evaluation**

`

Year 2

Term 1	**Term 2**	**Term 3**
Sound	Properties & Changes of material	Animals including humans
Skill- Planning	**Skill- Data**	**Skill- Evaluation**

Year 3

Term 1	**Term 2**	**Term 3**
Electricity	Rocks	Living things & evolution
Skill- Planning	**Skill- Data**	**Skill- Evaluation**

Year 4

Term 1	**Term 2**	**Term 3**
Light, Earth & space	Irreversible changes	Living things, Habitats & lifecycles
Skill- Planning	**Skill- Data**	**Skill- Evaluation**

History to be taught within Topic and Literacy

The Contribution of History
History contributes to our children's SMSC development through:

- **Looking at the creation and evolution of British society.**
- **Enabling children to reflect on issues such as war, conquest, invasion, slavery etc.**
- **Showing an awareness of the moral implications of the actions of historical figures.**
- **Understanding the impact of decisions made within history on current events**
- **Showing an awareness of the ethical issues behind many key historical events and how this has affected outcomes**
- **Developing an understanding of how historical interpretation affects the viewpoint of subsequent generations – how this is presented (fact/opinion) through art, photography written documentation**

	KS1 - Year 1	KS1 - Year 2	Y3-4 – Year 1	Y3-4 Year 2	Y5-6 Year 1	Y5 – 6 Year 2
Autumn	● Changes within living memory – eg Olympics, ● Leading to Events beyond living memory – Festivals and anniversaries eg Guy Fawkes, Fire of London,	● Changes within living memory – our Queen's life – changes over the last 60+ years leading to lives of significant people: ● Kings and Queens ● Henry VIII; Elizabeth I; Queen Victoria	● Stone age to Iron Age: ● Incl – how they lived, farmed; food; religion (Stonehenge), Hill forts, ● Tribal living, art/culture	● Roman Britain – impact on Britain ● Including legacy of Roman empire on art/architecture, infrastructure etc	● Anglo Saxons – settlement ● Anglo Saxon invasions, settlements, kingdoms, place names and impact on local area ● Christianity	● Viking and Anglo Saxon struggle for the kingdom of England – Viking invasions to Edward the Confessor; king Alfred; beginning of Norman invasion -0 1066
Spring	● As above: ● Leading to History of inventions: ● Trains, planes, cars	● Changes within living memory – Popular Art and Culture (including internet)	● Ancient Egypt – chronology; art, religion; traditions etc	● The Last 100 years – Popular Art and culture, including internet	● Ancient Greece – chronology: art, religion, traditions etc	● The last 100 years – Popular Art and Culture, including internet
Short Summer	● Local history – including significant people and places in own locality – Norwich incl Edith Cavell	● Travellers and Explorers (Significant People) – Columbus; Neil Armstrong,	● Local history – WWI/WWII in Norfolk	● Non-European - Mayans	● Local history – WWI/WWII in Norfolk	● Non-Europeans – Aztecs

Issues in teaching History in an ASD School – from The Wherry School Education Brief

History is an exciting opportunity for learners with ASD. Learning about significant individuals and events in the history of Britain, Europe and the World should present little difficulty at a factual level. However difficulties may be encountered where learners are expected to make connections, comparisons, evaluations and analyse. Interpreting events in different ways will need to be taught explicitly and directly rather than relying upon the learners intuitively grasping an abstract (to them) concept. The emphasis on Computer Science opportunities should be grasped for learners with ASD particularly where group work is required.

Historical interpretation

- Learners with ASD may have particular difficulty in distinguishing fact from fiction so that where possible it is better if the work being undertaken has an element that can be seen personally by the individual concerned.
- Learners with ASD have difficulties in understanding how others feel or think. This can make it very difficult to look at history from other people's perspectives. It needs to be recognised that this is a central difficulty in ASD.

Historical enquiry

- There may be difficulty in the generalisation of information so that the connection between a picture of things in the past and the actual artefact or place may be lost.

Organisation and communication

- The learner with ASD may lack personal organisational skills and may find it difficult to gather the items needed to get started on a task.
- Once they are working on a task they may find it difficult to get the pace of work right. They may also have a problem in setting out their work in a coherent way.
- Learners may also have difficulties in the presentation of their work and the use of particular worksheets/templates may help by taking away some of the tedium and give the learners a better chance of finishing the task.
- Learners with ASD may also find it difficult to cope with the demands made in any collaborative group work in history and there needs to be an awareness of the anxiety that this type of work can cause.

Geography to be taught within Topic and Literacy

The Contribution of Geography
Geography contributes to our children's SMSC development through:

- **Opportunities for reflection on the creation of earth and its' origins, future and diversity.**
- **To understand how land use has affected subsequent development of communities, opportunities and challenges for people – indigenous and also migrant communities**
- **To look at how religion has developed in communities across the world and the changing and diverse nature of the UK**
- **Reflection on the fair distribution of the earth's resources and issues surrounding climate change.**
- **Study of people and physical geography gives our children the chance to reflect on the social and cultural characteristics of society.**
- **How the relationship of physical landscape, weather, land use affects the communities dependent upon this and the cultural development of these communities within their locality**

