English

English skills will be developed through fiction and non-fiction media; allowing the development of creative writing skills and writing to inform and explain. Aspects consciously selected for this programme are derived from the National Curriculum. The internal assessment of these skills represents the outcomes of what pupils have been taught within each unit of study. This has been aligned to age expectations. Use the following codes to RAG rate what pupils KNOW and can DO as a result of the unit of teaching. By nature, the curriculum is deliberately concentric, meaning that where gaps in understanding remain, they can be subsequently built on in later units.

Fiction Writing – Creative writing	Non-Fiction Writing – to inform and explain
Know: How writing can be presented differently according to its purpo**se, for example fiction and non-**fiction	Know: How writing can be presented differently according to its purpose, for example fiction and non fiction
Know: How to identify audiences and purposes for different books.	Know: How to identify audiences and purposes for different books.
Do: Classify and sort books. Express preferences about what you read for pleasure	Do: Classify and sort books. Express preferences about what you read for pleasure
Know: What genre is a text	Know: The difference between fact and opinion.
Do: Identify and explain what makes the text in that genre	Do: Write an opinion piece on a given stimulus
Know: conventions of (Action Adventure Horror Gothic Dystopian) stories	Know: Key components of a non-fiction texts such as a reference book e.g. contents, glossary etc.
Do: use conventions to compose a short narrative such as; a setting, description of a character or scene or given stimulus	Do: Use non-fiction texts to identify and research facts, recording them in note form.
Know: A range of literary devices and how these are used to create effect.	Do: Support statements of fact with evidence.
Do: Identify literary devices in what you read, watch and hear.	Know: That texts are structured in different ways to suit the context, purpose and audience (fact file, leaflet or newspaper)
Know: Understand how writers use language to convey meaning	Know: The difference between informal and formal language.
Do: Can use literary devices to engage the reader.	Do: Select formal and informal language to suit a purpose
Know: how these impact on the overall effect of the text.	Know: how to organise information so it is easy for the reader to interpret.
Do: Select and identify techniques used in your writing.	Do: plan and write a 'Believe it or Not' article/leaflet/fact file page or Newspaper report 'Does crime pay?'
GPS	Do: Use evidence from the text to support your points.
Know: Different types of editing, including secretarial, for meaning and for impact.	Know: Different types of editing, including secretarial, for meaning and for impact.
Do: select and use basic puntuation appropriately	Do: select and use basic punctuation appropriately
Do: Can select and use punctuation accurately (Aa . , ? ! “” () ’)	Do: Can select and use punctuation accurately (Aa . , ? ! “” () ’)
Do: use conjunctions to extend sentences	Do: use conjunctions to extend sentences
Do: Can apply spelling rules with a good degree of accuracy, including adding prefixes and suffixes	Do: Can apply spelling rules with a good degree of accuracy, including adding prefixes and suffixes
Do: choose appropriate vocabulary to compose a short narrative	Do: choose appropriate vocabulary to compose a short narrative
Do: Identify and correct errors in spelling, punctuation and grammar.	Do: Identify and correct errors in spelling, punctuation and grammar.

Maths – Programme of study

Internal assessment represents the outcomes of what pupils have been taught within each unit of study. This has been aligned to age expectations. Use the following codes to RAG rate what pupils KNOW and can DO as a result of the unit of teaching. By nature, the curriculum is deliberately concentric, meaning that where gaps in understanding remain, they can be subsequently built on in later units.

	1. Understand and represent number	2. Calculations	3. Understand fractions and decimals	4. Percentages
a	Understand and use place value	Use the four operations with positive integers and decimals	Interchange between fractions and decimals below 1	Interchange between fractions, decimals and percentages up to 100%
b	Compare and order numbers (Write numbers of any size in standard form/order directed numbers)	Order of operations	Explore fractions above 1	Percentage increase and decrease
c	Round numbers to powers of 10 and 1sf			Express one quantity as a percentage of another, compare two quantities using percentage
d	Factors and multiples (HCF and LCM)			Work with percentages greater than 100%

12 week rotation of 3 weekly projects that cover 4 aspects of number: Projects will alternate their focus from: Understand & represent number and Calculations to Understand fractions and decimals and Percentages. The Transition Unit will tell us where a child is at and this will determine the complexity of the know and do strand they will start from on the Programme of Study.

