



# The Orchard Curriculum



Orchard Framework of Intent

## Vision Statement

We aim to create a safe, happy and nurturing environment for all our children!

## Mission Statement

The Orchard School strives to provide the best quality teaching and learning with an inclusive and personalised curriculum, where all achievements are celebrated!

## The Orchard School – Together We Learn

*The Orchard curriculum focuses on the **holistic development** of each pupil, fostering a **safe, nurturing and engaging environment** where pupils' characteristics of effective teaching and learning are at the forefront of everything we do. In collaboration with families and multi-agency professionals we promote pupils' **independence, curiosity, resilience** and develop **effective communication and relationships**. A **broad, balanced, relevant and personalised** curriculum supports pupils' **health, wellbeing and readiness** for their **next stage of learning** and enabling them to **access their community**.*

### The Orchard Curriculum – Orchard Framework of Intent

#### Rationale

At Orchard, we believe that all of our pupils are unique and therefore individual learning pathways are central to the practice and provision within the school. This is further strengthened through our commitment to early intervention, by embedding the philosophy and pedagogy of early years education founded in the Development Matters framework 2012, along with the latest changes in the Early Years Framework 2021 and corresponding Development matters 2021, and the provision of a broad and balanced curriculum.

At the Orchard School, our learners have the added complexities of physical, sensory and medical difficulties. The multiplicity of these means that each, and every learner has their own individual strengths and also some specific barriers to learning. The school provides a personalised, varied, vibrant and challenging learning pathway which enables progress to clearly be demonstrated and reported. This is possible because we follow a personalised approach and adapt learning to meet the unique needs of every child. Consequently, barriers are overcome, and learning opportunities maximised.

Central to our teaching is the belief that pupils have to be engaged, motivated and active in their learning whatever their starting point, as suggested by the Characteristics of Effective Teaching and Learning (CoET&L). Therefore, the CoET&L is crucial to identify key elements for learners to engage in learning, to be motivated to extend their learning and encourage active participation in their learning.

We know that 'Whole body listening is not best for all children'- Keep still/sit down/hands still type statements can cause **some** pupils to become dysregulated as they may come to ignore what their body is seeking out. When learning takes place in a variety of ways supporting movement, outside learning, following a child's lead, incorporating SI or physio needs all enhance a pupil's ability to be able to attend better to the teaching activities being presented and gives us the best chance of each pupil learning.

There is a collaborative approach to planning and delivery of individualised learning programmes which includes multi-agency teams, teaching teams and partnership with families in creating very specialised approaches.

#### The Curriculum - Developmental Steps

Following the 2016 Rochford Review the Orchard, like many schools, has moved away from P levels in favour of our own structure built around developmental steps and milestones.

Our curriculum, which we call the 'Orchard Framework of Intent' links directly to the key areas of the EHCP:

- Cognition: (Literacy/Maths/UW/EAD)
- Communication and Language

- Social and Emotional Development
- Independence and self-care
- Physical Development

Based on well-known sources of child development research, (such as Mary Sheridan), the framework is laid out as developmental steps, with a milestone statement for each key area at each developmental level. Currently there are 19 developmental steps, each laid out as shown below.

Orchard Framework of Intent ZUZb

<b>STEP 14 (3.5-4 YEARS)</b>		
<b>COGNITION &amp; LEARNING: Pupils at this level begin to express their ideas and preferences and apply these with some purpose. Pupils begin to have more of an understanding of time and remember events in the past and anticipate events in the future. They use previously acquired knowledge and experience to find further information/create a simple story structure. They apply previously experienced solutions to problems and persevere to achieve their goal. They are able to describe what has happened using preferred method of communication.</b>		
<b>Literacy - Step 14</b>		
<p><b>Reading - Step 14</b> Pupils give detailed answers about a variety of texts at a 4 word level and join in group discussions about a shared text referring back to the text. They recall and sequence three to five elements of a story.</p> <p>Pupils understand that the library is for books and reading and how to behave appropriately in there. Pupils begin to understand categories/locations within the library and replace a book in the correct place. They understand when books are damaged, look to the left before the right page and attempt to follow the text with their finger when being read to.</p> <p>Pupils explore making their own personalised books, class books and books around a particular theme to use in other areas of the curriculum with adult support.</p>	<p><b>Writing - Step 14</b> Pupils imitate and draw a range of patterns such as + and movements are more refined and accurate. Pupils use emergent writing to record their own ideas, they start to form letters when tracing and their pencil grip may vary.</p> <p>Pupils draw over a range of dotted directional lines, draw over large circle, triangle and cross shapes. They draw an approximate circle when asked to draw a face or 'Draw Mom'. Pupils can add some detail to an outline- features to a face or windows on a house and can colour in an outline shape- mostly within the lines.</p> <p>Pupils attempt to write their name, attempt to label a picture, attempt to draw over own name (In sand, paint, paper). They show emergent writing in lists, writing left to right and making labels across all areas of the curriculum.</p> <p>Pupils tell an adult about their day and watches as an adult writes their words.</p>	<p><b>Phonics - Step 14</b> Pupils explore rhythm and rhyme; putting rhyming objects into the soup, play rhyming bingo and continue a rhyming string. They can talk like a robot, record sounds for lotto and match pictures and describe voice sounds; long/high/loud etc. Pupils can guess animal sounds from clues as well as give others the clues. Pupils are able to suggest people, animals and objects with a given start sound/letter and they can recognise initial sounds of objects. When blending and segmenting they understand sound talk (c-a-t) and can sound out and clap CVCs. Pupils blend two or three phonemes from sound talk to word, play I-spy by blending sounds and say how many phonemes they can hear (p-i-g- three).</p>
<b>Maths - Step 14</b>		
<p><b>U&amp;A:</b> Pupils play colour lotto games, dominoes, board games, snap and pairs and continue repeating patterns of three elements when irrelevant pieces are included in the choice.</p>		

Each developmental 'STEP' of the framework gives an overview of 'typical' development at a specific age band, and this provides a good guide to ensure that teaching and learning is developmentally appropriate and relevant, being pitched at just the right level for each child. Behind each 'STEP' there are a block of outcomes to achieve. These provide the focus for teaching and learning in each of the five areas and link to the key goals as outlined in each child's EHCP.

The following chart gives an approximate reference to the old P levels and show the age bands for each developmental STEP.

Pre-0-1mth	0-1 mth	1-2 mth	2-4 mth	4-6 mth	6-9 mth	9-12mth	12-15mth / 15-18mth	18-24mth	24-30mth	30-36mth	3-3.5yrs / 3.5-4yrs	4-5yrs	5yrs ELG	5-6yrs Yr1	6 yrs Yr1	6-7yrs Yr2	
Pre-Intentional 0-5 mth			Anticipatory 5-8mth				Intentional 8-12-18mth	Words and Ideas 12-18mth	Joining words and ideas 18mth-3yrs			Abstract words & reasoning 3-5yrs					
Birth to 3yrs											3-4 yrs		end rec 5yrs				

Spring 2023, we introduced steps 17-19. These steps equate to learning at year 1 level at mainstream.

## **Orchard Learners**

All Orchard pupils follow a personalised developmental pathway for learning. There is inevitably a crossover of 'STEPS' in different areas of learning. Due to the complex nature and needs of the pupils at the Orchard, we know that their progress does not follow one linear pathway and a spikey profile is expected.

**PRE-SUBJECT SPECIFIC:** Those pupils working from STEPS 1- 9 are taught through topic-based activities, combining curriculum areas through supported, multi-sensory led learning experiences and play.

