



The SLC is a new provision within Cambrai. The curriculum overview is subject to change to reflect individual needs. The pace and coverage will be adapted accordingly (for individuals).

1	2	3	4	5	6
Books:					
'The Smartest Giant in Town', 'The Lighthouse Keeper's Lunch', 'Stone Girl, Bone Girl', Fact Books (linked to topic)					
Palaeontologist	Chaplain	Topographer	Photographer	Archaeologist	Sculptor

English	Throughout the year, children will learn across all strands of the English Curriculum: Spoken Language, Reading – Word Reading, Reading – Comprehension, Writing – Transcription (including spelling and handwriting), Writing - Composition and Writing - Vocabulary, Grammar and punctuation. Speech and Language targets will be embedded in the provision and be taught in discrete lessons. We use the 'Little Wandle' scheme to teach phonics, at differentiated levels and pace.					
Maths (Key Topics) differentiated for individuals-level/pace/topic	Place Value Addition and subtraction Shape		Money Multiplication and division Length and height Mass, capacity and temperature		Fractions Time Statistics Position and direction	
Maths (Key Topics) differentiated for individuals-level/pace/topic	Bespoke maths linked to PIVATS covering all maths topic areas over the year.		Bespoke maths linked to PIVATS covering all maths topic areas over the year		Bespoke maths linked to PIVATS covering all maths topic areas over the year	
Science	Rocks and Fossils Mary Anning	Forces and magnets William Gilbert	Light Isaac Newton		Plants and Animals Carl Linnaeus – Plant Classification Yann Le Meur – Sports Scientist	
History	Stone Age Britain	Iron Age Britain			The Shang Dynasty	
Geography	Local Area study (Human and Physical Geography)		UK Study (Locational Knowledge)	OS Maps and Scale (Geographical skills and Fieldwork)	Revisit Human and Physical Geography	
Art and Design		Drawing: Perspective Sketch inspired by Christopher Wren		Painting: Jackson Pollock inspired painting		Sculpture: Abstract sculpture inspired by The Family of Man by Barbara Hepworth (who was inspired by Henry Moore)
Design Technology	Food Technology: A Healthy and Varied Diet		Textiles: From 2D to 3D		Cooking: Chop Suey	Structures: Shell Structures
PE	Attack, Defend, Shoot Units 1 and 2	Send and Return Units 1 and 2	Dance Units 1 and 2	Gymnastics Units 1 and 2	Hit Catch Run Units 1 and 2 OAA	Run, Jump, Throw Units 1 and 2
Music (CUSP) Tuned & untuned percussion	Singing	Untuned Percussion	Singing	Untuned Percussion	Singing	Untuned Percussion
RE	1.1 Who is a Christian and what do they believe?	1.2 Who is a Muslim and what do they believe?	1.5 What makes some places scared?	1.7 What does it mean to belong to faith community?		
ICT / Computing / Online Safety	<i>Technology around Us</i> <i>Privacy and Security</i>	<i>Digital Painting</i> <i>Online Relationships</i>	<i>Moving a robot</i> <i>Health, Wellbeing and Lifestyle</i>	<i>Grouping Data</i> <i>Online Bullying</i>	<i>Digital Writing</i> <i>Self-Image & Identify Managing Online Information</i>	<i>Programming Animations</i> <i>Copyright and Ownership</i>
PSCHE	People who Help Me	Relationships	TBC	TBC	TBC	TBC

Outdoor Education			Shelter	Woodcraft	Rope	Fire
Interventions (linked to EHCP targets, see individual SEN support plans)	Interventions will be dependent on individual needs. They may include: speech and language therapy, work on specific OT targets, fine motor skills, gross motor skills, sensory needs, attention autism, peer massage, TACPAC, intensive interaction.		Interventions will be dependent on individual needs. They may include: speech and language therapy, work on specific OT targets, fine motor skills, gross motor skills, sensory needs, attention autism, peer massage, TACPAC, intensive interaction.		Interventions will be dependent on individual needs. They may include: speech and language therapy, work on specific OT targets, fine motor skills, gross motor skills, sensory needs, attention autism, peer massage, TACPAC, intensive interaction.	

Children who are new to the provision will have a settling in period, which will include baseline assessment in order to inform teaching.

We aspire to engage and excite our children, bringing learning alive; this will include meaningful, practical, multisensory sensory learning opportunities, with learning consolidated and revisited. Your child will have a visual timetable sent home. Individual EHCP targets are embedded into whole school life and daily classroom provision. SEN support plans are reviewed on a termly basis. Some subjects will have a 'lighter touch' in order to allow enough time to support individual learning needs.