



Two Rivers Primary School and Cherry Trees School

Curriculum Intents

(Following a joint working project between the two schools and their subject specialists – working together to achieve more)



Whole School Curriculum Intent:

Our school's curriculum at Two Rivers Primary School and Cherry Trees School is underpinned by our ethos of educating children in the knowledge, skills and understanding that will enable them to lead fulfilling lives and be as independent as possible. It is dedicated to meeting the needs of the individual child.

Our philosophy incorporates flexibility in order that children can access a variety of experiences throughout their time with us. Our curriculum is devised so that pupils follow a pathway that will have the most effective impact on their individual development.

Child centred learning encompasses opportunities for pupils to learn and develop their confidence and skills through a broad, balanced, differentiated, and creative curriculum.

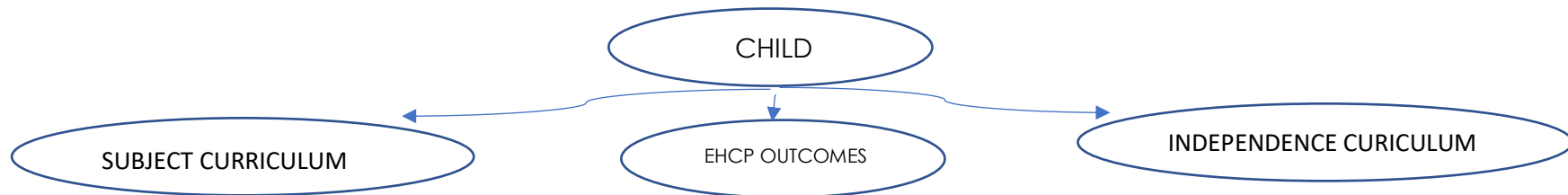
Practical lessons and interactive learning are highly valued and educational visits are a common feature within the school. Through our curriculum we strive to ensure every child has a sense of self-worth and have some understanding of responsibility, self-discipline and an aspiration to employment.

We have high expectations and set aspirational targets that inspire pupils.

Our bespoke SOLAR Assessment Programme monitors pupil progress and ensures it continues to be relevant to the individual need.

Subjects Intent Statements:

This document outlines the intents for the planned teaching and learning carried out at Two Rivers Primary School and Cherry Trees School. These are broad statements created by subject leaders in each subject area. This does not replace or take away from the fact that all teaching and learning at both schools is highly individualised, focusing on developing each child in response to the outcomes stated on their Education, Health and Care Plans. This is the second strand to the curriculum at both schools.



Subject	Intent Statement for Learning – by the time the children leave our schools.
EYFS – Communication and Language Primary - Communication	<ul style="list-style-type: none"> • The ability to express wants and needs, • To be communicators using own preferred mode of communication, • To begin to develop independence, • To begin to develop self-esteem and confidence. <ul style="list-style-type: none"> • To be able to communicate effectively in a variety of ways. • To provide a variety of communication methods. • To be able to communicate my needs and feelings. • To be confident using a communication method.
EYFS – Literacy Primary - English Reading	<ul style="list-style-type: none"> • To be able to recognise key letters and sounds, • To be able to recognise key words/symbols, • To recognise own name, • To write own name, • To mark make with intent and give meaning to marks. • To describe something they can see using preferred communication method. <ul style="list-style-type: none"> • To develop lifelong readers that can access their local community and reach for aspirational life journey. • For the pupils to be exposed to a range of varied texts, demonstrating understanding. • To share books with others developing reading skills. • To develop the skills to record personal information (name and address). • To be able to read to their ability lead. • To develop a love of reading. • To engage with texts and be able to retell a range of stories. • To recognise and access symbols • To anticipate/participate in sensory stories. • To read/recognise their name and identify a wide range of symbols in the environment.
EYFS – Literacy	<ul style="list-style-type: none"> • To be able to recognise key letters and sounds, • To be able to recognise key words/symbols,

