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1. Introduction

The Primary Curriculum at Durham Trinity School & Sports College is matched to meet the needs of pupils, taking account of how they can make the best possible progress, relative to their capabilities. In light of the introduction of the new statutory Primary Curriculum in September 2014, the Key Stage 1 Curriculum and Topics have been developed to ensure that full coverage of subjects and Programs of Study are being taught, but in a way that is suitable, appropriate and relevant to best suit the needs and disabilities of all pupils. (NB. For Year 2 pupils the new English, Maths and Science curriculum became statutory in September 2015.) All subjects are assessed using the BSquared Assessment tool. Due to recent changes in assessment and recording of pupil progress Key Stage 1 pupils are no longer assessed using National Curriculum levels. From September 2015 pupils are assessed using BSquared levels.

EYFS, Key Stage 1 and Sensory Provision

At Durham Trinity School and Sports College, within the EYFS/KS1 setting we have provision for pupils from two years old in our Nursery, on a part-time basis, to pupils attending on a full-time basis up to Year Two. Pupils are placed in classes which are deemed most suitable to their needs and disabilities and therefore they may be in a PMLD class, discrete ASD provision or one of our mixed mainstream classes. All classes in this department follow an EYFS model.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Pupils follow a topic-based, cross-curricular approach centred on the Early Years Foundation Stage Curriculum / Early Years Outcomes. This is extended into Key Stage 1 for those pupils who are working at P Levels and have not yet reached the Early Learning Goals. The National Curriculum is also incorporated at Key Stage 1. Pupils follow the seven areas of Learning & Development as outlined in the Early Years Statutory Framework incorporating the National Curriculum.

These are:

The three Prime Areas of Learning and Development:

- Communication and Language
- Physical development (including Physical Education)
- Personal, Social and Emotional Development (PSHE)

The four Specific Areas of Learning and Development:

- Literacy
- Mathematics
- Understanding the World (Science, History, Geography, Computing, Design and Technology, Religious Education)
- Expressive arts and design (Art and Design, Music)
None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult-led and child-initiated activities. In each area there are Early Learning Goals (ELGs) that define the age related expectations children may reach by the end of the EYFS. However, the majority of our pupils at Durham Trinity will not achieve these ELGs by the time they leave EYFS.

A great emphasis is put on experiential learning and learning through discovery, led by the child him/herself where possible. However children also have whole class and small group teacher led activities based around the teaching of the main areas of development. All children’s experiences are recorded using photographs, video and evidence of work, where possible (eg mark making, painting etc). Much of this may be presented in a pupil’s Learning Journal’.

**Autistic and Sensory Provision:**

Pupils follow a modified and sensory curriculum respectively. (See documentation for Autistic and Sensory provision). For PMLD (Profound & Multiple Learning Disabilities) children and those in Greta and Wear Classes, therapies and programs from external therapists also form an integral part of the timetable, as do sensory activities and stimulus. This overview is currently relevant to the following classes:

- **Greta:** Nursery - pupils from 2 years old to Reception age
- **Aln:** Reception, Year 1 and Year 2 pupils
- **Tweed:** Year 1 and Year 2 pupils
- **Tyne:** Discrete ASD provision - Reception, Year 1 and Year 2 pupils
- **Wear:** PMLD pupils – Key Stage 1 and Key Stage 2 but following an EYFS structure and curriculum

### 2. Curriculum Content:

At Durham Trinity School and Sports College we follow a three-year rolling program in EYFS. This is taught through pre-defined half-termly topics, although children’s own interests are also followed, developed and addressed in planning and outcomes.

<table>
<thead>
<tr>
<th></th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>All About Me</td>
<td>My Senses</td>
<td>Colour and Light</td>
</tr>
</tbody>
</table>

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2.

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As mentioned, none of the EYFS Areas of Learning and Development can be taught in isolation, and also overlap with the National Curriculum subjects taught at Key Stage 1. Staff carefully plan, teach and evaluate areas that best relate to the topic, interest or skill being developed. Each of the Prime and Specific Areas are then broken down into specific aspects with developmental statements relating to each area. Children develop at their own rates, and in their own ways, so these developmental statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development. Depending on the needs of our pupils certain areas may be extremely challenging for our pupils to achieve, and in some cases they may never achieve (eg Statements in Speaking for some of our ASD pupils or areas within Physical Development for our PMLD pupils.)

Within our EYFS/KS1 provision we seek to enhance our curriculum with quality outdoor provision.