	KS1 - Year 1	KS1 - Year 2	Y3-4 – Year 1	Y3-4 Year 2	Y5-6 Year 1	Y5 – 6 Year 2
Autumn	• Hot and Cold – weather – link to holidays round the World – links to history of planes/cars etc •	• Locational Information – Directional information • Capital cities - Getting to know about another large city in UK – London	• Locational Knowledge – UK – Tourist places – beaches, lakes, forests • Harbours, ports •	• Locational Knowledge – UK: looking at Norfolk and comparing with region within Europe – region to be decided – looking at holiday destinations	• Locational Knowledge - Europe – Mountains, volcanoes, earthquakes – impact on countries, civilisations • Physical Geography aspects	• Locational Knowledge – UK: Mountains and topographical knowledge of areas • Coastal areas/types
Spring to May	• What is Geography • Locational Information – Cities and towns – Great Britain – are all cities alike? • • Maps and mapping local area - maps and mapping – school locality	• Oceans and beaches – Norfolk's beaches	• Locational Knowledge – UK (basic countries etc) – cities/capital cities villages/towns and cities – differences and how did they develop – importance of water etc – link with Egypt	• Locational Knowledge – continents • Great Yarmouth – changes in GY over the last 100 years – beaches, port. Fishing etc	• Locational Knowledge – UK; seas Rivers, River Yare and Wensum study • Importance of Water in Environment – water shaping Environment – Sea • Also link with continents, global seas • Physical Geography aspects	• Locational Knowledge – Europe (including Russia) – cities; vegetation belts; minerals and industry - time zones – Industrial Norwich/Norfolk

Short Summer	● City life – Norwich ● Maps and mapping local area	● Seas and travel – North America (link with Columbus)	● Local field work including mapping– The Broads	● Local fieldwork - weather	● Locational Knowledge – World: North America – region to be determined eg comparing rural with urban	● Locational Knowledge – World – South America – region to be determined ● Comparing just above sea-level with high Andes areas ● Rainforest

Issues in teaching Geography in an ASD School – from The Wherry School Education Brief

Geographical Enquiry and skills

The programme of study requires that learners

have the opportunity to investigate places and themes, focussing on 'where is it?', 'what is it?', type questions. Looking at how and why things and places change. Looking for geographical patterns and the implications of people's interaction with their environment. Developing an awareness of a global context and regional interdependency. These skills should be developed through classroom and fieldwork.

Geographical skills to be developed include, identifying appropriate questions and investigation techniques. Collecting recording and presenting evidence. Analysing and evaluating evidence, drawing up conclusions and communicating findings.

Learners will:

- Use an extended geographical vocabulary.
- Undertake fieldwork
- Make and use maps and plans
- Gather secondary evidence
- Use IT to access and present additional information

The nine areas of thematic study which are ,

- Knowledge and understanding of places,
- Knowledge and understanding of patterns and processes,
- map work,
- Knowledge and understanding of environmental change and sustainable development study,
- Fieldwork,
- Maps , Scales, Representation and
- Communication through which the above skills are to be taught do not in themselves present specific difficulties.

The problems inherent in studying geography for learners with ASD lie in the key skills indicated above.

- Much of the factual content of geographical work may appeal to the learners with ASD.
- Gathering facts and figures is a feature that many learners with ASD find easy to cope with.
- Being asked to gather information about a specific town, country, agricultural system or any similar aspect will rarely present a problem for those learners with an appropriate reading ability.
- A common feature of more able learners with ASD is the collection of detailed facts and figures albeit of often highly specific interests.
- Learners will require direct assistance to identify patterns within the information gathered. For instance a learner may be able to remember the name and location of all the major ports in the world after being asked to find them.
- He or she would have to be told, however, that the feature these have in common is that they are all by the sea. Simple connections may have to be explicitly taught.

A combination of the core deficits of social impairment and language impairment has a direct effect upon much of the key areas of developing geographical skills.

- The level of social impairment makes it difficult for learners with ASD to show any sense of empathy with others.
- This makes developing an understanding of how people in different regions function, a difficult procedure.
- The impairment in language makes it even more problematic for these learners.

Aspects of geography that require reflection and interpretation can prove problematic.

- There may be difficulty in the comprehension of language used. Interpretation of what is said or written may be very literal.
- Learners with ASD often understand what the literal meaning of a word is, but do not understand the connotation that is often applied by the speaker or writer.
- The misinterpretation of instructions can obviously result in the learner getting the work set completely wrong.
- Staff should carefully monitor their own language for any ambiguity.
- They should be aware of possible sources of misinterpretation of their own language.
- Some learners display verbal skills that appear to be as good if not better than their peers, until the teacher realises a learner's apparent verbal ability is purely superficial. They will often use language that is far too sophisticated for the learner to comprehend.

Design and Technology

To be taught in blocks through enrichment weeks.

Food technology is taught throughout the year within the Life skills programme of ASSK

The Contribution of Design and Technology
Design and Technology makes a contribution to children's SMSC development through:

- **Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.**
- **Awareness of the moral dilemmas created by technological advances.**
- **How different cultures have contributed to technology.**
- **To understand the cultural and social significance of technological development with recent history and the past within Great Britain**
- **Opportunities to work as a team, recognising others strengths, sharing equipment.**

	KS1 - Year 1	KS1 - Year 2	Y3-4 – Year 1	Y3-4 Year 2	Y5-6 Year 1	Y5 – 6 Year 2
Autumn	Levers and hydraulics – monsters;	Structures/boxes – strengthening; cutting skills: basic joining skills	Movement - Hydraulics : lifting	Rigid structures – cutting, basic joining; reinforcing	Movement - Cams – moving toys etc -	Rigid Structures – more complex structures
Spring to May	Chasis – wheels/cars and buggies	Circuits – lighting models; lighthouses incorporating simple circuits	Moving vehicles – chasis – links – linking magnets - ICT	Circuits – buzzers/bells – series circuits – Foghorns! – ICT	Moving vehicles – chasis. Gears and pulleys Linking electromagnets - ICT	Circuits – circuit tracking – copper tracking – eg cards which light up or buzzers- ICT
Summer	Textiles - joining	Levers and basic paper engineering	Textiles – money containers: joining and simple decorations; fastenings	Levers, basic paper engineering; pop up books	Textiles – cushions; joining and appliqued decorations	Paper engineering, more complex designs

Issues in teaching Design & Technology in an ASD School – from The Wherry School Education Brief

Learners will use a wide range of materials to design and make products. They can work out their ideas with some precision, taking into account how products will be used, who will use them, how much they cost and their appearance. Learners with ASD can develop their understanding of designing and making by investigating products and finding out about the work of professional designers and manufacturing industry. They may be able to use computers, including computer-aided design and manufacture and control software, as an integral part of designing and making. They will be able to draw on knowledge and understanding from other areas of the curriculum.

