

## Woodside C of E Primary School – Curriculum Overview: Specialist Resource Provision



**Ivy Class is a Specialist Resource Provision Base within Woodside CofE Primary School that meets the needs of children and their complex needs namely Communication and Interaction difficulties including Autism Spectrum conditions.**

**“Believe in a spectrum of possibilities and in Ivy Class we grow together”**

### **Purpose**

At our school, we strive on ensuring every child and member of our big Woodside family feel that they belong. We believe every child deserves to feel valued, understood, and supported. We understand that children communicate in many different ways, and we respect and celebrate them all. Every child’s voice matters, and we make sure they feel listened to. Helping children to feel calm, safe, regulated and ready to learn is really important to us. We focus on supporting their sensory needs to promote wellbeing and help them enjoy their day. We create a welcoming, nurturing environment where all children in Ivy can grow together. We also prioritise our children making friends, building relationships and making them feel part of our big Woodside family.

### **Our Vision**

At Woodside C of E Primary School, we aim for all pupils to learn and achieve through our vision of **‘Together in God’s love we inspire and grow through living life in all its fullness.’ – John 10:10.** Our vision guides us in all that we hope to be, enabling every part of our community to grow and develop. This means growing in body, mind and spirit in order to flourish and experience the joy and hope of, ‘life in all its fullness’ (John 10:10).

As God’s theology inspired us in creating this vision (John 10:10), this vision inspires every member of our community to make effective choices in fulfilling their potential.

### **The aim of our curriculum is to:**

- To inspire, engage and challenge pupils in their learning
- Support every child to develop confident, functional communication skills using approaches that match their individual needs
- Build pupils’ social understanding and interaction skills so they can form positive relationships and feel part of the school community and have a sense of belonging
- Provide a structured, predictable learning environment that reduces anxiety and helps children engage successfully in learning
- Offer personalised pathways that balance small-group specialist teaching, continuous provision areas and with supported access to mainstream learning opportunities if necessary
- Promote independence, emotional regulation, and life skills so pupils are well prepared for their next steps in school and beyond

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### Curriculum Organisation

Our curriculum is carefully organised to meet the individual needs of pupils within our Specialist Resource Provision. We design a bespoke curriculum for each child, using their EHCP outcomes, strengths, and interests to guide what they learn and how they learn it. This personalised approach ensures that every pupil can make meaningful progress at a pace that feels right for them.

Learning takes place through a balance of small-group sessions and 1:1 support, allowing us to provide focused teaching, targeted interventions, and opportunities for children to practise skills in a calm, structured environment. Communication and interaction development runs through all areas of the curriculum, supported by regular input from speech and language specialists and the use of personalised communication strategies. We buy into the core-word programme and use this with bucket time to engage the children and promote speech and communication in the classroom. We have a Speech and Language Therapist support us weekly and help us to set and deliver targets for our children which also allows us to frame our curriculum and adapt this regularly based on the learner's individual needs. To further promote communication, we use Makaton within Ivy Class. We use signs, symbols, and speech to help the children express themselves, understand others, and develop essential skills like attention, listening, and language, thereby reducing frustration, building confidence, and fostering independence.

For 'core' learning we run on a 2-week cycle for repetition and engagement. In phonics/rhyme time we use Little Wandle Phonics SEND to inform the foundations of our planning and delivery. We adapt this for our learners and combine it with colourful semantics and their interests to keep them engaged. We focus on a nursery rhyme, an initial sound and combine the two together to create a fun and engaging phonics curriculum for our children. For English, we focus on the love of reading and stories for our children as the skill of reading can sometimes be a barrier. We instead focus on colourful semantics and how to build sentences and our continuous provision activities are based on this to link all the activities together and really embed the learning for our children. For maths, we bought into the *Maths for Life* programme, a practical and accessible approach that supports children in developing functional numeracy skills they can use in everyday situations, really embedding those life skills the children will need in and out of school. Maths for Life gives our learners meaningful, practical experiences that connect directly to the world around them.

Alongside core learning, pupils take part in Forest School sessions weekly, which help build confidence, independence, and social skills through hands-on outdoor experiences. The children in Ivy Class also receive weekly Rocksteady music lessons which enables them to be in a confidence-boosting space to shine. Music offers a non-verbal way to communicate, regulate emotions, and build social interaction. Performing as part of a band encourages teamwork, turn-taking, and shared success which we promote massively as a team. These sessions open up opportunities for creativity, self-expression, and pride, helping every child feel like they belong and are celebrated.