<p>Primary - English Writing</p>	<ul style="list-style-type: none"> • To recognise own name, • To write own name, • To mark make with intent and give meaning to marks. • To describe something they can see using preferred communication method. <ul style="list-style-type: none"> • By Year 6 our pupils will be able to express their thoughts and have a love for writing. • For them to be able to edit and improve their own writing. • To build on the skills of writing, forming letters and using grammar, punctuation and spelling. • All children will learn: • To order/write their name • To develop letter formation. • To access writing and understand its purpose • To be able to write complete sentences with correct grammar and punctuation. • To develop letter formation
<p>EYFS – Mathematical development</p> <p>Primary - Maths</p>	<ul style="list-style-type: none"> • To recognise object permanence, • To recognise key mathematical language and numbers, • To develop an awareness of early mathematical concepts, • To develop an awareness of routine. <ul style="list-style-type: none"> • Be a part of creative and engaging lessons that will give them a range of opportunities to explore mathematics following a curriculum tailored to their needs. • Become fluent in the fundamentals of mathematics. • Make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. Children will be taught to follow a line of enquiry as part of problem solving and develop mathematical language. • Have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed with increasing accuracy. • Recognise that mathematics underpins much of our daily lives and therefore is of paramount importance in order that children can become as independent as possible in later life.

<p>EYFS Knowledge of the World – of</p> <p>Primary Science -</p>	<ul style="list-style-type: none"> • Can recognise self and others, • Can activate buttons, flaps and simple mechanisms, • Can notice features in both the immediate and wider environment. • Can participate in cultural days through role play, songs and creative activities. <ul style="list-style-type: none"> • Develop scientific knowledge and conceptual understanding • Develop understanding of the nature, processes and methods of Science through different types of science enquiries that help them to answer scientific questions about the world around them. • Be equipped with the scientific knowledge required to understand the uses and implications of Science, today and for the future. • Develop the essential scientific enquiry skills to deepen their scientific knowledge. • Use a range of methods to communicate their scientific information • Develop a respect for the materials and equipment they handle with regard to their own, and other children's safety. • Develop an enthusiasm and enjoyment of scientific learning and discovery.
<p>EYFS Knowledge of the World – of</p> <p>Primary Computing -</p>	<ul style="list-style-type: none"> • Can recognise self and others, • Can activate buttons, flaps and simple mechanisms, • Can notice features in both the immediate and wider environment. • Can participate in cultural days through role play, songs and creative activities. <ul style="list-style-type: none"> • Use computing to supports their creativity and cross curricular learning to engage and enrich their experiences in school. • Learn about online safety and what to do if they encounter something which makes them feel uncomfortable as well as what personal information is and why it is important, we don't share it with someone on the internet. • Progress their skills in digital literacy, computer science, information technology and online safety to ensure that children become competent in safely using, as well as understanding, technology. • Become digitally literate by being able to use, express themselves and develop their ideas through information and communication technology. • Pupils will have a secure knowledge and understanding of ICT and its increasing importance for their future both at home and for employment.

	<ul style="list-style-type: none"> • Be able to find, explore, analyse, exchange and present information using different software and hardware.
EYFS – Knowledge of the World	<ul style="list-style-type: none"> • Can recognise self and others, • Can activate buttons, flaps and simple mechanisms, • Can notice features in both the immediate and wider environment. • Can participate in cultural days through role play, songs and creative activities.
Primary Geography	<ul style="list-style-type: none"> • To develop an awareness and understanding of people and places at a local, national, and international level, according to individual pupil's needs. • To know about places near and far away, understand their place in the wider world and to recognise the world as a community.
EYFS – Expressive Arts and Design	<ul style="list-style-type: none"> • Will participate in songs, rhymes and musical activities, • Will participate in mark making and creative activities, • Expresses self through physical action and sound, • Creates a response to an external stimulus i.e. moves to music, creates a story around toys...
Primary - Art and Design Technology	<ul style="list-style-type: none"> • Enjoy participating in a wide variety of creative, visual, tactile and sensory experiences through a tailored curriculum, extracurricular activities and therapeutic endeavours. • Recognise Art as a tool for creativity, self-expression and imagination. • Gain an understanding of Art and D&T through painting, drawing, sculpture and other art and craft techniques across an range of time periods, cultures and styles. • Record their observations in sketchbooks and use them to review and revisit ideas. • Explore great artists, architects and designers in history. • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Investigate and analyse a range of existing products and evaluate their ideas and products against their own design criteria. • Understand the principles of a healthy and varied diet. • Prepare and cook dishes using a range of cooking techniques.