**Prime Areas:**

**Personal, Social and Emotional Development:**
- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

**Physical Development:**
- Moving and handling
- Health and self-care

**Communication and Language:**
- Listening and attention
- Understanding

**Specific Areas:**

**Literacy**
- Reading
- Writing

**Mathematics:**
- Numbers
- Shape, space and measure
Understanding the World:
  • People and communities
  • The world Technology

Expressive Arts and Design:
  • Exploring and using media and materials
  • Being imaginative

(See also EYFS Policy, Taking the EYFS Curriculum Outside, and the Statutory Framework for the Early Years Foundation Stage)

English/Literacy:
We follow guidance from the new National Curriculum, working at a level relevant and appropriate to individual pupils. An important focus is on Language and Communication, with key areas being Reading, Writing, Speaking and Listening. Alternative forms of communication such as PECs symbols, objects of reference, Makaton or electronic switches may all be used to assist our pupils in being able to have some independence in their own communication in a way that best suits each individual and their needs. As children progress, more emphasis will be put on written work, so handwriting, spelling, grammar and punctuation will be developed. Year Two pupils may be entered for end of KS1 SATs where appropriate. (See English Policy) (See individual class long-term plans.)

Phonics:
The school uses Jolly Phonics and Letters and Sounds programs to teach phonics from Foundation Stage upwards. In EYFS and Key Stage 1 Phonics sessions are taught in a fun, kinaesthetic way appropriate to the child’s age and ability and children have extensive opportunities to use sounds to read and write independently, where possible. All pupils are assessed on their phonics development during Baseliing at the beginning of the academic year and at each assessment stage throughout the year. Children who need additional / 1:1 support are then identified and intervention is put in place. Pupils who are not ready for phonics work will still have access to pre-phonics activities and sound work, for example listening to and recognising sounds in the environment, animal sounds, or making early sounds with their own voices. Phonics testing occurs at the end of Year 1: pupils who have some phonetical knowledge will be tested where appropriate.

Reading:
Phonics forms the very basics of word building and therefore reading. All of our pupils receive a reading book which they can take home and share with their families. For those pupils where reading is not yet possible, this may be a sensory, sound book or a book with just pictures. These books are intended to be shared with the pupils and read by staff at school and family at home to help them develop an interest and enjoyment in books and stories. Props, puppets and sensory materials are also used to enhance story time and books. Activities to encourage pupils to develop a love of books take part in each class every day, usually in a morning when pupils enter school and at quiet times throughout the day. Reading is encouraged both indoors and outdoors.
Some pupils in Tweed Class may use the Accelerated Reading Scheme as a learning and assessment tool to enhance their reading comprehension. Pupils are assessed to see what stage reading book is most applicable to them and then can select from a selection of books pitched at that level. An on-line quiz is taken at the end of each reading book and pupils are given a percentage score on their understanding, knowledge and comprehension of that book. Scores are closely followed by a member of staff to identify any issues or problem areas and to identify when a pupil is ready to move onto the next stage.

Mathematics/Numeracy:
We follow guidance from the new National Curriculum, working at a level relevant and appropriate to individual pupils: a practical, hands-on way of working is most suitable for many of our pupils. Many maths concepts work extremely well outdoors; using large equipment, in space, using sand or water for example for filling, pouring, measuring etc, so our pupils will have lots of opportunities to experience mathematical concepts outside of the classroom. Mathematics includes the teaching of Number, Shape Space and Measure moving onto Geometry, Measurement, and Statistics as the children progress into the equivalent National Curriculum levels on BSquared. Problem Solving is an integral part of all of these areas. A period of base line testing takes place at the beginning of each academic year to ensure pupils are working at a level most relevant to them. We work on building on prior knowledge and further develop skills still requiring improvement. Repetition, revision and over-learning may be required for some pupils to consolidate and secure skills. Fine motor skills and TEACCH workboxes focusing on size, shape or colours may be relevant to some of our ASD pupils. Year Two pupils may be entered for end of KS1 SATs where appropriate. (See Maths Policy) (See individual class long-term plans.)

