



# Greenside Primary Curriculum

## PRIMARY DEPARTMENT

### ORGANISATION

At Greenside School the Primary Department is currently organised into seven classes. Within the Primary department there is one Early Years class (Gold), two specialist ASC classes (Orange and Blue), one specialist class for pupils with PMLD and additional sensory and medical needs (Rainbow) and three classes of integrated pupils (Silver, Yellow, and Green).

### GOLD CLASS AND SILVER CLASS

The two classes with the youngest pupils are following the EYFS curriculum; this meets the needs of this cohort of pupils and clearly demonstrates their progress within small steps and can be seen in their ongoing Learning Journals and tracking documents. These Learning Journals go home with each pupil at the end of the school year for parents to keep; parents are encouraged to contribute 'Superstar Rosettes' to share home achievements with school. Continuous provision is offered in both indoor and outdoor areas, with the outdoor areas being used in all weathers when appropriate.



**GREENSIDE EYFS CONTINUOUS PROVISION & CHILD-INITIATED LEARNING PLANNING**

<b>Week Beginning</b>	<b>Always Available</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>4<sup>th</sup> January 2016</b>	Sand  Book Corner  Listening Area  Outside Toys  Water  Sensory Boxes (VI, HI, Tactile)  Mark Making/Writing	Small World  Music	Fine Motor Creative Malleable Materials	Information Technology Mathematics	Role Play  Construction	Small World  Music
<b>11<sup>th</sup> January 2016</b>		Fine Motor Creative Malleable Materials	Information Technology Mathematics	Role Play  Construction	Small World  Music	Fine Motor Creative Malleable Materials
<b>18<sup>th</sup> January 2016</b>		Information Technology Mathematics	Role Play  Construction	Small World  Music	Fine Motor Creative Malleable Materials	Information Technology Mathematics
<b>25<sup>th</sup> January 2016</b>		Role Play  Construction	Small World  Music	Fine Motor Creative Malleable Materials	Information Technology Mathematics	Role Play  Construction
<b>1<sup>st</sup> February 2016</b>		Small World  Music	Fine Motor Creative Malleable Materials	Information Technology Mathematics	Role Play  Construction	Small World  Music
<b>8<sup>th</sup> February 2016</b>		Fine Motor Creative Malleable Materials	Information Technology Mathematics	Role Play  Construction	Small World  Music	Fine Motor Creative Malleable Materials

## ORANGE CLASS & BLUE CLASS

Orange and Blue classes' offers provision for those primary aged pupils with complex needs relating to ASC. "Our complex needs provision delivers high quality, innovative and bespoke learning and support that enable young people with complex needs to develop the skills they need to learn, make friends and make the transition successfully to adult life". Lessons are planned jointly to meet the physical, sensory and learning needs of the pupils. The play area outside of these classrooms has been designed to offer physical challenge.



## RAINBOW CLASS

Rainbow class meets the needs of those pupils who have profound and multiple learning difficulties and may have additional sensory and physical impairments and medical needs. The class follows a structured multi-sensory curriculum with familiar routines to communicate the time of day. Pupils Physiotherapy programmes are incorporated throughout the day using a range of equipment. The playground outside this class is shared with Silver and Yellow classes and provides opportunity for inclusive play.



## YELLOW CLASS AND GREEN CLASS

Yellow and Green classes are inclusive and pupils may have some additional physical difficulties or ASC. These needs are carefully planned for to ensure that structures and communication systems are in place where needed and that physical needs are met. Every pupil with additional physical needs has a photographic positioning file to enable class staff to use equipment correctly to support pupil's learning.



## THE CURRICULUM

“The whole curriculum at Greenside promotes the intellectual, personal, social, creative and physical development of each pupil”. Classes in the Primary Department follow a thematic curriculum on a three year cycle. This cycle was planned collaboratively by the five class teachers drawing from a range of thematic curricula. The three year curriculum map and examples of the topic coverage can be seen below. Areas of the curriculum are connected together and integrated within a theme with learning materials presented in contexts appropriate to the pupils’ age and level of understanding. Pupils learning skills will develop within the thematic curriculum as topics are connected and reinforced across the timetable; vocabulary will be repeated naturally in different subjects and in a broad range of contexts. Thematic teaching emphasises the interdisciplinary nature of learning.

National Curriculum subjects are modified to meet the learning needs and styles of our pupils, and are delivered within a thematic approach, with Greenside Schemes of Work and Equals documents used to supplement them. The three year curriculum map is designed to ensure breadth and coverage in the core subjects. Each class teacher devises their own curriculum coverage for the year and a copy is given to the Head of Department for monitoring purposes.

All classes have opportunity to use the school Hydrotherapy pool for one session per week with a swimming instructor. The Sports coach also leads sessions with classes in the department on a termly basis. Greenside works with two inclusive dance companies and specialist teachers in music and drama as part of the creative arts curriculum. All pupils will participate in these activities on a rotational basis throughout the course of the year. There are opportunities for offsite learning provided by the Outdoor Learning Teacher and have included canal boat trips and visits to farms, woods, museums as well as within the local community to shops and cafes.