Developing, planning and communicating ideas

- Learners with ASD may be able to follow plans, diagrams, methods and recipes but will need support in order to be able to follow them through to a conclusion. They may find it difficult to be spontaneously creative.

Working with tools, equipment, materials and components to produce quality products

- Support may be needed in the choice of tools and methods.
- Learners may be able to select from a limited choice (e.g. a hammer or a saw, a spoon or a fork) better than if given an open-ended problem.
- Once learners with ASD have been taught the use of a tool, or shown a method, they are unlikely to forget it but may be resistant to the idea of using that tool in a different way on another occasion or using alternative methods.

Evaluating processes and products

The inability to hypothesise and predict (a core deficit in ASD) will mean that learners are likely to need a lot of information and to be given guidelines for the completion of the tasks. There may be an unrealistic view taken of such things as time and cost. Evaluation will therefore be difficult.

- Work involving less concrete elements such as electricity and magnetism, are often difficult to teach because their properties are not directly visible.
- Learners with ASD will need help and support, **this may include 1-1, mentor or organisational skills** to;
- Work independently and in teams
- Apply skills, knowledge and understanding from the programmes of study of other subjects

Health and Safety

Learners with ASD, once given the rules of safety and behaviour, are likely to adhere to these rigidly. However, we will not assume that the ordinary awareness and knowledge that learners of this age usually have will be present.

- Learners with ASD, especially if they have been protected against such things, may not have an understanding of words like 'boiling', 'sharp' etc.
- The inability to predict or foresee the consequences of actions on themselves or on others may also lead to difficulties without adequate supervision
- It will be necessary to be very specific about safety rules at all times and a large proportion of learners with ASD require individual supervision in practical technology lessons.
- Learners with ASD often have fine motor difficulties and possible spatial awareness difficulties and may require assistance and/or close supervision when handling potentially dangerous tools or substances.
- There may be poor organisational skills and untidy working if the rules and order of working are not made explicit enough.

Art and Design to be taught within creative arts

Teachers to investigate appropriate artists and approaches to ensure broad coverage.

The Contribution of Art to SMSC
Art contributes to our children's SMSC development through:

- **Art lessons develop children' aesthetic appreciation.**
- **In turn, Art evokes feelings of 'awe' and 'wonder'.**
- **Giving children the chance to reflect on nature, their environment and surroundings.**
- **Studying artists with a spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War paintings.**

	KS1 - Year 1	KS1 - Year 2	Y3-4 – Year 1	Y3-4 Year 2	Y5-6 Year 1	Y5 – 6 Year 2
Autumn	• People, friends, animals	• Portraits of Kings and Queens • Important people	• Natural dyes, animals images – looking at cave painting	• Learning from Roman Britain – mosaics; sculpture; wax encaustic images – people	• Learning from Anglo Saxon art and artefacts – animals	• Textiles and collage work – working backwards from Bayeux tapestry – people
Spring To May	• Images of Movement and modern life	• Modern Art approaches – including digital manipulation	• Learning from Egypt – stylised portraiture	• Art from the last 100 years – including	• Learning from Ancient Greece	• Art from the last 100 years
Summer	• Images of Norwich and Norfolk – Munnings etc • Landscapes	• Images of the Sea - fish	• World War I/II imagery	• Environmental art – creating art in and from the outdoors	• World War I/II imagery	• Environmental Art

Issues in teaching Art and Design in an ASD School- from The Wherry School Education Brief

Teaching will ensure that investigating and making includes exploring and developing ideas and evaluating and developing work. Knowledge and understanding should inform this process.

Exploring and developing ideas

There may be few problems in presenting a range of opportunities for learners with ASD unless they have a fixation on a particular area.

- If learners already work well with pencil and paper getting them to work with another medium will be a process that should not be rushed.
- If problems arise individualising learning approaches perhaps to continue working in their favoured medium but ask them to try the new medium once they have finished.
- Attempts to coerce them may result in some form of challenging behaviour. This behaviour is more than likely a result of their anxiety than a desire to provoke trouble.
- A learner may prefer to work solo as working in large groups often causes problems for learners with ASD.
- The very nature of the social impairment aspect of autism can make even working in close proximity to others difficult.
- Being aware that when working with some new media there is a possibility of hypersensitivity to sensory stimuli.
- Some learners may react quite strongly and adversely to unexpected tactile experiences as in finger painting, working with clay.
- Learners may object to certain materials in textile work or getting glue on their fingers.
- Some learners react quite strongly to the smells of the differing media used. Be aware of this.
- Allow learners to work with alternative media away from the main group.

Investigating and making art, craft and design

- Learners with ASD may have problems in using materials and tools in differing ways. The inability to generalise and adapt previous learning to differing situations is part of the core deficit of autism.

Evaluating and developing work

This is an area where learners with ASD can experience great difficulty.

- The core deficit of social impairment leaves many learners incapable of understanding emotions.
- They can often lack empathy with others. This clearly makes it difficult to understand concepts of emotions and feelings.
- Many learners with ASD do not like having to revisit, adapt or refine their work. Once they believe they have completed a piece of work they will resist having to do this.

Knowledge and understanding

Learners should be taught about the visual and tactile qualities of materials and processes and how these can be manipulated and matched to ideas, purposes and audiences. Again as this is a visual area, it could be seen as an area of strength for learners with ASD.

- They should be able to describe clearly the content of pictures etc. (as long as they can see them), but may have problems explaining the associated moods and emotions.
- It is also possible that they may 'tune in' to one specific part of the picture and miss the 'whole'.
- They can become obsessed by certain things and have difficulty moving on from that to other details.