Science:
At Durham Trinity School and Sports College pupils are given lots of opportunities to experience, explore and investigate. These may be teacher-led activities or child-initiated learning. Staff ensure that equipment, space and resources help to develop pupils’ curiosity for scientific enquiry and exploration. In EYFS this may be within the context of Understanding the World, or in specific science lessons and may happen in the classroom or outdoors. Half-termly topics are followed using topics from the National Curriculum. The primary department are just beginning an accreditation in the Primary Science Quality Mark. This is an award scheme to enable primary schools across the UK to evaluate, strengthen and celebrate their science provision. Science topics are also explored and adapted in line with the class Topic-based approach or themes. (See Science Policy)

<table>
<thead>
<tr>
<th>EYFS/KS1 Science</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Greta</strong></td>
<td>Understanding of the world (EYFS goals)</td>
<td>Understanding of the world (EYFS goals)</td>
<td>Understanding of the world (EYFS goals)</td>
</tr>
<tr>
<td><strong>(Nursery)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Aln</strong></td>
<td>Understanding of the world (EYFS goals)</td>
<td>Understanding of the world (EYFS goals)</td>
<td>Understanding of the world (EYFS goals)</td>
</tr>
<tr>
<td><strong>(Reception/Y1)</strong></td>
<td>Everyday materials (y1)</td>
<td>Animals including</td>
<td>Plants(y1)</td>
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<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
Seasonal Changes (y1) | humans (y1)  
---|---
**Tyne (ASD KS1 provision)** | Understanding of the world (EYFS goals)  
Everyday Materials (y1)  
Seasonal Changes (y1) | Understanding of the world (EYFS goals)  
Animals including humans (y1)  
Plants (y1)  

**Tweed (Y1/2)** | Everyday materials(y2)  
Seasonal Changes (y1) | Animals Including Humans (y2)  
Living things and their habitats (y2) | Plants (y2)  

**Wear (PMLD KS1/2)** | Toys and Transport-Physical Processes (P levels) | Pets and minibeasts – Life Processes (P levels) | Homes and Houses-Seasides – Materials and their properties (p levels)  

### History:
Through Understanding of the World, pupils are introduced to their immediate history: that of themselves and their families. They many look at pictures, photographs, videos, objects or artefacts from their own past or that of recent history. The history curriculum is often interwoven into our Topic based approach or themes. Children develop an understanding of Britain’s past and British Values, and that of the wider world. As our pupils progress, learning, understanding and using historical vocabulary will become an important part of our history teaching. (See History Policy)

<table>
<thead>
<tr>
<th>EYFS/KS1 History</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Greta (Nursery)</strong></td>
<td>Understanding of the world (EYFS goals)</td>
<td>Understanding of the world (EYFS goals)</td>
<td>Understanding of the world (EYFS goals)</td>
</tr>
</tbody>
</table>
| **Aln (Reception/Y1)** | Home corner – different houses.  
Old and New Toys.  
Christmas Past and Present | Photographs of ourselves as babies  
Visits from a baby  
Growing up | Day and night, light and dark, days of week  
(simple chronological sequences) | Growing up- changes. Big and little clothes. |
| **Tyne (ASD KS1 provision)** | Photographs of ourselves as babies  
Visits from a baby | Day and night, light and dark, days of week  
(simple chronological sequences) | Growing up- changes. Big and little clothes. |
| **Tweed (Y1/2)** | *I’m making history.*  
Changes Within Living memory | *Who shall we go?*  
History on my doorstep. Significant Places. | *Who/what made my corner of the world special long ago?* |
| **Yr A** | | | |
| **Yr B** | *Who was before me?*  
Events from beyond living memory – | *Who made history?*  
Lives of significant individuals -Christopher Columbus? | *Happy Holidays now and then.*  
Changes within Living Memory and beyond living memory? |
| Wear (PMLD KS1/2) | Who was here before me? | Myself when I was younger, Myself now Where I live | Why are there pyramids in Egypt? Early Civilisations - Egyptians |

**Geography:**
Geography is taught in accordance with the new National Curriculum and through Early Learning Goals. It is often interwoven into cross-curricular topics or themes. Children develop an awareness of where they are: both at home, in school and the transitions between coming and going between and within these areas. They become more aware of what is around them and their close environment. Using the outdoor provision and outdoor learning allows our pupils to have a close relationship with the seasons and weather. All classes are offered the opportunity to go on trips on the school minibus and this allows them to have experience of their local surroundings in a safe, secure way. They use a wide range of resources to explore the World around them such as props, maps, photographs as well as the local environment and surrounding areas where possible. (See Geography Policy)