**SUBJECT SPECIFIC:** Those pupils working from STEPS 10-19 increasingly have more opportunities for subject led teaching and group learning. Using in-depth knowledge of the pupils, the teacher will decide upon the best approach for each child. The topic themes guide planning and delivery but there will be more focused lessons for some subjects such as science. As pupils progress through steps 10 onwards there will be increased encouragement and expectation for pupils to become more active in their own learning. By Step 13/14 some children may have their own workbooks for maths and literacy. Within steps 17-19, teaching will include broader topics and children working at these levels may be grouped together across school for specific subjects.

Due to the complex nature of all our learners at the Orchard there are additional barriers to learning and these are always considered to ensure the effectiveness of provision. Our Orchard learners are identified in one of the following four categories:

**PMLD** children with multiple profound and complex needs (steps 1-9)

**SLD** children with severe learning difficulties (steps 10+)

**SP** severe learning difficulties with additional challenges due to physical needs (Steps 10+)

**S+** more able SLD, not yet in MLD (moderate learning difficulty) category (Steps 16+)

## **Intent – Curriculum Content:**

### **Communication and Language**

Communication and language skills are developed in the following areas for all pupils:

- Speaking (expression)
- Listening (understanding)
- Attention
- Use (of language)

All pupils need to access an effective mode of communication that can be understood and supported by a range of other people with whom the pupil will interact. This might be supported with a range of communication methods; symbols, Makaton signing, eye gaze, aided language displays, communication books, TaSsELs or technology aided communication systems.

Pupils working between Step 1-9 will learn through a range of approaches including TACPAC, Dance Massage, Music Interaction, Interaction Rhymes, sensology, attention autism, sound bath and Intensive Interaction to enhance communication and interaction skills. For those working from Step 10 onwards there will be group opportunities for learning. Pupils will be extending their understanding and use of language through a variety of activities. We also use the Derbyshire Language Scheme to support this.

Speech and Language Therapists support the teaching of communication to ensure that each child's mode of communication is appropriate and developed and embedded effectively.

### **Cognition and Learning- Reading**

The Orchard School vision believes that every child, will together with home and school, develop the skills they need to become future readers. The emphasis of our reading curriculum is on promoting a love of stories and rhymes and providing a wide breadth of experiences, in addition to our phonics program. All children at whatever their starting point in reading will be provided with an aspirational, challenging and exciting reading experience which will support them not only with life skills at home but in the community. Children are provided with an individual learning pathway and through joint collaboration with a multi agency team are set a reading journey. A child's individual reading pathway will be guided by an assessment and advice from SALT alongside the class team and supported by parents. Reading will be taught across all subjects and as part of other elements of learning. We support children to develop reading skills in a shared and supportive way and believe that through this approach children can recognise and celebrate achievements alongside their peers.

### **PHONICS IMPLEMENTATION:**

The emphasis of our reading curriculum is on promoting a love of stories and rhymes and providing a wide breadth of reading experiences. Children at all stages of development are taught systematic phonics from phase 1 within our Orchard curriculum.

The foundation for early phonological awareness includes being able to listen and discriminate between sounds, to be able to identify words that do and do not rhyme, that do and do not begin or end with the same sound and to understand the concept of syllables within words (Kilpatrick 2015).

Phonics is one of the links between spoken language and learning to decode in literacy. It means; being able to hear, recognise and play with the sounds of a spoken language. We recognise that a grasp of phase 1 phonics is vital to ensure that children achieve success with reading. Phase 1 is the first stage of phonics and lays the foundation for future phonics learning. The primary focus is on developing speaking and listening skills to enable children to become ready for developing oral blending and segmenting skills. These skills are fundamental for effective communication and language development, as children learn to distinguish and produce different sounds, which is the basis for understanding and using language. Phase 1 phonics is taught across the whole school right from entry into school until they are ready to access phonics at phase two and beyond. We focus on the foundational listening skills that children will need to build upon in order to learn to read and later, write.

We use the validated scheme Time for Phonics. This aligned with the Orchard's values of every child being individual and requiring their own pathway whilst simultaneously being challenged whilst engaged. The philosophy from Time for Phonics is 'Borne out of hands-on, recent classroom experience combined with expert phonics knowledge. It is based on the principle that children learn best when they are engaged, involved, and taught in 'short bursts', avoiding asking young children to sit and listen for long periods' and 'We have devised our lessons with all of this in mind, using bright, engaging games and activities that bring joy to phonics learning'.

### **Our phase 1 activities are arranged under the following aspects:**

- Aspect 1: General sound discrimination – environmental sounds
- Aspect 2: General sound discrimination – instrumental sounds
- Aspect 3: General sound discrimination – body percussion
- Aspect 4: Rhythm and rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting

**Here at The Orchard we are passionate about the importance of our phase one work because it:**

- Lays the foundation for later letter learning and word reading
- Develops listening and understanding skills
- Encourages children to explore sounds around them, engaging with the natural world, musical instruments and their own bodies
- Learning through play, experimentation and exploration
- Develops skills in assigning meaning to different sounds
- Encourages children to expand their vocabulary
- Supports many areas of learning
- Continues to support subsequent phonics phases

**We also recognise that if phase one hasn't been covered sufficiently and implemented effectively our children may have issues or difficulties when they start their phonics journey at phase 2 level and beyond. Some of these being:**

- Difficulty distinguishing between different sounds they hear
- Issues with listening and understanding skills
- Issues with attention & understanding skills – it may seem like they don't hear you, or they won't respond
- Delay in speaking skills
- Issues with identifying individual phonemes
- Difficulty recognising initial sounds in words
- Issues with blending for reading, and segmenting for writing

Phonics from phase one is taught from step 1 to step 14 of our Orchard curriculum. All children have daily phonics lessons across the school week and this can be seen within our timetabling for each class. To support our phase one work in school we use the Time for Phonics Scheme using a combination of play based and sensory teaching. Children at the phase one level will be supported to progress through the phase one work through lots of different approaches that meet their individual learning and communication needs.

Children access phase two and onwards when they reach step 15 within our curriculum and then carry on their reading journey through the use of Time for Phonics. Our approach to teaching phonics is through play, sensory learning, games, intensive interaction, rhymes and songs in conjunction with more formal learning styles – revisit, review, teach and apply.

#### **Phonics Scheme:**

The phonics scheme we follow is Time for Phonics. This is accessed online through web resources, digital content etc.

#### **Engagement profile learners – Pre-Subject Specific (Step 1-10):**

Children working at steps 1-9 work on the phase one curriculum daily through a bespoke format that supports sensory learning, intensive interaction, developing communication and strengthening children's auditory skills. These areas of learning are the early stages of the seven aspects of phase one.

#### **Semi-Formal Learners – Subject Specific (Steps 10+):**

Children working at step 10 through to 14 work more formally on the seven aspects of phase one phonics and access specific Time for Phonics resources. When children reach step 15 they begin phase two phonics.

#### **Reading Scheme:**

Our reading scheme is **reading stars phonics** which is aligned with the Time for Phonics scheme. We have phase one books available for children this is appropriate for and from phase two all children will have a reading book that is linked to their individual sound knowledge. Children take part in reading practice within a phonics session and as

part of their weekly input either at the start of the day or end of the day on a 1-1 with a member of their class team.

### **This is our guided reading.**

Staff will record what a child is reading or what has been read using an individual recording for each child. For some children they may read a book for a longer time and need to repeat reading books but this will be recorded as part of their reading journey. Staff will follow the reading scheme in time for phonics and follow the reading progression guide.

