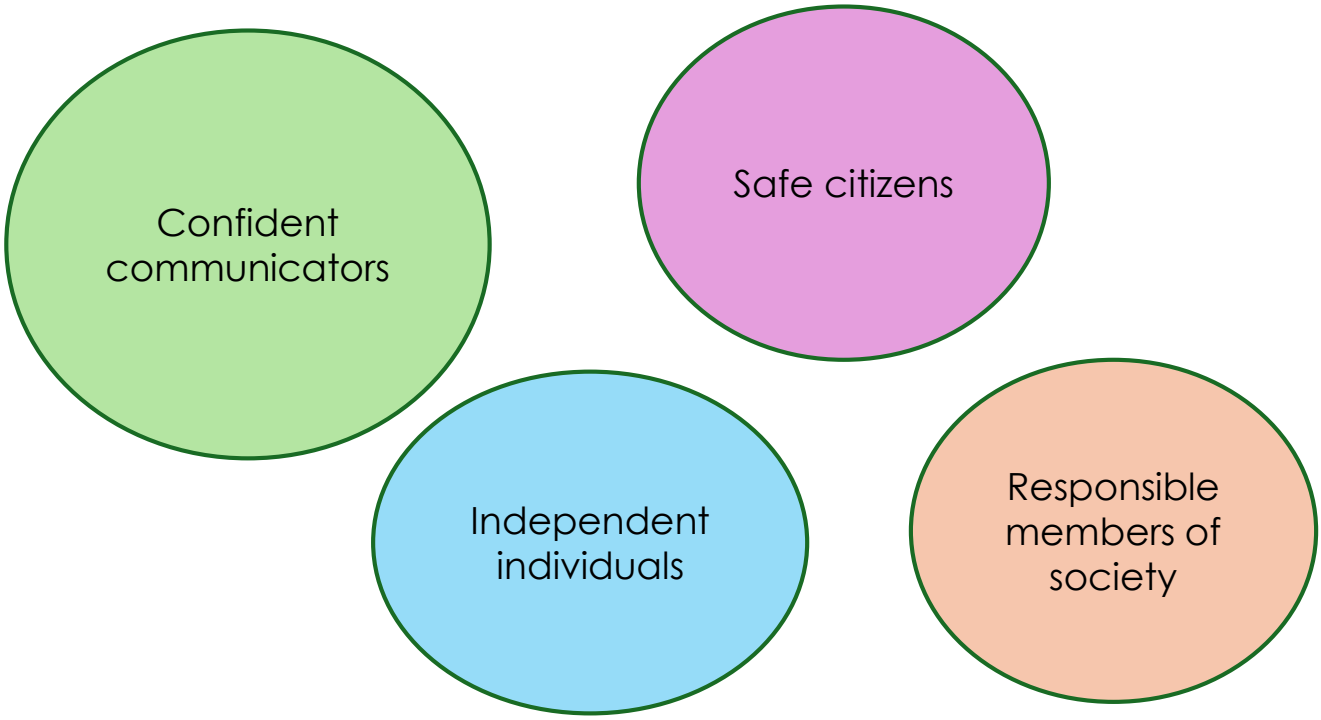
HUNSBURY PARK PRIMARY SCHOOL

Nest Curriculum

Curriculum drivers

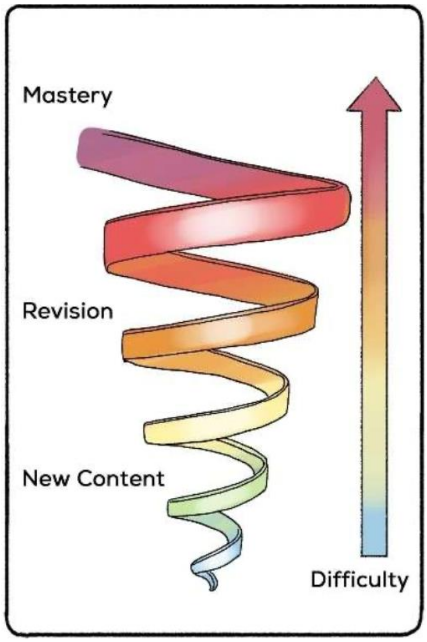
Within the Nest provision we offer a broad and balanced curriculum ,linked directly to the needs of our children.