National Curriculum Link	Programme of Study Complexity	Number
1		Understand and represent Number
1a		Understand and use place value
1a	Apply to real life context	Know: The value of a digit in whole numbers.
1a		Do: Recognise the value of each digit in 3 and 4 digit numbers
1a	Understand the value of number	Do: Recognise the value of each digit in 5/6 digit numbers
1a		Know: The value of any digit in a number up to ten million.
1a		Know: The value of any digit in any number up to and beyond 10 million.
1a		Know: The value of a digit in whole and decimal numbers.
1a		Do: Recognise the value of a decimal number
1a		Do: Round decimal numbers to the nearest whole number.
1a		Do: Use place value to understand numbers in context.
1a	GCSE Foundation Mastery	Know: The place value for decimals, measures and integers of any size
1b		Compare and order numbers (Write numbers of any size in standard form/order directed numbers)
1b	Apply to real life context	Know: The value of a digit in whole numbers.
1b		Do: Compare and order 3/4/5/6 digit numbers
1b		Know: the symbol for a negative number and recognise that 0 is the place value holder
1a		Do: Use a number line to order positive and negative numbers.

1b		Do: Use a number line as a model for ordering and comparing positive/negative integers and fractions/decimals.
1f		Know: the place value for any number of any size
1f		Do: Write numbers of any size in standard form
	Understand the concept of a negative number	Know: how to order positive and negative numbers without the number line
1b		
1e		Know: Symbols for less than, more than, equal to.
		Do: Understand the positive and negative number system.
1e		
		Do: Order and compare numbers, fractions and decimals.
1a		
		Do: Reason about numbers based on their properties to solve real life problems
1b		
	GCSE Foundation Mastery	Do: Recognise and understand negative numbrers
1b		
		Round numbers to power of 10, 100, 1000 and 1,2,3 sf
1c		
	Apply knowledge of place value to rounding	Know: Common methods for rounding
1c		
1c		Do: Round 3 digit to numbers to 100
		Do: Round any number to the nearest 10, 100 or thousand
1c		
	know the place value of any digit	Know: The place value for decimals, measures and integers of any size
		Do: Round one decimal place to the nearest whole number
		Do: Round numbers up to 2 decimal places to one decimal place and whole number
		Do: Use rounding to estimate calculations
	GCSE Foundation Mastery	Do: Round numbers and measures to an appropriate degree of accuracy
1d		Factors and multiples
	Use the concepts and vocabulary of	Know: The definition of prime numbers, factors and multiples
1d		
1d		Do: Identify prime numbers
1d		Do: Identify multiples
1d		Do: Identify factors
	Understand prime numbers, factors and multiples	Do:Identify and recognise factors and multiples from a given list
1d		
		Do: Find the highest common factor and lowest common multiple
1d		
	GCSE Foundation Mastery	Know: the concept of factors and multiples
2		Calculations
2a		Use the four operations with positive integers and decimals
	Apply knowledge to solve problems	Know: Formal written methods for the four operations (adding, subtracting, multiplication and division).
2a		
		Do: Add a two digit number using formal written method
2a		
2a		Do: Adding two digit number that require carrying

