



Creating remarkable schools where no child is left behind

Beckfoot Phoenix

Strategic Vision 2021-2024

Learning lots. Making memories. Being brilliant.

OUR CORE PURPOSE

At Beckfoot Phoenix we make memories every day so that our pupils learn to lead happy, healthy and fulfilled lives.



MEASURING IMPACT

Children will achieve and exceed challenging EHCP and KS2 targets.

Overall attendance and persistent absence figures will be in line with national average.

Our school will achieve an Outstanding judgement at the next Ofsted visit.

WHAT IS IMPORTANT TO US?

Our children: they come first —their lives, their families, their success.

Aspirations: a place where pupils and staff develop the self belief and determination to achieve beyond whatever could be imagined and where hard work, high expectations and happiness are the norm,.

Great teaching: every day we deliver a well-planned curriculum that challenges and motivates children to learn the skills they need for life whilst celebrating progress every small step of the way.

A feeling of security: children learn best when they feel safe within boundaries and structures they understand.

Time and space: to process, to think, to communicate, have a go, to work things out and to grow.

High quality environments: that promote incidental learning, curiosity, safe risk taking and enable independence.

Inspirational staff: who are valued and invested in so that they are empowered to be the best version of themselves.

Beckfoot Phoenix strategic priorities 2021-24

Priority 1: Develop a service for families that supports the '24 hour child' whilst strengthening learning both at home and in school

Priority 2: Further develop and embed the high quality curriculum ensuring that learning opportunities are aspirational, real and meaningful and that whole school approaches to reading, writing and maths mean that children make strong progress across the curriculum.

•**Priority 3:** Ensure pupil voice is highly effective in enabling independence. Review and develop meaningful and inclusive opportunities for pupil leadership.

Our School

103 children aged 2 to 11.

All our children have an Education, Health and Care Plan.

All our children have a learning difficulty – either severe or profound.

Children may also have physical needs, medical needs, or a diagnosed disability such as visual impairment, ADHD or autism.

Our curriculum

- Our curriculum teaches the National Curriculum (NC), Early years (EY) and Beckfoot Phoenix specific content.
- Content is divided across the 5 stages of development with children being able to make progress across stages, or within each stage from lower to upper parts of the stage.
- Children are grouped in classes and bases according to their age, need and stage of development.

| Curriculum Stage | Type of learner | Curriculum source | Base |
|------------------|-----------------|-------------------|---|
| 1 | Pre-intentional | EY – birth to 3 | Orange, Red |
| 2 | Intentional | EY – birth to 3 | Orange, Red, Yellow |
| 3 | Early symbolic | EY – 3 – 4 years | Orange, Red, Yellow, Blue, Purple, Blue, Purple |
| 4 | Semi-formal | EY – reception | Blue, Purple, Green |
| 5 | Formal | NC Y1, Y2. | Blue, Green |

Curriculum Intent for Pupils



To motivate and engage children so that they enjoy their learning.

To ensure success so that learners remember more overtime and learn to use what they have learnt within their lives.

To give children the tools and knowledge to keep themselves safe and healthy.

To develop confidence and resilience and build foundations for future learning.

Within a positive and respectful culture to teach children to be kind and thoughtful and to use their voice effectively to tell others what they need, what they want, and what they think.

Curriculum Intent for Staff

From our vision:

What's important to us?

Children

Aspirations

Great teaching:

A feeling of security

Time and space

High quality environments

Inspirational staff

To provide a framework of teaching that enables staff to enjoy teaching great lessons.

To scaffold learning with high quality subject knowledge so that children will make memories, learn more and be brilliant.

To give staff confidence to enable learners to take safe risks and become increasingly independent whilst learning how to keep themselves and others safe and well.

To enable staff to feel proud of the school, the progress children make and of the difference made to lives and families.

To focus workload so that teaching and learning comes first.

Curriculum Intent for Families

**From our vision:
What's important to us?**

Children
and their
families.

Curriculum content that is relevant and makes a difference to their child, their family and their community.

Knowledge and understanding of their child's learning journey and how it builds over time.

Curriculum content that supports the teaching of children's EHCP targets.

Curriculum content that extends to home learning.

Sequencing and progression of content so that children make progress.

Curriculum Implementation



These strands run throughout our curriculum:

- Communication
- Kindness
- Tolerance
- Perseverance
- Developing confidence
- Managing emotions
- Promoting independence
- Preparation for life.

To achieve these, our curriculum enables children to:

- Have their voice heard.
- Encourage and help each other
- Listen to others
- Explore and play
- Try, try, try again
- Take safe risks to go beyond their comfort zone
- Learn about feelings and behaviour
- Acquire skills for life.

Planning the curriculum



Curriculum Content



Beckfoot Phoenix specific content covering areas that we consider essential for our children:

- communication
- life skills
- fine motor
- oral hygiene



Subject specific plans set out which part of the subject should be taught when so that learning builds sequentially over time.