<table>
<thead>
<tr>
<th>EYFS/KS1 Geography</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greta (Nursery)</td>
<td>Awareness of classroom and school building</td>
<td>Colour and Light – an awareness of dark and light places</td>
<td>Weather</td>
</tr>
<tr>
<td>Aln (Reception/Y1)</td>
<td>Awareness of classroom, different classes/room around school and their uses, outside environment Home corner, role play Exploration of outdoor area</td>
<td>Seasons and weather</td>
<td>Night and day Shadows</td>
</tr>
<tr>
<td>Tyne (ASD KS1 provision)</td>
<td>Awareness of classroom, different classes/room around school and their uses, outside environment</td>
<td>Colour and Light where and when is it dark or light?</td>
<td>Seasons and weather Link to growing plants</td>
</tr>
<tr>
<td></td>
<td>Yr B Using a simple compass. Directions and simple maps.</td>
<td>Hot and Cold areas (Equator, North and South Poles)</td>
<td>Holidays in the UK. Seaside locations Place knowledge</td>
</tr>
</tbody>
</table>
Design and Technology (including Food Technology):
Fine motor skills and ‘making’ are extremely important in our EYFS/KS1 curriculum. Pupils are provided with a vast range of materials, resources and objects that they can play with, explore and make into something. Construction materials such as Duplo, Lego, Sticklebricks and KNex allow our pupils the opportunity to build. This may be done independently, or with support where necessary. Some of our pupils may plan, design, evaluate and alter their designs. We encourage our pupils to be creative and to develop their skills. To accommodate the development of these skills activities such as cutting (with scissors, knives or tools), rolling or manipulating malleable materials or gluing and sticking are an integral part of our curriculum. Large model building may take place outside the classroom. Each class also has a time-tabled period in the Food Technology Room. In planning for Cooking and Nutrition the focus is on progression in skills that are appropriate to the child’s age and ability. A skills ladder has been developed. (See DT Policy)

<table>
<thead>
<tr>
<th>EYFS/KS1 DT</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greta (Nursery)</td>
<td>Understanding of the world (EYFS goals)</td>
<td>Understanding of the world (EYFS goals)</td>
<td>Understanding of the world (EYFS goals)</td>
</tr>
<tr>
<td>Aln (Reception/Y1)</td>
<td>Vehicles Cooking and Nutrition</td>
<td>Moving Pictures Cooking and Nutrition</td>
<td>Structures (3 little pigs) Cooking and Nutrition</td>
</tr>
<tr>
<td>Tyne (ASD KS1 provision)</td>
<td>Vehicles Cooking and Nutrition</td>
<td>Structures (Homes) Cooking and Nutrition</td>
<td>Design own beach Cooking and Nutrition</td>
</tr>
<tr>
<td>Tweed (Y1/2)</td>
<td>Puppets Vehicles</td>
<td>Cooking and Nutrition</td>
<td>Homes and Shelters</td>
</tr>
<tr>
<td>Wear (PMLD KS1/2)</td>
<td>Push and Pull Toys</td>
<td>Shelters</td>
<td>Buildings</td>
</tr>
</tbody>
</table>
Art and Design:
Art and Design are often interwoven into topic based approaches or themes as well as discrete lessons. The following opportunities are provided: mark making/drawing, working with colour/painting, printing, textiles/collage and sculpture. Children also have the opportunity to explore a wide range of medium both inside the classroom and outdoors. The skills outlined below are linked to level and year descriptors and may be used for pupils at any age who are working at that level. Drawing skills are worked on every term. The other areas of printing, colour, texture and form will be covered throughout the year. Skills outlined below may be combined into project/topic work and not necessarily in the order shown, depending on how it pertains to the topic/project.
(See Art & Design Policy)

<table>
<thead>
<tr>
<th>EYFS/KS1 Age</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth to 11 months</td>
<td>Exploring and handling materials of differing textures, colours, patterns.</td>
<td>Reacts to textures and linger on textures that interest them.</td>
<td>Responds to visual stimulus including looking at themselves in a mirror.</td>
</tr>
<tr>
<td></td>
<td>Explore and handle natural materials</td>
<td>Moves hands through sand and water</td>
<td>Attempts to make marks on paper.</td>
</tr>
<tr>
<td>8 to 20 months</td>
<td>Beginning to use a variety of tools to make marks</td>
<td>Shows an interest in and explores different materials</td>
<td>Uses sand, dough or pliable materials</td>
</tr>
<tr>
<td>16 to 26 months</td>
<td>Uses more than one colour when painting.</td>
<td>Can name their picture</td>
<td>Will use different movements to make marks.</td>
</tr>
<tr>
<td></td>
<td>Accidently mixes colours</td>
<td>Can represent an event, story, person in painting</td>
<td>Makes collections of objects</td>
</tr>
<tr>
<td></td>
<td>Indicates preferred colour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22 to 36 months</td>
<td>Explores using different tools and materials with dough</td>
<td>Uses a range of objects to print different shapes</td>
<td>Makes 3D structures using junk</td>
</tr>
<tr>
<td></td>
<td>Experiments using common drawing tools in different ways</td>
<td>Uses glue to stick materials together</td>
<td>Paints on different surfaces and textures</td>
</tr>
<tr>
<td>30 to 50 months</td>
<td>Beginning to use lines in drawing to represent spaces/ shapes; eg: circles, squares, triangles</td>
<td>Mixes paint colours and observes the changes</td>
<td>Uses a wide range of materials to make pictures and models</td>
</tr>
</tbody>
</table>
### 40 to 60 months