2a		Do: Adding three digit numbers (including carrying)
2a	Understand the concept of addition	Do: Adding four digit numbers (including carrying)
2a		Do: Use addition to solve word problems in real life context
2a	GCSE Foundation Mastery	Do: Carry out addition: formal written method to integers, decimals and simple fractions
2a	Apply knowledge to solve problems	Know: Written methods for addition and subtraction.
2a		Do: Subtract a two digit number using formal written method
2a		Do: Understand 0 as a place value and the effect within subtraction
2a		Do: Subtract two digit number that require carrying
2a	Understand the concept of subtraction	Do: Subtract three digit numbers (including carrying)
2a		Do: Subtract four digit numbers (including carrying)
2a	GCSE Foundation Mastery	Do: Carry out subtraction: formal written method to integers, decimals and simple fractions
2a		Do: Recall and derive multiplications facts for 3/6/9
2a		Do: Recall and derive multiplications facts for 4/8/12
2a		Do: Recall and derive multiplications facts for 7/11
2a		Know: Fluent in all x tables up to 12
2a	Understand the concept of multiplication	Do: Multiply by 2 and 3 digit numbers using formal written layout
2a		Do: Multiply 4 digit numbers by 1 or 2 digit number using a formal written method
2a		Solve multiplication problems using a real life context
	GCSE Foundation Mastery	Carry out multiplication: formal written method to integers, decimals and simple fractions
2a	Apply knowledge to solve problems related to division	Know: Efficient written and mental methods for division.
2a		Do: Explain Division using objects and different representations
2a		Do: Divide 2 digits by 1 digit without remainders
2a		Do: Divide 3 digits by 1 digit without remainders
2a		Do: Divide 3 and 4 digits by 2 digit - With/out remainders
2a	Understand the concept of division	Do: Divide 3 and 4 digits by 2 digit with a decimal product
2a		Do: Solve multiplication problems using a real life context
2a	GCSE Foundation Mastery	Do: Carry out Division : formal written method (Short and long division) to integers, decimals and simple fractions

2b		**Order of operations**
2b	**Complete a range of calculations using BODMAS as a tool**	**Know: the importance of completing calculations in the correct order (the acroym BODMAS)**
2b	**accurate calculation without a calculator**	**Do: Calculations using + - x ÷**
2b		**Know: The purpose of brackets in a calculation.**
2b		**Do: Calculations using + - x ÷ brackets**
2b		**Do: Calculations using + - x ÷ brackets powers and routes**
2b	**GCSE Foundation Mastery**	**Do: Use conventional notation for the priority of operations, including brackets, powers, roots and reciprocals**
3		**Understand fractions and decimals**
3a		**Interchange between fractions and decimals below 1**
3a	**Know that denominators make up the bottom number in equal parts and that the top part is the numerator**	**Know: What a numerator and a denominator e.g. ¼ 4 parts equal a whole**
3a		**Do: Recognise find , name and write fractions 1/3 ¼ 2/4 and ¾ of a length, shape set of objects or a quantity**
3a		**Do: Order fractions with the same denominator**
3a	**be able to compare and order fractions**	**Do: Recognise equivalent fractions**
3a		**Do: Order fractions and compare fractions with different denominators**
3a		**Know: The relationship between fractions, decimals and percentages.**
3a		**Do: Recognise mixed numbers and improper fractions, convert and calculate**
3a	**GCSE Foundation Mastery**	**Do: Understand and manipulate fractions**
3a		**Do: Use formal written methods to solve problems involving whole number, decimals, fractions, negative numbers and mixed numbers.**
3b		**Explore fractions above 1**
3b	**Know that denominators make up the bottom number in equal parts and that the top part is the numerator**	**Know: What a numerator and a denominator e.g. ¼ 4 parts equal a whole**
3b		**Do: Add and subtract fractions with the same denominator within one whole**
3b		**Do: Adding and subtract fractions with different dominators**

