



Cherry Orchard Primary School RB1 Overview

RB1 is the key stage one resource base within Cherry Orchard Primary School. Within the base, there are currently five children and three members of staff. The classroom timetable consists of the following activities: morning jobs, dough disco, English, regulation, maths, Speech and Language, life skills, music, choosing, sensory, cooking, P.E, PSHE, topic and messy time.

Each session within the Resource Base plays an integral role in building the children's personalities, social skills and learning. The curriculum within the Resource base differs from a mainstream classroom as each child within a Resource Base requires an individualised curriculum, personalised targets and approaches to their learning. This includes sensory diets, movement breaks, the use of visual timetables and continuously adapted teaching styles.

To allow the children to learn in the style they are most comfortable and to ensure maximum progress and understanding is achieved, RB1 uses observations and pictures to evidence the children's learning and progress. The cohort is made up largely of individuals with sensory needs. The school endeavours to make the correct reasonable adjustments in line with the children's needs and this includes allowing for movement breaks, physical experiences and reduced restrictions on the need for written work.



English

The curriculum for English in RB1 is made up of speech, listening, writing and reading. It is created using a mix of curriculum and assessment tools. The curriculum includes learning objectives from the national curriculum, BSquared primary steps, BSquared autism steps, AET assessment objectives and the children's individual EHCP plans.

Children in RB1 have a range of adaptable, individualised learning objectives to ensure all areas of learning are considered and targets can be achieved to allow for progress and development in all areas of the children's learning.

Writing

Writing is taught through mark making exercises in 'morning jobs' as well as being planned in English lessons. The learning objectives focused on within the writing are:

- Create horizontal, vertical and circular marks with a variety of writing tools.
- Hold a pencil with a sufficient grip - Tripod grip
- Use writing in play by understand marks have meanings
- Includes letters within their mark making

Writing within RB1 can take many forms using a variety of resources such as the interactive whiteboard, paper, pavements, cardboard, whiteboards etc. Along with paint, chalks, pencils, colouring pencils, markers, sand, water, foam, crayons etc.

RB1 focuses on the basics within the writing process and so exploring creating marks for a meaning with a variety of tools is vital for the children's progress and understanding. The techniques and resources used within writing aid in the development of the children's fine motor skills and their ability to manipulate their hand and wrist muscles to form specific movements.

Creating sentences is taught using colourful semantics and widgets within Literacy lessons and speech and language sessions, these sessions are taught by both the classroom teacher and the speech therapist. This can be through matching widgets to pictures, cutting and sticking and interactive posters.

Speaking

Speaking is taught through attention autism, planned into English lessons, play based learning, S&L sessions twice a week and activities based around the children's individual speech and language targets.

The main learning objectives taught within the speech are:

- Using single words or signs symbols to name and request an object
- Communicate 30 objects using words, signs or symbols
- Take part in a 'conversation' with a member of staff
- Ask and answer 'wh' questions
- Follow one and two step instructions
- Understand and use 'me, mine, you, yours' and their name

Speech is continuously encouraged using meaningful speech throughout the day, short concise sentences, and multiple sensory inputs (auditory, visual, physical items). RB1 focuses on the basics of communication, speech within the resource base is not limited to verbal communication. It includes, PEC's, the use of widgets, Makaton and other signing and gestures. RB1 aims to develop all manners of communication. Resources to facilitate these aims may include, dictaphones, PEC's, widgets, colourful semantics, flash cards, the interactive whiteboard, cameras and recording equipment and sound buttons.

Listening

Listening is taught throughout the day through first quality teaching as well as during dough disco, planned into Literacy lessons, attention autism, S&L sessions and play based learning.

The main objectives RB1 focuses on are:

- Giving some eye contact
- Tracking the speaker when they move
- Sits whilst listening to a story
- Reacting to sounds and speech with facial expressions and/or replies
- Looking to named objects and people

RB1 facilitates the progress in listening through the use of multiple activities and resources such as dictaphones, stories, auditory stories, sound buttons, cause and effect toys, auditory sensory toys, the outdoor area and musical instruments.

Reading

Reading is taught through planned English lessons, play based learning and being planned into 'choosing' time each afternoon. Reading is used within most aspects of English as each area of learning uses widgets with pictorial and word representations.

