







Specialist Resource Provision at The Nethersole CofE Academy Primary School

**To be light (living in our community and reaching out beyond it)
bringing out the God-colours in the world.'**

*Jesus said, 'You're here to be light, bringing out the God-colours in the
world.'* **Matthew 5:16**

HOPE	COMMUNITY	DIGNITY & RESPECT	FORGIVENESS	WISDOM	THANKFULNESS
					

Spring 2025

Intent -

Our curriculum intent at The Nethersole CofE Academy is to provide a broad, exciting, and challenging curriculum of the highest quality for the children in our care; encouraging, motivating and ensuring all children develop a love of learning, in order to achieve their full potential.

Vision -

The Nethersole Church of England Academy Primary School and Nursery has a Christian foundation that inspires its life and work. Following the teaching of Jesus, we accept the challenge - *'to be light [living in our community and reaching out beyond it], bringing out the God-colours in the world.'* Matthew 5:16

At the heart of our school is the belief that everyone is a child of God, fearfully and wonderfully made in his image. Our work therefore is to nurture and love every individual, child and adult, to find and develop their gifts, overcoming barriers and growing in confidence to **flourish** - to let their light shine as the very best God version of themselves. Effective teaching and learning underpin this. We wish to inspire everyone to take responsibility for creation, civilisation, and the well-being of each of other, embracing and treasuring our differences.

Our Christ led vision is for a world of justice, respect, and love, and of people who are not afraid to love and sacrifice themselves for others. Our inspiration is Jesus, who loves us in sacrifice, forgives us and reminds us that we each have something special to do to bring out the God colours of the world. We believe that there is a space for everyone to shine brightly and differently and that this adds to the richness of our school family, our community and the wider world.

Our Christian Vision for everyone to be unique shining lights in God's world is illuminated by our biblically based **Christian Values** that we learn to radiate in our daily lives - in our attitudes, relationships, behaviour, choices and decisions.

Curriculum Design -

Our curriculum is ambitious for our children and is based on the National Curriculum. Nevertheless, we recognise that this is the minimum entitlement for our children. Each subject is taught as a discrete discipline. Whilst developing our curriculum, links were considered very carefully to build on knowledge and skills within each subject, across the school and across subjects. We also carefully considered our local context, diversity, environmental awareness and health education when designing our curriculum.

The 4R's

The Nethersole CofE Academy Primary School encourages children to display the following positive learning behaviours -

Resilient Learners - Children persevere, and they do not give up, even when a task is difficult.

Responsible Learners - Children will have their equipment ready, reading books and reading diaries in school daily. Tables tidy and organised.

Resourceful Learners - Children will use their previous learning to support their new learning. They will utilise working walls and choose appropriate equipment.

Respectful Learners - Children show kindness to all and illustrate good manners to all.

What is our Specialist Resource Provision?

At Nethersole C of E Academy, our Specialist Resource Provision (SRP) is a nurturing and inclusive environment for pupils with Education, Health and Care Plans (EHCPs) whose primary area of need is Communication and Interaction.

Rooted in our Christian vision of “Letting our light shine and bringing God’s colours to the world,” we ensure every child experiences belonging, is supported to thrive, and is empowered to flourish as a lifelong learner and responsible citizen.

Our SRP curriculum is closely linked to our mainstream offer, ensuring pupils access the same broad and balanced curriculum as their peers, adapted to meet individual needs. This approach promotes inclusion and prepares children for successful integration into wider school life.

We provide:

- **Specialist Teaching and Support:** staff deliver targeted interventions and personalised learning plans.
- **Inclusive Opportunities:** Children access mainstream classes where appropriate, promoting social interaction and a sense of belonging.
- **Tailored Curriculum:** A flexible approach combining core learning with specialist strategies to help every child thrive academically and emotionally.
- **Therapeutic Support:** Access to speech and language therapy, occupational therapy, and emotional regulation programs where required.
- **Small Group Learning:** Calm, structured spaces with reduced sensory stimulation to ensure pupils feel safe and supported.

Our aim is to prepare children not only for academic success but for life—helping them grow into confident, resilient individuals who contribute positively to society and reflect God’s light in all they do.

Specialist Resource Provision Intent -

Our Specialist Resource Provision exists to create a safe, nurturing environment where every child can **thrive**, feel valued, and truly belong. We respect individuality, celebrate unique strengths, and build confidence and self-worth through a curriculum that is practical, personalised, and closely linked to the mainstream offer.