Taught through a topic based on a text

| | Autumn | Spring | Summer |
|----------|--------|--------|--------|
| Literacy | | | |
| Maths | | | |
| Science | | | |
| Art | | | |
| Music | | | |

Long term plan shows when the content will be taught.

| Geography | Autumn | Spring | Summer |
|------------------------|--------|--------|--------|
| Year 1 of 3 year cycle | | | |
| Year 2 of 3 year cycle | | | |
| Year 3 of 3 year cycle | | | |

Long term curriculum plan

| | Autumn | Spring | Summer |
|----------|--------|--------|--------|
| Literacy | | | |
| Maths | | | |
| Science | | | |
| Art | | | |
| Music | | | |

- Carefully planned and sequenced across 3 years building progressively over time, with many opportunities for revisiting and relearning.
- Taught within topics that focus on 3 areas considered important to our children:
 - Autumn – related to ‘me’
 - Spring – related to ‘the environment’
 - Summer – related to ‘out and about’

Beckfoot Phoenix Curriculum Long Term Plan
Sequentially planned with revisits and generalisations over a 3 year cycle

| YEAR | TERM | TOPIC/theme | Science | History | Geography | Art | DT | Music | RE | Computing | Maths | PSHE | PE | Literacy | Life skills | Self help | Fine Motor |
|------|--------|--------------------|---|---|--------------------------------------|-----------------------|------------|--|---------------------------------|---|-------------------------------|---|--|--|--|--|---|
| 1 | AUTUMN | Amazing me | Human body Light Autumn to winter | Personal history Practical history – months, birthday, date of birth, years, anniversaries, time lines | Where we live? | Painting | Food | Celebration Pulse and rhythm | Our community Christmas | Using a computer Improving mouse skills Internet safety | Number Shape money | Family and relationships Citizenship | Dance and Gymnastics Parachute games or Bat games | Rhythm and rhyme Fiction Non fiction Social sight | I can look after myself I can buy things for myself | Eating Toileting | Using 1 handed tools Pencil grip and mark making |
| 1 | SPRING | Environment | Living things and habitats Materials | Chronological sequencing – research. | Why do they live there? | Sculpture and collage | Structure | Music and movement Classical – dynamics and tempo | Caring for others Easter | Programming Algorithms Online Emotions | Number Time Measurement | Safety and the changing body Health and well being | Ball games Bike riding | Rhythm and rhyme Fiction Non fiction Social sight | I can make my own food I can help around the house | Dressing Oral hygiene Emotional regulation Independence | Managing own needs Pour, stir, open, close, twist, build, thread, sew, shape, mould. |
| 1 | SUMMER | Out and about | Plants Spring to Summer | Then and now | We're all going on a summer holiday. | Drawing | Textiles | Exploring sound Musical vocab | Religion and rituals Eid | Exploring hardware Programming Always be kind and considerate | Number Money Time | Economic well being | Athletics Outdoor adventure | Rhythm and rhyme Fiction Non fiction Social sight | I can keep myself safe I can visit places in my community | round school | |
| 2 | AUTUMN | Living in a ... | Materials Autumn to Winter | Old buildings Practical history – months, birthday, date of birth, years, anniversaries, time lines | Where we live? | Sculpture and collage | Structure | Celebration Timbre and rhythm | Our community Christmas | Programming Creating media Posting and sharing online | Number Shape money | Family and relationships Citizenship | Dance and Gymnastics Parachute games or Bat games | Rhythm and rhyme Fiction Non fiction Social sight | I can look after myself I can buy things for myself | Eating Toileting | Using 1 handed tools Pencil grip and mark making |
| 2 | SPRING | Environment | Animals Humans | Chronological sequencing – research | Why do they live there? | Drawing | Mechanisms | Music and movement Musical vocab | Caring for others Easter | Data handling internet safety | Number Time Measurement | Safety and the changing body Health and well being | Ball games Bike riding | Rhythm and rhyme Fiction Non fiction Social sight | I can make my own food I can help around the house | Dressing Oral hygiene Emotional regulation Independence | Managing own needs Pour, stir, open, close, twist, build, thread, sew, shape, mould. |
| 2 | SUMMER | Out and about | Light Spring to Summer | Then and now | We're all going on a summer holiday. | Painting | Food | Musical stories Vocal and body sounds | Religion and rituals Eid | Programming Algorithms Online emotions | Number Money Time | Economic well being | Athletics Outdoor adventure | Rhythm and rhyme Fiction Non fiction Social sight | I can keep myself safe I can visit places in my community | round school | |
| 3 | AUTUMN | Living in the past | Human body Autumn to Winter | Living in the past Practical history – months, birthday, date of birth, years, anniversaries, time lines | Where we live? | Drawing | Textiles | Celebration Timbre and Rhythm | Our community Christmas | Exploring hardware Programming Always be kind and considerate | Number Shape money | Family and relationships Citizenship | Dance and Gymnastics Parachute games or Bat games | Rhythm and rhyme Fiction Non fiction Social sight | I can look after myself I can buy things for myself | Eating Toileting | Using 1 handed tools Pencil grip and mark making |
| 3 | SPRING | Environment | Cycles in nature Light | Chronological sequencing – research | Why do they live there? | Sculpture and collage | Food | Music and movement Classical – dynamics and tempo | Caring for others Easter | Programming Skills showcase Posting and sharing online | Number Time Measurement | Safety and the changing body Health and well being | Ball games Bike riding | Rhythm and rhyme Fiction Non fiction Social sight | I can make my own food I can help around the house | Dressing Oral hygiene Emotional regulation Independence | Managing own needs Pour, stir, open, close, twist, build, thread, sew, shape, mould. |
| 3 | SUMMER | Out and about | Materials Spring to Summer | Then and now | We're all going on a summer holiday. | Painting | Mechanisms | Big band Pulse and rhythm | Religion and rituals Eid | Programming Creating media Internet safety | Number Money Time | Economic well being | Athletics Outdoor adventure | Rhythm and rhyme Fiction Non fiction Social sight | I can keep myself safe I can visit places in my community | round school | |