The main objectives RB1 focuses on are:

- identifying symbols with meaning
- pointing to words within the environment
- identifying own name and its initial sound
- matching objects and words
- looking at books
- recognising changes and characters within a story

Reading is continuously encouraged within the resource base through multiple experiences and resources such as display books, interactive displays, widgets, the interactive whiteboard, posters, name labels and labelled trays/areas of the classroom.

Maths

The curriculum for maths with RB1 is made of four strands: Number, Geometry, Measurement and Statistics. Learning objectives for these areas are taken from multiple sources including, BSquared Primary steps, National Curriculum, BSquared autism steps, AET assessment tool and the children's individual EHCP targets.

Children in RB1 have a range of adaptable, individualised learning objectives to ensure all areas of learning are considered and targets can be achieved to allow for progress and development in all areas of the children's learning.

Number

Number is taught through planned lessons, play based learning, and 'choosing time'.

The main objectives RB1 focuses on are:

- distinguish between one and lots
- demonstrating and understanding of 1:1 correspondence
- sharing out objects
- making a group of two
- saying number names to 5 in and out of order
- matching numbers and amounts to 5

- pointing to an object as they count
- tracing numbers to 5

Number and counting is promoted within the resource base at all times of the school day, this may be seen through counting out snacks, following number instructions, matching games within 'choosing time', registration, matching 1:1 through play activities and sharing out objects at snack, play and transition times. Learning within this strand is supported by the use of widgets, interactive learning, counting equipment, flash cards, PECS, food, sensory equipment such as water, sand, foam etc and motivating toys and objects. To ensure progression and attainment of these learning objectives widgets are used consistently within the maths sessions, each concept and the key words for the session are shown, visually, through pictorial representation and spoken consistently by adults in the classroom. Objects with numeral references are available within the classroom across the day to allow the children to independently explore.

Statistics

Statistics is taught through planned maths lessons and activities as well as promoted within 'choosing time' and one to one teaching activities throughout the day.

The main objectives RB1 focuses on are:

- find an object by its characteristic
- group and sort similar objects
- find common attributes of objects
- find a difference between objects
- begin to mark make on a tally chart

The teaching of statistics at this early level is taught largely through physical objects such as role play equipment relating to a story, counters, animal figures, food, shapes and educational toys. Widgets are used across the curriculum to support the learning of the mathematical language as well as consistent use of the correct language by all adults within the class.

Geometry

Geometry is taught through planned maths lessons, structured play, 'choosing time' and one to one teaching activities.

The main objectives RB1 focuses on are:

- build and knock down bricks
- connect objects with little support
- assemble puzzles with a minimum of 4 pieces
- use some positional language
- explore, match and name shapes

The teaching of *Geometry* is largely taught through hands-on activities using physical equipment to embed the children's understanding. Pictorial representations and used alongside objects and widgets are used within the session. Objects relating to this strand such as shapes, bricks, puzzles and matching games are available within the classroom throughout the day to allow the children to explore these independently and begin to show their interest and understanding in their own time through play.

Measurement

Measurement is taught primarily through planned maths sessions, structured play and 'choosing time'.

The main objectives RB1 focuses on are:

- communicating the terms heavy and light / big and small
- pouring substances between containers
- communicating understanding of day and night
- observing characteristics of hot and cold
- using and handling objects and shapes in context

Measurement is taught using physical objects to allow the children to achieve a concrete understanding of the language, as some aspects of measurement can be quite abstract the resources used are vitally important. Within this topic resources such as balancing scales, real life objects of reference, food, water, sand, animals, the outdoor area and experiments are used to create experiences that allow children to gain understanding of the concept. Alongside physical objects and creating various experiences widgets and simple language is used consistently with the children to embed into their learning.

Life Skills

Each child within RB1 has a diagnosis of ASD, predominantly a communication and interaction barrier to everyday situations. Due to this Cherry Orchard has created a curriculum that focuses on the areas ASD creates a significant barrier within. This session takes place twice a week and is a vital part of the class timetable. Within this session there are four main areas: Communication and Interaction, Social understanding, Sensory processing and Emotional understanding. This curriculum is devised by a combination of the Autism Education Trust's framework, the children's individual EHCP targets and the needs of the children. Within these four main areas children's understanding around emotions, everyday social situations, conversations, sensory needs, peer relationships, transitions, behaviour and problem solving is developed inline with their needs.

