

Curriculum



The Bridge London
The Bridge School

Pride
Passion
Partnership
Professionalism
Positivity

Aims:

We aim for our pupils to be competent communicators through whichever method best suits them and to fulfil their potential in terms of being independent. We want to provide relevant breadth and balance of learning opportunities so that being in a special school is a benefit to their life. We aim to provide relevant experiences alongside mainstream peers to enable the pupils to value themselves as part of society.



All children should leave the primary department with an awareness of themselves and their capabilities. Time in school must be a positive, stimulating and fun learning environment where self-esteem and confidence can develop alongside practical skills and the ability to use and apply their knowledge where possible. We aim to allow our pupils the opportunity to surprise us.

What's different?

We believe there are 5 essential areas for life and learning. Our intention is that these are a part of everything we do at The Bridge. Our pupils are learning across these areas, also known as Strands, in all lessons. Learning that takes place all day in every type of situation /location / activity. The Strands headings are: Independence, Communication, Social and emotional, Sensory and physical, Cognition (includes functional skills).



The curriculum is further split into 6 areas of learning:

Functional Skills

i.e. Literacy, Numeracy, English, Maths,

Creative Development

i.e. Music, art, drama,

Physical Development

i.e. PE, Swimming, dance, hydro, physio, rebound,

Independent Living skills

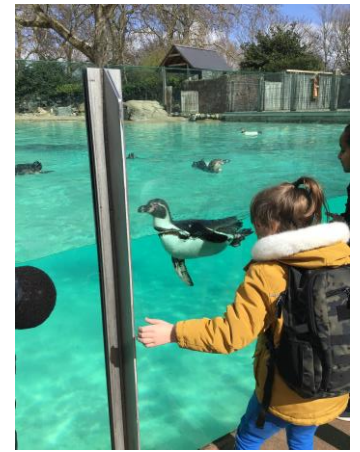
i.e. PSHE, RE, cooking, personal care,

Community Awareness

i.e. Travel training, community visits, and environment/Recycling, gardening,

Science and Technology

i.e. ICT, D&T, Science



Targets Strand targets:

Within each Strand one target is set for the coming year in the 'Goals and Outcomes' in the EHCP's.

These are then transferred to the MAPP assessment grids and broken down into 3 termly broken-down Strand targets. The MAPP assessment grid is then completed with a baseline measure at the beginning of each term and progress is filled in at the end of each term informed by daily formative assessment carried out throughout the term.

Strand targets are 'highlighted' on lesson plans when they are linked with subject targets, however certain key areas such as; 'regulation' and 'communication' are being worked on all of the time. In conjunction with the Strand targets there are also subject targets for each lesson – these can be found within each of the relevant curriculum areas or learning. The subjects fall into six broad categories which the timetabled activities link to.



EYFS Example EYFS Timetable:

	9.15 – 9.45	9:45-10:00	10:00 – 10:30	10:30- 10:45 10:45-11:00	11.00-11.30	11.30 – 12:00	12:00– 1.30	1.30 - 2:30	2:30 –3.00	3.00 – 3:15
Monday	Table top activities Numeracy construction, activities, sensory, role play, puzzles	Good morning/ Timetable	Dance with Zoe	Snack/ Play	Attention Autism & Maths Carousel (PPA Cover)		Dinner and Play	Carousel play	Sensory break/ snack	Circle time/assembly
Tuesday	Table top activities Literacy activities, sensory, role play	Good morning & Forest School (UTW,PD,SE)		Snack/ Play	Attention Autism/ Maths Carousel	Sensory Room (PD, SE)	Dinner and Play	Carousel play	Sensory break/ snack	Circle time/assembly
Wednesday	Table top activities Numeracy construction, activities, sensory, role play, puzzles	Good morning/ Timetable	Ipads (UTW)	Snack/ Play	Attention Autism/ Maths Carousel	Cooking/Fun With Food	Dinner and Play	Carousel play	Sensory break/ snack	Circle time/assembly
Thursday	Table top activities Literacy activities, sensory, role play, puzzles	Good morning/ Timetable	Community Trip (UTW, PD, SE)		Attention Autism/ Maths Carousel	Sensory Room (PD, SE)	Dinner and Play	Swimming Sensory break / snack		Circle time/assembly
Friday	Table top activities Construction, literacy, sensory, role play, puzzles	Good Morning/ Assembly	Literacy Story & Table top activities	Snack/ Play	Attention Autism & Maths Carousel		Dinner and Play	Carousel play	Sensory break/ snack	Circle time/assembly

Example Sensory Pathway Timetable

	9.15 – 9.45	9:45-10:00	10.00 – 10:30	10.30- 11.00	11:00 – 11:45	11:45 - 12.00	12:00– 1.30	1.30 – 1:40	1:40 – 2:10	2:40 –3.00	3.00 – 3:15
Monday	Carousel Play /Sensory integration/ Individual Work	Good morning routine	Functional Skills Maths	Play/Snack	Functional Skills Attention Autism / Literacy	Prepare for dinner / sensory break	Play and dinner	Afternoon routine	Creative Development Art / Messy Play	Independence PSHE / RSE	Social and Emotional Class Assembly
Tuesday	Carousel Play /Sensory integration/ Individual Work		Functional Skills Maths		Functional Skills Attention Autism / Literacy	Prepare for dinner / sensory break			Social & Emotional Intensive Interaction / Drama games	Physical & Sensory Sensory Circuits	Social and Emotional Class Assembly
Wednesday	Carousel Play /Sensory integration/ Individual Work		Functional Skills Maths		Functional Skills Attention Autism / Literacy	Prepare for dinner / sensory break			Independence Cooking / Fun with Food	Independence PSHE / RSE	Social and Emotional Class Assembly
Thursday	Carousel Play /Sensory integration/ Individual Work		Functional Skills Maths		Physical & Sensory Swimming				Independence Travel training		Social and Emotional Class Assembly
										Communication Making choices	Physical and Sensory Sensory room
Friday	Carousel Play /Sensory integration/ Individual Work	Social & Emotional Forest School	Physical & Sensory Dance	Prepare for dinner / sensory break	Technology iPad	Independence PSHE / RSE	Social and Emotional Class Assembly				