We have a strong commitment to the development of fundamental skills through integrating communication, safety, employability and independence into everything we do, becoming our curriculum drivers. By fostering these fundamentals, we aim to create children who are:



These curriculum drivers also reflect conversations with parents/ carers about their aspirations and hopes for their child through both post admission meetings and Annual Reviews.

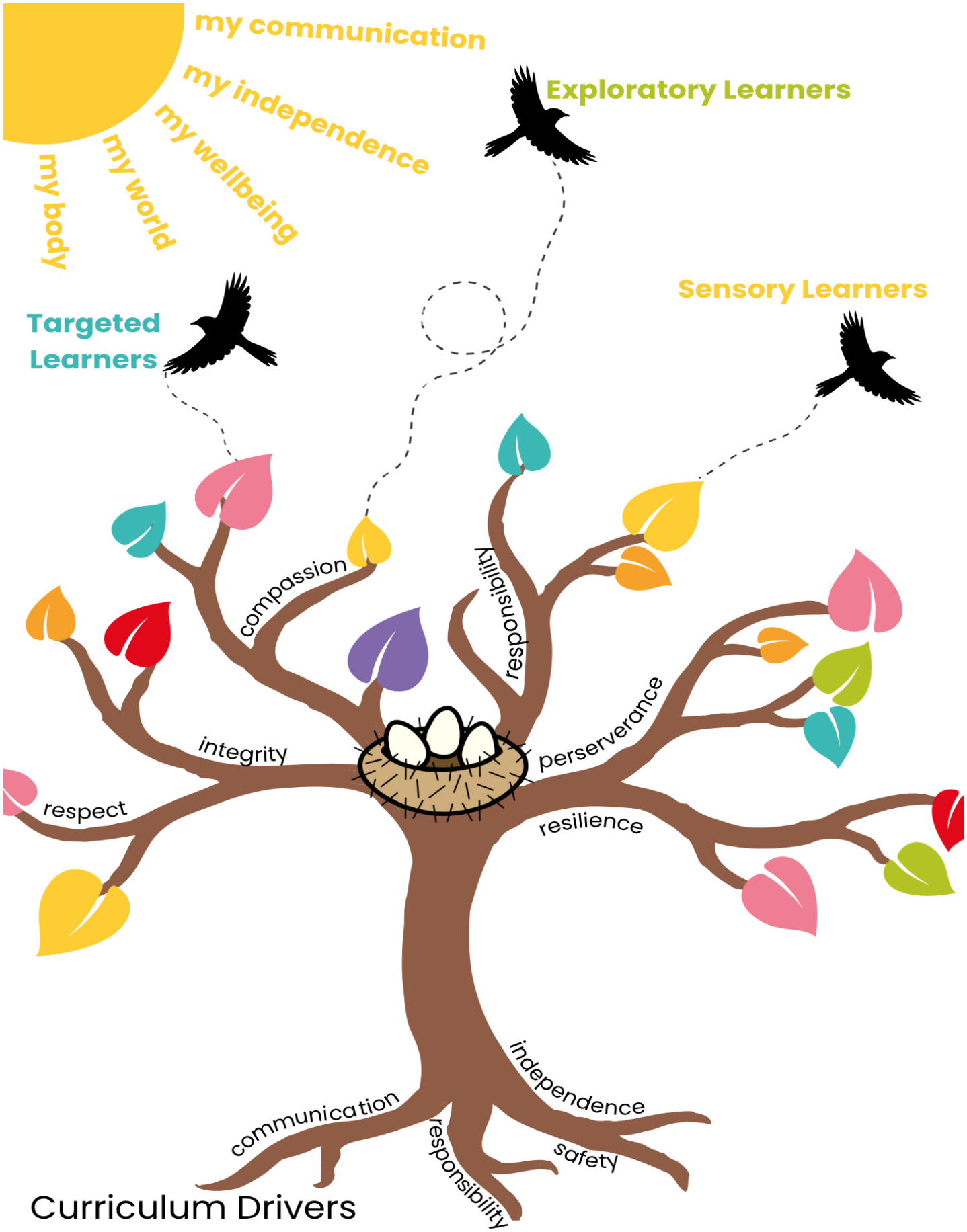
Spiral curriculum



Within the Nest provision we offer a spiral curriculum that builds knowledge and skills from the children's individual starting points to create future opportunities and enrich their lives.