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Our use of continuous provision creates a rich, responsive environment where all children can explore, communicate, and learn at their own pace. For the children in Ivy Class, this approach is especially powerful because it removes pressure and opens opportunities for meaningful and intensive interaction. Carefully planned areas such as role play, sensory spaces and adult led activities, encourage children to develop oracy skills, share ideas, and use new vocabulary in real contexts. These experiences naturally promote speech, language, and communication as adults model language, extend conversations, and follow the child's lead. For SEND learners, continuous provision offers predictability, choice, and hands-on learning that supports regulation and confidence. Children can revisit activities repeatedly, helping them embed skills and develop independence. The environment offers visual cues through Widgit prompts, structured routines, and accessible resources that reduce barriers to learning.

Our aim is to create a curriculum that is engaging, meaningful, and flexible—one that supports each child to grow, communicate, and thrive both in the SRP and within the wider school community. To allow this to happen we ensure sensory diets and use of our sensory room are embedded and implemented effectively into our daily routine to allow our children's needs to be met. We also use Zones of Regulation heavily in our classroom in order for the children to learn to communicate their feelings, be in touch with their emotions but also to help them co-regulate throughout the day. We use Occupational Therapy reports, the children's EHCPs and our own professional understanding to inform this. The children in Ivy Class have regular opportunities to access the wider school community, particularly during Opal Play, visits to the church and during collective worship.

Our long-term plan is a working document as this is adapted termly based on changes around the child's individual learning needs and the interests they have.

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Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Colour and Light		Communities and Cultures		On the Move	
<b>Core Word</b>	<b>Core words:</b> want yes no I/me/my like help more/again	<b>Core words:</b> finish/all done stop go wait turn need see	<b>Core words:</b> up and down in and out on and off different what where	<b>Core words:</b> here and there when now and next who you	<b>Core words:</b> your they/he/she it is/are Get put	<b>Core words:</b> some all this and that over and under make open
<b>English</b>	<b>Colourful Semantics books:</b> <ul style="list-style-type: none"> <li>• The Colour Monster</li> <li>• Rainbow Fish</li> <li>• Tiddler</li> <li>• Where is the green sheep?</li> <li>• The Train Ride</li> <li>• Don't hog on the hedge!</li> </ul>	<b>Colourful Semantics books:</b> <ul style="list-style-type: none"> <li>• Whatever next?</li> <li>• The Gruffalo</li> <li>• The Odd Egg</li> <li>• Stick Man</li> </ul>	<b>Colourful Semantics books:</b> <ul style="list-style-type: none"> <li>• Spinderella</li> <li>• Ten in the Bed</li> <li>• Errol's Garden</li> </ul>	<b>Colourful Semantics books:</b> <ul style="list-style-type: none"> <li>• Zog</li> <li>• The Very Hungry Caterpillar</li> <li>• The Gingerbread Man</li> </ul>	<b>Colourful Semantics books:</b> <ul style="list-style-type: none"> <li>• Jasper's beanstalk</li> <li>• This bear, that bear</li> <li>• Lost and Found</li> </ul>	<b>Colourful Semantics books:</b> <ul style="list-style-type: none"> <li>• Paddington at the palace</li> <li>• Room on the Broom</li> <li>• How to catch a star</li> </ul>
<b>Phonics/Rhyme time</b>	1,2,3,4,5 once I caught a fish alive  A sailor went to sea	Hey Diddle Diddle  Hickory dickory dock  Humpty Dumpty	Incy Wincy Spider  Jack and Jill  Mary, Mary, Quite Contrary	Miss Molly Had a Dolly  One, Two Buckle my Shoe  Pat-a-Cake	Ring-a-ring-a-roses  Round and Round the Garden  Row, Row, Row your boat	The Grand Old Duke of York  The Wheels on the Bus  Twinkle Twinkle

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	Baa Baa black sheep  Down at the station  5 little ducks					Wind the Bobbin Up
<b>Maths</b>	Work on individualised targets using 'Maths for Life'					
<b>PSHE/Wellbeing</b>	My Happy Mind EYFS – Meet Your Brain  My Happy Mind PSHE Y2 – places  My Happy Mind EYFS – celebrate Yoga	My Happy Mind – Appreciate (3 weeks EYFS)  My Happy Mind PSHE - keeping safe (3 weeks Y2)  My Happy Mind – relate (3 weeks EYFS)  My Happy Mind PSHE – friendships (2 weeks Y2) Yoga	My Happy Mind – Ourselves growing and changing Yoga  Healthy living – food and exercise			
<b>Makaton</b>	<b>Core words:</b> want yes no I/me/my like help more/again	<b>Core words:</b> finish/all done stop go wait turn need	<b>Core words:</b> see up and down in and out on and off different	<b>Core words:</b> what where here and there when now and next who	<b>Core words:</b> you your they/he/she it is/are get	<b>Core words:</b> put some all this and that over and under make open