Staff will share books online via the ransom readers digital platform and the digital version of the reading scheme from Time for Phonics this will support reading at home once the child is fluent in their book. Children will only be asked to read a book at home once staff are confident they are able to read it in school. This will vary for each child. Parents will receive the 'How to read at home with my child' information sheet; this focuses on ensuring that parents do not try and use other ways of teaching their child how to read and staying consistent with the ways of teaching within school.

We recognise at The Orchard that our children need access to a varied approach to teaching phonics that also meets the needs of their communication and individual characteristics of effective learning.

Staff have received face to face training from the founders of time for phonics, in addition there is an on-going CPD from time for phonics that staff access, particularly when class groups change, and updates are required. The leader of literacy heavily supports teaching staff by completing joint assessments with new children, working in classes and observing the teaching of phonics.

### **Cognition and Learning - Writing**

Pupils working at steps 1-10 have activities planned alongside the Physical Handling Curriculum to develop fine motor skills and the pre-writing skills. This is achieved by experiencing and engaging with a wide range of messy play and mark making experiences using a wide range of tools and media on a wide range of surfaces, moving through to making marks with meaning.

For those pupils working above step 10, pupils will work on refining their pencil grip, continue working on motor movements, a range of surfaces and tools, mark make with meaning, moving on to forming letters, words and sentences. Following the writing framework update in 2026, pupils will focus on learning how to orally compose a word and sentence to support with accurate transcription skills.

### **Cognition and Learning - Maths**

#### **Use and Applying**

All pupils are taught knowledge and skills from the 'Using and Applying' strand of Mathematics. Pupils have planned activities designed to develop their understanding of objects, explore cause and effect, problem solving and the application of mathematical concepts.

Pupils working at Steps 1-10 develop their understanding of characteristics of objects and materials through activities around relational play. This encourages problem solving and active exploration of the function of objects. From step 11 onwards, there is a wider breadth of teaching and learning covering three strands: Using and Applying (see left), Number and Shape, Space and Measure.

Number and Numerical Patterns provides opportunities to develop skills in counting, understanding and using numbers, calculating simple addition and subtraction problems.

Shape, Space and Measure develops understanding and skills to describe and use shapes, spaces, and measures in different contexts.

Teachers with pupils at step 17 and above use White Rose units to support their teaching.

## Cognition and Learning – Creative Curriculum – Understanding the World (UW) and Expressive Art and Design (EAD)

### Understanding of the World

Understanding the world involves guiding children to make sense of their physical surroundings and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Topics themes (see below) have been chosen to ensure coverage of all UW areas across the year.

#### Lower School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Marvellous me and Autumn	Celebrations and colour	Winter and materials	Weather and Tremendous tales	Spring and Animals and minibeasts	Summer and Water
Year 2	Marvellous me and Autumn	Celebrations and food	Winter and natural world	Weather and the Wild	Spring and moving around	Summer and in the home and garden
Year 3	Marvellous me and Autumn	Celebrations and light	Winter and our senses	Weather and something old, something new	Spring and growing	Summer and Holidays

#### Middle School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Marvellous me and Autumn	Celebrations and food	Winter and natural world	Weather and Keeping healthy	Spring and moving around	Summer and in the home and garden
Year 2	Marvellous me and Autumn	Celebrations and light	Winter and our senses	Weather and something old, something new	Spring and Animals and Minibeasts	Summer and the environment
Year 3	Marvellous me and Autumn	Celebrations and sound	Winter and materials	Weather and the Wild	Spring and Recycling	Summer and Water

#### Upper School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Marvellous me and Autumn	Celebrations and sound	Winter and our senses	Weather and something old, something new	Spring and Recycling	Summer and the environment
Year 2	Marvellous me and Autumn	Celebrations and touch	Winter and around the world	Weather and Tremendous tales	Spring and growing	Summer and Holidays
Year 3	Marvellous me and Autumn	Celebrations and colour	Winter and natural world	Weather and Keeping healthy	Spring and Animals and minibeasts	Summer and in the home and garden

### The Natural World (Science and Geography)

Specific outcomes for science enquiry begin at Step 11. Prior to that science is embedded into learning through exploring and discovering via first-hand experience of materials and the physical world around. Geography covers locations and environments in, around and beyond the school.

### People, Culture and Communities (RE and History)

RE follows the main religions of the school population, namely: Sikhism/ Hinduism/ Islam/ Christianity. Each half term has a religion to explore through a key celebration of a festival/ event occurring in that half term period for that religion. Experiences and learning for the pupils is explored through special words, colours, sounds and patterns; special people, stories and places; special things such as symbolic items to use, to wear to eat. (For further information on our RE curriculum see below)

Past and Present (History) is taught in a way that is appropriate for the pupils and links to key points in time within their own lives, as well as learning about significant historical events across the year.

### Technology

The pupils explore a variety of technology and learn skills to support their learning across the curriculum. A guide maps out technology and skills for each 'Step' to ensure a breadth of experience that matches the development level for each pupil. Access to technology is provided in a variety of ways; for example by accessing cause and effect toys and equipment, Eye Gaze Technology, jellybean switches, iPads and cameras.

### Cognition and Learning - EAD – Expressive Arts and design (Creative Curriculum)

- Creating with materials
- Being imaginative and expressive

**Expressive Arts and Design** involve enabling children to explore and use a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of

activities in art, music, movement, dance, role-play, and design & technology. Music is also supported by Big Top Musical Adventures delivering bespoke music lessons to class groups across the school year. EAD follows the same topic themes as UW – our Creative themes.

There is a further plan with a breadth of artists and music genres timetabled to ensure children are receiving a breadth art and media over their time at The Orchard School.

## **Religious Education (RE)**

Religious Education at the Orchard aims to recognise and celebrate the cultural diversity of our school, wider community and country by learning about and celebrating the religious beliefs of our pupils and their families. A key aspect of learning about other religions is the element of awe and wonder, filled with a richness of music and sounds, colourful food and clothing, artefacts, people and stories. All of these provide experiences outside of the individual pupil's immediate world and personal experience of religion. Equally it offers an opportunity to develop, celebrate and share each pupil's own experiences of religion. RE can offer times of peace, reflection and calm.

Sandwell SACRE has provided an agreed RE syllabus for Sandwell schools. It offers a wealth of information and ideas which the Orchard School has drawn upon to create appropriate RE provision for our pupils. At The Orchard, RE falls within 'Understanding the World' providing teaching and learning to support children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Across the year, pupils will explore religions that reflect the Sandwell/Orchard population. Each half term has a spotlight on one religion, focusing on one of three focus areas of learning, see charts below. Key religious events are marked across the year through department and whole school / family events, promoting and celebrating the diversity of the school community.

RE makes up a key part of Spiritual, Moral, Social and Cultural (SMSC) learning at The Orchard School.

**Spiritual-** Being reflective about their own religious experiences, feelings and values. Enjoying learning about themselves and others and the world around them through religious education.

**Moral** – recognising the difference between right and wrong, kind acts and cruel behaviour, through religious stories.

**Social** – develop social skills in different contexts and with different people. Understanding the need to follow social rules and respect and enjoy learning about other people's beliefs.

**Cultural** – develop some awareness and understanding of their own cultural heritage and religion and that of others. By participating in different artistic, musical and cultural activities.