Our curriculum aims to support students as individuals, working from unique starting points and re-visiting key skills and knowledge throughout their primary school journey.

Our spiral curriculum is underpinned by broad thematic topics for each short term, which progress as students move through their primary school journey. Our themes are purposefully broad to allow them to be approached in different ways, following our Key concepts. Research around meta-cognition in SEND also identifies that learners in SEND need key concepts repeated over time and in many different contexts to master. This is particularly important for learners on the Autistic Spectrum who will often places skills and knowledge into categories and finding applying these in different scenarios difficult.


my communication
my independence
my wellbeing
my world
my body
Exploratory Learners
Targeted Learners
Sensory Learners
compassion
responsibility
integrity
perseverance
respect
resilience
communication
independence
responsibility
safety
Curriculum Drivers

E

Exploratory Flightpath

Intent

Flightpath vision

Within The Nest we believe that all children should have the skills needed to live happy and full lives. We recognise the importance of embedding key skills across the curriculum from an early age to allow life long learners. With our Exploratory learners we believe learning should be practical and meaningful to match the pupils learning and developmental needs. We endeavour to focus on key skills which will support our students across the curriculum and as they progress through life. We believe there should be no limits to what our children can achieve and celebrate every type of success.

Curriculum Drivers

- Communication
- Independence
- Responsibility
- Safety

Implementation

Approach

A thematic spiral curriculum approach to learning, which allows learners to understand the World around them through practical and meaningful learning opportunities

Curriculum Areas coverage

My Communication	My Wellbeing	My Body	My Independence	My Thinking	My World
3 x T4W Art/music weekly	Weekly health Daily Interoception/ sensory Weekly PSHE	Daily body awareness 2 x PE (gross motor) Daily fine motor	Weekly cookery & independent living 3 x phonics 3 terms employability	Attention skills 3 x maths Weekly My thinking (Explore the World)	Termly RE wow days Weekly My World Weekly community inclusion

EHC areas

- Communication & interaction skills
- Social, emotional & mental health
- Physical and sensory
- Independence
- Cognition and learning

Flightpath Specific

- TEACCH
- Protective behaviours
- Total communication
- Tac Pac/ body aware
- Attention Autism
- Interoception
- Sensology
- Intensive interaction

Impact

- Observations against the **engagement model** and planned opportunities to develop
- Progress towards **EHC outcomes** through termly monitoring or ILPs and the annual review process
- Data tracking and targets for **non-subject and subject specific skills** using Assessment for all.
- **Quality assurance** of **teaching and learning** across the year.
- **Moderation** and **standardisation** of evidence and data submitted.

S

Sensory Flightpath

Intent

Flightpath vision

Within The Nest we believe that all children should have the skills needed to live happy and full lives. We recognise the importance of embedding key skills across the curriculum from an early age to allow life long learners. With our sensory learners we believe learning should be hands on, enabling students to develop key skills across their curriculum. We endeavour to provide a fully personalised curriculum to meet the needs of our sensory learners. We believe there should be no limits to what our children can achieve and celebrate every type of success.

Curriculum Drivers

- Communication
- Independence
- Responsibility
- Safety

Implementation

Approach

A personalised approach to learning focused on the development of key skills enabling students access to different learning experiences

Curriculum Areas coverage

My Communication	My Wellbeing	My Body	My Independence	My Thinking	My World
T4W– functional communication Art/music weekly	Weekly health Interoception exploration	Daily body awareness Gross/fine motor	Weekly cookery & independent living sessions	Attention skills Early number skills	Termly RE wow days Weekly Community inclusion sessions

EHC areas

- Communication & interaction skills
- Social, emotional & mental health
- Physical and sensory
- Independence
- Cognition and learning

Flightpath Specific Approaches

- TEACCH
- Protective behaviours
- Total communication
- Tac Pac/ body aware
- Attention Autism
- Interoception
- Sensology
- Intensive interaction

Impact

- Observations against the **engagement model** and planned opportunities to develop
- Progress towards **EHC outcomes** through termly monitoring or ILPs and the annual review process
- Data tracking and targets for **non-subject specific skills** using Assessment for all.
- Quality assurance of teaching and learning across the year.
- Moderation and standardisation of evidence and data submitted.