<table>
<thead>
<tr>
<th>Drawing</th>
<th>Use drawings to retell a story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printing</td>
<td>using everyday objects and themselves</td>
</tr>
<tr>
<td>Colour</td>
<td>Knowledge of primary colours</td>
</tr>
</tbody>
</table>

### Year 1

<table>
<thead>
<tr>
<th>Drawing</th>
<th>extend drawing tools eg: felt tips, charcoal sticks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printing</td>
<td>create patterns &amp; pictures by using more than one colour</td>
</tr>
<tr>
<td>Texture</td>
<td>simple paper or fabric weaving &amp; add objects to the weaving</td>
</tr>
<tr>
<td>Colour</td>
<td>know all the colours</td>
</tr>
<tr>
<td>Texture</td>
<td>use texture to provide information eg: where they have been</td>
</tr>
</tbody>
</table>

### Year 2

<table>
<thead>
<tr>
<th>Drawing</th>
<th>Experimentation with drawing tools and surfaces</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printing</td>
<td>symmetry, patterns, irregularity. Explores pattern natural &amp; man made</td>
</tr>
<tr>
<td>Texture</td>
<td>using large eyed needles &amp; running stitch to 'draw'. Simple applique work</td>
</tr>
</tbody>
</table>

### Computing:

All classes have computers and iPads and electronic programs and apps may be used to accompany and enhance other curriculum areas. However, the teaching of computing itself needs to be done discretely to assist our pupils' progress and development in this area. Early skills may involve switches, musical apparatus or toys with buttons or flaps which help our pupils to learn concepts such as cause and effect. Pupils will be shown how to use the Interactive Whiteboard, touch-screen computer or iPads, moving onto early mouse skills. Pupils have access to a range of electronical equipment such as cameras, CD players and Beebots. For our PMLD pupils the school has ‘eye-gaze’ equipment which allows those with limited physical skills to experience how they can influence technology and make choices. Even for our youngest pupils E-Safety is incredibly important and they are made aware of how to ensure that they are able to stay safe while using technology. The skills outlined...
below are linked to level and year descriptors and may be used for pupils at any age who are working at that level. (See Computing Policy)