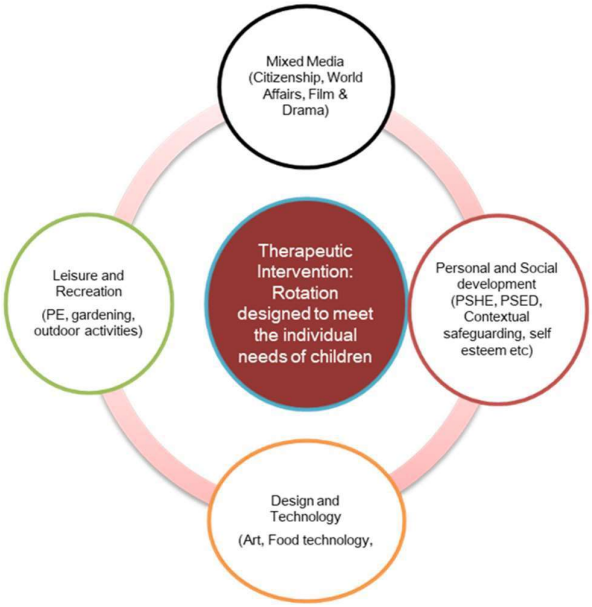
3b	be able to use fractions to sole solve calculations	Do: Multiply and divide fractions and simply writing the answer in its simplest form
		Do: Calculate a fraction of an amount
		Do: Express one quantity as a fraction of another where a fraction is less than one or greater than one.
	GCSE Foundation Mastery	Know: The value of proper and improper fractions and mixed numbers.
3b		
3b		Do: calculate fractions
4		Percentage
4a		Interchange between fractions, decimals and percentages up to 100%
	Calculate using percentages	Know: The % symbol understand percent realted to parts per hundred (100ths)
4a		
		Do: Calculate 1%, 2%, 5% and 10% of any whole number.
4a		
		Do: Find a fraction of a quantity and link this to a decimal and percentage equivalent e.g. 1.25 = 125% = 125/100
4a		
		Do: Calculate percentages between 1 – 99 and link this to decimals and fractions
4a		
	% means parts per 100	Know: The % symbol. The meaning of percentage (per cent means 'parts per hundred') and how this links with 100ths.
4a		
		Do: Find the whole given the part and the percentage
4a		
		Do: Find the percentage of a number other than 100
4a		
		Do: Calculate percentages in real life contexts
	GCSE Foundation Mastery	Know: The relationship between fractions, decimals and percentages.
4a		
	GCSE Foundation Mastery	Do: Convert amounts between fractions, decimals and percentages.
4a		
4b		Percentage increase and decrease
	Understand the impact of % increase and decrease	Do: Calculate the percentage of a number 10, 50, 25 (Link to decimals and fractions)
4b		
		Know: Understand the difference between percentage increase and decrease
4b		
		Do: Find a percentage of an amount and Be able to add or subtract the increase or decrease
4b		
	-calculate percentages for a real life contexts.	Do: Using a multiplier to find the percentage increase or decrease. (Calculator)
4b		
4b		Do: Calculate simple interest
		Do: Calculate the original value (for example the depreciation of a car)
4b		
	GCSE Foundation Mastery	Solve problems involving percentage change, including percentage increase/decrease, and simple interest
4b		
4c		Express one quantity as a percentage of another, compare two quantities using percentage

4c	GCSE Foundation Mastery	Know: How to calculate a percentage of an amount and compare two or more amounts using percentages.
4c	GCSE Foundation Mastery	Do: Express one quantity as a percentage of another.
4c	GCSE Foundation Mastery	Do: Compare two quantities using percentages.
4d		Work with percentages greater than 100%percentage
4d	GCSE Foundation Mastery	Know: How to interpret percentages greater than 100%.
4d	GCSE Foundation Mastery	Know: That percentages can be greater than 100%.
4d	GCSE Foundation Mastery	Know: How to interpret percentages greater than 100%.

Springboard Curriculum does not aim to cover all subjects.

There is a focus on key areas and on pupils securing fundamental skills for personal, social and emotional development.

Rotation and choices aim to engage children in art and design and technology projects, Leisure and Recreation activities, Mixed Media opportunities and explicitly PSHE sessions.