	<ul style="list-style-type: none"> • Have a clear understanding of healthy food choices and food preparation that will assist them in later life. • Develop personal artistic preferences and become confident in their own ability to make
French	<ul style="list-style-type: none"> • To develop a tolerance and understanding of other languages, people and cultures by experiencing the French language, festivals and ways of life. • To develop confidence communicating in new ways.
EYFS – PSED and Knowledge of the world	<ul style="list-style-type: none"> • To know how to be self-proficient in feeding, cleaning, and dressing, • To show independence, • To show social awareness and acceptance, • To begin to respect each other, • To begin to develop life skills, • To begin to develop self-esteem and confidence. • Can recognise self and others, • Can activate buttons, flaps and simple mechanisms, • Can notice features in both the immediate and wider environment. • Can participate in cultural days through role play, songs and creative activities.
Primary - History	<ul style="list-style-type: none"> • To develop an understanding of the passing of time within our lives, within living memory, and how people, civilisations have changed, beyond living memory when and where appropriate to individual pupil's needs. • To understand time, events and people from themselves and their family to the wider world in times within living memory and beyond.
EYFS- Expressive Arts and Design	<ul style="list-style-type: none"> • Will participate in songs, rhymes and musical activities, • Will participate in mark making and creative activities, • Expresses self through physical action and sound, • Creates a response to an external stimulus i.e. moves to music, creates a story around toys...
Primary - Music	<ul style="list-style-type: none"> • Enjoy participating in a wide variety of creative, engaging and accessible musical experiences across a tailored curriculum, extra-curricular activities and therapeutic endeavours. • Recognise music as a tool for communication, creativity, self-expression and social interaction.

	<ul style="list-style-type: none"> • Gain an understanding of the fundamental, interrelated dimensions of music through singing, playing, composing, listening to and appraising music, across an eclectic range of time periods, cultures and musical genres. • Develop personal musical preferences and become confident in their own ability to make music.
EYFS - Physical Primary Outdoor Learning	<ul style="list-style-type: none"> • can use equipment safely e.g., climbing frame, cars... • To demonstrate how to successfully negotiate space, • The ability to move independently in an appropriate and safe manner. • To begin to develop self-esteem and confidence. • Build confidence and resilience. • To develop holistically in all areas. • To explore and investigate the natural environment. • To develop the scaffolding for future learning. • Care of living things – plants and animals. • Engagement in learning, extending the curriculum from the classroom out. • Develop independence, working as part of a team and recognising and managing risks.
EYFS - Physical Primary - PE	<ul style="list-style-type: none"> • Can use equipment safely e.g., climbing frame, cars... • To demonstrate how to successfully negotiate space, • The ability to move independently in an appropriate and safe manner. • To begin to develop self-esteem and confidence. • To inspire active generation to P.E • Provide a safe and supportive environment for children to flourish in a range of different physical activities. • To support and develop their physical, emotional, spiritual, social, and moral development. • To offer a dynamic, varied and stimulating program of activity. • To offer a fully inclusive P.E curriculum. • To develop understanding of the way in which they can use their body, equipment, and apparatus safely but imaginatively. • To achieve personal goals.

	<ul style="list-style-type: none"> • All children have opportunity to enjoy being physically active, maintain a healthy lifestyle and to use sport to help increase self-esteem. • Adopt a positive mind set. • To embed through good sporting behaviour life-long values such as co-operation and collaboration.
EYFS – PSED	<ul style="list-style-type: none"> • To know how to be self-proficient in feeding, cleaning, and dressing, • To show independence, • To show social awareness and acceptance, • To begin to respect each other, • To begin to develop life skills, • To begin to develop self-esteem and confidence.
Primary - Sensory	<ul style="list-style-type: none"> • To have experienced and accessed a wide and varied curriculum using their senses. • To have explored school, their local environment, and the wider community. • To have experienced a range of therapeutic activities and approaches. • To develop independence and life skills to enable me to be a part of the school community and wider community. • To have developed skills and approaches to help me to stay calm and adjust my behaviour to the situation of place. • To be able to communicate my wants and needs in an appropriate way.
EYFS – PSED	<ul style="list-style-type: none"> • To know how to be self-proficient in feeding, cleaning and dressing, • To show independence, • To show social awareness and acceptance, • To begin to respect each other, • To begin to develop life skills, • To begin to develop self-esteem and confidence.
Primary - SMSC	<ul style="list-style-type: none"> • Children to be aware of goals and dreams that they have. • Familiar with our community around them. • Ensure that children understand that they can achieve whatever they set their sights on. • Respectful of others around us. • Have an awareness of their importance as global citizens and their ability to make a difference.

