

## 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 tiered 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 difficulties. 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

# Implementation

## Tier 1

**Description:** Child may present with Low engagement and attention, limited S&L, high sensory need, limited interaction with peers & little or no social communication. Working within or below EYFS curriculum.

**Limited whole-school inclusion: 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

**Description:** 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 inclusion: 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

**Description:** 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 Inclusion: 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 (40-70% Inclusion)

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

|                                    |                                                                                                                                                                                                            |                                                                                                                                                          |                                                                                                                                                         |                                                                                                                                                                                     |                                                                                                                                                                                     |                                                                                                                                    |                                                                                                   |                                                                                        |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Cherry Class (EYFS, Yr. 1 & Yr. 2) | 3 Year Cycle                                                                                                                                                                                               | Giving City:                                                                                                                                             | Creative City                                                                                                                                           | Moving City                                                                                                                                                                         | My City                                                                                                                                                                             | Wild City                                                                                                                          | Playful City                                                                                      | Future City                                                                            |
|                                    | A                                                                                                                                                                                                          | Children learn who can help them around the school in the enquiry ‘Who’s who? What’s where?’<br>Geographer                                               | Children learn about properties of materials through creating new play spaces in the school environment in ‘What could my school be made of?’ Scientist | Children learn about different foods from around the World in ‘What do people eat in Jamaica?’<br>Geographer & Scientist                                                            | Children learn about Bristol’s main geographical features: ‘What does Bristol look like?’<br>Geographer                                                                             | Children learn that plants & humans grow and how they can be cared for in ‘What grows?’<br>Scientist                               | Children explore old toys in ‘How did people play in the past?’<br>Historian                      | Children learn about the importance of re cycling in ‘What is recycling?’<br>Scientist |
|                                    | Computing: Technology all around us, Moving robots, Digital Painting.                                                                                                                                      |                                                                                                                                                          |                                                                                                                                                         |                                                                                                                                                                                     |                                                                                                                                                                                     | E-safety: Online Relationships, Self-image & well-being, Managing online Information.                                              |                                                                                                   |                                                                                        |
|                                    | 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                                                    |                                                                                                                                                          |                                                                                                                                                         |                                                                                                                                                                                     |                                                                                                                                                                                     |                                                                                                                                    |                                                                                                   |                                                                                        |
|                                    | RE Celebrations – Christmas (Christianity), Passover (Judaism) & Eid (Islam).                                                                                                                              |                                                                                                                                                          |                                                                                                                                                         |                                                                                                                                                                                     |                                                                                                                                                                                     |                                                                                                                                    |                                                                                                   |                                                                                        |
| B                                  | Children explore roles within society designed to help others in the enquiry. Children learn about the similarities and differences between jobs in Jamaica & Britain ‘What jobs do people do in Jamaica?’ | Children learn about facial features ‘how do artists draw faces’.<br>Artist<br><br>They learn about product design in ‘What is my hat made of?’ Engineer | Children explore how people travel & how to make a book with moving parts in ‘How do we move around?’<br>Geographer & Engineer                          | Children learn about the changing seasons: ‘How does Blackhorse Change?’.<br>Scientist<br>They learn about features of the local community in ‘Where is Blackhorse?’<br>Geographer. | Children learn about growing vegetables in beds outside the classroom, understanding the parts of a plant and that we can create our own food in ‘What grows near me?’<br>Scientist | Children learn about the human life-cycle and how life was different in the past: ‘How do people change?’<br>Historian & Scientist | Children learn about different countries in the UK in ‘What is the United Kingdom?’<br>Geographer |                                                                                        |



# Sycamore Class: KS2

|                     |                |                                                                                                                                                 |                                               |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                   |
|---------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sycamore Class: KS2 | Two Year Cycle | Lead Science                                                                                                                                    | Lead History                                  | Lead Geography                                                                                                                                                                                                                                                    | Lead Science 2                                                                                                                                                                               | Lead History 2                                                                                                                                                                                                                                                                        | Lead Geography 2                                                                                                                                                                                                                  |
|                     | A              | How do humans stay healthy?<br><br>Children understand:<br><br>Skeleton & muscles<br><br>Healthy eating & Exercise (incl. impact on the heart). | Roman Bristol                                 | Volcanoes & Earthquakes<br><br>Children learn about how the Earth is constantly being reshaped by volcanoes and earthquakes in ‘What’s underneath our feet?’                                                                                                      | Solids, liquids & gases                                                                                                                                                                      | Victorian Docks<br><br>Children learn about how Bristol traded with the British Empire, focusing on India and the Caribbean in ‘Who is trading with whom?’<br><br>Children learn about how to use design technology skills to create their own games in ‘How can you feel the force?’ | Comparing Karachi, Bordeaux & Bristol<br><br>Locate on World/ UK map.<br><br>Understanding Climate, Population, topography and settlement (comparing with Bristol docks)                                                          |
|                     |                | Computing/E ‘safety<br>PSHE<br>Life Skills                                                                                                      |                                               |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                   |
|                     | B              | Forces<br><br>Children understand:<br><br>Forces ( Push, pull & gravity)<br><br>Electricity<br>Magnetism<br><br>Sound                           | Indus<br><br>‘Who lived in the Indus Valley?’ | Rivers<br><br>Identify main rivers on maps of UK.<br><br>Identify main sources of water in the environment.<br><br>Identify mountainous areas of the UK.<br><br>Identify countries of UK<br><br>Identify parts of a river course<br><br>Describe the water cycle. | What lives where?<br><br>Differences between species:<br>Fish, mammal, amphibian, reptile, insect, bird, Vertebrates, Invertebrates.<br><br>Differences between habitats.<br><br>Food Chains | Tudor Docks<br><br>children learn about how the Tudor’s explored the globe in ‘Why did people travel in the past?’<br><br>children learn how vibrations in the air are manipulated in musical instruments in ‘What’s the difference between noise and sound?’                         | Geography of Bristol & UK (Urban & Rural Contrast)<br><br>Identify on map of UK major cities.<br><br>Identify on local map rural and urban areas.<br><br>Use 8 points of compass.<br><br>Understand how food is farmed in the UK. |
|                     |                | Computing/E ‘safety<br>PSHE<br>Life Skills                                                                                                      |                                               |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                   |