

Programme of Study



The curriculum at First Base Bury St Edmunds

The teaching at the First Base Nurture Groups is based on the Nurture Group approach which provides an environment that follows the 6 principles of Nurture.¹ A nurture group is a hybrid of the home & school environment, designed to bring together aspects of the National Curriculum with an SEMH curriculum that addresses the unmet social, emotional and behavioural needs of pupils in the group.

At First Base we work with pupils on a dual registered basis. This means our pupils spend 3 days in their mainstream school each week and 2 days in First Base. Pupils will be at First Base on average for 2 terms, and their length of time in centre will vary according to their needs and progress.

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Intent

The First Base curriculum is designed to give pupils the academic and social and emotional skills so they can attend a mainstream setting full time.

Our Aims

- to develop and strengthen pupils core skills in English, Maths, Speaking and Listening and Personal and Social.
- to widen their educational experience and enhancing their engagement with learning leading to accelerated academic progress and success in their mainstream school.
- to ensure reading is fundamental to their success in school and is front and centre of our academic offer.

The curriculum at First Base is planned on a thematic basis each term has four mini topics. Some themes are designed to support fixed calendar events such as Christmas. All theme themes are designed to ensure that pupils are able to learn basic skills in a developmental way as well as acquiring and building on knowledge. Using Development Matters and the National Curriculum, the First Base approach has been to prioritise development and acquisition of knowledge in English, Maths and Science within a creative and physical curriculum delivered to support the pupils emotional and social development needs all of which makes them less vulnerable to exclusion.

We recognise that pupils are in a dual placement with their mainstream school and First Base work closely in partnership with individual pupils mainstreams teachers to ensure harmony with the mainstream school curriculum. To this end, we clearly identify the aspects of the National Curriculum we do and do not offer. (See programme of study following this).



Implementation

At First Base we support pupils in the form of a Nurture Group that is underpinned by 6 principles.

- Children’s learning is understood developmentally.
- The classroom offers a safe base.
- The importance of nurture for the development of well being
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children’s lives.

Academic Curriculum

- ✓ Pupils working within development matters are assessed in the areas of
 - Personal, Social and Emotional Development
 - Communication and Language
 - Literacy
 - Mathematics
 - Physical development
- ✓ Pupils working below the National Expectations are assessed in the Pre-KS1 Standards
- ✓ Pupils working with the Y1 and Y2 standards are assessed within those, using those statements that are related to the areas taught.

The first Base curriculum does not cover the teaching of RE and Humanities. Aspects of these subjects will be visited from time to time as appropriate within the relevant theme.

The core curriculum is delivered through structured indoor and outdoor play, adult led activities and pupil led experiences and is based on EYFS and National Curriculum.

To support our teaching we use a wide range of resources including, letters and sounds, Philosophy (*P4C*), White Rose maths resources, Pie Corbett reading spine, talk for writing resources to support both the development of skills and acquisition of knowledge within the EYFS/ National Curriculum.

Every pupil at First Base has an individual learning plan and this is broken down into “Next Steps” to show the individual learning path for each pupil. This is important as a group of 6 pupils can have children from all school years Rec – Y2. This ensures all pupils have a bespoke plan for their learning development linked to the appropriate National Expectations.

Children are assessed on specific learning outcomes. In all our assessments we retain the sharp focus on the core areas in Reading, Writing and Maths.

Staff meet regularly to discuss individual pupil progress in both behaviour and academic areas. Weekly assessments are shared between FB and the pupils home school. The pupils home school undertakes all statutory assessments and we support the home school in assisting by providing evidence if required.

We work closely with parents to develop their opportunities to support their pupil’s education, both through coming into the centre to work alongside their pupil, and support through their pupil’s Keyworker. The keyworker and Nurture Group teacher liaise weekly (or more often if necessary) with parents and schools to support pupil progress.