Curriculum into action

Specified content and end of stage expectations are written for each subject at each stage of development

Medium term plans are written for each aspect of each subject at each stage with key targets that build towards the end of stage outcomes.

| | |
|--------------------|--|
| Stage 1 – 5 | By the end of each stage in ART, children will be able to: |
| Lower 1 | Touch paint, using fingers and other parts of their bodies as well as brushes and other tools. Touch different materials, using all their senses to investigate them. Show a response to colours and shape |
| Upper 1 | Show a response to pattern with strong contrasts and be attracted by patterns resembling the human face. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. |



MATHS:
FOCUS: TIME
Spring 1 – GREEN BASE

Pre-learning - children should already be able to:
Join in with the days of the week cycle starting at Monday.
Know what day it is 'today'.
Read numbers on the clock.
Match numbers to 12.
Recite numbers to 5 in order.
Sequence events using 2 steps.
Correctly answer questions about what they did 'this morning'.

All children will be able to: (Upper Stage 3)

1. Recite the days of the week cycle starting at Monday.
2. Use the days of the week cycle to say what day it was yesterday and what day it is today.
3. Read numbers on the clock and understand they follow a pattern, 1,2,3,4,5 and that the hands on the clock follow the pattern.
4. Realise that when the hand to 12, it is a 'time' called 'o'clock'.
5. Recite numbers to 10 in order.
6. Sequence events using 3 steps.
7. Correctly answer questions about what they did 'yesterday' and what they will do 'today'.

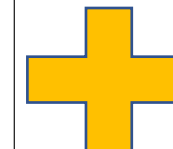
Some children will be able to: (Stage 4)

8. Recite the days of the week cycle starting at any day.
9. Say what day it was yesterday, what day it is today and what day is tomorrow.
10. Know where the hands on the clock will 'go' next by following the pattern of numbers.
11. Tell the time for 'o'clock'.
12. Recite numbers to 12 in order.
13. Sequence events using 4 steps.
14. Correctly answer questions about what they did 'yesterday' and what they will do 'tomorrow'.
15. Show some understanding of a length of time.

A few children will be able to: (Stage 5)

16. Sequence events in chronological order using language.
17. Recognise and use language relating to dates, including days of the week, weeks, months and years.
18. Read the time and links to activities.
19. Knows which day key events happen in week, and how many days until next key event.
20. Knows months of year in order and can say which month comes before/after a given month.
21. Knows which month key events happen in year, eg. own birthday, seasons, Christmas.

Reads times on analogue and digital clock and links to activities: 29: 0'clock; 30: half past; 31: quarter past; 32: quarter to.



EHCP targets



| Base | Timetable | | | | | | | | | |
|-----------------------------------|-----------------------------------|-----------------------------|---|-----------------|--|--|----------------------------|-------------|---------------------------|--------------|
| Orange, Purple, Red, Yellow, Blue | Communication and language | Physical development | Personal social and emotional development | Literacy | Maths | Understanding the world | Expressive arts and design | Life skills | Fine motor | Oral hygiene |
| Green Blue | Spoken language and communication | Physical development and PE | Personal, social, health and emotional | Reading Writing | Maths: Number Time, Money Measurement Shape | Science Geography History RE Computing | Art Music | Life skills | Fine motor Handwriting | Oral hygiene |