Explore and use 2 and 3 dimensional media

For the exploration and the use of 2 and 3 dimensional media to have any meaning for a learner with ASD, the learning needs to have some functional purpose. Making a choice can be an area of difficulty for learners with ASD. When asking them to use a variety of methods of representation or a range of materials the very nature of having to make a choice may impede further progress.

Knowledge and Understanding

The attention to detail given by learners with autism enables them to be very adept at recognising different styles etc. of different artists or crafts people. There is a need, however to use pictorial information to assist them in recognising the whole picture and particularly the artists intent..

- Learners should be taught to use materials, tools and techniques for practical work and in accordance with health and safety requirements.
- Many learners with autism have not developed any sense of danger either to themselves or others; therefore this is an area where they may need a lot of assistance.

Music to be taught within creative arts

The Contribution of Music
Music contributes to our children's SMSC development through:

- **Teaching that encourages children to be open to the music of other cultures.**
- **Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances).**
- **Leading children to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience.**
- **Looking at the way music can change moods and behaviour.**
- **Offering a range of high quality off-timetable music enrichment activities, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers.**
- **Listening to music together and celebrating e.g. Celebration assembly on Fridays, our special whole school songs etc.**

Autumn	• Repeat patterns (loud/quiet • sounds) – clapping, body • percussion and untuned • percussion 'Wheels on the bus' – • compose own verse and actions • instruments. Record patterns.	• Singing • Playing un-tuned and tuned • percussion instruments • Singing rounds – songs from historical period studied – songs linked to significant events	• Drumming composition inspired by the stone age/bronze age knowledge and art. • Representing rhythm in notation. Specialist drum teacher	• Specialist tuned instrument • Music appreciation – music that tells a story – linked to anglo saxon history topic	• Singing in rounds • Drumming Specialist drumming teacher	• Specialist tuned instrument • Music appreciation – music that tells a story – linked to Viking history topic
Spring	• composition • using untuned percussion – linked to the sound of transport and vehicles!	• water music • composition- tuned percussion • and musical annotation • Music compositions about water • Songs about the sa-side	• Battle composition • History and development of music – review of musical instruments in Greek/Roman Art etc; historical investigation • Composition of marching sequence and battle piece – notation	• Spring Term to Summer Term A – • Composition of music considering different elements; dynamics, timbre, pitch, texture, duration, tempo, structure. • Develop a melody using tuned percussion or other instruments • Appreciation of music from historical era • Summer Term B – singing for performance	• Battle composition • History and development of music – review of musical instruments in Greek/Roman Art etc; historical investigation • Composition of battle sequence or piece relating to Greek myth - notation	• Spring Term - Summer Term A - Composition of music considering different elements; dynamics, timbre, pitch, texture, duration, tempo, structure. • Develop a melody using tuned percussion or other instruments • Appreciation of music from historical era • Music of the Rainforest • Making music from unusual items • Summer Term B – singing for performance
Summer	• Vivaldi 4 seasons • Untuned percussion instruments. • Create and copy patterns. • Introduction to composition.	• Speaking chants. • Singing songs. • Presentation to parents – sea • shanties/pirate songs.	• Music appreciation- How have composers considered the audience when composing music for films? Eg John Williams • Composition- music for a film r filmed images – eg local history		• Music appreciation- How have composers considered the audience when composing music for films? Eg John Williams • Composition- music for a film r filmed images – eg local history	

	`				• Singing/Performing for presentation	

Issues in teaching Music in an ASD School – from The Wherry School Education Brief

Music presents the exciting possibilities of developing social interaction skills in a fun and enjoyable context. The language of music has an inherent structure and predictability that is less complex than normal social communication. Throughout a large number of specialised settings for learners with ASD the role of music is important. It is used as a tool to help staff communicate with learners, to help learners express themselves, as therapy and simply to have fun. It can be a powerful force for calming, de-stressing and creating atmospheres. Music like other 'creative' curriculum areas is particularly useful for developing social and communicative interaction skills. However although the majority of learners with ASD respond well to music, like any learners in any school each learner will respond individually to sounds and music.

In particular, music offers opportunities to:

- Experience a sense of pride and achievement in their work;
- Demonstrate their ability in an area not dependent on language skills;
- Improve listening, concentration and attention skills;
- Develop imitation skills;
- Practise turn-taking;
- Choose, discriminate and justify decisions;
- Experiment and try new ideas where there are no right or wrong answers;
- Develop co-ordination and fine motor skills;
- Support the development of movement and mobility;
- Encourage co-operation, tolerance and a willingness to work with others;
- Develop self-confidence;
- Foster community involvement;
- Involve learners in activities that may provide a fulfilling hobby or pastime and promote lifelong learning.

Computing

- Along side all the topics - Use of Learning Platforms, pupil contributing to their pages, continued revision of e-safety, homework, using Espresso, IT in the Wider World - recognise common uses of information technology beyond school (KS1)

The Contribution of Computing to children's SMSC

Computing and ICT contributes to our children's SMSC development through:

- **Preparing the children for the opportunities and challenges of living and learning in a technologically enriched, increasingly interconnected world.**
- **Making clear the guidelines about the ethical use of the internet and how we keep ourselves and others safe e.g. discussing the moral and social implications of cyber-bullying.**
- **Acknowledging advances in technology and appreciation for human achievement.**
- **The development of digital media as an art form with its own cultural references**