### **Key elements**

- Each half term, the school explores on one key religion (see chart below). Each term has one or two festivals that school will celebrate.
- Each department has a different focus to guide the content of teaching and learning for that half term period.
- The focus area changes each half term so that learning experiences are varied for class groups across the year.
- Teaching and learning links to the religious event /festival (if there is one that half term) that will be marked/celebrated in that half term. Varying the focus should ensure that the experiences for that event will vary for the same class group, year on year.
- All classes are encouraged to visit at least one place of worship in the school year, where possible.
- Alternatively, it is encouraged to invite family members of religious leaders from the community to take part, possibly lead, events in school where possible.

<b>FOCUS 1: SPECIAL WORDS, COLOURS, SOUNDS AND PATTERNS</b>		<b>FOCUS 2: SPECIAL PEOPLE, STORIES AND PLACES</b>		<b>FOCUS 3: SPECIAL THINGS- (symbolic items to have, to use, to wear, to eat)</b>	
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
HINDUISM	CHRISTIANITY	SIKHISM	CHRISTIANITY	ISLAM	CHRISTIANITY
<b>Festival: Diwali</b> (Hindu/Sikh) Variable date Oct -Nov	<b>Festival: Christmas</b>	<b>(World Religions Day)</b>	<b>Festival: Easter</b>	<b>Festival: Ramadan Eid Al-Fitr</b>	
Lower Focus 1	Lower Focus 2	Lower focus 3	Lower Focus 1	Lower Focus 2	Lower Focus 3
Middle Focus 2	Middle Focus 3	Middle Focus 1	Middle Focus 2	Middle Focus 3	Middle focus 1
Upper Focus 3	Upper Focus 1	Upper focus 2	Upper Focus 3	Upper focus 1	Upper Focus 2

### Implementation – planning

At the Orchard, teachers take into account the needs of their pupils when planning the RE curriculum; adapt the RE curriculum to suit the needs of their pupils, selecting aspects that connect with the lives and experiences of learners appropriate to their abilities and understanding, ensuring multi-sensory learning strategies are implemented rather than discussion or written tasks.

Religious Education is a component of ‘Understanding the World’ and the milestone statements for each development STEP for the curriculum identifies the level of understanding for each pupil within this area of learning. This guides teachers to best plan for RE. (see Orchard Curriculum Policy for more detail of our developmental curriculum).

The content and style of delivery will differ depending on the make-up of the class group and the specific focus for the half term. Teachers and class teams will match appropriate content and experiences for the pupils in class. Teachers will take aspects which are meaningful and appropriate to match each pupil’s level of understanding. Lessons will build up to the celebration of a religious event that falls in that half-term.

RE is planned and taught weekly in every class, linked to a particular religion and focus guided by our Long Term plan. The duration of the lesson and its content depend on the levels and needs of the class. Teachers can also teach RE through other subjects leading up to the celebration event e.g Making crafts/ food for Christmas, Diwali, Eid. Teachers would decide which method is most appropriate for the class group. However, it is an expectation that every class has provision for the teaching and learning of Religious Education.

Visits to local places of worship are a rich experience and should be planned for wherever possible to complement the pupils’ learning. There may also be special assemblies linked to religious celebrations and school will invite religious representatives from our community to come into school to support with events. For some of these families would be invited to attend and take part. School has a wide variety of religious artefacts, books, clothing etc to support learning.

### Daily Worship

At Orchard, we encourage all classes to create opportunities for pupils to experience a daily act of worship every day, as part of the school day. This will look very different in each class and might be a short time of quiet reflection, singing, listening to music, sharing a candle and thinking about people we love and who care for us. It will look very different for each class group but is always created in a way that is appropriate and meaningful for the pupils taking part.

## **Assemblies:**

Assemblies take place across the year for a variety of religious and celebratory occasions. These are important occasions for classes and departments to come together to sing and celebrate. Some of the assemblies' welcome parents and families, where appropriate such as our Achievement assemblies for each phase at the end of the school year.

We have now developed Sensory assemblies where classes get together based on their need for key events in the year such as our Harvest assembly and Nativity Sensation assembly; this enables pupils to play an active role in the assemblies. In these assemblies, children explore sensory materials linked to the key themes of the assembly and the choir perform songs linked to the celebration.

In addition to whole school-based assemblies, classes also have their own assemblies in class to celebrate individual achievements with our Pupil of the Week award.

For some pupils, assemblies offer opportunities to develop their personal and social skills by helping to plan, deliver and be a part of a routine event with other pupils from across school. However, it is recognised that, for some pupils, attending assemblies can be a very difficult and challenging experience and for these pupils the question of the value of the experience is always the leading factor for taking part. For some pupils, maintaining a short routine assembly in class is much more relevant.

Parents have the right to withdraw their child from the daily act of collective worship and from Religious Education if they wish.

<b>SPECIAL WORDS, COLOURS, SOUNDS AND PATTERNS</b>	<b>SPECIAL PEOPLE, STORIES AND PLACES</b>	<b>SPECIAL THINGS-</b> (symbolic items to have, to use, to wear, to eat)
<p>Special music and/or songs (might be linked to special events). Sounds. Dance. Responding to music/ smells/ sounds/colours linked to religious practice.</p> <p>Special deeds- charity/ kindness/ helping</p> <p>Colours/patterns/symbols linked to the religion/ festivals (e.g. Rangoli patterns)</p> <p>Prayer- what is it? Who do I pray to? Preparation for prayer. Reflection time. Is prayer silent and still? Spoken, thought, sung? Times to pray. Special words used in prayer/ song. Are there special sounds that call us to prayer?</p> <p>What to pray for? Prayer words. Prayer hands. How? Bow head/close eyes/light candles?</p> <p>Special prayers that might be repeated. Are there prayers for different times in the day/ special occasions?</p> <p>Blessings</p> <p>Many names for God- (God may have a different name in different religions)</p> <p>Festival greetings – what is said at festival times? Special words- e.g. holy, pray, blessing, names of religion, festivals and greetings. Things we say, e.g. Merry Christmas, Eid Mubarak.</p>	<p>Share special stories about important people, e.g. Jesus, Muhammad, and Guru Nanak. Often stories will share a lesson to be learned: being brave, kind, helpful, and showing love...</p> <p>The story may link to the religious festival/event being celebrated that half term, e.g. Rama and Sita, Guru Hargobind (Diwali)</p> <p>Special place: Place of Worship- temple/ Gurdwara/ Mandir/Church/Mosque. What do they look like (outside and inside)- visit one</p> <p>Special place: in the home?</p> <p>What to wear/remove when entering a holy place.</p> <p>Who are the special people in the place of worship? (priest/vicar/Imam)</p> <p>What happens in the place of worship?</p> <p>What will I find in the holy place of worship?</p> <p>Anything special happening on a festival day?</p> <p>Visiting a temple- explore through the senses.</p> <p>Special holy places around the world- pilgrimage.</p>	<p>Special things: explore a range of religious artefacts. Explore tactile quality- are they shiny, rough, small, big, heavy, beautiful? What are they/ how are they used? Do the children have any of these in their own home? Have they seen them before?</p> <p>Candles/ candlesticks - symbol of light in different religions- explore</p> <p>Ornaments in the home? Objects that are linked specifically to a festival <u>time</u>? (e.g. advent calendar/ clay diva)</p> <p>Special symbols or patterns?</p> <p>Cards.</p> <p>Special clothes: Colours? Jewellery? Are there special things kept in the home/ at the holy place of worship. Explore hats/ veils/ scarves.</p> <p>Special book: What does the holy book look like? How do we look after something very special?</p> <p>Special food: explore traditional food, especially where linked to religion/festival being celebrated.</p> <p>Sensory experiences- smell/ taste/touch/see/ hear</p>

## **Social and Emotional Development and Wellbeing**

Relationships and Health Education is embedded into the Orchard PSHE curriculum.

