

Blackhorse Resource Base Curriculum



Intent: To build champion Learners through Extensive Opportunities, Expert Tuition, Purposeful Practise and Personal Effort.

Our Resource Base curriculum is driven through the key active ingredients of **extensive opportunity**, **expert tuition**, **purposeful practice**, **personal effort** and is a hybrid of all the Enquiry based Blackhorse Curriculum and targeted opportunities for our children that build 'Champion Learners'. The Resource Base curriculum aligns with our Blackhorse Curriculum and approaches the concepts, knowledge and skills that children need to succeed through a bespoke three tired approach.

Our intent is for all pupils to receive a high quality education that is aligned with their needs and prepares them for an independent and aspirational future. This is achieved through our core values of that underpin our vision: Champion learners are taught:

Respect – for themselves, their families, their communities.

Pride – in their attitude and work; striving for their best effort.

Bravery – to attempt things with will be hard and challenge them.

Success – to aspire to be the best version of themselves. To believe they can change the world.

The Resource Base curriculum intent acknowledges the differing starting points of the children that we teach and recognises our children's additional SEND through a provision which is aspirational; offering opportunities to develop life skills, independence and inclusion alongside mainstream peers. The Resource Base curriculum considers not only the formal requirements of the National Curriculum to support our children in including with their peers, but also the range of targeted and individualised learning that the school offers in order to enrich the opportunities and experiences available to the children. Expert tuition following TEACCH principles of

Teaching – sharing autism knowledge and increasing the skill level of professionals and practitioners.

Expanding – increasing own knowledge to provide high-quality services to autistic people and their families.

Appreciating – appreciating the strengths and uniqueness of autistic culture.

Collaborating and Cooperating with colleagues, other professionals, autistic people and their families.

Holistic – adopting a holistic approach, looking at the person, their family and community.

Our provision is designated to the teaching and learning of autistic children and/or children with social communication differences. We believe that every child should have the opportunity to thrive in an environment which provides:

A - Aspirational outcomes for every child

U - Understanding of uniqueness and self-identify

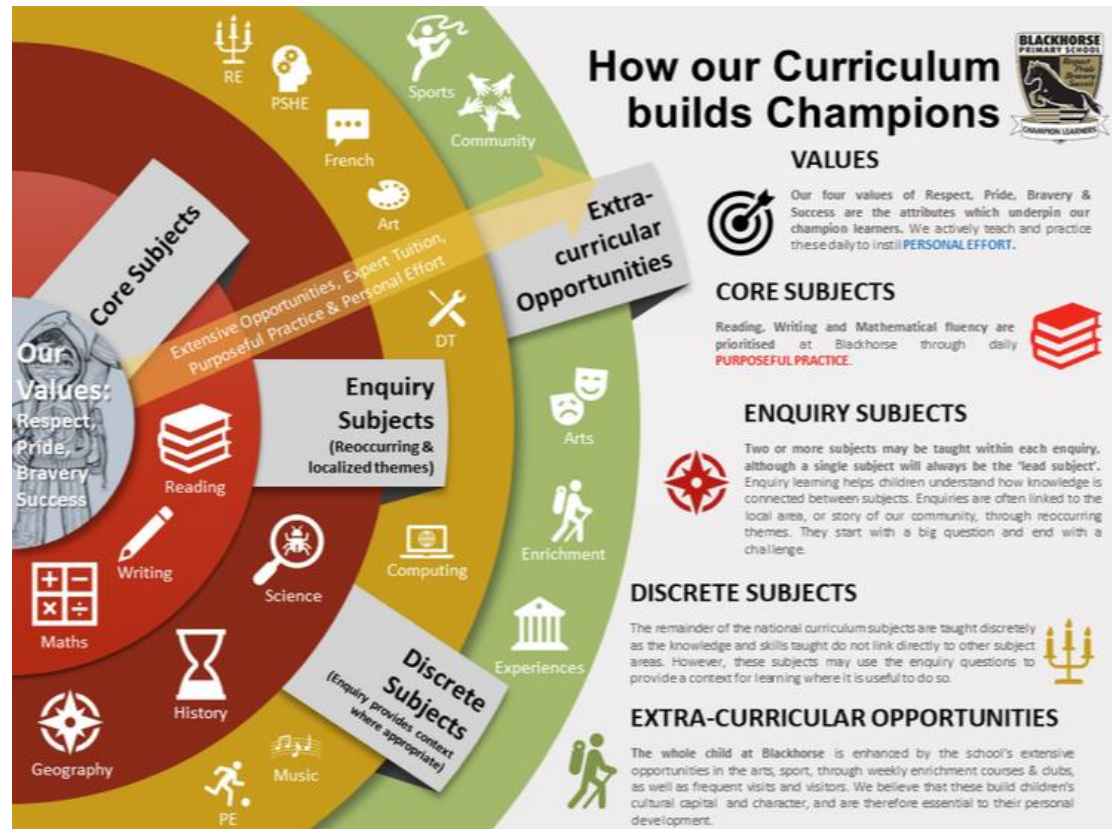
T - Targeted Teaching, Learning and Intervention