	KS1 - Year 1	KS1 - Year 2	Y3-4 – Year 1	Y3-4 Year 2	Y5-6 Year 1	Y5 – 6 Year 2
Autumn	**e-safety** ● Use technology safely and respectfully ● keeping personal information private ● know where to go for help and support when they have concerns about material on the internet **Control / Coding** ● understand what algorithms are, ● how they are implemented as programs on digital devices, ● that programs execute by following a sequence of precise and unambiguous instructions ● create and debug simple programs ● use logical reasoning to predict the behaviour of simple programs **Applications of technology** **Art and Music** ● use technology purposefully to create, organise, store, manipulate and retrieve digital content	**e-safety** ● Use technology safely and respectfully ● keeping personal information private ● know where to go for help and support when they have concerns about material on the internet **Control / Coding** ● understand what algorithms are, ● how they are implemented as programs on digital devices, ● that programs execute by following a sequence of precise and unambiguous instructions ● create and debug simple programs ● use logical reasoning to predict the behaviour of simple programs **Applications of technology** **Animation** ● use technology purposefully to create, organise, store, manipulate and retrieve digital content	**e-safety** **Revise KS1** ● use technology safely, respectfully and responsibly; ● know a range of ways to report concerns and inappropriate behavior **Control / Coding** ● design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems ● solve problems by decomposing them into smaller parts ● use sequence, selection, and repetition in programs **Applications of technology** **Art** ● select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	**e-safety** **Revise KS1** ● use technology safely, respectfully and responsibly; ● know a range of ways to report concerns and inappropriate behavior **Control / Coding** ● design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems ● solve problems by decomposing them into smaller parts ● use sequence, selection, and repetition in programs **Applications of technology** **Animation** select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	**e-safety** Revise and extend KS2 **IT in the Wider World** ● understand computer networks including the internet; ● how they can provide multiple services, such as the world-wide web ● opportunities they offer for communication and collaboration **Control / Coding** **Continue Y3/4 objectives** ● work with variables and various forms of input and output ● use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs **Applications of technology** **Music / Sound** ● select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and	**e-safety** Revise and extend KS2 **IT in the Wider World** ● understand computer networks including the internet; ● how they can provide multiple services, such as the world-wide web ● opportunities they offer for communication and collaboration **Control / Coding** **Continue Y3/4 objectives** ● work with variables and various forms of input and output ● use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs **Applications of technology** **Animation** ● select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting,

					presenting data and information. ● be discerning in evaluating digital content	analysing, evaluating and presenting data and information.
Spring To May	**Applications of technology** **Communicating / Multimedia** (Using text, images etc) ● use technology purposefully to create, organise, store, manipulate and retrieve digital content **Control / Coding** Continue work from previous work Simulations	**Applications of technology** **Data Handling** (pictograms / bar charts / tables) ● use technology purposefully to create, organise, store, manipulate and retrieve digital content **Control / Coding** Continue work from previous work	**Applications of technology** **Communicating / Multimedia** (Using text, images , simple hyperlinks etc) ● select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. **Control / Coding** Continue work from previous work Simulations	**Applications of technology** **Data Handling** (Branching and record databases) ● select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. **Control / Coding** Continue work from previous work	**Applications of technology** **Communicating / Multimedia** (e-books, non linear linked pages etc) ● select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. ● be discerning in evaluating digital content **Control / Coding** Continue work from previous work Simulations	**Applications of technology** **Data Handling** (Spreadsheets) ● select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. ● appreciate how results are selected and ranked **Control / Coding** Continue work from previous work
Short Summer	**Applications of technology** **Digital Imagery** (taking photos, combining together) ● use technology purposefully to create, organise, store, manipulate and retrieve digital content **Project**	**Applications of technology** **Research – linked to Communicating / Multimedia** ● use technology purposefully to create, organise, store, manipulate and retrieve digital content **Project**	**Applications of technology** **Digital Imagery** (taking photos, manipulating images ● select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. **Project**	**Applications of technology** **Research – linked to communicating / Multimedia** ● select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. **Project**	**Applications of technology** **Film / Digital imagery** ● select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. **Project**	**Applications of technology** **Research – linked to communicating / multimedia** ● select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. ● use search technologies effectively, **Project**
Issues in teaching ICT in an ASD School – from The Wherry School Education Brief ICT provides tools which can support learning and communication for learners on the autistic spectrum. The computers' response to the learners' interaction will never vary. They are consistent and non-judgmental. They are specific, logical and processes can be learnt. They are predictable and therefore controllable by the learner with ASD. *Benefits*						

- Provide a secure learning environment;
- Be an aid to effective communication with others;
- Help develop concentration;
- Develop social skills and facilitating group work;
- Be a medium through which they can express themselves effectively;
- Provide structured skill practice;
- Assist learners in organising their thoughts and time use effectively;
- Help learners develop fine Motor Skills.

Finding things out

- Autistic learners may have fundamental difficulties when trying to solve problems they are given.

Exchanging and Sharing Information

- Many learners with ASD quickly adapt to using technology and become capable users.
- The technology in itself can become a powerful motivator for the individual learner.
- ICT is best employed when the learner works with a teacher / assistant and where visual and verbal clues can be used jointly.

Considerations before using ICT

- ICT can be a valuable resource but care should be taken that ICT does not replace human interaction, as it is vital that learners be challenged to relate with others.
- It should not become a replacement for social contact or guidance from a teacher.
- Care must be taken to ensure that the learner does not become further isolated.

Reviewing, Modifying and Evaluating work as it progresses

- There is a wide range of high quality, collective, motivating material available.
- These can be used for learners to create scenarios in which they can explore a range of aspects.
- The motivational aspect of the technology maintains the learners' interest as they proceed.
- This allows learners to problem solve in areas in which they have significant difficulty due to external intervention causing conflict.

R.E

to be taught within ASSK curriculum and enrichment weeks

Planned in line with Norfolk Agreed Syllabus 2012, please refer to this for further information regarding 'Learning about' and 'Learning from' opportunities in R.E. SMSC opportunities to be promoted throughout the curriculum. Further examples to develop the focus for the encountering elements of the syllabus can also be found in the Norfolk Agreed Syllabus 2012 document, along with additional information for each area of study outlined below.