SEN

For pupils whose learning profile raises questions around SEN, assessments and a profile are created to provide evidence to decide whether a pupil will need the extra support of an EHCP. We always work alongside the home school SENCo to submit an EHCP where we agree it is appropriate. See SEND offer

SEMH

Every pupil at First Base has individually identified SEMH needs, which are broken down into “next Steps” to show the individual path for each pupil. This focus of our work is around SEMH. Staff work with the mainstream school class teacher and use the Boxall Profile and SDQ to create a baseline of the pupil’s current position, and to give indicators of where the focus of support would be best targeted. Smiley faces are used as a pupil facing way of discussing achievement in behaviour related targets. They show trends in behaviour patterns and changes/progress over time. Boxall and SDQ is undertaken termly prior to a progress review that involves school, parents and First Base Keyworker.

Impact

Our primary aim is for each pupil to be in full time mainstream education. When a pupil reaches the end of their time at first base their needs are assessed again and a Completion Report is created to support the pupil’s transition back into a mainstream school. Key workers will continue to work with the pupil in school (known as the Exit Plan) for a short period of time, ensuring that the mainstream setting is supported to continue the positive work.



ENGLISH – Word Reading (Phonics)

ELG/Rec	Y1	Y2
<p>Use Phonic Knowledge to decode regular words and read them aloud accurately. (ELG)</p> <p>Read some common irregular words (ELG)</p>	Apply Phonic knowledge & skills as the route to decode words.	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
	Respond speedily with the correct sound to graphemes for all 40+ phonemes.	Read accurately by blending the sounds in words that contain graphemes taught so far, especially recognising alternative sounds for graphemes.
	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	
	Read common exception words.	Read further common exception words.
	Read words containing taught GPCs .	Read words containing taught GPCs and s, es, ing ed er and est endings.
	Read words of more than one syllable.	Read accurately words of two or more syllables that contain taught GPCs.
	Read words with contractions begin understand the apostrophe is the missing letter.	Read words with contractions begin understand the apostrophe is the missing letter.
	Begins to read words quickly with some accuracy.	Read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered.
	Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
	Reread these books to build up their fluency and confidence in word reading.	Reread these books to build up their fluency and confidence in word reading.
Begin to read words containing common suffixes.	Read words containing common suffixes.	



ENGLISH – Reading Comprehension

ELG/Rec	Y1	Y2
<p>Pupils can read and understand simple sentences. They use phonic knowledge to decode words and read them aloud accurately.</p> <p>Can read some common irregular words.</p>	<p>Develop a pleasure in reading , motivation to read and understanding by</p>	
	<p>Listening and discussing a wide range of poems, stories and non fiction at a level beyond that at which they can read independently.</p>	<p>Listening and discussing a wide range of contemporary and classic poetry, stories and non fiction at a level beyond that at which they can read independently.</p>
	<p>Being encouraged to link what they read or hear read to their own experiences.</p>	<p>Can link what they read or hear read to their own experiences.</p>
	<p>Understands the sequences of events in books and how items of information are related.</p>	<p>Discussing a sequences of events in books and how items of information are related.</p>
	<p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering particular characteristics</p>	<p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p>
	<p>Recognising and joining in with predictable phrases.</p>	<p>Recognising simple recurring literary language in stories and poems.</p>
	<p>Has a favourite word or phrase.</p>	<p>Discussing their favourite words and phrases</p>
	<p>Learning to appreciate rhymes and poems and recite some by heart.</p>	<p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>
	<p>Looks at non fiction books.</p>	<p>Being introduced to non fiction book that are structured in a different way.</p>
	<p>Discussing word meanings linking new meanings to those already known</p>	<p>Discussing and clarifying the meaning of words linking new meanings to known vocabulary.</p>
<p>Read and understand simple sentences.</p> <p>Demonstrate an understanding when talking about what they have read.</p>	<p>Understand both the books they can already read accurately and fluently and those they listen to by</p>	
	<p>Drawing on what they already know or on background information and vocab provided by the teacher.</p>	<p>Drawing on what they already know or on background information and vocab provided by the teacher.</p>



	Checking the text makes sense to them as they read and correcting inaccurate reading.	Checking the text makes sense to them as they read and correcting inaccurate reading.
	Discussing the significance of the title and events.	
	Making inferences on the basis of what is being said and done	Making inferences on the basis of what is being said and done
	Predicting what might happen on the basis of what is being said so far	Predicting what might happen on the basis of what is being said so far
	Participate in discussion about what is being read to them, taking turns and listening to what others say,	Participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what other say.
	Explain clearly their understanding of what is read to them	Explain and discuss their understanding of books, poems and other material both those that they listen to and those they can read for themselves.