I - Inclusion opportunities with our peers and communities

S - Skills for life

M -Modelling, recognition and teaching to support emotional regulation

Blackhorse Primary School Resource Base offers our resource base children the opportunity to access the Blackhorse Curriculum through significant adaptation and a tiered approach to accessibility we deliver the schools mission of Building Champion Learners through **Extensive Opportunities, Expert Tuition, Purposeful Practise and Personal Effort.** We are able to offer an adapted environment and curriculum to meet the needs of our children.



BHRB Tiered Curriculum: Implementation

Tier 1

Descriptor: Child may be new to RB or present with low engagement, focus and attention, pre or non verbal, high sensory need, limited interactions with others & little or no social communication skills. These children will be working within or below EYFS curriculum.

Introducing Mainstream Opportunities: 0-30%

EYFS Principles (EYFS)

Engagement: Exploration, Realisation, Anticipation, Persistence, Initiation

Focus on Early Reading/Phonics ULS

Limited opportunities for inclusion

Engagement and Discovery (Y1 - Y6) Scheduled continuous provision

Sequential Learning

Communication focussed learning (SALT): *Attention & Communication*

Social, emotional and mental health development

Sensory Friendly Environment

TEACCH: *Low sensory structured learning environment*

Attention Autism: *Developing attention & curiosity*

Focus on joint attention and play: Intensive Interaction/Identiplay: *Targeted approach to play*

Stepping stones & Smart Moves: Individual Fine & Gross Motor-skills programmes.

Tier 2

Descriptor: Child can follow adult directed learning tasks for up to 30 minutes in some (but not all) curriculum areas. Can hold reciprocal interactions. Developing self-regulation. Able to access a highly differentiated national curriculum in some subjects with adaptations and support.

Establishing mainstream Opportunities: 30-70%

BHRB Enquiry Curriculum: *Wider Curriculum focused on core knowledge & re-occurring themes*

Developing Learning Behaviours approach

Consolidating and Developing Reading: ULS Phonics Fluency and extended Reading

White Rose Maths & Big Maths: *Focusing on Number, SSM & reasoning.*

Communication focussed learning (SALT): *Attention & Communication*

Resource Base Enquiry Curriculum: *Wider Curriculum focused on core knowledge & re-occurring themes.*

Low sensory structured learning environment within small groups

Sensory Friendly Environment

Developing opportunities for Inclusion

TEACCH

Attention Autism: *Developing attention & curiosity*

Speech and language programmes (SALT)

Occupational Therapy (OT): Fine & Gross Motor-skills programmes Stepping stones & Smart Moves.

Tier 3

Descriptor: Child can follow teaching and learning within a mainstream whole class setting for extended periods of time. Social communication skills allow effective communication with staff and peers. Able to access mainstream curriculum through quality first teaching with adaptations and some additional support.

