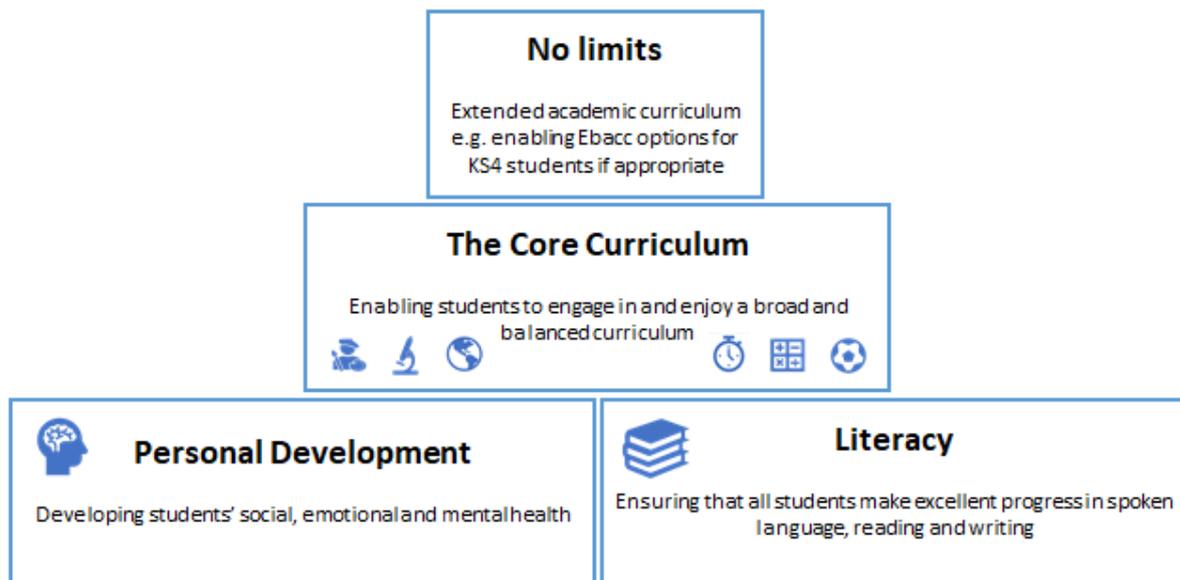


Spalding Primary Curriculum

Our curriculum model

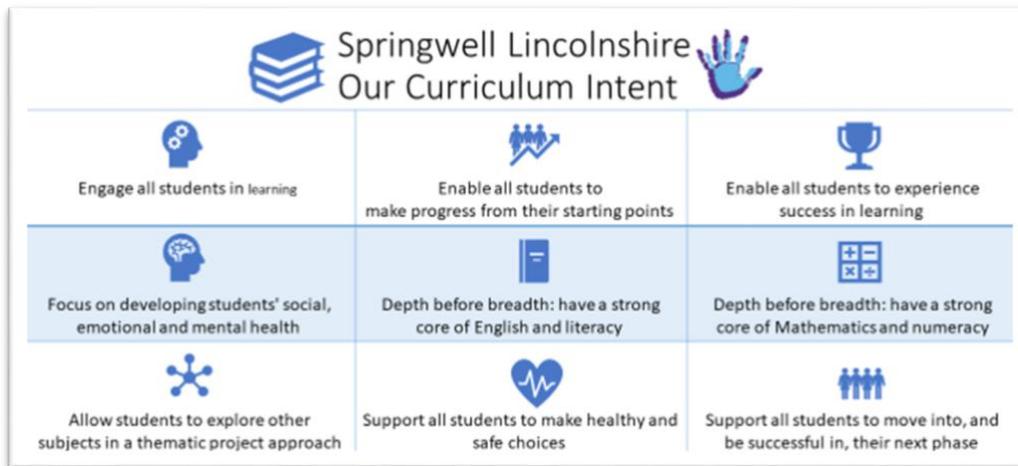
Our curriculum is **developmental not chronological**: it is based on where a child is in their development, not which year group they are in. Students are assessed on entry in a range of ways, and their work is tailored to their current stage of academic learning and SEMH development.

For many of our students, their personal development and SEMH needs mean that work in this area has to be prioritised, as a vital first building block in their learning journey. Our curriculum model also recognises the importance of having a strong academic core: for us, this means focusing on literacy, including spoken language, reading and writing, as one of the primary tools through which all other learning is accessed.



Intent

Our main curriculum intention in the Primary is to support all our students to move into, and be successful in, their next phase of education.



Implementation

Students in our primary classes explore the following subjects, using the following curricular programmes as the base of medium term planning:

SEMH development	<i>Policy currently in development...</i>
Literacy	<ul style="list-style-type: none"> • Our medium term planning starts from the National Curriculum and the expectations for students at the end of key stages 1 and 2. • We use Read, Write, Inc as our phonics programme, along with a wide range of other work designed to allow students to develop a love for, as well as technical proficiency in, reading. • We use tasks from Cornerstones (see below) so that our English work links in to our topic work to give coherence to our curriculum. • We have a wide range of language and literacy interventions for primary students as part of our wave 2 provision, to ensure that students who join us with significant gaps in learning can receive the personalised support they need in order to make rapid progress. • As well as working towards literacy objectives in literacy lessons, teachers ensure that literacy (including reading, writing, and spoken English) permeates all other lessons, and social time, at school.
Maths	<ul style="list-style-type: none"> • Our medium term planning makes use of the National Curriculum in Mathematics. We use Oxford’s Numicon programme to ensure that we are developing strong mathematical processing and reasoning skills. • We have a range of maths and numeracy interventions for primary students as part of our wave 2 provision, to ensure that students receive the additional support they need in this area.
Topic	<ul style="list-style-type: none"> • We use Cornerstones as the basis of our topic work. This programme allows teachers to explore learning objectives from humanities, sciences and the creative arts, so that students experience breadth in the curriculum. Teachers are free to choose a topic from Cornerstones that will suit the developmental age, needs and interests of the students in their class. Teachers complete a curriculum coverage sheet for every student in their class, which is passed on to their next school as part of transition.

	<ul style="list-style-type: none">• Teachers ensure that topic work makes PSHE and SEMH learning explicit, and can also make use of the PSHE Association's programme and resources.• <i>IT elements of our curriculum are currently under development</i>
PE	<ul style="list-style-type: none">• All students participate in two hours of physical education each week, including a unit of work on swimming.• Students also have regular opportunities throughout the week for physical activity.