	<ul style="list-style-type: none"> • To enable pupils to make connections, become effective communicators therefore, widening their horizons. • To foster healthy and happy children in body and mind.
Primary – R.E	<ul style="list-style-type: none"> • Recognise and celebrate the diversity that exists in our school community and the wider world. • Explore a range of celebrations, teachings, traditions and practices across the six main world religions. • Deepen their knowledge and understanding of different religious faiths and world views through wide-ranging experiences, including visits, story, music, art and drama. • Demonstrate an understanding of key values, including respect, tolerance and acceptance. • Identify what is important to them and reflect on their own views, values and beliefs.
TEACCH	<ul style="list-style-type: none"> • To work with increasing independence. • To follow a visual instruction/timetable. • To have developed a wide range of life skills. • To have developed a range of transferable life skills. • To complete a full activity from beginning to end.
Employment	<ul style="list-style-type: none"> • Children are provided with opportunities to succeed throughout the curriculum. Activities and learning opportunities aim to follow interests and foster children's curiosity. Children are encouraged to be as independent as possible and do as much for themselves as they can. Expectations of children are high, and all children are encouraged to take part in, to persevere and complete tasks and activities, skills employers look for in their workers. • Adapting to new environments • Following Instructions • Playing with other children • Real world play (builder / nurse / doctor) • Numeracy • Real world visits (fire stations, farms etc.) • 'What do you want to be when you grow up?' • Meeting role models
Independence	<ul style="list-style-type: none"> • Children are encouraged to be as independent as possible in all situations, activities and learning scenarios. This may be through being encouraged to be toilet trained, independently feed themselves or independently select and use resources. Staff model the behaviour they want children to adopt and

	<p>help them develop strategies for learning. Over time, staff learn what children are likely to be able to do unaided and will make reasonable adjustments to allow all children to participate in learning opportunities. Staff are quick to build on successes, however small. Routines are in place to support children to understand what is expected. Both environments have visual timetables which are used consistently throughout the day. Children are given opportunities to make choices, a key skill to prepare children for adulthood e.g. with decision making. Children are encouraged, through support, coaching, and modelling to express, understand and regulate their thoughts, feelings, and behaviours. Through our topics children learn how to look after things and begin to understand the natural world around them. Specifically outlined in our independence curriculum.</p> <ul style="list-style-type: none"> • Feeding and drinking • Toileting • Real world play (kitchens, DIY, cleaning) • Getting dressed • Making choices
Friends, Relationships and Community	<ul style="list-style-type: none"> • Positive relationships are modelled consistently with staff, staff are positive role models for children and encourage and provide opportunity for children to always interact with one another. Children are encouraged to be always kind and supportive of each other. Activities and learning experiences promote cooperation and collaboration with other children. All children are encouraged to work together to problem solve and risk take. Children are encouraged to explore different professions through various role plays across the year, these may include vets, home corner, garden centre, hairdressers etc. • Making friends • Social interaction • Visits / day trips • Team playing • Developing friendships/ friendship groups • Being resilient
Good Health	<ul style="list-style-type: none"> • Our curriculum promotes healthy living and lifestyles. Children are given lots of opportunities across the year/curriculum to learn about how to keep happy, healthy, and safe. Some activities/opportunities include planting and growing plants and vegetables, cooking healthy food and promoting good

	<p>hygiene. Children are encouraged to be as physical as possible, with plenty of opportunities across the curriculum for them to develop their fine and gross motor skills as independently as possible.</p> <ul style="list-style-type: none"> • Checks at birth (hearing etc) • Diet and food variety • 2-year-old development check • Child obesity checks • Diet - making choices • Dentists visit information sharing • Immunisations • Work with the paediatricians • Ensuring referrals to Speech and Language, Physiotherapy and Occupational Therapy when needed. • Physical exercise
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Curriculum Implementation:

We ensure that we support the learners to achieve the intent of our curriculum by:

- It is clear many learners gain knowledge and skills not only in set subjects but throughout the school day, for example, applying mathematical skills in cooking, communication skills in PE, scientific skills in forest school and therefore cross-curricular links are encouraged and carefully promoted to facilitate retention.
- Staff are trained to communicate with learners using their preferred methods of communication including Makaton, PECS, PODD, Communicate in Print and Augmentative and Alternative Communication.
- Implementation of subjects and themes vary from key stage and for each learner. Differentiation and adaptive teaching is implemented in many ways in each lesson including; length of task, type of task, resources, staff support, communication method, delivery of information and feedback to learner. Staff adapt their teaching style to meet each students' learning style which may differ depending on subject.
- Regularly reviewing each child's unique needs and next steps to ensure they progress and development to their fullest potential.
- Providing a range of opportunities for challenge, play and exploration to support development in all areas of learning.
- Providing adult led, scaffolded and independent experiences to support individual and personalised learning in all areas.
- Providing a safe, friendly environment where children share warm genuine relationships that enable them to develop trust and where they can grow and flourish.

