



Curriculum Overview

P1 – Cross-curricular

Intent

The principle aim of this scheme of work is to engage students in learning in a meaningful manner and for them to regain their confidence in learning activities. This is achieved through the use of topics that are shorter than the usual half term allocation. Each topic allows activities for extra opportunity for Literacy and Maths skills to be practised and assessed outside of the other specific lessons.

The key assessment focus of all activities is to provide further evidence of key skills/gaps in Maths and English as well as observations of Sensory, SEMH and Social Communication factors that give further evidence for any potential EHCNA application / Pathway change within the Bridge.

Implementation

Students in P1 struggle to sustain motivation for a long period of time on one topic. This plan is based on holding their motivation and interest for a sufficient length of time no longer than 3 weeks. Parts of topics are split and are recapped later in that term. The topics covered are also relevant to the time of year, season, current affairs and allow further enhanced engagement activities to take place. When a topic is closely linked to English, further enhancement opportunities are explored in the form of project work. This will sometimes mean that Topic and English lessons run concurrently in order to allow for these projects to be researched and completed.

Assessment and feedback is individualised depending on the nature of the activity covered.

Impact

1. Provide clarity for students about their gaps in knowledge/skills and associated resilience issues. These students will demonstrate rapid progression towards the acquisition of necessary age-related composite skills. They will also gain in confidence and learn how to



be more resilient towards future challenges in all areas of their learning.

2. For some students, underlying difficulties acting as significant barriers to access all areas of their learning will be identified and proven successful strategies used to meet need implemented via APDR cycles.
3. Evidence gained will support applications for additional support, either via a Top-Up Funding application/ EHCNA to support a return to a mainstream setting, or an EHCNA requesting specialist provision.
4. These students will demonstrate progression in targetable areas of difficulty, and overall increased engagement and levels of resilience once the level, type and nature of need is identified and understood.

Themes

Over the course of the year local, UK, European and World Geography units are covered. In History, both Ancient, British and Local topics are covered. Science is directly relevant to real life experiences the students have and are engaged in, particularly with Outdoor Learning in the local area and on the school grounds. Learning outside the classroom (LOC) visits are closely linked to each cross curricular topic wherever possible. ICT computing skills are practised wherever possible using computers to research and present findings in different formats. Art and DT topics are closely linked to student's personal interests and also to the overall seasonal short topic.