Example Curriculum Pathway timetable

	9.15-9.45	9.45-10:00	10:00-10:30	10:30-11:00	11:00-11:45	11.45 – 12:00	12:00- 12.30	12.30-1:30		1:35-2:15		2:20-2:50	2:50-3:05
Monday	Morning work / Individual targets	Morning meeting	Maths	Snack and break	Literacy (Story)	Rewards and preparing for transition to lunch	Dinner and play	Reading	Meditation	Forest School			Circle time
Tuesday	Morning work / Individual targets	Morning meeting	Maths	Snack and break	Literacy (Handwriting)	Rewards and preparing for transition to lunch	Dinner and play	Reading	Meditation	Science	Movement Break	Games / Drama	Circle time
Wednesday	Morning work / Individual targets	Morning meeting	Maths	Snack and break	PE	Rewards and preparing for transition to lunch	Dinner and play	Reading	Meditation	Art / Technology	Movement Break	PSHE / RE	Circle time
Thursday	Morning work / Individual targets	Morning meeting	Maths	Snack and break	Literacy (Groups / SLT)	Rewards and preparing for transition to lunch	Dinner and play	Reading	Meditation	Music	Movement Break	ICT	Circle time
Friday	Morning work / Individual targets	Morning meeting	Maths	Snack and break	Cooking	Rewards and preparing for transition to lunch	Dinner and play	Reading	Meditation	Art	Movement Break	RSE	Circle time

Swimming

Swimming is a key part of our curriculum. It brings joy to the pupils' lives, and is an important life skill and form of exercise.

Each class will go swimming in our onsite heated swimming pool once a week. This will be led by their class teacher and class team. One member of the team will have to attend lifesaver training. The class teacher will complete a risk assessment in advance of the first swimming lesson and this will be shared and reviewed with the leadership team.

You will receive a class timetable to inform when swimming is going to be. On this day of the week please send in a swimming kit for your child. This will include a swimming costume or swim shorts, a towel and a swimming nappy if required. This will be returned home after the swimming lesson.



Swimming nappies

We would advise buying reusable swimming nappies.

For example:



Splash About Kids Splash Shorts - Amazon, sizes up to 10 years old



Splash About Jammers

<https://www.funswimshop.co.uk/special-needs-nappies>

Reusable swimming nappies from various supermarkets including Sainsburys and Morrisons.



or



Trips

All pupils are expected to go on trips. This includes travel training to develop independent skills on public transport and linked to topics for example visiting a community farm or play.

As part of the consent form parents can choose to give permission for trips. They will then be informed about upcoming trips via Seesaw. Before the trip teachers are required to complete a risk assessment for the location they are going to and for individual pupils in the class. This is then shared and reviewed by the leadership team. The class teacher will then share the risk assessment with the class team in a team meeting before the trip.

Fun with Food

This is the systematic desensitisation to foods touch, texture, colour, smell and taste. This session is made up of two parts. It starts with sensory preparation including blowing bubbles and feathers. Then the main part of the session where a series of foods are presented. The foods are selected following a program. Pupils are then exposed to the foods. Adults support pupils by modelling how to interact with the foods in different ways. Overtime pupils' exposure to the different foods increases and they are able to interact with the food more.

Carousel Play

Is a lesson in which pupils are able to lead their own learning, developing their engagement, well-being, self-confidence and communication. In carousel play there are a number of stations which are run by an adult. Pupils are able to choose which stations to engage with and for how long for. Adults facilitate their engagement and teach pupils to engage for extending periods of time. Pupils are taught to communicate using their own communication system.

Sensory Circuits

Is a short plan of physical activities that enables children to achieve an optimal level of alertness. Its lasts 10 – 15 minutes and consists of 3 sections: Alerting Activities, Organising Activities and Calming Activities. This is either set up in the hall or in the classroom in the morning.

Attention Autism – (Sometimes referred to as 'Bucket')

Attention Autism is an intervention approach created by Speech and Language Therapist Gina Davies which aims to work on the early fundamentals of language including awareness of others, attention, listening, shared attention, switching attention and turn-taking.

Sensory Story

Sensory stories convey simple narratives using a mixture of text and complimentary sensory experiences. Each section of the story (normally just a short sentence or two in length) is accompanied by a sensory experience to help bring the story to life. For example, in a story where a boat is crossing a sea, water spray may be sprayed. When telling sensory stories, it is good to incorporate all the senses where appropriate so touch, smell, sounds, taste and visual stimuli.

Forest school

Forest school is a child-led approach to learning that allows children to take control of their own development in a woodland or natural environment. To ensure a child-led approach, forest school is most impactful as a long-term programme, allowing for constant evaluation and adaptation. A key focus is on nurturing, supporting and developing the self-esteem of all participants.

Forest school provides children with practical experiences that help them develop socially, physically, intellectually, and emotionally. Activities enable children to develop innovative thinking, problem solving, safe risk-taking, creativity and teamwork/ collaboration skills. We have a small forest school area and a forest school leader who comes in once a week. If forest school is on your child's timetable, please ensure that you send in appropriate all-weather clothing and wellington boots. In additional if you have any donations of wellington boots or wet weather clothing your child has grown out of, we would greatly appreciate them.