ENGLISH – Spoken Language	
ELG/Rec	KS1
<p>Pupils express themselves effectively, showing awareness of listeners needs. They use past present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas and events.</p>	Listen and respond appropriately to adults and their peers. (P4C)
	Ask relevant questions to extend their understanding and build vocabulary and knowledge. (P4C)
	Use relevant strategies to build their vocabulary.
	Articulate and justify answers, arguments and opinions (P4C)
	Give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings. (P4C)
	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
	Use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas.
	Speak audibly and fluently with an increasing command of Standard English.
	Participate in discussions, presentations, performances, role play, improvisations and debates
	Gain, maintain and monitor the interest of the listener(s).
Select and use appropriate registers for effective communication.	



ENGLISH – Handwriting		
ELG/Rec	Y1	Y2
Handle tools with increasing control Begin to use anticlockwise movement and retrace vertical lines Begin to form recognisable letters Handle tools effectively Hold paper in position and use correct pencil grip	Hold a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form digits 0-9	Form lower-case letters, capital letters and digits of the correct size, orientation and relationship to one another

ENGLISH – Spelling		
ELG/Rec	Y1	Y2
Use phonic knowledge to write words in ways which match spoken sounds (ELG) Some words are spelt correctly, and others are phonetically plausible. (ELG) Write some common irregular words. (ELG)	Spell words containing each of the 40+ phoneme taught	Spell by segmenting words into phonemes and representing these by graphemes spelling many correctly.
	Spell common exception words	Spell common exception words
	Name the letters of the alphabet Name in order	Use letter names to distinguish between alternative spelling of the same sound.

ENGLISH – Punctuation & Grammar		
ELG/Rec	Y1	Y2
Write simple sentences that can be read by themselves and others.	Sentences structure- How words can combine to make sentences	Subordination – when,it,that, because. Coordination – or,and,but
	Joining words and sentences using and.	Use expanded noun phrases.
	Sequence sentences to form short narratives	Sequence sentences to form short narratives



	Separation of words with spaces	Separation of words with spaces
	Introduction of full stops, question marks, and exclamation marks	Use full stops, question marks, and exclamation marks to demarcate sentences.
	Use capital letters for names and personal pronoun I	Use capital letters at the beginning of sentences, names, and personal pronoun.

ENGLISH – Composition		
ELG/Rec	Y1	Y2
Write simple sentences that can be read by themselves and others.	Say out loud what they are going to write about.	Plan or say out loud what they are going to write about.
	Compose a sentence orally before writing it.	
	Sequence sentences to form short narratives.	Encapsulate what they want to say sentence by sentence.

MATHS – Number & Place Value		
ELG/Rec	Y1	Y2
<p>Count reliably with numbers from 1-20</p> <p>Say which is one more or 1 less from a given number (to 20)</p>	Count to and access across 100, forwards and backwards, beginning with 0 or 1, or from only given number	Count to and access across 100, forwards and backwards, any given number
	Count in multiples including 2s, 5s and 10s	Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backwards
	Given a number, identify 1 more and 1 less	Given a number, identify 1 more and 1 less 10 more, 10 less
	Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	Identify, represent and estimate numbers using different representations, including the number line
	Read and write numbers to 100 in numerals Read and write numbers from	Read and write numbers to at least 100 in numerals and in words



Order numbers 1-20	1-20 in numerals and words	
	Compare and order numbers from 0 up to 20 use <, > and = signs	Compare and order numbers from 0 up to 100: use <, > and = signs
	Recognise the place value of each digit in a 2-digit number up to 20	Recognise the place value of each digit in a 2-digit number
	Use place value and number facts to solve one step problems	Use place value and number facts to solve problems