The Contribution of Religious Education to SMSC
RE makes a distinctive and substantial contribution to the delivery of SMSC:

- **Children learn about beliefs, values and the concept of spirituality.**
- **RE reflects on the significance of religious teaching in their own lives.**
- **Develops respect for the right of others to hold beliefs different from their own.**
- **Shows an understanding of the influence of religion on society.**
- **Fosters appreciation and understanding of different cultures, religions and traditions.**
- **Collective worship allows time for personal reflection and prayer.**

Autumn	Investigating Christianity – Beliefs and questions Introducing Judaism – Beliefs and questions	Investigating Christianity – Inspiration, influence and the impact of belief Encountering examples from other principle religions, other religious beliefs and worldviews - Hinduism	Investigating Christianity – Beliefs and questions Beliefs and questions - Hinduism Revisiting or encountering the other principal religions, other religious beliefs and worldviews - Sikhism	Investigating Christianity – Inspiration, influence and the impact of belief Beliefs and questions - Islam Revisiting or encountering the other principal religions, other religious beliefs and worldviews – Sikhism	Investigating Christianity – Beliefs and questions Beliefs and questions - Hinduism Revisiting or encountering the other principal religions, other religious beliefs and worldviews - Sikhism	Investigating Christianity – Inspiration, influence and the impact of belief Beliefs and questions - Islam Revisiting or encountering the other principal religions, other religious beliefs and worldviews – Sikhism
Spring to May	Investigating Christianity – Belonging: family, community and the world Introducing Judaism – Belonging family, community and the world	Investigating Christianity – Teachings and authority Encountering examples from other principle religions, other religious beliefs and worldviews - Buddhism Encountering examples from other principle religions, other religious beliefs and worldviews - Islam	Investigating Christianity – Belonging: family, community and the world Inspiration, influence and the impact of belief - Hinduism Teaching s and authority - Hinduism Revisiting or encountering the other principal religions, other religious beliefs and worldviews - Buddhism	Investigating Christianity – Teachings and authority Inspiration, influence and the impact of belief - Islam Teaching s and authority - Islam Revisiting or encountering the other principal religions, other religious beliefs and worldviews – Buddhism	Investigating Christianity – Belonging: family, community and the world Inspiration, influence and the impact of belief - Hinduism Teaching s and authority - Hinduism Revisiting or encountering the other principal religions, other	Investigating Christianity – Teachings and authority Inspiration, influence and the impact of belief - Islam Teaching s and authority - Islam Revisiting or encountering the other principal religions, other religious beliefs and worldviews – Buddhism

					religious beliefs and worldviews - Buddhism	
Summer	Investigating Christianity – Expressions of beliefs, rituals and practices Introducing Judaism – Expressions of beliefs, rituals and practices	Investigating Christianity – Ethics and relationships Encountering examples from other principle religions, other religious beliefs and worldviews Sikhism	Investigating Christianity – Expressions of beliefs, rituals and practices Ethics and relationships - Hinduism Revisiting or encountering the other principal religions, other religious beliefs and worldviews – Judaism	Investigating Christianity – Ethics and relationships Ethics and relationships - Islam Revisiting or encountering the other principal religions, other religious beliefs and worldviews - Judaism	Investigating Christianity – Expressions of beliefs, rituals and practices Ethics and relationships - Hinduism Revisiting or encountering the other principal religions, other religious beliefs and worldviews - Judaism	Investigating Christianity – Ethics and relationships Ethics and relationships - Islam Revisiting or encountering the other principal religions, other religious beliefs and worldviews – Judaism

Modern Foreign Languages

KS1 and LKS2 to be taught in blocks through enrichment weeks

UKS2 weekly teaching of MFL

The Contribution of Modern Foreign Languages

Modern Foreign Languages contributes to our children's SMSC development through:

- **Gaining insights into the way of life, cultural traditions, moral and social developments of other people.**
- **Social skills are developed through group activities and communication exercises.**
- **Listening skills are improved through oral/aural work.**

Autumn – Summer

	Key Stage 1 – Year1/Year2 Watching French animations (dessins animés) is an excellent way to help children get better at listening to and understanding French. It will also help them to get ready to speak some French! They also learn more about the way of life for children in France. Approaches to language include: Songs/TV animations Language vocabulary focus: ● My name is ● My age is ● Days of week ● Parts of day ● Expressing opinion – like dislike etc ● Animals ● Numbers to 10	Year 3-4: Year 1/Year 2 Development from Key Stage 1: New areas of topics **Family/Greetings/House and Home** ● **Days of the week:** ● lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche (days of the week) ● jour (day) ● semaine (week) ● les 7 jours de la semaine (the 7 days of the week) ● aujourd'hui (today) ● bon weekend (have a good weekend) ● **Expressing opinion:** ● j'adore (I love) ● j'aime (I like) ● je n'aime pas (I don't like) ● je déteste (I hate) School based vocabulary for example classroom/playground – play and visits **<u>Dans la cour de récréation (in the playground):</u>** ● la cour de récréation (playground) ● la cour de récré (playground) ● jouer (to play)/un jeu (a game)/les jeux (games) ● les jeux traditionnels (traditional games) ● les jeux à grimper (climbing games) ● un toboggan (slide)/un tunnel (tunnel) ● un bac à sable (sand box) ● la forêt (the forest) ● le foot (football)/le basket (basketball	Year 5-6: Year 1/Year 2 Extension of previous topics ● **Homes, houses and countries – vocabulary** ● **Food and drink** ● **Games and pastimes** ● **Childhood activities** ● **Verbs – etre/avoir/aller** ● **Asking and answering simple questions** Developing oral/aural skills to written responses: Use of resources as previously + Rigolo New topic areas: **les animaux (*animals/pets*)** **Key language is:** un lapin (a rabbit) un chien (a dog) un chat (a cat) un dragon (a dragon) un oiseau (a bird) un poisson (a fish) une souris (a mouse) une tortue (a turtle) Tu as un animal? (Do you have a pet?) J'ai un/une .. (I have a ...) Il/est est ... (He/she is ...) **Explore the Rigolo resources:** Click on the links below to explore the Rigolo resources. ● **<u>La famille Chanson (1)</u>** ● **<u>Tu as un animal?</u>**