PSHE at Orchard follows x2 integral components:

### 1. HALF-TERM TOPICS

Teaching and learning through focused **half-termly PSHE topics**, which supports understanding of positive relationships, promotes health and wellbeing and develops understanding of keeping safe.

It encompasses all the statutory 'Relationships and Health' requirements in a way that is appropriate for Orchard School. The main focus areas being on mental and physical wellbeing, friendships and kind relationships, personal safety and most recently added and focused on being safe online.

In addition, each term has a 'keeping safe' focus which links into PSHE topic themes where possible, and to key national events across the year, such as Anti-bullying Week (November) and Internet safety, (February). Topics are planned and taught at an appropriate level, taking account of the small steps of learning needed to develop a greater understanding of the themes covered. The themes are revisited each year.

## 2. PSHE - INDIVIDUAL FOCUS AREAS

Key focus areas are identified for each pupil from the following three areas:

- **Building Relationships**
- **Managing Self** (includes health and self-care, supplemented by our independence curriculum)
- **Self-regulation**

These are taught across all areas of the curriculum and across the day during planned opportunities for learning. Steps 1-3 focus on adult-led interactions through emerging awareness and responses to a range of people and objects and a range of sensory stimuli.

From Step 4 of the Framework of Intent for PSHE, there are specific outcomes in three distinct areas (as set out above).

PSHE Whole School	Me & My Family	Caring Friendships	Feelings	Keeping Healthy	Community and the wider world	Changes
RHE Whole School	RE: Families and people who care for me. RE: Caring Friendships	RE: Caring Friendships. RE: Respectful, kind relationships. RE: Wellbeing online RE: Personal Safety	HE: General wellbeing. HE: Physical Health and Fitness.	HE: Physical Health and Fitness. HE: Basic first aid* HE: Health and prevention. HE: Heathy eating	RE: Families and people who care for me. RE: Caring Friendships. <i>RE: Respectful, kind relationships.</i> RE: Wellbeing online	RE: Personal Safety HE: Developing Bodies
Creative*						

### Note about Sex Education

Orchard School has always offered a simple programme to support some understanding of change as part of transition term, (summer 2). This is part of the topic in summer 2- 'Change' for identified year 5 and 6 pupils, (those pupils who are at the appropriate level of understanding to benefit from the content). The areas covered in this 'Preparing for Puberty' programme are now part of the Relationships and Health Curriculum which became statutory from September 2020.

The content covers changes to the body (as in growth from baby-child-adult), changing emotions and ways to manage them, understanding of privacy, (own and others) and keeping safe.








It is **not** a Sex Education programme. It is a part of the curriculum and delivered through the 'Change' topic in summer term, and as such we no longer need to obtain parental permission as it is a part of the curriculum.

However, for those pupils accessing this, parents will continue to be consulted and involved to ensure that they can support their child's understanding of the content covered.

**Fundamental British Values** (FBV) is integrated through all curriculum and school life. As a school we have reflected on what each area might look like at The Orchard. See the chart below for an overview. (This chart is also on the website).

The areas for Fundamental British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs and for those without faith.

 <b>FUNDAMENTAL BRITISH VALUES AT THE ORCHARD SCHOOL</b> 				
 <b>DEMOCRACY</b> <i>We all have a say.</i>	 <b>RULE OF LAW</b> <i>We respect the rules of school and follow the laws in society.</i>	 <b>TOLERANCE OF OTHER PEOPLE'S CULTURES AND RELIGIONS</b> <i>Together we are one community who care. Respect and understand one another.</i>	 <b>MUTUAL RESPECT</b> <i>We respect others and expect them to show us respect.</i>	 <b>INDIVIDUAL LIBERTY</b> <i>We know our human rights and exercise them in school life and beyond.</i>
<p>Everyone has the right to be heard. Every pupil has a voice and is listened to.</p> <p>Every pupil has their communication needs met to make sure they have a means of communicating their needs and ideas. Made of communication to enable my voice to be heard and my needs to be met. PECS, Tassels, OoR, ALDs, MAKATON</p> <p>Learning good listening is an important aspect of valuing each other's right to be heard. Listening is just as important as using one's voice.</p> <p>Every pupil has opportunity to take part in decision making in school/class activities.</p> <p>A School Council is voted for by all pupils in school. The school Council is made up of those pupils voted for and represents the views of the pupils across the school. Making a positive contribution to the school.</p> <p>Making choices in different contexts.</p> <p>Everyone takes part. Activities are adapted to ensure that no disability or need is a barrier to participate.</p> <p>Turn taking / sharing in different collaborative activities. Begins to understand fair and unfair.</p> <p>Able to take ownership for and be active in their own learning.</p> <p>Make choices in activities.</p>	<p>Pupils learn to recognise and manage their feelings and behaviour.</p> <p>The children learn, through PSHE, how to be kind and helpful, how to manage their own behaviour and to understand how their behaviour affects others.</p> <p>In class good sitting, good looking and good listening are important basic rules of the classroom. Class rules- symbol charts. Good listening, looking, sitting.</p> <p>Create simple rules, such as agreeing the rules about tidying up – having agreed responsibilities in class.</p> <p>The pupils learn, remember, and follow the school and class rules. They begin to understand the need for rules to keep everyone safe.</p> <p>Understanding of right and wrong is important. Understanding the consequences of not doing the right thing is important too.</p> <p>The pupils begin to learn that the police make sure everyone follows the rules in wider society and we all have to follow. The police keep us safe.</p> <p>Playground rules – understanding following rules keeps us all safe.</p> <p>Understand that we need rules in place to keep us safe, healthy, and happy.</p> <p>Following individual behaviour plans</p>	<p>Displays curiosity about the world around them and different people, starting with those within the school community.</p> <p>Accepts and respects the faith and beliefs of others. Recognise that we are all different and be curious to find out more.</p> <p>Learns about other people and religions: custom, prayer and music, food, special people and artefacts and where possible visit places of worship.</p> <p>The school promotes and celebrates religious festivals, involving families where possible.</p> <p>The school recognises difference in religious beliefs and is sensitive to the needs of different groups, (e.g. Being aware dietary laws and customs)</p> <p>Promote diverse attitudes and challenge stereotypes, by sharing stories that reflect and value the diversity of children's experiences.</p> <p>Arrange visits whereby children can engage with the wider community.</p> <p>Use of materials/resources that represent the diversity of the school and community beyond.</p> <p>Learn about/ celebrate key events that happen in the UK across the year – national events.</p>	<p>Treats others with kindness.</p> <p>Help others and know how to ask for help from others. Helps peers when it is needed.</p> <p>Learns and demonstrates good manners – being able to say sorry, thank you, and compliment others, appropriately.</p> <p>Promoting equality as a right of access to the whole curriculum.</p> <p>Learn and develop social skills needed to promote positive relationships. Turn taking/ sharing skills.</p> <p>Recognising emotions in self and in others. Recognising the effects of one's behaviour on how other people feel.</p> <p>Recognising the needs of others beyond school through participating in charity events to raise money for different causes. Recognise we can all make a difference.</p> <p>Pupils will be encouraged to enjoy taking on responsibility for small jobs in class.</p> <p>Circle times activities to share their own ideas and views and listen to those of others.</p> <p>Learning about others through role play.</p> <p>Participate in group activities and recognise everyone has a role in the activity.</p> <p>Antibullying week</p>	<p>Every child has the right to feel loved and valued.</p> <p>Celebrate the uniqueness of each pupil. Recognising and celebrating own differences and achievements.</p> <p>Every pupil has a right to be taught and guided in learning self-help and independence skills to become as independent as possible to meet their own needs. Every pupil has the right to have their basic needs and dignity to be met.</p> <p>Pupils learn how to have control over their own lives by being able to say yes or no, and to recognise that others have this right, too.</p> <p>Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities.</p> <p>Everyone has a right to be safe. Know how to ask for help if scared or worried. Know who to ask for help and how to ask for help.</p> <p>Freedom to make own choices.</p> <p>Recognise and include the interests of each pupil into activities across the curriculum.</p> <p>Right to be always kept safe. Know how to seek help if they do not feel safe.</p> <p>Learn how to keep safe.</p>

### Cultural Capital & Preparing for Life in Modern Britain

Cultural capital and preparing our children for life in modern Britain runs through all of our curriculum, below are some examples of what this looks like at The Orchard.