Securing Mainstream Opportunities: 70-100% Inclusion

White Rose Maths & Big Maths: *Focusing on Number, SSM & reasoning (Full curriculum when 100% inclusion).*

Securing Reading: *Class-led phonics/ reading intervention where needed, full reading curriculum*

Communication focussed learning (SALT): *Attention & Communication*

Social, emotional and mental health development : Zones of Regulation:

Extensive opportunities for Inclusion

Full Blackhorse Enquiry Curriculum

Sensory Friendly Environment

TEACCH: *Low sensory structured learning environment within mainstream class*

Targetted interventions within Resource Base: *Transitions Support, Fine & Gross Motor Skill, SALT*

Resource Base Enquiry Curriculum: Tier 2 -3

(40-70% opportunities for needs being met within Resource Base and Mainstream Provision)

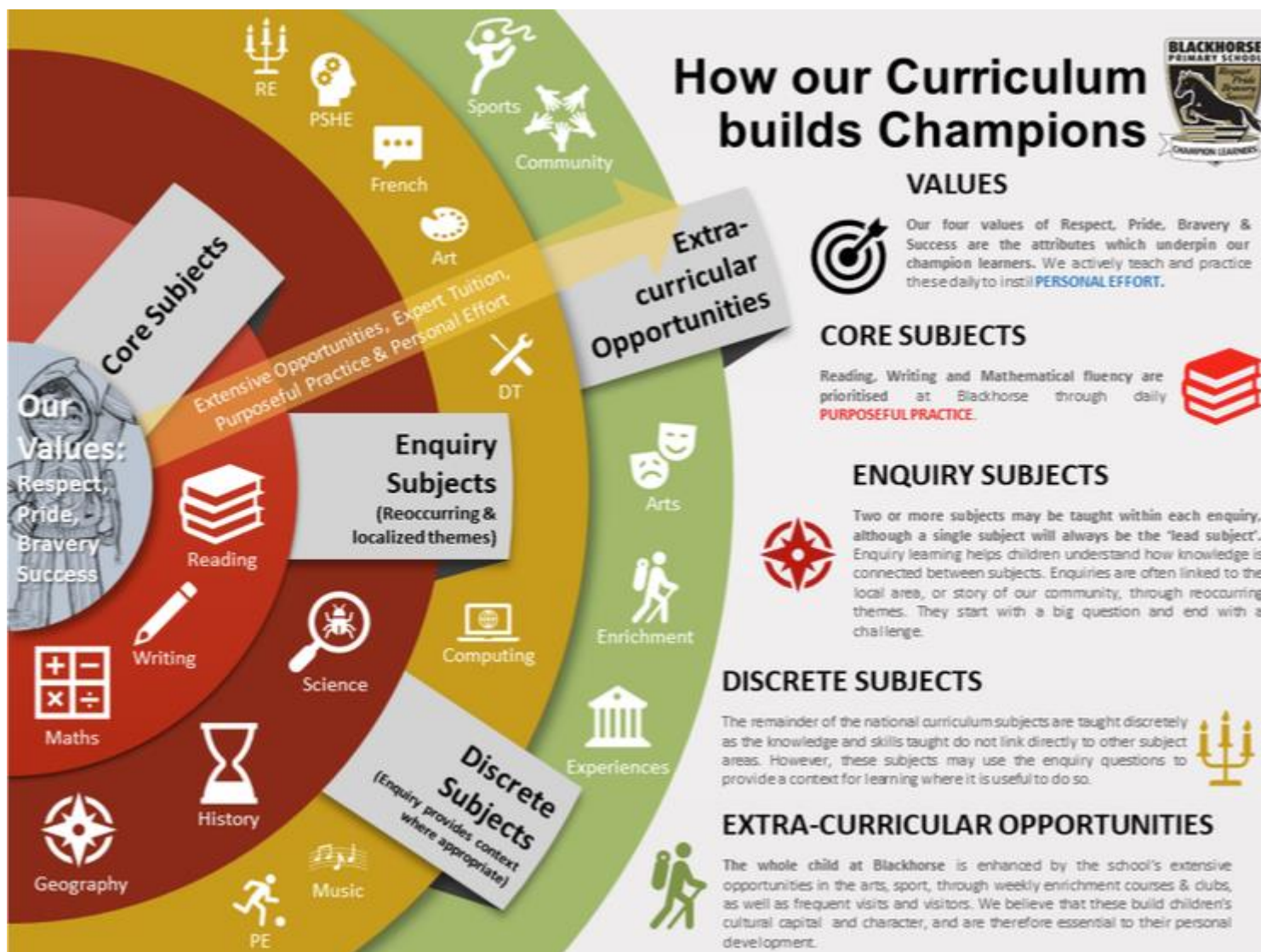
**Re-occurring Curriculum Themes at Blackhorse Primary School*