Communication and interaction

Communication and interaction focuses around engaging and understanding everyday interactions, making requests and listening and understanding.

Within this strand of Life skills RB1 looks to make progress in the following:

- responding positively to a familiar adult
- sharing attention with an adult
- making a request for an item
- answering questions
- expressing opinions, thoughts and feelings
- responding to sounds
- responding to greetings and greet others
- maintaining flow in a conversation
- accepting change in a familiar situation
- coping with queuing and lining up

Social understanding

Social understanding focuses on creating and maintaining relationships as well as understanding shared experiences and interactions. Within this strand children learn to take part in conversations, understand their own behaviours, complete social interactions and overcome some of the main barriers to social interactions within the ASD spectrum.

Within this strand of Life Skills RB1 looks to make progress in the following:

- engaging in a shared activity
- engaging in play with peers
- accepting help and/or support from an adult
- accounting for others interests and feelings
- participating in a group activity
- engaging in activities outside of their own interests
- engage in cause and effect play
- persist with an activity

Sensory processing

Sensory processing takes place within Life Skills sessions as well as sensory sessions. Both focus on improving a child's understanding of their own sensory needs and the behaviours that relate to them.

Within this strand of Life Skills RB1 looks to make progress in the following:

- expressing sensory likes and dislikes
- understanding own sensory needs
- responding to the use of sensory equipment
- accepting support to manage behaviour in relation to sensory needs

Emotional understanding

Emotional understanding focuses on children identifying and regulating their own emotions as well as identifying emotions in those around them. This strand has a focus on understanding how emotions feel within our body as well as beginning to use taught strategies to regulate emotions and behaviours. Within this strand there is also a focus on the cause of emotions in ourselves and others and how to understand this.

Within this strand of Life Skills RB1 looks to make progress in the following:

- identifying our own emotions
- identifying the cause of emotions in ourselves and others
- using strategies to manage our emotions
- expressing opinions and ideas
- understanding the diagnosis of ASD

PSHE

The PSHE curriculum within RB1 follows the school's chosen program, Jigsaw. Due to current cohorts needs and level of understanding RB1 currently uses the 3-4 years nursery age and 4-5 years Reception age sector of the program. Many aspects of this program overlap well with the Life Skills curriculum in place. The 5 areas of focus within this curriculum are; Being me in my world, Celebrating difference, Dreams and goals, Healthy me, Relationships and Changing me. PSHE is taught throughout the other lessons as well as some specific stand alone sessions, many of the objectives within this curriculum are met and evidenced through natural play experiences and everyday tasks promoted within the class. Due to this the children's learning and progress is documented through pictures and observations, often within other lesson specific observations.

The objectives RB1 aims to cover with PSHE are:

- Understanding that we are all similar and different
- Understanding how to express happy and sad
- Using gentle hands and being kind
- Understanding there are different households and families
- Beginning to understand perseverance
- Naming some parts of the body and how to be healthy
- Understanding hygiene when going to the bathroom
- Talking about my family
- Managing my feelings
- Working with my friends
- Understanding the process of growing from a baby to an adult
- Understanding what makes me special

Topic

Within RB1 topic sessions include science, history, geography, art and RE. In line with the needs of the children, the objectives for these areas are taken from the development matters framework 2021. Our topic titles within RB1 are 'All about me, Minibeasts, Seaside, Seasons, Celebrations and Pets'. Within these, we will learn about materials, technology, forces, the environment, life cycles, beliefs and artists and art. Topic lessons within RB1 are largely based in our afternoon sessions however some aims and objectives overlap into English, this a great opportunity for pre teaching and

Within the stand-alone sessions the children learn through structure play based activities, adult led group activities, written work, interactive sessions and visuals. Due to this approach, learning is largely evidenced through picture taking and adult observations.

The objectives RB1 aims to cover in Topic are:

- explore materials with similar and different properties
- understand key features of a life cycle (plant and animal)
- explore different forces
- know about different countries and planets
- compare and contrast past and present items and events
- recognise there are different beliefs and celebrations
- explore and recognise their own environment
- understand the changing seasons
- explore paint and other mark making materials
- explore and understand music and instruments