MATHS – Addition & Subtraction		
ELG/Rec	Y1	Y2
Add and subtract two single digit numbers (ELG) Count on or back to find the answer (ELG)	Read, write and interpret mathematical statements involving +, -, = signs	Read, write and interpret mathematical statements involving +, -, = signs
	Represent and use number bonds and related subtraction facts within 20	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems	Solve problems with addition and subtraction: Using concrete objects and pictorial representations, including those involving numbers, quantities and measures. Applying their increasing knowledge of mental and written methods
	Add and subtract 1 digit and 2-digit numbers to 20, including zero	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> - 2-digit no and ones - 2-digit no and tens - Two 2-digit numbers - Adding 3 1-digit numbers
	Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot



	Begin to recognise and use the inverse relationship between addition and subtraction.	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems
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MATHS – Multiplication & Division		
ELG/Rec	Y1	Y2
Can solve problems including doubling, halving and sharing.	Can solve problems involving multiplication and sharing through use of concrete objects and pictorial representations	Recall and use multiplication and division facts for the 2, 5, 10 tables , including recognising odd and even numbers
	Use arrays to show mathematical statements for multiplication and division.	Calculate the mathematical statements for multiplication and division within the multiplication tables, and write them using x, ÷, = signs
	Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

MATHS – Measurement		
ELG/Rec	Y1	Y2
Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and solve problems. ELG	Can measure using non standard measurements.	Can measure using standard measurements and choose the appropriate one.

SCIENCE – Working Scientifically	
ELG/Rec	Y1 & Y2
Knows about similarities and differences in relation to places objects, materials and living things.	Observing closely, using simple equipment
	Performing simple tests
	Identifying and classifying
	Pupils should read and use (speak) scientific vocabulary of a level consistent with their increasing word knowledge at key stage 1



SCIENCE – Animals, including Humans

ELG/Rec	Y1	Y2
<p>Knows about similarities and differences in relation to living things.</p> <p>Can make observations of living things and explain why some things occur.</p>	<ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals 	<ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

SCIENCE – Plants

ELG/Rec	Y1	Y2
<p>Can make observations of plants and explain why some things occur.</p> <p>Can talk about changes.</p>	<ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants including trees 	<ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

SCIENCE – Everyday Materials

ELG/Rec	Y1	Y2
<p>Knows about similarities and differences in relation to materials.</p>	<ul style="list-style-type: none"> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rocks Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their similar physical properties 	<ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching



ART		
ELG/Rec	Y1	Y2
Can use what they have learnt about media and materials in original ways, thinking about use and purposes. They represent their ideas through art. They experiment with colour, design, texture, form and function.	To use a range of materials creatively to design and make products.	To use a range of materials creatively to design, and evaluate products.
	To use painting, drawing and sculpture to develop and share their ideas, experiences and imagination.	To choose painting, drawing or sculpture share their ideas, experiences and imagination.

MUSIC		
ELG/Rec	Y1	Y2
Can sing songs, make music and dance and experiment with ways of changing them.	Use voices expressively and creatively by singing songs and speaking chants and rhymes.	To sing some songs and chants from memory.
	Listen with concentration to a range of high quality music.	Listen with concentration and understanding to a range of high quality music.

D & T – Cooking and Nutrition	
ELG/Rec	KS1
They know the importance for good health of physical exercise and a healthy diet.	To use the basic principles of a healthy and varied diet to prepare dishes.
	To understand where food comes from.

Philosophy 4 children (P4C) Progression of skills		
Rec	Y1	Y2
Questioning		
Teacher scaffolds substantive and procedural questions for students	Students learn to question using scaffolds such as question starters.	Students learn to question using scaffolds, they can ask a question.
Collaborative exploration (possibilities and points of view)		
Listening Turn Taking Acknowledging other's contributions	Exploring each other's viewpoints	Evaluating reasons and giving examples
Conceptual exploration		
Differences of kind	Differences of degree	Elementary classifications



Reasoning		
Hypothetical reasoning	Elementary deductive reasoning	Logical consistency
Metacognition		
Student comment (self evaluation of substantive and procedural elements)	Evaluation with reason giving	Evaluation with reason giving

PE		
ELG/Rec	Y1	Y2
Travels with confidence and skill around climbing equipment Jumps off an object and lands appropriately Shows increasing control when throwing catching and kicking Shows good control and co-ordination in large and small movements	Master basic movements including running, jumping, throwing and catching Develop balance, agility and co-ordination Participate in team games Develop simple tactics for attacking and defending Perform dances using simple movement patterns	