<table>
<thead>
<tr>
<th>EYFS/KS1 Computing</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth – 11 months</td>
<td>Exploring and making sense of objects</td>
<td>Exploring and making sense of objects</td>
<td>Exploring and making sense of objects</td>
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<tr>
<td></td>
<td>Interest in spinning toys and sensory mobiles</td>
<td>Sensory Room</td>
<td>Tracking objects</td>
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</tr>
<tr>
<td>8-20 months</td>
<td>As above</td>
<td>As above</td>
<td>As above</td>
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</tr>
<tr>
<td>16-26 months</td>
<td>Anticipates repeated sounds, sights and actions.</td>
<td>Shows interest with toys with buttons, flaps and simple mechanisms.</td>
<td>Pushing, pulling and pressing parts of toys and domestic equipment.</td>
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<tr>
<td>22-36 months</td>
<td>Seeks to acquire basic skills in turning on and operating some ICT equipment</td>
<td>Operates mechanical toys. E.g. turns a knob on a wind-up toy or pulls back on a friction car.</td>
<td>Exploring control technology, electronic keyboard, torches, pressing button on photocopier.</td>
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<tr>
<td>30-50 months</td>
<td>Operates simple equipment, turns on CD player, uses remote control.</td>
<td>Shows an interest in technology toys with knobs or pulleys, or real objects such as cameras, iPads, mobile phone.</td>
<td>Makes toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</td>
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<td>Knows information can be retrieved from computers.</td>
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<tr>
<td>40-60 months</td>
<td>Completes a simple programme on a computer</td>
<td>Use ICT hardware to interact with computer software.</td>
<td>Click on different icons to cause things to happen in a computer programme.</td>
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<tr>
<td>Yr 1</td>
<td>I.T. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. (Pupils use digital cameras and microphones for a purpose)</td>
<td>Computer Science</td>
<td>I.T. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. (Pupils learn to use basic word processing package and to write and illustrate a short story)</td>
</tr>
<tr>
<td></td>
<td>Digital Literacy – E safety</td>
<td>Understand what algorithms are: how they are implemented as programs on digital devices: and that program execute by following precise and unambiguous instructions. I.T. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. (Pupils learn to create a simple digital painting)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yr 2</td>
<td>Computer Science</td>
<td>Create and debug simple programs.</td>
<td>Computer Science</td>
</tr>
<tr>
<td></td>
<td>Use logical reasoning to predict the behaviour of simple programs.</td>
<td>I.T. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. (Pupils learn to create and use a pictogram)</td>
<td>Recognise common uses of information technology beyond school.</td>
</tr>
<tr>
<td></td>
<td>Digital Literacy – E safety</td>
<td>Digital Literacy – E safety</td>
<td>I.T. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. (Pupils learn to make simple presentations)</td>
</tr>
<tr>
<td></td>
<td>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</td>
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Physical Education:
In EYFS/KS1, Physical Education and Swimming are taught as specialist lessons by specialist Physical Education Teachers and Swimming Instructor. Lessons follow the National Curriculum guidelines and National Teaching Framework in Swimming, modified as and where appropriate. In the early years Foundation stage pupils work within a programme of Physical Development Early Learning goals and access Foundation Swimming Levels with ASA. Throughout the programme they are encouraged to become more aware of their body and its capabilities. Children also have the opportunity to develop fine and gross motor skills through access to an outdoor learning environment. At Foundation stage pupils access the Active Lifestyles work in line with Healthy Active Schools. In KS1 pupils gain access to gymnastics, dance, movement, simple games, athletic activities and health and fitness, using indoor and outdoor environments where appropriate. For younger children and our PMLD pupils a bespoke PE curriculum may be followed taking advice from OT and other involved specialists. (See PE Policy)

Music:
A specialist Music Teacher delivers specialist music provision to the whole of Durham Trinity School & Sports College. In the EYFS Music is included in the area of Creative Development. In this area pupils are given the opportunity to explore different media and respond to a variety of sensory experiences; encouraged to capture experiences using a variety of different media; sing simple songs from memory; recognise and explore how sounds can be changed; recognise repeated sounds and sound patterns and match movements to music; develop the use of imagination and expression and communication of ideas and feelings through movement, song and musical instruments and are encouraged to express their feelings and preferences in response to music and make some comparisons and links between different pieces. This program of study acknowledges both relevant Creative Development Early Learning Goals as well as those developed by the QCA. Wherever possible associated schemes of work are linked to topics. They are cross-curricular and ensure that musical skills and techniques are visited on several occasions. Learning and assessment are directly linked to the Early Learning Goals and adhere closely to the EYFS principles i.e. a Unique Child, Positive Relationships, Enabling Environments and Learning and Development. Pupils in Tweed Class, following a key stage 1 model, listen carefully and respond physically to a wide range of different kinds of music. They play musical instruments and sing a variety of songs from memory, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. They explore and enjoy the way sounds and silence can create different moods and effects. Within the
sensory department we believe that music is an important and integral part of the curriculum. It is used as a stimulus to enhance auditory awareness, improve listening skills, to extend musical knowledge and experience and to promote interaction and communication skills. Pupils are given opportunities to explore, experience and produce music at levels appropriate to their individual development and ability. (See Music Policy)

**Religious Education:**
Religious Education is taught in accordance with the Durham Agreed Syllabus. We recognise and celebrate some significant festivals of the major world religions (including Christianity, Judaism and Hinduism.) This may be done through discrete lessons, through whole school assemblies, through visits or by visitors to our school. Telling and sharing stories with pictures, photos, artefacts or with sensory objects and materials helps make religious concepts more accessible to our pupils. (See RE Policy)