	`	• le cricket (cricket)	• **Les animaux** • **Chanson: Tu as un animal?** Revision and application of knowledge with increasing confidence and accuracy of areas developed Understanding of French culture and childhood

Issues in teaching Languages in an ASD School

One of the key features of learners with ASD is difficulty with many aspects of their first language. They usually understand the literal meanings of words and grammatical construction, but have difficulty with the pragmatics of language. i.e. using language in social situations and knowing what to say and how to talk to others. These difficulties will also be apparent when using a second language.

Acquiring knowledge and understanding of the target language.

1) Learners should be taught:

- The principles and interrelationships of sounds and writing in the target language;
- The grammar of the target language and how to apply it;
- How to express themselves using a range of vocabulary and structure.

Developing language skills:

2) Learners should be taught:

- How to listen carefully for gist and detail;
- Correct pronunciation and intonation;
- How to ask and answer questions;
- How to initiate and develop conversations;
- How to vary the target language to suit context, audience and purpose;
- How to adapt language they already know for different contexts;
- Strategies for dealing with the unpredictable (for example, unfamiliar language, unexpected responses);
- Techniques for skimming and for scanning written texts for information, including those from Computer Science based sources;
- How to summarise and report the main points of spoken or written texts, using notes where appropriate;
- How to redraft their writing to improve its accuracy and presentation, including the use of Computer Science.

Developing language learning skills:

3) Learners should be taught:

- Techniques for memorising words, phrases and short extracts;
- How to use context and other clues to interpret meaning for example, by identifying the grammatical function of unfamiliar words or similarities with words they know;
- To use their knowledge of English or another language when learning the target language;
- How to use dictionaries and other reference materials appropriately and effectively;
- How to develop their independence in learning and using the target language.

Developing cultural awareness

4) Learners should be taught about different countries and cultures by:

- Working with authentic materials in the target language, including some from Computer Science based sources (for example handwritten texts; newspapers; magazines; books; DVD; satellite television; texts from the internet);
- Communicating with native speakers (for example, in person or, by correspondence);
- Considering their own culture and comparing it with the cultures of the countries and communities where the target language is spoken;
- Considering the experiences and perspectives of people in these countries and communities;

Learners with ASD are likely to have a limited understanding of other cultures and countries unless they have travelled and experienced them personally.

Although visual aids and first-hand experiences help the learners with ASD to know the context of the target language, it will be almost impossible for them to understand the perspectives and possible different viewpoints of the people. It is important, however, that they are given the opportunity to learn about other cultures and countries in order to be able to see themselves as citizens of the world as well as their own.

Physical Education

- **Following a broad and balanced PE curriculum fulfilling the requirements of the National Curriculum.**
- **Ensure every child moving on to secondary school can swim 25m and has basic water skills – curriculum year group focus to be determined**
- **Developing the fitness of the individual, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.**
- **Integrating, where possible, into other curriculum areas. Eg, use of athletics data in maths & ICT.**
- **Developing programmes that meet the needs of all the children, providing equal opportunities.**
- **Making allowances for children with disabilities and medical conditions, taking into account children with special needs, through modified classroom programmes.**
- **Involving the community where possible - e.g. Sports Day, clubs, intra/ inter-school matches, outside coaching personnel and resources**
- **Provide enjoyable experiences, where positive attitudes of sensitivity, leadership, co-operation, competition and tolerance may develop.**

The Contribution of Physical Education
Children's SMSC development is actively promoted though PE by:

- **Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.**
- **Exploring the sports and traditions of a variety of cultures.**
- **Individual activities that provide the opportunity for self-reflection, awareness and challenge.**
- **Understanding the cultural traditions of the British sporting calendar – and how the approach to the same sport varies from country to country**

	Key Stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities in a range of increasingly challenging situations. Pupils should be taught to: ● master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ● participate in team games, developing simple tactics for attacking and defending ● perform dances using simple movement patterns	Key Stage 2: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: ● use running, jumping, throwing and catching in isolation and in combination ● play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ● develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ● perform dances using a range of movement patterns ● take part in outdoor and adventurous activity challenges both individually and within a team ● compare their performances with previous ones and demonstrate improvement to achieve their personal best	
Autumn	General fitness: ● Speed agility and fitness activities ● Every lesson includes opportunities for the children to develop overall physical stamina – at least 5 minutes activity up to 10 minutes:	Year 3-4: ● Speed agility and fitness activities ● Every lesson includes opportunities for the children to develop overall physical stamina – at least 5 minutes activity up to 12 minutes:	Year 5-6: ● Speed agility and fitness activities ● Every lesson includes opportunities for the children to develop overall physical stamina – at least 8 minutes activity up to 15 minutes:

	Indoor ● Speed Agility Quickness ● Indoor sportshall athletics	Outdoor ● Large Ball handling skills: ● Handball/netball focus ● Football focus	Indoor ● Speed Agility Quickness ● Indoor Sportshall Athletics approaches ● Gymnastics	Outdoor ● Large Ball – Football ● Games – Handball/netball	Indoor ● Speed Agility Quickness ● Indoor Sportshall Athletics approaches ● Gymnastics	Outdoor ● Large Ball – Football ● Games – Handball/netball ● Squash – links with EATSC – Lime Road
Spring	General Fitness as above Indoor: ● Games – invasion – basketball focus ● Dance	General Fitness as above Outdoor: ● Games: Invasion – rugby focus	General Fitness as above Indoor ● Games – basketball ● Dance	General Fitness as above Outdoor ● Games – basketball ● Dance	General Fitness as above Indoor: ● Games Basket ball ● Dance	Outdoor: ● Games – stick ball focs – Hockey ● Games Rugbyu
	Other Outdoor athletic activities: Orienteering		Other Outdoor Athletic Activities: Orienteering Cross Country		Other Outdoor Athletic Activities: Orienteering Cross Country	
Summer	General Fitness as above Indoor Gymnastics Indoor sportshall athletics	General fitness as above Outdoor Games: Strike field – Cricket focus Games – net wall – tennis	General fitness as above Indoor Gymnastics Indoor sportshall athletics	General fitness as above Outdoor Games: Cricket Games: Tennis	General fitness as above Indoor: Games: Cricket Games: Tennis	General fitness as above Outdoor: Games: Cricket Games: Tennis
	Athletics		Athletics		Athletics	

Issues in teaching PE in an ASD School (from The Wherry School Education Brief)

Teaching of PE ensures that, when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health.
These requirements present additional learning opportunities for learners with ASD who need to develop an increased awareness of self and others. Emphasis on local community activity and outdoor pursuits can provide additional routes to activities which may become leisure interests in adult life. This will be delivered in school with Gym facilities and the use of co-located facilities which include an indoor swimming pool, astro turf pitches for football, hockey, netball and tennis also external activities for example horse riding.

The identified areas of difficulty for learners with ASD are in:

- Social interaction, particularly interpersonal exchange;
- Language and communication, both verbal and non-verbal;
- Thought and behaviour, showing rigidity of thinking and impaired imagination;
- Difficulties in gross and fine motor skills may be apparent in some learners with ASD.

Learners with ASD may bring a range of strengths and weaknesses to the teaching situation. Some learners will possess a range of skills which may be compatible with their age group; others will wish to be active but will require a supportive level of adult intervention and some may be significantly dependent on an adult for successful participation.

***Aspects of challenge for learners with ASD include*:**

- Social interaction, eg turn-taking, sharing, partnerships, team membership;

- Language and communication, eg following, giving instructions;
- Thought and behaviour, eg problem solving, predicting, anticipating the problem-solution;
- Fine gross motor control, eg spatial awareness, planning and sequencing movements.

`

***Aspects of benefit for learners with ASD include*:**

- Exercise and relaxation is known to reduce stress and anxiety in learners with ASD and is thought to be useful. Exercise prior to learning activity is sometimes advocated as a mechanism to induce successful academic learning;
- Increased knowledge of games enhances the chances of inclusion in playground activity or other social exchanges;
- Developing shared interests may lead to opportunities and confidence in joining clubs etc.;
- Learning about rules and team playing and learning how to apply them can help alleviate the burden of appearing as "highly individual/ eccentric/ odd";
- Learning about body image in relation to the world assists in development of "self", "other" and "cause and effect".

Acquiring and developing skills

Significant numbers of learners with ASD have difficulties with motor control. This is often seen as a general clumsiness in gross motor activities and will obviously affect their skills acquisition.

- Many learners with ASD have a fundamental lack of body awareness.
- Learners with ASD generally fail to understand competitive or win/lose situations.

Evaluation and improving performance

There will often be a lack of analytical ability by the learners usually because they have difficulties with:

- Responding to change;
- Viewing themselves in the light of how others may see them;
- Some may not see any point in improving their performance, while others may aim for unrealistic perfection and become distressed if it is not achieved.

Knowledge and understanding of fitness and health

Learners with an ASD often display no sense of danger. This most commonly manifests itself as an apparent lack of 'common sense' and arises as a result of a lack of awareness of self and poor idea of their body in space.

Teachers should establish universal rules for where learners can and cannot go, must or must not do, and ensure that they are adhered to.

PSHE and Safeguarding Curriculum – to linked with ASSK

At The Wherry Primary School, we use Zones of Regulation and PATHS to support the children's Social and Emotional development, these are taught and used throughout the curriculum and school year. Below is an overview of our Safeguarding curriculum that includes PSHE, RSE, E-Safety and PREVENT. The PSHE and RSE curriculum is taught using 'A PSHE Programme for Learners with Autistic Spectrum Disorders' by Fiona Speirs. Each class provides an overview of the academic year showing when each aspect is covered.

Year group	Coverage
KS1	*Module 4 Me and My Emotions –* *to be used alongside ZoR – start of the academic year* Module 1 Me and My appearance Module 2 Me and My Personality Module 3 Me and My Body Up to Page 113 Public/Private section from Module 5 Me and My Behaviour ESafety PREVENT – KS1 - Respect http://www.preventforschools.org/index.php?category_id=62
LKS2	*Module 4 Me and My Emotions –* *to be used alongside ZoR – start of the academic year* Module 3 Me and My Body from Page 114 Module 5 Me and My Behaviour Module 9a Me and Others – Differences Module 9b Me and Others – Autism ESafety PREVENT – KS2 – Rich Tapestry http://www.preventforschools.org/index.php?category_id=62

Year 5	*Module 4 Me and My Emotions –* *to be used alongside ZoR – start of the academic year* Module 6 Me and My Relationships Module 8 Me Staying Safe and Healthy Module 10 Me and My Life Skills ESafety PREVENT – KS2 – Everyone has the right http://www.preventforschools.org/index.php?category_id=62
Year 6	*Module 4 Me and My Emotions –* *to be used alongside ZoR – start of the academic year* Module 8 Me Staying Safe and Healthy Module 10 Me and My Life Skills Module 7 Me and My Sexual Expression (Summer term) ESafety PREVENT – KS2 – The Growth of Culture http://www.preventforschools.org/index.php?category_id=62