Commented [HP1]: @Lauren Orgill look at pshe

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	<b>Colours</b>	<b>Days of the Week</b>	<b>Family</b>	<b>People who help us</b>	<b>Transport</b>	
	Red Blue Yellow Green Orange Black Purple Brown	Monday Tuesday Wednesday Thursday Friday Saturday Sunday	Mum Dad Brother Sister	Policeman Nurse Doctor Fireman Teacher	Car Bus Aeroplane Train	
<b>Forest School</b>	Gruffalo Nature Trail Because of an Acorn/Littlest Acorn Leaf Man Owl Babies	We're Going on a Bear Hunt Gruffalo Gruffalo's Child Stick Man	The Snow Thief	Super worm	What the Ladybird Heard	Monkey Puzzle (Butterflies)
<b>Self-Care</b>	<ul style="list-style-type: none"> <li>• toileting</li> <li>• dressing and undressing and making this appropriate to seasons</li> <li>• brushing teeth</li> <li>• hair brushing</li> <li>• face washing</li> </ul>					
<b>Life Skills</b>	Cooking (spreading)  Preparation for Travel (School Grounds)  Church (Harvest)	Cooking (mixing)  Preparation for Travel (Community)  Church (Christmas)	Preparation for Travel  Preparation for Travel Church  Gardening (planting seeds)  Cooking (Rolling)	Cooking (Cutting)  Swimming  Church (Easter)	Cooking (Assembling)  Swimming  Church (New beginnings)	Cooking (Healthy eating mixer/smoothies)  Swimming  Church (New journeys)

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	Gardening (Flo's wishes)	Visit shops for our cooking				
<b>Spirituality and God's World</b>	Diwali (A1) Christmas (A2) Christingle (A2) Bonfire night (A2) Lantern Walk (A2)		Chinese New Year (SPR1) x3 weeks (1,2,3) Holi (SPR1) x3 weeks (4,5,6) New life (SPR2) Easter (SPR2)			
<b>Science</b>	Light and Dark	Light and Shadows	Keeping Warm Hot and cold – food/drink  Seasons matching and what clothes do we need?  How animals keep warm Habitats  Which animals come from an egg. Experiment – keep an egg warm	Characteristics of Materials	Forces and Movement	Moving and Growing
<b>PE</b>	Games Turn taking		Gymnastics (Matilda Song) Jumping Balancing	Dance	Athletics Ball skills	

Commented [LO2]: look at this with Hannah [@Lauren](#)  
[Draft](#)



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			Rolling (log roll, teddy roll, pencil roll, meatball, forward roll) Ribbon dance Performance			
<b>Drama and Oracy</b>	<b>Using role play</b> Gruffalo House Doctors Space Station Cafe Shop		<b>Role play – people that help us</b> Doctors Fire station Police station		<b>Role play – traditional stories</b>	
<b>Music</b>	Boomwhackers Call and Response		Rocksteady lessons		Rocksteady lessons	
<b>Art &amp; DT</b>	<b>Colours and Light</b> What are the colours?  Colour Mixing Handprint Mixing  Marble Run colours  Junk Modelling	<b>Pop Art</b> Andy Warhol Peter Blake Yayoi Kusama Roy Lichtenstein Keith Haring  <b>Salt Dough (Focus on rolling and cutting)</b>  <b>Designer Focus – John Lewis</b>  JOHN LEWIS & PARTNERS	<b>Mixed Media</b> Chalk Collage Oil pastels Print Paint  <b>Cooking and Nutrition- Pizza (Focus on rolling)</b>  <b>Designer Focus – Pizza Express</b> 	<b>Paper and Cardboard</b> Look at examples – Tim Dunn  <b>Quilling (practise) -</b> Yulia Brodskaya Quilling (Design a picture and have a go) - Yulia Brodskaya Paper Layer – Rob Ryan  <b>Making Playdough</b> (Focus on rolling and cutting)  <b>Designer Focus – Play-Doh</b>	<b>Paint</b> focus on school logo every week Paint Pens Watercolours Acrylic Oil  <b>Batik Art</b>  <b>Textiles – Making a puppet</b> (Focus on assembling)  <b>Designer Focus – Jim Henson</b>	<b>Printing</b> Picasso (layered printing) Cyano Type Henri Matisse  <b>Lino Printing Stamping</b>  <b>Cooking and Nutrition- Smoothies</b> for 2 weeks. Kebabs and smoothies. (Focus on assembling)  <b>Designer Focus – Innocent Smoothies</b>

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