Wider Curriculum (Cultural Capital & Character Education)

Character Education and Cultural Capital was a key influence in the development of the curriculum. Children have the opportunity to engage in sport weekly and and creative projects termly. They experience The World of Work through visitors and experiences where they meet role-models from a variety of occupations. Trips and visits that place learning in a real world context are also at the heart of this programme.

Core Values

PSED & Boxall

At Springboard children's personal, social and emotional development (PSED) is paramount to their success as learners. The Thrive approach is utilized to assess and support this development. PSED as outlined in the EYFS profile and Boxhall is similarly used to track development and ensure exceptional progress in this area.

Challenge

Springboard Curriculum is aspirational regarding pupils learning and endeavors not to put a ceiling on attainment whilst engaging pupils in progressively securing an excellent foundation of skills and knowledge. Teachers plan personalized learning for pupils, beginning at their individual entry point which is identified in collaboration with their mainstream setting during induction.

Assessment

Springboard assesses and measure progress on objectives taught through a RAG rating system. Learning objectives are RAG rated each lesson by the pupil and the adult supporting their learning. Concluding a 3 week unit of work the class teacher reviews the pupil's progress towards objectives covered and records current attainment on learning objectives. This data is used to inform planning of learning for the next unit of work.

Personal, Social and Emotional Development	Pupil 1
Transition	
Know: The school rules, routines and expectations.	2
Do: Follow the school rules, routines and expectations.	2
Know: The structure of the school day.	3
Do: Engage positively with the structure of the school day.	3
Know: Where and how to get help at school.	2
Do: Interact appropriately with others at school.	3
Know: What constitutes a positive, healthy relationship.	2
Do: Develop and maintain positive relationships with trusted adults.	2
Know: Different groups that they belong to by choice/identity.	2
Do: Share information about themselves appropriately.	3
Know: That actions have consequences.	0
Do: Demonstrate the desire to engage with school in different ways.	2
Know: Things they would like to improve at.	1
Do: Set simple but challenging goals and plan how they will be met.	1
Making relationships	
• Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	2
• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.	0
• Initiates play, offering cues to peers to join them.	1
• Keeps play going by responding to what others are saying or doing.	1
• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults	2
• Initiates conversations, attends to and takes account of what others say.	2
• Explains own knowledge and understanding, and asks appropriate questions of others.	1
Self-confidence and self-awareness	
• Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.	1
• Can select and use activities and resources with help.	2
• Welcomes and values praise for what they have done.	2
• Enjoys responsibility of carrying out small tasks.	2
• Is more outgoing towards unfamiliar people and more confident in new social situations.	1
• Confident to talk to other children when playing, and will communicate freely about own home and community.	1
• Shows confidence in asking adults for help.	1
• Can describe self in positive terms and talk about abilities.	1
• Confident to speak to others about own needs, wants, interests and opinions.	1
Managing feelings and behaviour	
• Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	1
• Aware of own feelings, and knows that some actions and words can hurt others' feelings.	1
• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.	2
• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.	2
• Can usually adapt behaviour to different events, social situations and changes in routine.	1
• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.	0
• Aware of the boundaries set, and of behavioural expectations in the setting.	2
• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken something they wanted themselves.	0

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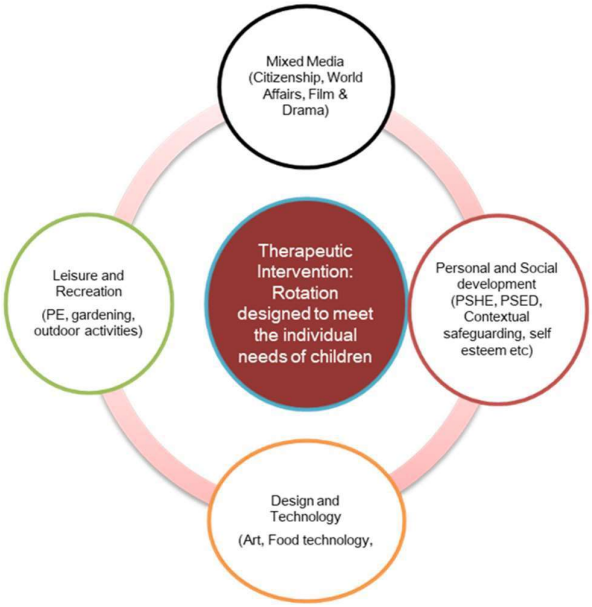

