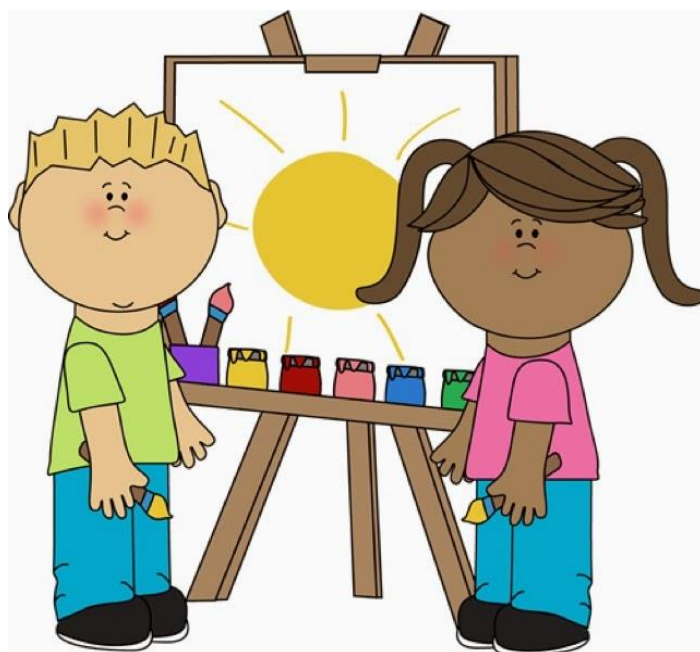


Curriculum Overview

SPS1

Nursery & Primary 1



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SPS1 Curriculum Overview & Information

Staff

Ms Green (Class Teacher)

Mrs Black (Classroom Assistant)

Miss McCoubrey (Classroom Assistant)

Curriculum: Early Years and Foundation Stage

Main Areas of Learning

- **Personal, Social and Emotional Development/PDMU** (Personal Development and Mutual Understanding)
- **Physical Development and Movement/Physical Education** (fine and gross motor skills)
- **Language Development and Communication/Language and Literacy**
- **Early Maths Experiences/Mathematics & Numeracy**
- **The Arts – Music, Drama and Art**
- **The World Around Us (Topic based)**
- **Religious Education**



Planning, Learning and Assessment.

The children are at the heart of learning.

We aim to:

- Identify the pupil's need
- Plan learning
- Facilitate Learning
- Assess Learning

The Structure of the School Year in Specialist Provision

- Settling into our school environment and Baseline Assessment/observations.
- Personal Learning Plans developed for each child (PLP's)
- Termly review of targets with parents and carers.
- On-going assessment through daily observations/teacher time sessions and evidence collection.
- End of year reporting and transition planning.



Teaching and Learning in SPS1

Teaching and learning in Specialist Provision is child-centred. Targets, activities and tasks are heavily differentiated and tailored to meet the individual needs of each child. Teaching and learning for each child is informed by the child's readiness to learn, engagement level and developmental stage

Targets may focus on areas such as:

Language Development and Communication/Language and Literacy

- Communication and interaction (attention, listening, receptive and expressive language and a variety of communication systems such as AAC, PECs and Makaton)

Early Maths Experiences/Mathematics & Numeracy

- Early number concepts, cause and effect, sorting, matching and problem solving.

Personal, Social and Emotional Development/PDMU (Personal Development and Mutual Understanding)

- Self-help skills, emotional regulation, independence and social interaction.
- Functional life skills: dressing, feeding, toileting and community awareness/awareness of others.



Play-based and Topic Based Learning

Much learning opportunities are provided through play-based learning both inside and outside the classroom. We will also learn about a variety of topics throughout the year; for example, All About Me, the various seasons and occasions, The Farm, People Who Help Us, Space, Under the Sea etc.

We use various outdoor learning areas, sensory rooms and sensory circuits throughout the week to meet the children's sensory, social and emotional and learning needs. These include the outdoor play area, the playpark, trampoline area, Rainbow Garden, outdoor classroom and the daily mile.

Intensive Interaction/Attention Autism/TACPAC: To address any difficulties children may have with their social communication skills and attention; activities such as circle time, Attention Autism and Intensive interaction is used to develop sharing, turn taking, attention, talking and listening and expressing their emotions and feelings. Attention Autism has 4 stages where the level of pupil involvement and pupil independence gradual increases.

Speech and Language: Children who require support for their Speech and Language development will attend weekly sessions within the school environment with visiting Speech and Language Therapists/Speech and Language Therapy assistants.

To aid communication, social and emotional development and well-being and to promote independence; visual timetables and individual pupil schedules will be used. A routine will be established so that the pupils become confident in knowing what is next in the school day. Makaton will be introduced and used to promote communication. Individual learning plans, task boxes and as time progresses; independent workstations and schedules will form part of the school day. Pupils will have 'teacher-time' to address their individual learning needs/address the main areas of learning within the curriculum as well as developing individually through play.



Attendance and Parent-teacher Communication

Class **begins** at 9am. Children should be dropped off and collected at their collection time at the main gates of the SPS building (entrance via church car park).

If your child is **absent**, please send inform staff either by calling the school Office or messaging Ms Green via Seesaw.

PE days are Monday and Thursday (School PE gear should be worn on these days)

Face to Face: We have an open-door policy within the school whereby if you have any questions or concerns, you are welcome to speak to staff during non-teaching time. Please contact the office to make an appointment.

Seesaw App: Seesaw is a simple way for teachers and students to record and share what's happening in the classroom.

School meals and Snacks: Each child school bring a drink and snack for breaktime. Milk and School dinners should be booked in advance on the School Money App or a packed lunch from home provided for each child.

Personal Care: Each child should bring a change of clothes to school as we love to do messy play. We try and involve children with outdoor learning and play as much as possible (even on rainy days) so a coat will be needed. Nappies/pullups and wipes should be brought to school to facilitate an intimate care that is required.



A final note:

Welcome to our SPS1 Family.

We are very much looking forward to working alongside you and your child throughout the year and enjoying our time learning, developing and growing together.

- Highly individualised curriculum
- Safe, trusting and supportive environment
- Success measured through small but significant progress

Lesley/Ms Green

