



## **CLIFFDALE PRIMARY ACADEMY CURRICULUM**

Pupils are dis-applied from statutory testing at Keystage 1 and Keystage 2 due to their cognitive levels.

### **The Curriculum**

Cliffdale Primary Academy has developed a curriculum that meets the wide ranging educational and social needs of our pupils. It is based on the values made explicit in our vision and also encompasses and extends the national curriculum. Our whole school curriculum model provides a natural progression from Early Years through to Keystage 2 with programmes designed for and implemented at an appropriate level.

The curriculum is creative and the creative curriculum has been recognised as an area of excellence. There is a whole school focus on communication, independence and personal development, preparing pupils extremely well for leaving school.

Pupils across the school enjoy a rich and varied curriculum including topics, themed days and weeks, outdoor learning, horticulture, sports activities, watersports, visits into the community, residential visits, after school clubs, a strong arts component, and use of up to date technologies to enhance learning and support communication.

Provision for SMSC is ensured through the innovative curriculum design which encourages pupils to share and reflect on their experiences and develop a strong understanding of the difference between right and wrong.

The curriculum is highly responsive to pupil need and results in a wide variety of activities which stimulate interest and curiosity in all areas of learning this is supported by a well-resourced and highly stimulating environment.

### **Curriculum Aims**

#### **The Learning and Teaching Process**

Encourages and enables pupils to express preferences, communicate needs, make choices, make decisions and choose options that other people act on and respect

Develops enjoyment of learning, using a creative approach, encouraging high levels of achievement and attainment

Enables pupils to interact and communicate with a wide range of people

Recognises and encourage individual talents; seeking the maximum development of each pupil through personalised programmes

Increases pupils' awareness and understanding of their environment and the world

Prepares pupils for an adult life in which they have the greatest possible degree of autonomy

Develops personal self-confidence and self-esteem based on a variety of successful experiences

Prepares pupils to play an active role as citizens; developing a healthy, safe lifestyle; developing good relationships and respecting differences between people.

## **Curriculum Organisation**

**Primary:** Reception, Key Stage 1 and Key Stage 2.

All classes provide a learning and teaching environment which is orderly, structured and attractive and provides developmentally appropriate learning opportunities. They promote independent thinking, active learning, a “can-do” attitude and an active, inquisitive imagination that fosters self-confidence and social competence. Because young children respond well to direct sensory experience; manipulation of materials and physical motor activity, play crucial roles in helping them form concepts, generate ideas, and produce symbolic representations.

The key principles on which we work are:-

To develop communication skills supported as appropriate by signing, symbols and the use of augmentative communication aids

To develop skills for independence

To encourage decision and choice-making

Our pupils are encouraged to:-

Pursue their interests and ideas, making decisions about what to do and how they might go about it

Learn to work and play cooperatively and safely with others

Exercise a wide range of intellectual and physical abilities

## **Lower primary**

From Reception our pupils follow the planned curriculum at the level appropriate to their development. Each class has a specific timetable constructed to ensure coverage of the curriculum as well as including time for meeting the specific needs of pupils as outlined in their EHC Plans. Personal, Social and Health Education (PSHE) forms a significant part of the curriculum and as such is high priority. The focus for PSHE at KS1 is the development of self-help skills and social skills.

## **Upper primary**

As pupils progress through the primary department they are encouraged to become increasingly independent. They access an increasing range of specialist curriculum areas and benefit from the expertise of a number of specialist teachers. There are strong links between Years 6 and the schools to which they transfer to facilitate smooth transition to Year 7 when pupils reach secondary age.

## **Planning for continuity and progression**

As there is more than 1 year group in each class, the curriculum is planned on a rolling programme to ensure continuity and progression and to prevent repetition or duplication. The programme includes access to the national curriculum and the supporting topics and/or themes which are reviewed and revise on an annual basis.

## Long Term Planning (see learning and teaching policy)

A long term plan is written for each subject area by the corresponding subject leader, in consultation with staff. These are evaluated and reviewed annually to ensure curriculum coverage and relevance.

### Topic Overview ~

Lower School	Autumn	Spring	Summer
<b>Year A</b> Sept 16	<b>Sing, Sparkle &amp; Shine</b> (light, colour & sound)	<b>Castles &amp; Crowns</b> (fairy tales & dragons)	<b>I do like to be beside the seaside</b>
<b>Year B</b> Sept 14	<b>Busy Body Rock</b> (senses & ourselves)	<b>Groovy Movers</b> (transport & travelling)	<b>How does your garden grow?</b> (mini-beasts, weather, plants)
<b>Year C</b> Sept 15	<b>Too many cooks!</b> (food)	<b>Once upon a time...</b> (traditional tales)	<b>All creatures great and small</b> (animals)

Upper School	Autumn	Spring	Summer
<b>Year A</b> Sept 13	<b>Fun, Fun, Fun!</b> (Holidays, Funfair, Circus, Celebrations)	<b>Way back when...</b> (Ancient Times / Medieval History)	<b>Yo, Ho, Ho!</b> (weather, pirates, shipwrecks)
<b>Year B</b> Sept 14	<b>Where I belong</b> (family & home)	<b>Around the World</b> (focus on Asia and S. America)	<b>Over the Decades</b> (Britain since the 1930s)
<b>Year C</b> Sept 15	<b>The Ruthless Romans</b> (History focus)	<b>Zoom!</b> (How things move)	<b>Down at the bottom of the garden</b> (plants, trees, mini-beasts; moving & growing)
<b>Year D</b> Sept 16	<b>Vikings: Friend or Foe?</b> (History focus)	<b>To infinity &amp; beyond!</b> (space, explorers & adventurers)	<b>Rumble in the Jungle</b> (Africa, India – habitats & wild animals)

## **Reading at Clifdale:**

**Phonics:** is based on Letters and Sounds and is adapted for our pupils needs. There are discrete sessions for those children for whom it's appropriate and it is also integrated throughout all the learning for all pupils. For pupils who for whom phonics is not appropriate we have developed Clifdale Familiar Sight words scheme.

**Reading Scheme:** the school uses a broad range of schemes so pupils can select from a variety, to suit our range of learners.

These include: Bug club phonics, Floppy's phonics, Oxford Reading Tree, Bug club fiction and non-fiction.

**The library:** Children access the library with growing independence and choose books to take home and share with parents/family in our 'Reading together at home' scheme.