<table>
<thead>
<tr>
<th>EYFS/KS1 RE</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td><strong>Greta (Nursery)</strong></td>
<td>Harvest as a Special Time for Christians.</td>
<td>The Christmas Story</td>
<td>Special Book; The Bible as a special book for Christians. -looking at and holding different bibles Jesus as Special to Christians; A story Jesus told; the lost sheep.</td>
</tr>
<tr>
<td><strong>Aln (Reception/Y1)</strong></td>
<td>The Creation Story for Christians</td>
<td>Christmas as a Special Time for Christians. - The story - What a carol service is like - What the church looks like at Christmas.</td>
<td>Special Book; The Bible as a special book in the church. Jesus as Special to Christians; stories about Jesus e.g. calming the storm, walking on water.</td>
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<tr>
<td><strong>Tyne (ASD KS1 provision)</strong></td>
<td>Harvest: Talking about school celebration.</td>
<td>The Christmas Story; -What is Special -What Church and Home Looks Like. - Carol Service</td>
<td>Special Book; Listen to stories from the bible (animated, film, book) Jesus as Special to Christians Story of the loaves and the fishes.</td>
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<tr>
<td>Tweed (Y1/2)</td>
<td>Wear (PMLD KS1/2)</td>
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| **Why is the Bible special to Christians?**
Introducing the bible, how it is treated, beliefs about God shown in the bible, belief, authority, expressions of belief. | **Harvest. Examining artefacts. Preparing for Harvest Celebration.**
**The Christmas Story**
- Sensory Story
- Preparation for School Nativity
- Christmas Carols (Interactive) |
| **How and Why is Light important at Christmas?** | **Bible Stories**
- Interactive stories
- Sensory Stories |
| **What does it mean to belong in Christianity? Introducing the ceremonies of commitment and belonging. How beliefs affect values and actions of individuals.** | **The Easter Story.** |
| **How do Christians Celebrate Easter?** | **Experiencing the sights, smells and sounds of religious services and ceremonies.**
- Christian: church, water, candles, choral music.
- Hindu: incense, bells, fruit, flowers, chanting, candles, statues |

**PSED/ PSHE:**
We teach PSHCE in a variety of ways; sometimes as a discrete subject if there is a specific focus or on other occasions as part of teaching in other subjects. The new Curriculum areas of PSE, Health and Wellbeing, Relationships and Living in the Wider World are covered. Although the SEAL (Social and Emotional Aspects of Learning) Program is not currently a statutory part of the new curriculum, aspects of it are still relevant to the pupils in our school and to our curriculum so may be adapted in accordance with the subject/topic/issue being addressed. The themes are planned throughout the year and focus on areas such as setting your own goals, friendships and anti-bullying. Pupils learn about turn-taking, working with others and what is expected in managing their own behaviour. Foundation Stage children and some older children will also begin toilet training when they are ready and develop self-help skills. We create opportunities for PSED/PSHE through whole school events such as assemblies, circle-time activities, periods of reflection in class. (See PSHE Policy)

<table>
<thead>
<tr>
<th>EYFS/ KS1 PSHE</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Greta (Nursery/YR – Sensory)</td>
<td>Throughout the year - Greta will use the Early Year Foundation Stage PSED Early Years Outcomes as a basis for providing a PSE curriculum appropriate to the needs and abilities of the children</td>
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</table>
The three themes are
- **Self Confidence and Self awareness**
- **Managing feelings and behaviour**
- **Making relationships**

Daily Activities will include Welcome time & snack time

Focus will be on areas such as:
- Sharing toys and equipment with others
- Joining in group activities and enjoying the company of others
- Developing a greater awareness of self
- Expressing likes and dislikes
- Developing an awareness of boundaries
- Expressing and managing feelings

### Aln (EYFS/KS 1)

**Throughout the year** Aln - will use the Early Year Foundation Stage PSED Early Years Outcomes as a basis for providing a PSE curriculum appropriate to the needs and abilities of the children

The three themes are
- **Self Confidence and Self awareness**
- **Managing feelings and behaviour**
- **Making relationships**

Daily Activities will include Welcome time & snack time

Focus will be on areas such as:
- Accepting the needs of others
- Greeting peers and familiar adults
- Co-operative play with other children or adults
- Developing a positive approach to new experiences
- Making choices
- Manners - saying please and thank you when reminded
- Developing awareness of the feelings of others

### Tweed (Yrs 1 / 2)

**Economic wellbeing and being a responsible citizen**
Respect for self and others and importance of responsible behaviours and actions
Rights and responsibilities within class
Develop routines to model good practices on.

**Health and wellbeing**
What is meant by a healthy lifestyle.
Ways to keep physically and emotionally safe.
How to respond in an emergency.