- Ensuring that we always keep each and every child at the centre of what we do.
- Ensuring we work closely with the team around each child to ensure they are making the best possible progress.
- Our curriculum is implemented through careful planning, teaching, assessment and feedback.
- Learning for students will begin at their existing knowledge on a topic and build upon this deepening their understanding and skills.
- In the formal phase the timetable will follow the full range National Curriculum subjects, allowing students to gain a varied depth of knowledge in both the core and non-core areas.
- They will learn through a variety of means, including, practical, creative, and formal methods of study.
- We enable our learners to thrive by feeling connected, calm and developing their communication skills.
- Our curriculum is delivered to develop effective relationships with our learners, their parents/ carers and other agencies working to equip and prepare them for adulthood.
- We create an empathetic connection- showing genuine understanding and care.
- Gather any and as much information about what makes our learners feel safe and how they learn best.
- We use quality focused time - clear of distraction, clear in expectation and clear of disruption – through providing a suitable environment for learning, regardless of starting points and need.
- Our school and approach is safe and supportive encouraging our learners to be safe individuals too.
- We normalise any anxieties through reassurance.
- We share calming exercises and have sensory experiences available.
- We model self-regulation techniques and support our learners in developing their own.
- Our communication is person centred and secure being mindful of our body language and being literal and concrete.
- We encourage and validate all different communication styles, often modifying our own style to create a system that works for our learners.
- We allow our learners processing time.

Curriculum Impact:

- Pupils who follow the formal curriculum will have developed a wide range of skills across a collection of subjects.
- All pupils will develop personally and socially, whilst becoming part of the school community.
- They will demonstrate a positive attitude, with a determination to succeed and show resilience to challenges that they may face.

- Student progress is collected and analysed depending on their pathway - Learners' progress is measured using SOLAR, a summative assessment tool used to track key steps in students learning.
- Some learners' progress is measured using the 5 areas of engagement, which cater for pupils who are not engaged in subject-specific study, these are: exploration, realisation, anticipation, persistence, initiation. This provides an observational framework which teachers use to provide a holistic view of students' barriers to learning, engagement and progress which can be shared with other professionals.
- All attainment is collected and analysed to ensure students have accessed a variety of subjects at a challenging yet achievable level to provide foundations for students to continue into further education and adulthood.
- The impact of this curriculum is to develop student's communication, knowledge and understanding of themselves, the world around them and how to flourish as individuals in the community enthusiastic to engage with a range of resources and experiences, even if they are completely new to them.
- All children are keen to learn and curious about the world around them. Displaying resilience and independence, seeking challenge, and showing a 'can do' attitude.
- All children demonstrate key characteristics of effective learning.
- All children are developing an enthusiasm for stories and being read to, seeking out books independently and associating books and stories with positive experiences.
- All children are communicating effectively with those around them.
- Children are thinking creatively and able to explore a range of ideas, acting on these as appropriate. Interested in mathematical concepts and exploring these.
- All children are confident and happy, able to form relationships and understand the expectations and rules in the setting.
- They are able to communicate to a range of people their needs, wants and thoughts in different contexts and situations and using a range of methods.
- They are able to solve a range of problems through trial and error.
- All children are interested in play and exploration in a variety of contexts and are active learners.
- All children are making the most of their physical ability and skills despite individual challenges and barriers.

Curriculum Drivers:

Each school staff team have worked together to develop a set of Curriculum Drivers – these are the key philosophy that underpin our curriculum – this is what makes it individual at each school and also allows us to clearly understand why and how we develop

curriculum learning for individuals. The common link between the schools here is the research and findings of Professor Barry Carpenter. His ideals about special schools delivering:

"Differentiated Curriculum with personalised pedagogy" really does explain our focus.

Cherry Trees School:

Working for our future life we...

- * Develop Independence
- * Prepare for future learning and life
- * Make choices
- * Learn in an active and engaging way

We celebrate...