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Challenge

Springboard Curriculum is aspirational regarding pupils learning and endeavors not to put a ceiling on attainment whilst engaging pupils in progressively securing an excellent foundation of skills and knowledge. Teachers plan personalized learning for pupils, beginning at their individual entry point which is identified in collaboration with their mainstream setting during induction.

Assessment

Springboard assesses and measure progress on objectives taught through a RAG rating system. Learning objectives are RAG rated each lesson by the pupil and the adult supporting their learning. Concluding a 3 week unit of work the class teacher reviews the pupil's progress towards objectives covered and records current attainment on learning objectives. This data is used to inform planning of learning for the next unit of work.

Our PSHE provision will focus on core themes 1 and 2 explicitly; aspects will be chosen that meet the particular need of the individual pupil or cohort. Where there is a need to widen this offer to meet a particular pupils need there will be scope to do this by consultation.

CORE THEME 1: HEALTH AND WELLBEING

Mental health and emotional wellbeing

H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary

H7. the characteristics of mental and emotional health and strategies for managing these to challenge stigma, myths and misconceptions associated with help-seeking and

H8. the link between language and mental health stigma and develop strategies mental health concerns

H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks

H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support

H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]

H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need

CORE THEME 2: RELATIONSHIPS

Social influences

R42. to recognise peer influence and to develop strategies for managing it, including online

R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support

R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this

R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours

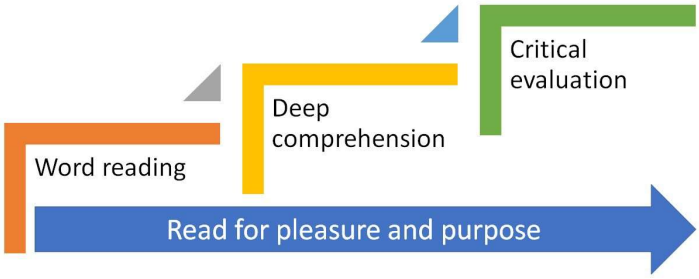
R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support

R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

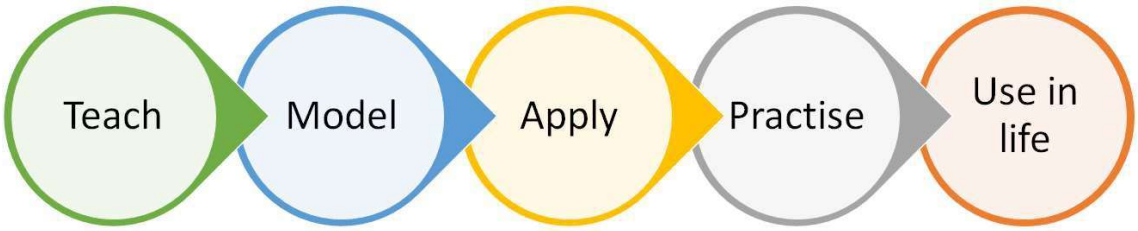
Reading Comprehension and/or Phonics

Reading will focus on aspects of Vocabulary, Retrieval and Inference through a range of literature, including: Contemporary, Poetry, Texts that aren't texts, World, Female Protagonists, Heritage, Non-Narrative, Texts that build cultural capital and BAME authors.

