

Redgate Primary Academy Curriculum Overview						
Academy Context	Our Vision	To create brighter tomorrows		To raise aspirations	To inspire	
	Our Values	We empower		We respect	We care	
	Our Aims	Be a good communicator	Be independent	Be curious	Make good choices	
Curriculum Vision	<p>At Redgate we deliver a flexible, individualised program of learning for each child to inspire them, raise their aspirations and create brighter tomorrows</p> <p>All children....</p> <ul style="list-style-type: none"> • should be able to demonstrate the academy aims of: 'Be independent', 'Be a good communicator', 'Be curious', & 'Make good choices'. • should be ready to learn and as such, time is given to prepare them for learning. • should have first-hand experiences and a multi-sensory approach to learning which allows them to develop their knowledge and skills. • should be part of their communities (class, school and wider society). • should access a curriculum which is individualised and flexible to meet their needs. • should have enrichment opportunities, which enhance their curriculum offer. • should have their achievements valued and celebrated. 					
	<p>Children are entitled to ambitious curriculum where ceilings are not placed on learning</p> <ul style="list-style-type: none"> • Adults get to know each child as an individual as there is a deep understanding on the importance of relationships and the role they play in learning • We want to empower children to be able to make choices and advocate for their own needs. We presume competence to promote the child's independence at every stage. • We use positive language where the child is first • Adults model expectations which instil high expectations for behaviour and independence • Adults ensure the environments remain suitable for the children to ensure inclusion • Each child has a one-page profile which celebrates their strengths and areas which they need support to work on • Each child has ILP targets linked to their EHCP outcomes • Each child has their achievements celebrated through photographs, rewards, awards linked to our aims, and assemblies' whole school & class • Children have opportunities to access a wider curriculum for their personal development which includes responsibilities for class jobs and whole school jobs • Adults are aware that unregulated children are not ready to learn, so time is given to promote a readiness for learning to ensure the child can access their learning and it be successful for them – Regulate, Settle & Learn • Each child is prepared for their next stage of education as appropriate to the individual • We offer a broad and balanced curriculum ensure children have opportunities to encounter new things to extend and build on their existing knowledge. We ensure cross curricular links to consolidate the practical application of skills • The curriculum is built around the child thus ensuring they have the time to learn and consolidate skills from a secure starting point. • Constant reflection and evaluation of each child and their learning to ensure the curriculum meets their needs and enables them to thrive • Static provision is regularly checked and updated making sure it meets the interests of the child whilst stretching and challenging their knowledge in the core areas of the curriculum • Children will work with adults on a 1:1 basis or in small groups to ensure they are supported, stretched and challenged in their learning 					
<p>Curriculum Implementation</p> <p>"Those with SLD learn entirely differently to neuro-typical conventionally developing learners, and as such we are bound to teach them differently and teach them different things" (Hinchcliffe & Imray, 2014; p. xiii)</p> <p>To learn children must be emotionally and physically ready and we must give them the time to ensure this</p>						
Child-led curriculum	Flexible approaches to consider all children have their own journey	Repetition to consolidate and generalise learning and skills		Development of effective communication is at the core of the curriculum	Skills & knowledge taught are relevant to the child and not abstract	
Hands-on learning	Pathway approach	Sensory & play based approach		Sensory diet	Interception curriculum	
Thematic Approach	Me & My Class		Dinosaurs & Cavepeople	Great Outdoors & Growing		
	Weather		Space	Seaside & Pirates		
	Seasons		Holidays & Journeys	Animals		
