



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.

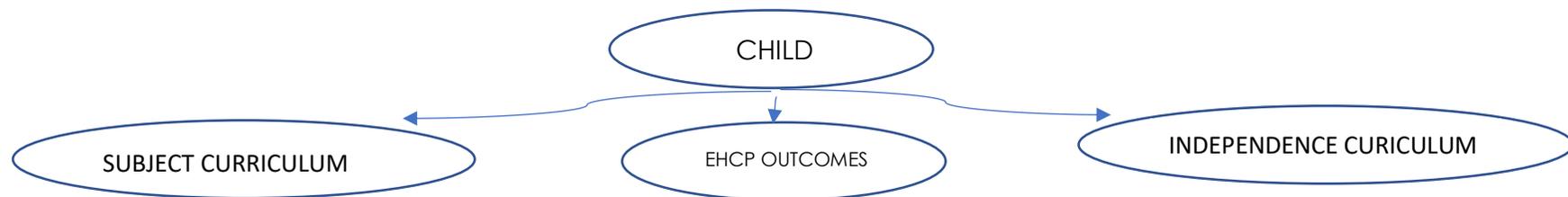
Practical lessons and interactive learning are highly valued and educational visits are a common feature within the school. Through our curriculum we strive to ensure every child has a sense of self-worth and have some understanding of responsibility, self-discipline and an aspiration to employment.

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.
Communication	<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.
English Reading	<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.
English Writing	<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
Maths	<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.

	<ul style="list-style-type: none"> • 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.
Science	<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.
Computing	<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. • Be able to find, explore, analyse, exchange and present information using different software and hardware.
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.

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.
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.
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. • 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.
Outdoor Learning	<ul style="list-style-type: none"> • 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.
PE	<ul style="list-style-type: none"> • 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.
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.
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. • To enable pupils to make connections, become effective communicators therefore, widening their horizons. • To foster healthy and happy children in body and mind.
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.

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.

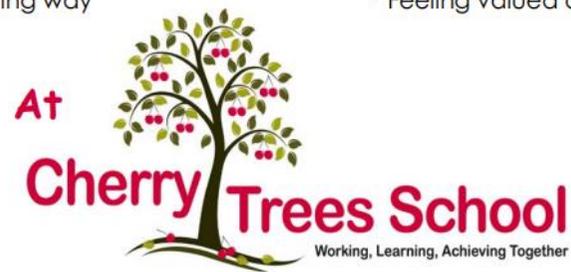
Cherry Trees School:

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**

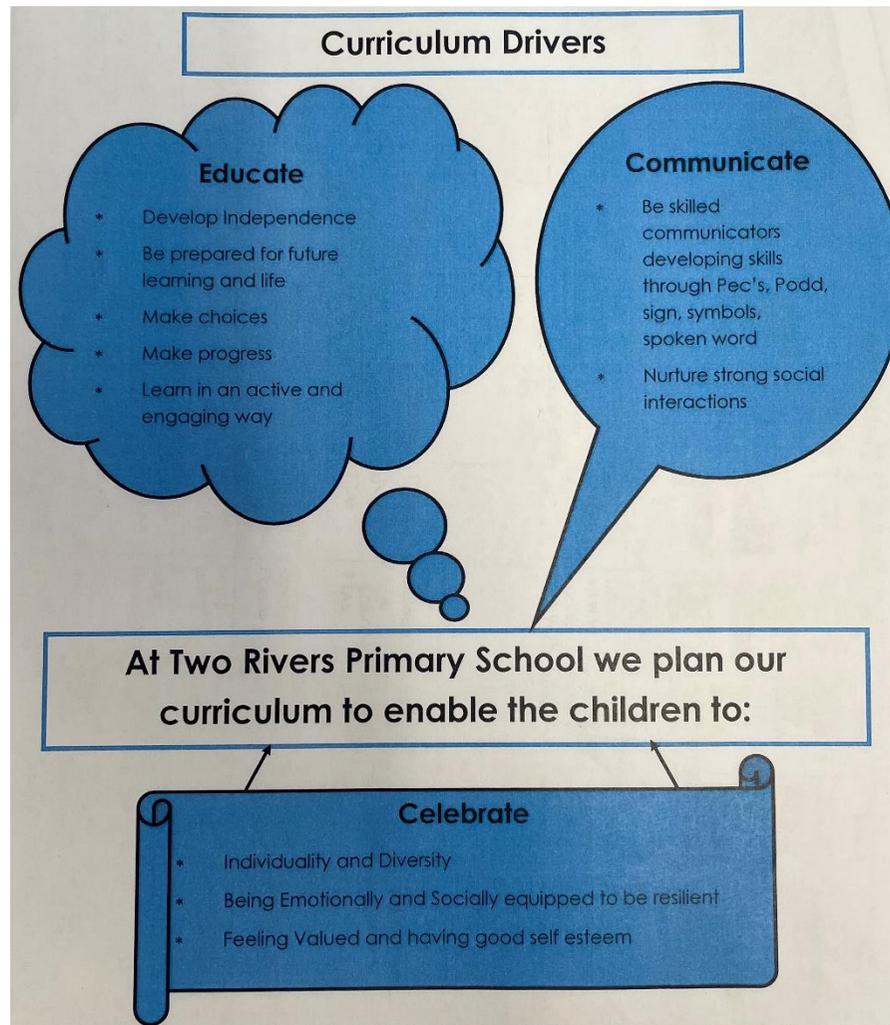
Through our Learning we...

- * 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