Targeted Flightpath

Intent

Flightpath vision

Within The Nest we believe that all children should have the skills needed to live happy and full lives. We recognise the importance of embedding key skills across the curriculum from an early age to allow life long learners. With our Targeted learners we work towards incorporating the National Curriculum into our bespoke approach. We endeavour to provide curriculum that stretches and challenges our learners whilst ensuring the reliability of ASD approaches to deliver teaching and learning. We believe there should be no limits to what our children can achieve and celebrate every type of success.

Curriculum drivers

Communication | Independence | Responsibility | Safety

Implementation

Approach

A thematic, spiral curriculum targeted towards National curriculum objectives and promoting independence towards individual outcomes.

Curriculum Areas coverage

My Communication	My Wellbeing	My Body	My Independence	My Thinking	My World
T4W– 4 x weekly	4 x weekly PSHE	3 x weekly PE	4 x Phonics	4 x weekly maths	3 terms history
Art/music weekly	3 terms of Health	3 terms Health	Weekly cookery	Weekly Science	3 terms geography
Guided reading	Zones of regulation		3 terms independent living	Weekly Computing	Termly RE wow days
Social Skills			3 terms employability	3 terms DT	Weekly Community inclusion sessions

EHC areas

Communication & interaction | Social, emotional & mental health | Physical & sensory | Independence | Cognition & learning

Flightpath approaches

TEACCH approach | Protective Behaviours | Total communication approach

Zones of regulation | Retrieval practise | Targeted towards National Curriculum

Impact

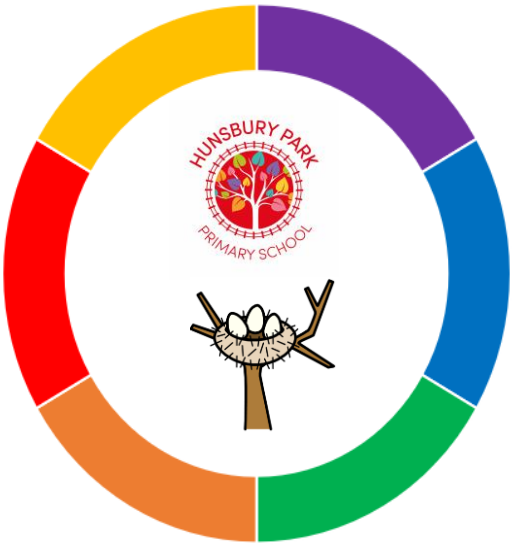
Data tracking and **progress** for all areas of the curriculum using **Assessment for all**.

Progress towards **EHC outcomes** through termly monitoring or ILPs and the annual review process

Student self-assessment and response to feedback and marking.

Quality assurance of teaching and learning across the year.

Moderation and **standardisation** of evidence and data submitted.



Our curriculum is organised into six main areas of learning:

- My body
- My Wellbeing
- My communication
- My independence
- My thinking
- My world

The areas of learning that form our curriculum each have three key concepts that drive our approach and are mapped across our themes. The areas of learning have links to the National curriculum and Preparation for Adulthood agenda.

My World

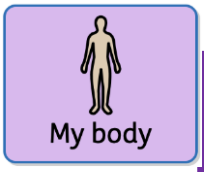
- Time- I am able to understand the concept of time and show awareness of this in my daily life
- Community- I am able to understand my community and explore different elements safely
- Wider World – I am able to show and understanding of the World we live in

My thinking

- Investigation- I am able to explore and investigate different processes and scenarios
- Problem solving- I am able to solve problems in a range of different contexts
- Observation- I am able to observe cause and effect events

My Independence

- Safety – I am able to keep myself safe in different environments and situations
- Life Skills- I am able to complete tasks in my everyday life
- Employability- I am able to understand different jobs and the skills needed to do them

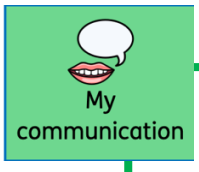


My Body

- Self- awareness- I understand how my body works and how I control it
- Movement- I am able to complete different physical movements independently
- Lifestyles – I understand how to keep my body healthy

My Wellbeing

- Self regulation- I am able to recognise and manage my feelings safely
- Enrichment- I am able to take part in activities which make me feel good
- Social skills/ relationships- I am able to follow social expectations and routines in my daily life



My Communication

- Functional- I am able to share my needs and wants
- Receptive- I am able to understand and respond to others communication
- Expressive – I am able to share my ideas, thoughts in a variety of ways