<b>Independence</b>	<ul style="list-style-type: none"> <li>• Children learn to be as independent as possible, opportunities to use cutlery, dress/undress, practise using a towel after foot spa/swimming to allow them to have more autonomy over their bodies as they get older</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• All children have individual communication method; shared with home, enabling a 'voice' at all times</li> <li>• Eye gaze- Using different technologies to improve communication methods</li> <li>• TAC PAC, Music for Interaction- adults cue into each child</li> <li>• Intensive Interaction – taking time and waiting for each child</li> <li>• Routines and consistency for all- helps children feel secure, settled and ready to learn</li> </ul>

<b>Literacy &amp; Maths</b>	<ul style="list-style-type: none"> <li>• Personalised books- mirrors/photos/TV characters</li> <li>• Library, phonics, sensory stories, story massage</li> <li>• Mark making and writing lessons – sand/outside/foam/jelly/big boards – right from EYFS</li> <li>• Maths- Manipulating objects (Link with fine motor) enabling access to every day objects to encourage independence and accessing every day life easier</li> <li>• Maths- switch toys, problem solving, 1:1 correspondence- allowing skills to be generalised into every day life, group situations e.g. sharing items with others</li> </ul>
<b>PSED</b>	<ul style="list-style-type: none"> <li>• Building Relationships with peers and adults – looking, sharing</li> <li>• Building Confidence and self-regulation- Use of behaviour plans, class jobs, social stories, massage, Foot spa, Dance Massage</li> <li>• PSED topic, plus individual learning daily – personalised to each child</li> <li>• Sound Bath- Wellbeing promotion</li> <li>• Sensory Integration – allowing all to be in a place ‘ready’ and regulated to learn</li> </ul>
<b>Celebration of events</b>	<ul style="list-style-type: none"> <li>• Mothers Day/Fathers Day – invite all families in</li> <li>• Jubilee- Whole school/families/together</li> <li>• Queen’s death- Parents/class/display contribution</li> <li>• Parents attend curriculum mornings via teams and face to face- equal opportunities for all. Translated too.</li> </ul>
<b>CoETL</b>	<ul style="list-style-type: none"> <li>• Ensure children are learning in their way and special interests are incorporated e.g. superheroes in maths or trains in a book</li> </ul>
<b>Visitors</b>	<ul style="list-style-type: none"> <li>• WBA, Lizzie (Dance), Animal man, Beach Day, Clown, Drumming, parents from range of backgrounds – interact/share/bring real life experiences to pupils to widen experiences</li> </ul>
<b>Offsite</b>	<ul style="list-style-type: none"> <li>• Rock climbing, class trips to eat out- practise independence skills/build confidence</li> </ul>
<b>Explore the world around them</b>	<ul style="list-style-type: none"> <li>• Sensory garden, Quad and gym, forest garden, trim trail- all give children range of opportunities to develop, extend, generalise skills and to ‘have a go’ and become familiar with what they may see in their community at home</li> </ul>
<b>Creativity</b>	<ul style="list-style-type: none"> <li>• Children participate in Big Top music lessons</li> <li>• Children have access to 1:1 music lessons</li> <li>• Projector, Magic Carpet, omni beam, outdoor exploration, creative rooms, focus on skill over outcome – promoting child’s creativity</li> <li>• Encouraging own choice/use of tools/mark makers/materials/instruments/dressing up clothes/toys</li> </ul>
<b>At home/Links with families</b>	<ul style="list-style-type: none"> <li>• Links with parents; regular parent groups with range of focus e.g. curriculum, ideas for learning at home, home learning sent, class mornings to model methods- Allowing families/children from different backgrounds to be less disadvantaged when supporting their child at home.</li> </ul>

### **SMSC -Spiritual, Moral, Social and Cultural learning**

SMSC is integrated throughout the curriculum with specific opportunities for development through PSHE and RE. It underpins personal development across the school curriculum and also links in to Fundamental British Values in promoting equality, understanding and celebrating the diversity of the school and wider community.

All pupils at The Orchard School are encouraged to contribute to activities that involve the whole school, families, and the wider community. We always welcome any parents/ families to come into school to share some aspect of their own lives with children, such as Bhangra drumming and dance. The pupils, families and staff participate in fund-raising activities. School takes part in national and international days of significance, such as Comic Relief and MacMillan Cancer Care, Remembrance Day, International Happiness Day, World Kindness Day and International Make a Friend Day. These opportunities help pupils to develop an awareness of the needs of others and promote a sense of caring and kindness towards others.

Off-site educational visits provide further opportunities to develop social skills and self-confidence. At Key Stage 2, some groups undertake residential visits.

Along with special assemblies, celebrating birthdays, trips out of school, celebrating special religious days and learning about other religions, the pupils have a variety of opportunities to develop their experience and understanding of the world through spiritual, moral, social and cultural events across the year.

In planning activities teachers include ways to explore these areas by:

Spiritual- Being reflective about their own experiences, feelings and values. Enjoying learning about themselves and others and the world around them.

Moral – recognising the difference between right and wrong and understand the consequences of their own behaviour and actions.

Social – develop social skills in different contexts and with different people. Understanding the need to follow social rules.

Cultural – develop some awareness and understanding of their own cultural heritage and that of others. Participate in different artistic, musical and cultural opportunities.

There are SMSC, FBVs and cultural capital learning aims that are linked to topics, along with key learning points and rationale for teachers to support their teaching and to ensure that all pupils are given the same opportunities through their school life.

### **Independence Skills**

Independence skills are promoted throughout the day. Links are made with home so that the development of these skills can also be supported in the home. For some pupils one category may have greater significance and may even be linked to a request from home to develop specific skills in partnership with home.

Each pupil has focus areas to develop within their independence skills in the following categories:

- Dressing and undressing
- Personal hygiene
- Eating and drinking
- Being healthy and keeping safe (from Step 12).

### **Physical Development**

#### **MOVING - GROSS MOTOR SKILLS**

Every pupil will have physical gross motor learning aims, these will support the development of co-ordination of movements in arms, legs, feet, trunk, core and whole body.

For some pupils a physiotherapy programme guides their movement programme. This is created and supported by the physiotherapist and delivered by the class team seamlessly throughout lessons across the week e.g. high kneeling whilst reaching for bubbles and requesting more with a symbol.

Pupils at Step 10 and above will take part in planned PE sessions once a week, following set Units for PE covering dance, yoga, gymnastics, balance and team games.

Pupils below Step 10 have a range of movement lessons to support their learning, some of these include; yoga, rebound therapy, water movement and climbing equipment.