18.1.16 JJ



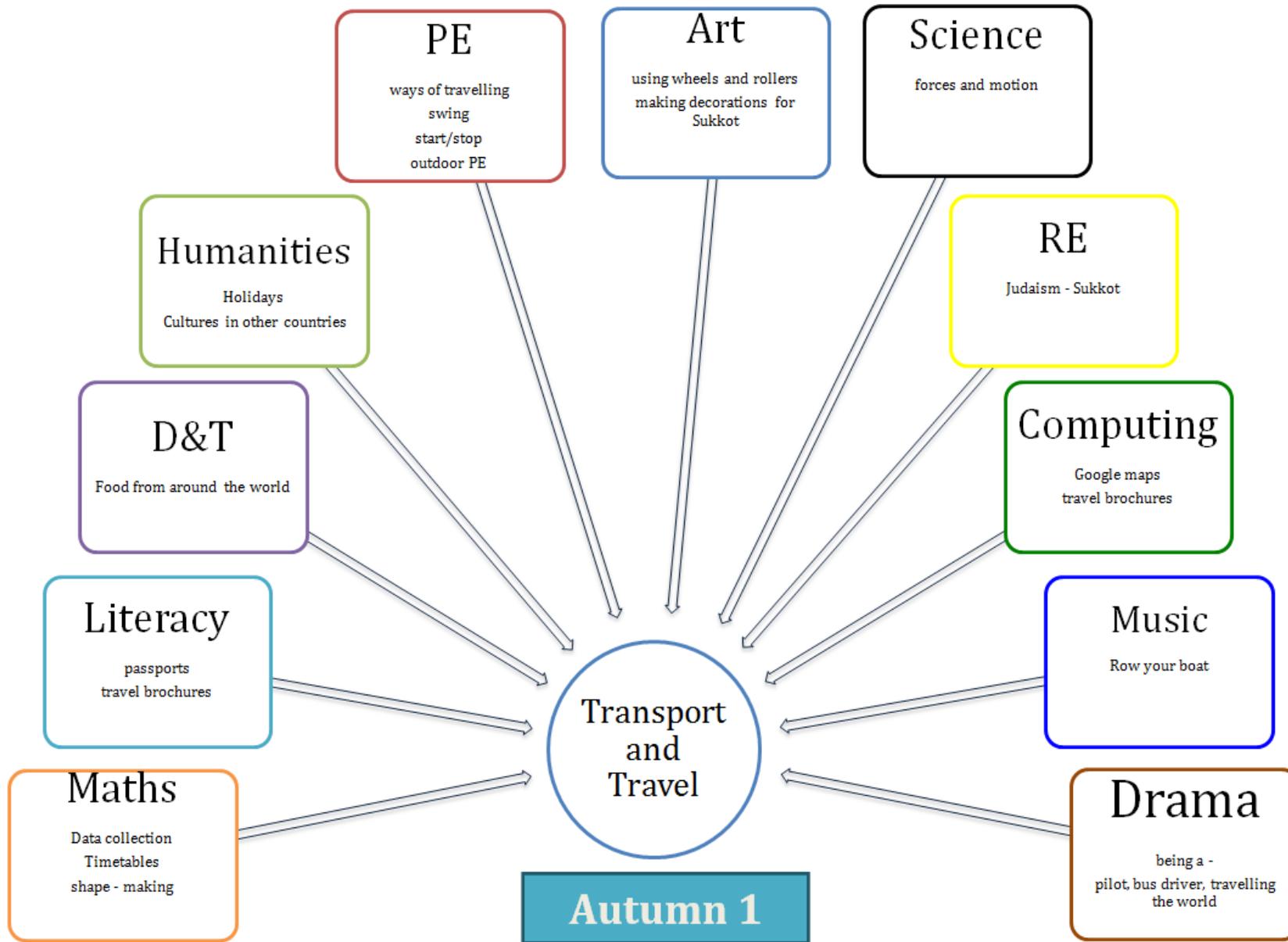
**Year 1**  
2015-16

**Year 2**  
2016-17

**Year 3**  
2017-18

<b>Autumn 1</b>	Waterworld	Jobs	Transport and Travel
<b>Autumn 2</b>	Toys – Now and Then	Food- what's on the menu	Celebrations
<b>Spring 1</b>	Earth and Space	Clothes – what? Where? When?	The Weather
<b>Spring 2</b>	Sensational – The Sense	Rainforest habitats	Our natural world
<b>Summer 1</b>	Changes – What happens if?	Myths and Legends	Colour
<b>Summer 2</b>	Olympics	Homes – Grand Designs	Me, My family and Friends

**Primary Curriculum Overview**





## **ACHIEVEMENT AND ASSESSMENT**

Achievement is celebrated in both Primary and whole school assemblies. A Golden book records achievement for the whole school assembly while the Primary assembly has a “star” of the week recognising good work, being helpful in class or kindness to friends. The smaller Primary assembly can consolidate learning in areas of the curriculum e.g. new songs learned in music, practising signs relating to the topic. Pupils are encouraged to come out to share news and allows self-confidence to develop in speaking to a larger audience; these skills can then be transferred and pupils are able to speak in front of a whole school assembly. Age appropriate hymns from the Christian faith are sung in addition to familiar children’s songs and rhymes. Aspects of multi-cultural faiths are covered in a multi-sensory way, at a level suitable for primary age pupils. Each assembly ends with a short period of reflection (where lights are dimmed with an LED speaker to focus on) and the school prayer.

Every pupil has targets set with those following the EYFS have “next steps” set every half term; other pupils have IEPs that are reviewed formally every six months but can be changed if achieved earlier. Class staff are involved in recording against these targets and can be the subject of weekly class team meetings. Additionally every pupil in the department is assessed annually using PIVATS and the data is used to make judgments on individual pupil progress, progress within classes and at the end of key stages. To ensure that teacher assessment is rigorous, P level assessments are moderated with five other Special Schools in Hertfordshire.

The school has recently begun using the Evidence for Learning app on iPads which allows photos of pupils to be recorded with annotations from staff and be related to specific targets or P Levels. This evidence is gathered throughout the year and is used as the basis for the end of year report and for discussion at Parents’ Evenings.