- * Individuality and diversity
- * Being emotionally and socially equipped to be resilient
- * Feeling valued and having good self-esteem



We plan an engaging
and personalised
curriculum

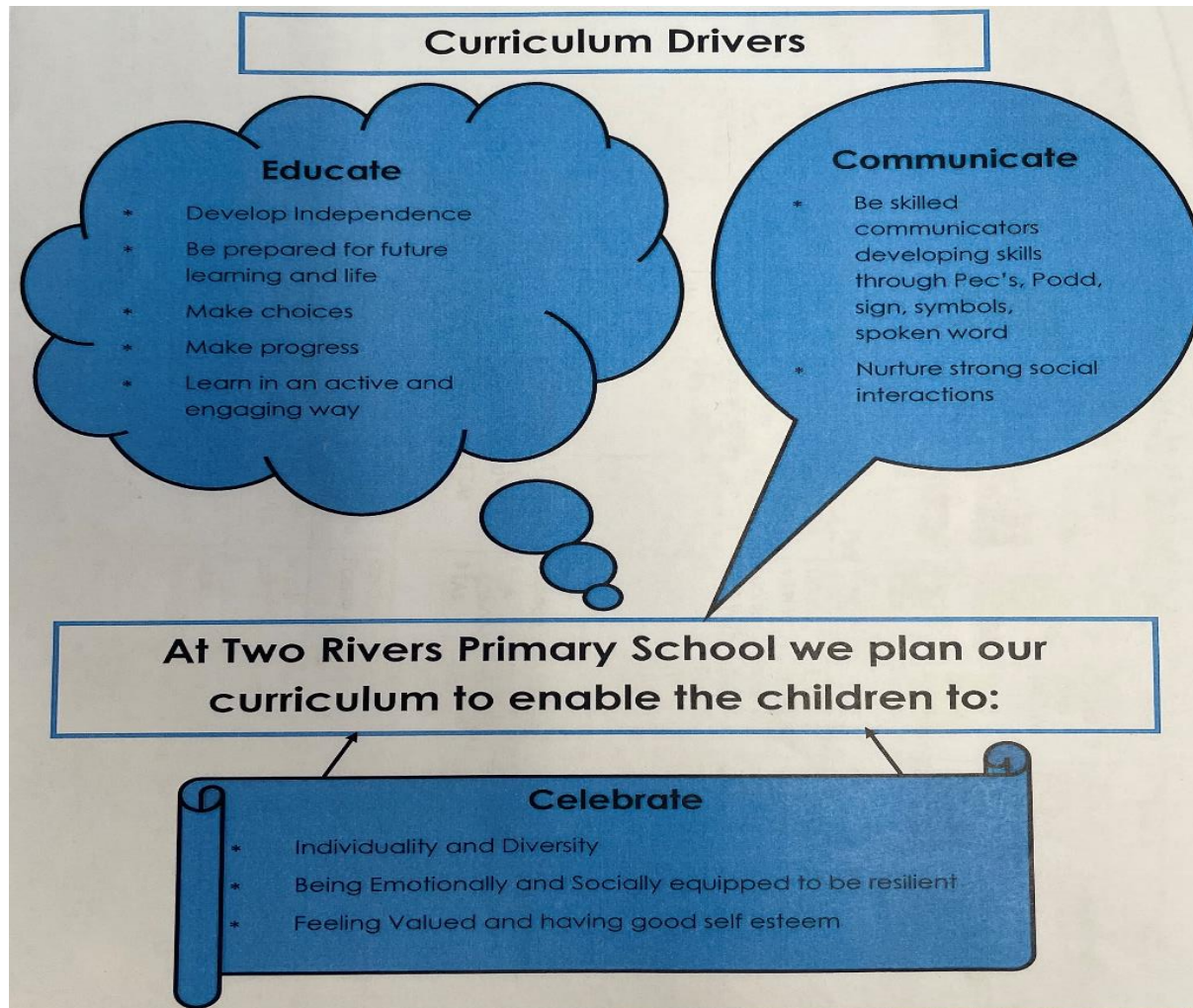
Through our Learning we...

- * Become skilled communicators; developing skills through PECs, sign, symbols and spoken word
- * Nurture strong social interactions
- * Make progress

Achieving together...

- * Being good citizens
- * Being a voice in our community
- * Knowing I have the right to achieve my full potential

Two Rivers Primary School:



These documents and statements are reviewed collaboratively on an annual basis as part of subject leader work in both schools.

Laura Slinn Executive Headteacher