Some pupils attend offsite physical activity challenges; Malthouse rock-climbing is regularly accessed on a timetabled basis. Some pupils also participate in PE lessons planned collaboratively between teaching staff and the WBA foundation. Throughout the year a number of pupils have access to table cricket, delivered by specialist visitors.

Additionally, pupils are timetabled for either swimming, water movement or hydrotherapy in the school pool, depending upon their individual needs.

### **HANDLING -FINE MOTOR SKILLS**

Every pupils will have fine motor skill aims, developing the co-ordination of small movements, involving synchronisation of the hands and fingers with the eyes, (referred to as hand-eye coordination).

Pupils at Orchard have a variety of complex needs, and some have significant physical difficulties so handling skills may be a real challenge but also a key element of developing some control over the world around them. The development of handling skills is an important aspect of promoting independence and the ability to actively engage in the world by exploring and handling a range of materials and objects. For some pupils this may include hand massage awareness, opening/closing hands, dough disco and for others it may include fastenings, locks, twisting/turning bottle lids and applying these skills to every day life.

### **STEPS 17-19**

Some pupils may reach the end of the steps 1-16 curriculum for a few strands of their learning. Therefore there are extended steps in place to support their curriculum access and ensure challenge is provided and is consistent for all pupils. Within these strands, there are assessment criteria and set topics. These relate to the learning outcomes at a year 1 NC level.

### **Sensory Processing /Sensory Integration**

For some pupils there can be real challenges in processing the world around them. Some pupils require support for specific sensory processing needs. The activities provided enable the sensory input they seek but in a more appropriate way and this helps pupils to regulate throughout the day. Support provided is tailored to the pupil's needs and shared with families so that similar routines can be followed at home.

The Sensory Integration room is used with specific children on a 1:1 basis in order to support regulation and develop sensory integration.

Where appropriate, pupils may have a behaviour plan which outlines positive strategies to support the pupil in managing difficult times and aim at teaching more appropriate responses. The plan ensures consistency of supportive strategies both at school and at home. Our philosophy is that if pupils are engaged in their learning with adults providing appropriate environments and positive relationships, in addition to consistent communication and sensory integration input there are often less challenges to pupils learning.

### **Sensory Needs – VI and HI**

Many pupils have either one or both visual and hearing impairment. A teacher for the Hearing Impaired and a Teacher for Visual Impairment support class teachers in planning and delivering teaching in the most effective way. This includes supporting teachers in adapting resources e.g. many pupils at The Orchard have a cortical visual impairment (CVI) and require material presented in specific ways.

### **Implementation - Planning teaching and learning**

Long-term planning - Long-term outcomes are identified on the pupil's EHCP ('by the end of the key stage...') Section B-E-F (the landscape section of the EHCP). These are evaluated at the time of updating the EHCP for the annual review. Teachers break down Long Term outcomes and create Personal Learning Goals (PLG's) for each pupil.

Medium Term planning- Sets out topics for each half term for the year, for each department. Each topic then has a pre-completed Medium Term Plan that states key learning points, rationale, learning overview for each step with suggested activities per step. This ensures all pupils meet all strands of learning across the year at a level that is appropriate to them, providing breadth and challenge.

<u>Term</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
PSHE Whole School	Me & My Family	Caring Friendships	Feelings	Keeping Healthy	Community and the wider world	Changes
RHE Whole School	RE: Families and people who care for me. RE: Caring Friendships	RE: Caring Friendships. RE: Respectful, kind relationships. RE: Wellbeing online RE: Personal Safety	HE: General wellbeing. HE: Physical Health and Fitness.	HE: Physical Health and Fitness. HE: Basic first aid* HE: Health and prevention. HE: Healthy eating	RE: Families and people who care for me. RE: Caring Friendships. RE: Respectful, kind relationships. RE: Wellbeing online	RE: Personal Safety HE: Developing Bodies
Creative* See separate grid for department/year	Marvellous Me & Autumn	Autumn & (colour/food/celebrations/ light/sound/touch)	Winter & (materials/natural world/senses/around world)	Space & (tremendous tales/wild/old & new)	Spring & (minibeasts/moving/ growing Animals)	Summer & (water/home/garden/ Holidays/ around the world.)

<p><b>RE</b></p> <p><b>Focus 1-</b> Special words, colours, sounds and patterns.</p> <p><b>Focus 2-</b> Special people, stories and places.</p> <p><b>Focus 3-</b> Special things.</p>	<p>Hinduism</p> <p><b>Lower-</b> Focus 1 <b>Middle-</b> Focus 2 <b>Upper-</b> Focus 3</p>	<p>Christianity</p> <p><b>Lower-</b> Focus 2 <b>Middle-</b> Focus 3 <b>Upper-</b> Focus 1</p>	<p>Sikhism</p> <p><b>Lower-</b> Focus 3 <b>Middle-</b> Focus 1 <b>Upper-</b> Focus 2</p>	<p>Christianity</p> <p><b>Lower-</b> Focus 1 <b>Middle-</b> Focus 2 <b>Upper-</b> Focus 3</p>	<p>Islam</p> <p><b>Lower-</b> Focus 2 <b>Middle-</b> Focus 3 <b>Upper-</b> Focus 1</p>	<p>Christianity</p> <p><b>Lower-</b> Focus 3 <b>Middle-</b> Focus 1 <b>Upper-</b> Focus 2</p>
<p><b>Maths</b></p>	<p><b>Lower:</b> Shape &amp; Space</p>	<p><b>Lower:</b> Number</p>	<p><b>Lower:</b> Measurement Sorting</p>	<p><b>Lower:</b> Colour &amp; Patterns</p>	<p><b>Lower:</b> Number</p>	<p><b>Lower:</b> Measurement Sorting &amp; Shape &amp; Space</p>
	<p><b>Middle:</b> Number</p>	<p><b>Middle:</b> Measurement Sorting</p>	<p><b>Middle:</b> Shape &amp; Space</p>	<p><b>Middle:</b> Number</p>	<p><b>Middle:</b> Measurement Sorting/Shape &amp; Space</p>	<p><b>Middle:</b> Colour &amp; Patterns</p>
	<p><b>Upper:</b> Measurement Sorting,</p>	<p><b>Upper:</b> Number</p>	<p><b>Upper:</b> Shape &amp; Space</p>	<p><b>Upper:</b> Measurement Sorting/Shape &amp; Space</p>	<p><b>Upper:</b> Colour &amp; Patterns</p>	<p><b>Upper:</b> Number</p>

<b>Step 17</b> <b>White Rose</b>	<b>Number</b> Place Value (within 10)	<b>Number</b> Place Value (within 10) Addition & Subtraction (Within 10)	<b>Geometry</b> Shape	<b>Number</b> Place Value (within 10) Addition & Subtraction (Within 10)	<b>Geometry</b> Shape	<b>Number</b> Place Value (within 10) Addition & Subtraction (Within 10)
<b>Step 18</b> <b>White Rose</b>	<b>Number</b> Place value (Within 20)	<b>Number</b> Place value (Within 20) Addition & Subtraction (Within 20)	<b>Measurement</b> Length & Height	<b>Number</b> Place value (Within 20) Addition & Subtraction (Within 20) Place Value (Within 50)	<b>Measurement</b> Mass & Volume	Intervention/Catch up
<b>Step 19</b> <b>White Rose</b>	<b>Number</b> Multiplication & Division	<b>Number</b> Fractions	<b>Geometry</b> Position & Direction	<b>Number</b> Place value (Within 100)	<b>Measurement</b> Money	<b>Measurement</b> Time
<b>Literacy</b>	<b>Lower:</b> Books about self	<b>Lower:</b> Rhymes and Poems	<b>Lower:</b> Fiction	<b>Lower:</b> Text linked to topic	<b>Lower:</b> Non-Fiction texts	<b>Lower:</b> Fiction
	<b>Middle:</b> Books about self	<b>Middle:</b> Fiction	<b>Middle:</b> Rhymes and Poems	<b>Middle:</b> Text link to topic	<b>Middle:</b> Non-Fiction texts	<b>Middle:</b> Fiction