Class Timetables

- We have a whole school timetable where nearly all classes teach the same subjects at the same time.
- This is so that children can move to different classes for different subjects if they need a different approach.
- This is also so staff can learn from each other.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| 9am | Welcome children into class/Register | Welcome children into class/Register | Welcome children into class/Register | Welcome children into class/Register | Welcome children into class/Register |
| 9.15am | Phonics | Phonics | Wonderful Wednesday | Phonics | Phonics |
| 9.30am | English | English | Wonderful Wednesday | English | English |
| 10.15am | Playtime/snack / Toileting | Playtime/snack / Toileting | Playtime/snack / Toileting | Playtime/snack / Toileting | Playtime/snack / Toileting |
| 10.45 | Maths | Maths | Wonderful Wednesday | Maths | Maths |
| 11.30 | Handwriting/Fine motor | Handwriting/Fine motor | Handwriting/Fine motor | Handwriting/Fine motor | Handwriting/Fine motor |
| 11.45 | Reward time/ fine motor | Reward time/ fine motor | Reward time/ fine motor | Reward time/ fine motor | Reward time/ fine motor |
| 12pm | Dinner time /Playtime | Dinner time /Playtime | Dinner time /Playtime | Dinner time /Playtime | Dinner time /Playtime |
| 1pm | Register | Register | Register | Register | Register |
| 1.05pm | Art/D&T | Science | Geography/History | RE/Computing | Life skills |
| 1.45pm | Playtime/ toileting | Playtime/ toileting | Playtime/ toileting | Playtime/ toileting | Playtime/ toileting |
| 2pm | Music | Communication | PSHE | | |
| 2.30pm | Story | Story | Story | Story | Story |
| 2.45pm | Oral Hygiene | Oral Hygiene | Oral Hygiene | Oral Hygiene | Oral Hygiene |
| 3pm | Home time | Home time | Home time | Home time | Home time |

Lessons

Beckfoot Phoenix Teaching and Learning Expectations
(Part 1 of the schemes)



Behaviour, sensory or care plan



Communication plan



Medium term plan and EHCP targets



Key knowledge and vocabulary for subject and stage

| Key VOCABULARY | |
|-----------------------|---|
| Time | Key times of the day, length of time, O' clock Calendar |
| Cycle | Cycle of a week starting with different days of the week –Wednesday, Thursday, Friday, Saturday, Sunday, Monday, Tuesday. |
| SEQUENCING | 3 step sequencing, first, then, last 4 step – first, next, then, last |
| Period of time | Before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening, last week, last lesson, last year. |
| Clock | Use analogue and digital – link to events. |

Prerequisites for later learning to be included in this scheme:

What time is it? How do you know?

Read the numbers on the clock in order.

Read the numbers on the clock out of order.

Look at what number the 'hands' are at.

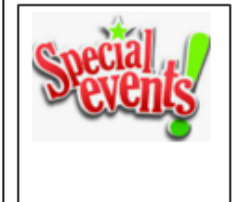
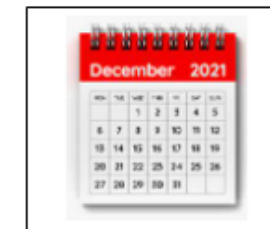
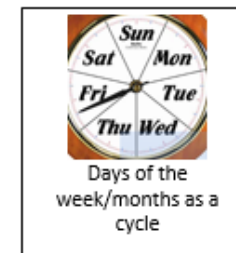
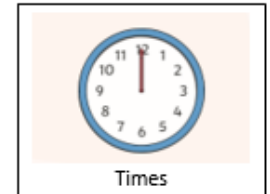
Link times to key events in the day.

'Stop' at times throughout the day.

Apply to practical skills – when's the TV programme on, how long is it on for, what's on before it, how long have I got before it's on, what could I do in that time?

How long to special events – my birthday, Christmas? What could I do with that time?

Key Knowledge



Revisiting and Generalising

- Enhancement weeks throughout the year:
 - Caring me
 - Active me
 - Safe me
 - Travelling around the world
- Assemblies
- Parades
- Planned curriculum revisits through different subjects, eg. revisiting shape from maths in art lessons, or measurement within life skills.

Curriculum Impact

How do we know that our curriculum is working?

- Pupils progress is clearly seen.
- Pupils show and tell us they enjoy the lessons.
- Relationships are positive and respectful.
- Pupils are confident and increasingly independent.
- Teacher's workload is appropriate and focuses on teaching and learning.
- Families know what their child is learning and report progress from extending learning to home.

How do we know that children are making progress and remembering more?



Talking to children

End of Year Report



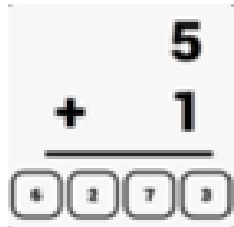
Progress towards end of KS2 target



Pupil progress and parent meetings



Half termly tracking of subject content



Reading, writing and maths point in time assessments



Feedback from families



Communication assessments

