

# Programme of Study



## The curriculum at First Base Bury St Edmunds

The teaching at the First Base is based on the Nurture Group approach which provides an environment that follows the 6 principles of Nurture. 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. On the two days they are at First Base they will be following a 12 week intervention called the Springboard Pathway.

### Springboard Pathway

The purpose of this pathway is to support pupils to succeed in their current mainstream school placement. It is a short, early intervention for a pupil who is attending a mainstream school and has the potential to be successful but needs an intensive short-term intervention to enable this. School will already have completed Step 1 & 2 of the Graduated Response, including consultation with LA and having accessed specialist services where appropriate.

The 12 week curriculum aims to deliver fundamental knowledge and skills in key areas of literacy and numeracy through a 2 day Raedwald Trust placement. Pupils will continue to access their mainstream school 3 days per week.

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### Covid 19

After many months of pupils not attending school there needs to be a period of recovery and reintegration. The First Base curriculum will strongly reflect the recommendations of the government set out in the guidance for fully opening schools -

*For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (**phonics and reading, increasing vocabulary, writing and mathematics**), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary.*

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support>

### 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. All 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.



## 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.

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.

In some circumstances, it may be appropriate to offer these, in which case the core curriculum offer will be enhanced accordingly, in liaison with the mainstream school.

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

### **Pupils working within EYFS will be taught and assessed in the areas of**

Personal, Social and Emotional Development  
Communication and Language  
Literacy  
Mathematics  
Physical development

### **Pupils working at KS1 will be taught and assessed in the following areas**

Phonics  
Reading  
Writing  
Maths  
Personal and Social  
Scientific enquiry  
PE

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

Every pupil at First Base has an individual learning plan. 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. Assessments are shared between First Base and the pupil's home school and parents. The pupil's home school undertakes all statutory assessments and we support the home school by providing evidence if required.

We work closely with parents to develop their opportunities to support their child's education, both through coming into the centre to work alongside their child, and support through their child's Keyworker. The keyworker and Nurture Group teacher liaise weekly

(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. Staff work with the mainstream school class teacher and use the Boxall Profile to create a baseline of the pupil’s current position, and to give indicators of where the focus of support would be best targeted.

### **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.



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



	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)	Spell words containing each of the 40+ phoneme taught	Spell by segmenting words into phonemes and representing these by graphemes spelling many correctly.
Some words are spelt correctly, and others are phonetically plausible. (ELG)	Spell common exception words	Spell common exception words
Write some common irregular words. (ELG)	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	Separation of words with

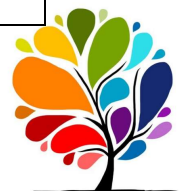




	spaces	spaces
	Introduction of full stops, question marks, and exclamation marks	Use full stops, question marks, and exclamation marks to demarcate sentences.
	Use capital letters for names and personal pronoun I	Use capital letters at the beginning of sentences, names, and personal pronoun.

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
Count reliably with numbers from 1-20	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 <b>multiples</b> including 2s, 5s and 10s	Count in <b>steps</b> of 2, 3 and 5 from 0, and in tens from any number, forward and backwards
Say which is one <b>more</b> or 1 <b>less</b> from a given number (to 20)	Given a number, identify 1 <b>more</b> and 1 <b>less</b>	Given a number, identify 1 <b>more</b> and 1 <b>less</b> <b>10 more, 10 less</b>
	<b>Identify and represent</b> 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	<b>Identify, represent and estimate</b> numbers using different representations, including the number line
Order numbers 1-20	<b>Read and write</b> numbers to 100 in numerals Read and write numbers from 1-20 in numerals and words	<b>Read and write</b> numbers to at least 100 in numerals and in words
	<b>Compare and order</b> numbers	<b>Compare and order</b> numbers



	from 0 up to 20 use $<$ , $>$ and $=$ signs	from 0 up to 100: use $<$ , $>$ and $=$ signs
	Recognise the <b>place value</b> of each digit in a 2-digit number up to 20	Recognise the <b>place value</b> of each digit in a 2-digit number up to 20
	Use place value and number facts to <b>solve one step problems</b>	Use place value and number facts to <b>solve problems</b>

MATHS – Addition & Subtraction		
ELG/Rec	Y1	Y2
<b>Add and subtract two single digit numbers</b> (ELG) <b>Count on or back</b> 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	<b>Recall</b> and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
	Solve <b>one-step problems</b> 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
	<b>Add and subtract</b> 1 digit and 2-digit numbers to 20, including zero	<b>Add and subtract</b> numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <li>- 2-digit no and ones</li> <li>- 2-digit no and tens</li> <li>- Two 2-digit numbers</li> <li>- Adding 3 1-digit numbers</li> </ul>
	Show that addition of two numbers can be done in any order ( <b>commutative</b> ) and subtraction of one number from another cannot	Show that addition of two numbers can be done in any order ( <b>commutative</b> ) and subtraction of one number from another cannot



	Begin to recognise and use the <b>inverse</b> relationship between addition and subtraction.	Recognise and use the <b>inverse</b> relationship between addition and subtraction and use this to check calculations and missing number problems
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SCIENCE – Working Scientifically	
ELG/Rec	Y1 & Y2
Knows about similarities and differences in relation to places objects, materials and living things.	<b>Observing</b> closely, using simple equipment
	Performing simple <b>tests</b>
	<b>Identifying</b> and <b>classifying</b>
	Pupils should read and use (speak) scientific <b>vocabulary</b> of a level consistent with their increasing word knowledge at key stage 1

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	