	<b>Upper:</b> Books about self	<b>Upper:</b> Non-Fiction texts	<b>Upper:</b> Fiction	<b>Upper:</b> Rhymes and Poems	<b>Upper:</b> Fiction	<b>Upper:</b> Text link to topic
<b>Phonics – Phase 1</b>	<b>Lower:</b> Rhythm and Rhyme (Step 13+ alliteration)	<b>Lower:</b> Environmental sounds (Step 13+ alliteration)	<b>Lower:</b> Body Percussion (Step 13+ Blending & Segmenting)	<b>Lower:</b> Voice sounds (Step 13+ Blending & Segmenting)	<b>Lower:</b> Rhythm and Rhyme (Step 13+ alliteration)	<b>Lower:</b> Instrumental Sounds (Step 13+ Blending & Segmenting)
	<b>Middle:</b> Instrumental Sounds (Step 13+ Blending & Segmenting)	<b>Middle:</b> Body Percussion (Step 13+ Blending & Segmenting)	<b>Middle:</b> Voice Sounds (Step 13+ alliteration)	<b>Middle:</b> Rhythm and Rhyme (Step 13+ alliteration)	<b>Middle:</b> Environmental sounds (Step 13+ Blending & Segmenting)	<b>Middle:</b> Body Percussion (Step 13+ Alliteration)
	<b>Upper:</b> Body Percussion (Step 13+ Blending & Segmenting)	<b>Upper:</b> Voice sounds (Step 13+ Blending & Segmenting)	<b>Upper:</b> Rhythm and Rhyme (Step 13+ alliteration)	<b>Upper:</b> Instrumental Sounds (Step 13+ alliteration)	<b>Upper:</b> Voice Sounds (Step 13+ alliteration)	<b>Upper:</b> Environmental Sounds (Step 13+ Blending & Segmenting)
Phonics Phase 2+ - Is NOT taught in terms here, due to pupils progressing at individual rates. The 'weeks' refer to the programme and resources on Time for Phonics						
<b>Phonics Phase 2+</b>	Phase 1 Week 10 Phase 2 weeks 1-3	Phase 2 weeks 4-6	Phase 3 weeks 1-5	Phase 3 weeks 6-8	Phase 3 weeks 9-10	If needed repeat phase 2 week 6 and phase 3 weeks 9 and 10). Phase 4 weeks 1-4. Repeat lessons as needed.

Physical Development	Gymnastics	Dance/Yoga	Games/Athletics	Gymnastics	Games/Athletics	Dance/Yoga
All bikes/scooters etc to be taught on-going throughout the year						
Speaking & Listening, Independence, writing, handling all taught within the above topics. Continue to have separate S&L lessons too. Phonics taught daily for all children.						

Short Term Planning- Is the weekly planning that teachers compose for their own use, highlighting how to support pupils and move them on from previous learning and how best to support individual pupils in their learning pathways to promote and sustain engagement. There is no set format for this as teachers will use their own approaches that are appropriate for their pupils and staff teams.

#### Characteristics of Effective Teaching & Learning (CoETL)

Every pupil has a CoETL This is a personalised document which outlines important information of interests and learning styles and identifies how to support each individual pupil in their learning pathways to promote and sustain engagement. It details the key components needed through enabling environments and positive adult support to provide the best teaching and learning.

#### Impact – Assessing learning

Teaching staff use formative assessment on an on-going basis in order to assess within the lesson, provide challenge within and for the next lesson. This takes place through teacher and support staff assessment, questioning, observations, through play, games, challenges and other activities.

Summative assessment allows teaching staff, middle leaders and senior leaders to analyse progress made. Evidence for Learning (EFL) is the assessment tool allowing teachers to record small steps of progress, upload evidence and share this with families. We have regular data collections which include the analysis of not only quantitative data but qualitative data too, enabling the whole child's learning journey and current status to be viewed. At the time of data collection; senior leaders meet with teaching staff to reflect on what is working well and what areas require modification and where support is needed e.g. multiagency teams/in-school training/intervention groups. Senior leaders use the data analysis key points from leaders of learning in order to collaboratively put together impact plans.

Teachers and support staff upload evidence of on-going learning, learning related to their EHCP outcomes, curriculum topics and any additional wow moments. Evidence of each pupils' learning journey can be demonstrated over time. This is 'tagged' to the Orchard Framework of Intent along with an observation demonstrating how engaged the child was within their learning and what learning took place, along with what may be appropriate next. Families access the EFL app and are able to view evidence added as well as upload their own evidence.

Observations -staff record observations of key moments of learning that have been observed as WOW moments. Key points of learning are evidenced through our assessment tool 'Evidence for Learning' – this includes photographs or videos with an overview of progress made. Annotated photographs and comments map out specific moments of learning, showing cross curricular links and identifying next steps where applicable. It may also contain examples of work, comments from parents and other professionals as appropriate and this will provide further evidence of learning- e.g. a skill that have been successfully transferred to home context or that has been learned at home and can be transferred to school.

#### Continuity and Progression

Progression for children with complex and profound multiple learning difficulties (CPMLD) is not simply attainment of skills and therefore must be viewed as a broader picture.

Some children make progress through the acquisition of attainment – vertical progression. However, for some children, progression can be viewed horizontally, whereby a skill needs to be generalised and reinforced through a

repeated series of planned and varied contexts, thus broadening and widening the experiences presented to a child to embed their learning.

The complexity of the learning difficulties presented means that the pace of learning can be very varied from pupil to pupil and makes the individual and personalised journey of learning even more important.

Progression may be seen in the following ways and needs to be credited for each child:

- Vertical, linear progression
- Horizontal, lateral progression- including levels of engagement in their learning.
- Progress in a particular area
- Maintenance of skills
- Significant reduction of staff support
- Generalisation of skill
- Sustainability of a skill
- Reduction of regression
- Length of time to make progress
- Increased length of concentration and persistence in learning tasks.

#### Monitoring and development of the curriculum

Each leader of learning develops and monitors their curriculum area to ensure that high standards of teaching and learning for their subject area are supported and maintained. Curriculum development is always a dynamic process. This is essential to ensure that the curriculum meets the needs of all pupils and is challenging and innovative in its content and delivery. All leaders of learning meet twice a month in order to reflect on learning taking place, share monitoring and work towards shared aims, these are led by the Assistant Headteacher for Quality of Education.

#### Curriculum Information on the website

The school website offers guidance for parents and families in supporting their child's learning at home by offering key information around developmental steps linked to each area of the Orchard Curriculum. On the website there are curriculum information cards with 'Step' information, curriculum guides, ideas for activities and some video content to support activities across curriculum areas.

Phonics information is displayed with a specific link to Time for Phonics website for parental videos on pronunciation of letter sounds. There are parent mornings specifically for phonics information sharing.

Curriculum Information mornings provide more detail of the curriculum, how it is delivered and how parents and families can support.

*Reviewed and updated May 2026- Laura Valentine*