VRI will include a number of skills including but not limited to; drawing on knowledge of vocabulary to understand, give/explain the meaning of words in context, identify/explain key aspects of fiction and non-fiction texts, Identify and explain the sequence of events in texts, retrieve and record information / identify key details from fiction and non-fiction, summarise main ideas from more than one paragraph, identify / explain how information / narrative content is related and contributes to meaning as a whole, make inferences from the text, make inferences from the text / explain and justify inferences with evidence and identify / explain how meaning is enhanced through choice of words and phrases.



Phonics aspects will be selected by using a sounds audit and development of these through the phonics phases and development of spelling common exception words accurately.



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The Transition Unit will tell us where a child is at and this will determine the complexity of the know and do strand they will start from on the Programme of Study.

National Curriculum Link	**Programme of Study Complexity**
	Reading Comprehension
Vocab 1a Draw on knowledge of vocabulary to understand texts.	**Know: Relevant Grapheme Phoneme Correspondence for all 40+ phonemes**
	Do: Read with sufficient fluency to take meaning from a text
	Do: Read an age appropriate text
	Do: Read an age appropriate text at a minimum reading rate of 90wpm
	Do: Make links between known and unfamiliar vocabulary.
	Do: Deepen understanding of new vocabulary by making links with known and familiar language.
V & R 2a give / explain the meaning of words in context	**Know: How to use the context of a passage to decipher unknown aspects.**
	Do: Use a range of strategies to work out the meaning of unfamiliar vocabulary.
	Know: Common roots, prefixes and suffixes.
	Do: Explore and experiment with new and ambitious vocabulary.
V & R 1b Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.	**Do: Correctly answer true/false questions using extraction**
	Do: Describe using information from a text

V & R 1c Identify and explain the sequence of events in texts.	**Do: Correctly answer true/false questions using extraction**
R 2b retrieve and record information / identify key details from fiction and non-fiction	**Do: Draw simple inferences, using evidence from the text**
	Know: How to skim and scan a text for key words.
	Do: Listen carefully and reframe information in your own words.
R 2c summarise main ideas from more than one paragraph	**Do: Explain what you have read in your own words**
	Do: Reframe what you have read to demonstrate understanding.
	Do: Summarise information in your own words concisely, ensuring that it maintains factual accuracy.
R 2f identify / explain how information / narrative content is related and contributes to meaning as a whole	**Do: Use general reference to a whole text to support ideas/comments**
R 2h make comparisons within the text	**Do: Use general reference to a whole text to support ideas/comments**
R 2h make comparisons across texts	**Do: Read a range of world literature, drawing comparisons with other texts that you have read.**
	Know: The difference between critical comparison and preference.
I 1d Make inferences from the text.	**Do: Know the difference between implicit and explicit meaning**
	Do: Comment on the impact of a text upon a reader
I 1e Predict what might happen on the basis of what has been read so far.	**Do: Make simple predictions based on what has already happened**
R & I 2d make inferences from the text / explain and justify inferences with evidence from the text	**Know: How to look for clues to help you draw inference from what you have read.**
	Do: Explain what you have read in your own words to demonstrate your understanding.
	Do: Use evidence from a text to support your explanation your inferences.
2e predict what might happen from details stated and implied	**Do: Use evidence from a text to support interpretation of implicit meaning**
	Do: Construct inferences based on general knowledge and information available.
	Know: How to make plausible predictions based on what you already know.
2g identify / explain how meaning is enhanced through choice of words and phrases	**Know: How the contents of a text can evoke different responses from its reader.**
	Do: Use critical language to evaluate impact on readers
	Do: Use evidence from a text to support analysis of impact on reader
	Know: the names of literary techniques
	Correctly identify the use of techniques within a text
	Do: Comment on techniques' contribution to impact on reader
	Do: Offer alternative interpretations of language or structural techniques
	Do: Use quotations from a text to support ideas/comments
	Do: Comment on how a text reflects the audience and purpose it was written for.