**Relationships**
How to recognise and manage emotions within a range of relationships e.g. Being a good friend.
How to respond to risky or negative relationships and ask for help.

### Tyne (KS1 specialist ASD provision)

**Health and wellbeing**
What is meant by a healthy lifestyle
How to maintain physical, mental and emotional health and wellbeing

**Relationships**
How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
How to recognise and manage emotions within a range of relationships

**Living in a wider world**
About respect for self and others and the importance of responsible behaviours and actions
About the importance of respecting and protecting the environment

### Throughout the year:

Daily Activities will include Welcome time & snack time

Focus will be on areas such as:
- Accepting the needs of others
- Greeting peers and familiar adults
- Co-operative play with other children or adults
- Developing a positive approach to new experiences
- Making choices
- Manners - saying please and thank you when reminded
- Developing awareness of the feelings of others
**SMSC:**
The school aims to develop children’s social, moral, spiritual and cultural literacy (SMSC). Through looking at local, National, Worldwide and Cultural Events we aim to explore different beliefs and experiences; respect faiths, feelings and values; recognise right and wrong – at home, at school and in the wider world; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict and engage with British Values. The SMSC area of development is integral to learning throughout the school, and may be taught discretely or within other subjects or social activities within school life.

**Cross curricular Themes:**
Throughout the year pupils access a number of events which supersedes the timetable. These activities may include healthy active lifestyles, science based learning, literacy events, charity awareness, cultural events, international school work etc.

### 3. Enrichment Activities:

Enrichment Activities, including timetabled Food Tech Room/Flat use, minibus use for class trips and visits, educational visits, external visitors and activities, after-school clubs, and sporting events where appropriate are also offered to all pupils in primary. Allocated sessions are timetabled in the Sensory Room for all pupils. On a Friday afternoon all Primary pupils are able to access the school Café as an end of week treat, and have Golden Time in their own classroom as a reward for good work and behaviour over the week.

### 4. Monitoring:

**Assessment, Recording and Reporting:**
From September 2015 pupils that are beyond P-levels are no longer assessed using National Curriculum levels and will be assessed using BSquared levels instead. Pupils in Nursery and Reception Classes will be assessed using the EYFS 2012 Bsquared Assessment tool.

Durham Trinity School and Sports College uses BSquared for the assessment and recording of pupil progress which allows progress and achievement to be monitored regardless of the age or ability of the pupil. Teachers throughout Durham Trinity School and Sports College assess in a variety of ways, e.g. marking, observing, direct questioning, listening etc. and
termly using the B squared assessment tool. This incorporates EYFS Goals, P Levels and National Curriculum levels in small, measurable objectives. B squared assessment will accompany students as they progress throughout the school.

Each pupil in Durham Trinity School has individual small, achievable targets relating to subject specific areas, and pastoral targets. These take into account the child’s specific disability or educational needs. Class teachers and other adults working with our children are aware of these targets. These are shared with pupils where appropriate, and with parents/carers through detailed annual reports. (Statement of Special Educational Needs Reports are being converted to EHC plans over the next three years). A termly report of B squared levels is also shared with parents and carers.

All Reception age pupils are ‘baselined’ upon entry and this data is recorded and can be used to generate reports using the Early Excellence Reception Baseline Tool. All EYFS pupils are assessed at the end of the Foundation Stage ie the end or Reception year and this data is recorded locally and nationally, and reported to families and carers.

**Monitoring and Evaluation:**
Coverage of provision, subject areas and topics within the Primary Curriculum will be monitored by the specific subject leaders and Key Stage Leaders. The quality of the curriculum will be assured by continuous review and evaluation.

We will ensure this document is being used consistently throughout the Key Stage by carrying out a variety of monitoring duties. These will include:

- Deputy Head teacher carrying out an audit trail.
- Key Stage Leader carrying out termly audit scrutiny as detailed in the monitoring calendar.
- In addition there will be ‘guided book scrutiny’ sessions involving all key stage staff. Workbooks will be viewed during lesson observations as appropriate and matched with the curriculum document.

Feedback on the implementation of the policy will be given during whole school staff meetings/ groups of staff/individual staff as appropriate.

The policy will be reviewed annually in the Summer Term.

The Curriculum Pupil Welfare Committee of the Governing Body will monitor the implementation of the policy by:

- Carrying out learning walks and viewing pupil workbooks.
- Attending SPG meetings when the focus is pupil workbook scrutiny
- Lead governors meeting with Key Stage Leaders and discuss the implementation of the policy.