Green Pathway	<ul style="list-style-type: none"> • Earliest stages of development • Laying solid foundations to prepare for subject-specific learning (acquired at the child's own pace) • Working at birth to 18 months cognitively 		<ul style="list-style-type: none"> • Consolidation of foundations for subject learning • Starting their journey into early subject-specific learning • Working at 18 months to 3 years cognitively 	<ul style="list-style-type: none"> • Working on subject specific learning • Working at 3 years to 6 years cognitively 	<ul style="list-style-type: none"> • Working on subject specific learning • Working at 6+ years cognitively 	
	Primary Pathway					
Curriculum Structure	My Communication		My Thinking & Problem Solving	My PSED (personal, social & emotional development)	My Creativity	The World About Me
	Green Pathway	Early expressive & receptive communication skills	Early cognition & learning skills	Early personal, social and emotional skills development	Vehicle to support delivery of core curriculum	Vehicle to support delivery of core curriculum
	Key Vocab	Core vocabulary (more, help, go, want, different, finish, stop, like)				
	Blue Pathway	Consolidating & generalising expressive & receptive communication skills and moving into more defined English areas of study (reading, writing & spoken language)	Consolidating & generalising cognition & learning skills and moving into more defined Maths & Science areas of study	Consolidating & generalising early personal, social and emotional skills and moving into defined PSHE areas of study	Start of defined art & design, DT, music & drama areas of study	Start of defined humanities areas of study
	Key vocab	Core vocabulary (all 36 words) and key fringe vocabulary (see curriculum)				
	Yellow Pathway	<p>English</p> <ul style="list-style-type: none"> • Reading & Comprehension • Writing (composition, vocab, grammar, punctuation, Spelling, transcription • Spoken Language (Expressive & Receptive) • RWI phonics 	<p>Maths</p> <ul style="list-style-type: none"> • Number (Number & place value, Operations, Fractions) • Measurement (Weight, Length, Volume, Time, Money) • Geometry (Properties of shape (2D & 3D), Position & Direction, Pattern) <p>Science</p> <ul style="list-style-type: none"> • Animals including humans (My body, Nutrition, Animals & minibests, Life cycles, Food chains) • Plants (Outdoor environment, Growing) • Materials (Exploring materials, Changing materials, Solids & liquids) <p>Computing</p> <ul style="list-style-type: none"> • Online safety taught through PSHE: Health & Wellbeing & Living in the Wider World • Purposeful use of devices 	<p>PSED</p> <ul style="list-style-type: none"> • Relationships (Families & friendships, Safe friendships, Respecting ourselves & others) • Living in the wider world (Belonging to a community, Media literacy & digital resilience, Confidence, responsibility & work) • Health & Wellbeing (Physical health & mental wellbeing, Growing & changing, Keeping safe/online safety) <p>PE</p> <ul style="list-style-type: none"> • Ball skills & games • Athletics • Dance & gymnastics <p>RE</p> <ul style="list-style-type: none"> • Termly theme days 	<p>Art & Design</p> <ul style="list-style-type: none"> • Design & craft • Drawing – mixed media • Painting & printing • Collage & textiles <p>Design & Technology</p> <ul style="list-style-type: none"> • Construction using different materials • Food technology <p>Music</p> <ul style="list-style-type: none"> • Listening & responding • Performing • Composing • Inspire music <p>Drama</p> <ul style="list-style-type: none"> • Bamboozle approach using narrative/character immersive event 	<p>Humanities</p> <ul style="list-style-type: none"> • People, culture & communities • Past & Present • The Natural World
Key vocab	Core vocabulary (all 36 words) and key fringe vocabulary					
Primary P'way	Continuation of Yellow Pathway building on consolidation of skills, content knowledge and vocabulary					
Personal Development						
British Values	Tolerance of others	The rule of law	Individual liberty	Mutual respect	Democracy	
Protected characteristics	Gender	Sex	Disability	Sexual orientation	Age	
	Race	Religion or belief	Marriage & civil partnership	Pregnancy & maternity		
Enrichment	Themed / Seasonal visits	Local community visits	Visitors into the academy	Multi-sensory immersion experiences	Special events	
Measuring the Curriculum Impact						
Continuous assessment of the child and their learning	Termly assessment of progress on BSquared	Termly review of progress towards EHCP outcomes	Pupil progress reviews	Pupil voice	Reading Assessments	
Children who are confident communicators by whatever means suits them best	Children who can think and problem solve for themselves	Children who have emotional resilience and a can-do attitude	Children who have an increased independence from their starting point	Children who are prepared for their next stage of education	Stakeholder feedback	