Cherry Class (EYFS, Yr. 1 & Yr. 2) Tier 1 Discovery Time through Continuous Provision	BHPS reoccurring themes: 3 Year Cycle	GEOGRAPHER/ HISTORIAN	SCIENTIST/RE	GEOGRAPHER/ SCIENTIST/ ENGINEER	GEORGRAPHER	SCIENTIST	HISTORIAN	SCIENTIST
	A	Children learn who can help them around the school in the enquiry 'Who's who? What's where?' How does BH change in Autumn?	Children learn about properties of materials 'What are the properties of different building materials?'	Children learn about different foods from around the World in 'What do people eat in Jamaica ?' How does BH change in Winter?	Children learn about Bristol's main geographical features: 'What does Bristol look like?'	Children learn that plants & humans grow and how they can be cared for in 'What grows?' How does BH change in Spring?	What was different in the past?	Children learn about the importance of re-cycling in ' What is recycling? ' How does BH change in Summer?
Computing (BHPS Curriculum): Technology all around us, Moving robots, Digital Painting. E-safety: Online Relationships, Self-image & well-being, Managing online Information.								
PSHE (Jigsaw) : Term 1 Being Me in my World, Term 2 Celebrating Differences, Term 3 Dreams and Goals, Term 4 Healthy Me, Term 5 Relationships, Term 6 Changing Me								
RE Celebrations – How do different people celebrate? Christmas (Christianity), Passover (Judaism) & Eid (Islam).								
Art/Music: What is an Artist? What is a Musician (BHPS Curriculum)								
B	Children explore roles within society designed to help others in the enquiry. Children learn about the	Children learn about facial features 'how do artists draw faces'. Artist	Children explore how people travel & how to make a book with moving parts in 'How do we move around?'	Children learn about the changing seasons: 'How does Blackhorse Change?' .	Children learn about growing vegetables in beds outside the classroom, understanding the parts of a	Children learn about the human life-cycle and how life was different in the past: ' How do people change? '	Children learn about different countries in the UK in 'What is the United Kingdom?'	

	<p>similarities and differences between jobs in Jamaica & Britain 'What jobs do people do in Jamaica?'</p>	<p>They learn about product design in 'What is my hat made of?'</p>		<p>They learn about features of the local community in 'Where is Blackhorse?'</p>	<p>plant and that we can create our own food in 'What grows near me?'</p>			
	<p>Computing: Information Technology around us. Moving robots. Making Music.</p>				<p>E-safety: Online Relationships, Self-image & well-being, Managing online Information.</p>			
	<p>PSHE: Term 1 Being Me in my World, Term 2 Celebrating Differences, Term 3 Dreams and Goals, Term 4 Healthy Me, Term 5 Relationships, Term 6 Changing Me</p>							
	<p>RE Stories: Jesus (Christianity), Moses (Judaism), Mohammed (Islam).</p>							
	<p>Art/Music: What is an Artist? What is a Musician (BHPS Curriculum)</p>							
C	<p>Children learn about events beyond living memory and why people travel to the UK in 'Who was Princess Campbell?'</p>	<p>Children revisit being an Artist, in the enquiry 'What is an Artist?' Artist They learn that art and music is used in religious celebrations in 'What is celebration?'</p>	<p>Children learn about how Brunel shaped transport locally and nationally in 'What did Brunel do for Great Britain?' Victorians/ Docks</p>	<p>Children learn more about their local community and the plants and animals found here in 'What is home?'</p>	<p>Children learn about plant life-cycles in 'How do plants grow near me?'</p>	<p>Children learn about the importance of physical activity and human life cycle in 'How do we live a healthy life?' (PE)</p>	<p>Children learn about the geography of Jamaica, in 'Where is Jamaica?'</p>	
<p>Computing: Technology around us, Moving robots, Pictograms.</p>					<p>E-safety: Online Relationships, Self-image & well-being, Managing online Information.</p>			
<p>PSHE: Term 1 Being Me in my World, Term 2 Celebrating Differences, Term 3 Dreams and Goals, Term 4 Healthy Me, Term 5 Relationships, Term 6 Changing Me</p>								
<p>RE Places of worship: Church (Christianity), Tabernacle (Judaism), Mosque (Islam).</p>								
	<p>Art/Music: What is an Artist? What is a Musician (BHPS Curriculum)</p>							

Sycamore Curriculum for children at Tier 2 and 3

Sycamore KS2 curriculum aligns with the National Curriculum and builds on developing children's key foundational skills and knowledge. Sycamore focusses on a reduced curriculum delivered at a pace children can access at their level focussing on key knowledge and skills that is revisited throughout BHPS Curriculum. This support children whose needs can be met when accessing learning alongside their peers in their mainstream class.



Sycamore Class: KS2 Tier 2 and 3 (supporting knowledge and skills for needs being met in mainstream)

	<p>Daily: Social Communication and Engagement: supporting children with social communication difference to learn how to understand their feelings, manage their emotions, and get along with others. Through the school values to focusses on recognising and naming emotions, problem solving and making good choices in learning and everyday situations. These skills help children become more confident, independent, and happy at school and at home in order that they can thrive. This is achieved through evidenced based intervention (e.g. Zones of regulation, Homunculi approach, Attention Autism) and targeted and bespoke provision depending on individual's children's needs.</p>					
Two Year Cycle	Being a Scientist (1)	Being a Historian	Being a Geographer	Being a Scientist (2)	Being a Historian	Being a Geographer 2
A	<p>How do humans stay healthy? Children understand:</p> <p>Skeleton & muscles</p> <p>Healthy eating & Exercise (incl. impact on the heart).</p>	Roman Bristol	<p>Volcanoes & Earthquakes Children learn about how the Earth is constantly being reshaped by volcanoes and earthquakes in 'What's underneath our feet?'</p>	Solids, liquids & gases	<p>Victorian Docks Children learn about how Bristol traded with the British Empire, focusing on India and the Caribbean in 'Who is trading with whom?'</p> <p>Children learn about how to use design technology skills to create their own games in 'How can you feel the force?'</p>	<p>Comparing Karachi, Bordeaux & Bristol Locate on World/ UK map.</p> <p>Understanding Climate, Population, topography and settlement (comparing with Bristol docks)</p>
B	<p>Forces Children understand:</p> <p>Forces (Push, pull & gravity)</p> <p>Electricity Magnetism</p> <p>Sound</p>	<p>Indus 'Who lived in the Indus Valley?'</p>	<p>Rivers Identify main rivers on maps of UK.</p> <p>Identify main sources of water in the environment.</p> <p>Identify mountainous areas of the UK.</p> <p>Identify countries of UK</p> <p>Identify parts of a river course</p> <p>Describe the water cycle.</p>	<p>What lives where? Differences between species: Fish, mammal, amphibian, reptile, insect, bird, Vertebrates, Invertebrates.</p> <p>Differences between habitats.</p> <p>Food Chains</p>	<p>Tudor Docks children learn about how the Tudor's explored the globe in 'Why did people travel in the past?'</p> <p>children learn how vibrations in the air are manipulated in musical instruments in 'What's the difference between noise and sound?'</p>	<p>Geography of Bristol & UK (Urban & Rural Contrast) Identify on map of UK major cities.</p> <p>Identify on local map rural and urban areas.</p> <p>Use 8 points of compass.</p> <p>Understand how food is farmed in the UK.</p>
<p>Computing/E 'safety RE/PSHE</p> <p>Targeted Intervention: Evidenced based intervention (e.g. Zones of Regulation, Homunculi approach, Attention Autism) and targeted and bespoke provision depending on individual's children's needs.</p> <p>ART: In with BHPS Curriculum (3 terms per year)</p> <p>Enrichment (3 terms per year)</p>						