We prioritise interaction and inclusion, ensuring our learners develop essential communication, social, and life skills that empower them to flourish as active citizens within our school and beyond.

Above all, we are committed to helping every child let their light shine and bring their God-colours to the world, making a positive impact and living life to the fullest.

The Specialist Resource Provision Implementation -

- ✓ The Specialist Resource Provision operates in accordance with Warwickshire's guidance for inclusive education and is fully integrated within the ethos and policies of the mainstream school.
- ✓ The SRP curriculum is closely linked to the mainstream curriculum but delivered in a practical, personalised, and strength-led way to ensure engagement and progress for all pupils.
- ✓ There is a designated member of staff responsible for coordinating the SRP and leading its development across the school. Appropriate training and professional development are provided to ensure high-quality provision.
- ✓ The SRP prioritises interaction and inclusion, enabling pupils to access mainstream opportunities wherever appropriate while maintaining a safe space where they can thrive and build confidence and self-worth.
- ✓ Parents and carers are fully involved in the planning and review of their child's provision. The school works in partnership with families and external agencies to meet individual needs effectively.

Long Term Plan -

	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><i>Tiger who came to tea</i> Judith Kerr</p> <p><i>The book of beasts</i> Yuval Zommer</p> <p><i>Tree seasons come, seasons go</i> Britta Teckentrup</p>	<p><i>A Little Stuck</i> Oliver Jeffers</p> <p><i>Stanley's Stick</i> John Hegle</p>	<p><i>Whatever Next!</i> Jill Murphy</p> <p>Non-Fiction <i>Look Inside - Space</i> Usborne</p>	<p>Modern Fiction <i>The Boy who Sailed the World</i> Julia Green</p> <p>Non-Fiction <i>Paddington's Cookery Book</i> Michael Bond</p>
Maths	<p>Number</p> <ul style="list-style-type: none"> • Recall number bonds to 20 • Add and subtract 1-digit and 2-digit numbers • Use place value and known facts to work out answers • Solve simple one-step problems (addition/subtraction/missing numbers) <p>Reasoning Focus</p> <ul style="list-style-type: none"> • Correct mistakes ("spot the error") • Use "always, sometimes, never" statements about number facts • Explain different methods <p>Mastering Number Year 1</p> <ul style="list-style-type: none"> - Practise subitising - Recap the composition of 5 - Focus on the composition of 6, 7, 8 and 9 as '5 and a bit 	<p>Number</p> <ul style="list-style-type: none"> • Count fluently in 2s, 5s and 10s • Understand arrays and equal groups • Share and group equally • Solve simple multiplication/division problems <p>Fractions</p> <ul style="list-style-type: none"> • Recognise $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{5}$ • Identify equal parts • Find simple fractions of shapes and numbers <p>Reasoning</p> <ul style="list-style-type: none"> • Explain why groups are/aren't equal • Describe patterns in 2s, 5s and 10s <p>Mastering number Year 1</p>	<p>Shape, Space and Measure</p> <ul style="list-style-type: none"> • Compare lengths, mass, capacity • Use cm, m, g, kg, ml, l • Tell time to the nearest 15 minutes (o'clock, half past, quarter past/to) <p>Geometry</p> <ul style="list-style-type: none"> • Recognise and name 2D shapes (circle, triangle, square, rectangle, etc.) • Recognise and name 3D shapes (cube, cuboid, sphere, cylinder, cone, pyramid) • Describe shape properties: <ul style="list-style-type: none"> o sides o vertices o edges o faces <p>Reasoning</p> <ul style="list-style-type: none"> • Sort shapes using given criteria 	<p>Consolidation Reasoning & Problem Solving</p> <ul style="list-style-type: none"> • Apply skills to mixed-topic problems • Explain thinking clearly using diagrams or models • Explore patterns and relationships across number, shape and measure • Use "always, sometimes, never" to discuss mathematical truths <p>Consolidation</p> <ul style="list-style-type: none"> • Revise addition, subtraction, multiplication and division skills • Revisit fractions of numbers/shapes • Use measures (cm, g, ml) in practical tasks

<p>Year 2</p> <ul style="list-style-type: none"> - Focus on the composition of 6, 7, 8 and 9 as '5 and a bit - Compare numbers within 10 using comparison - Use the inequality and equals symbols 	<ul style="list-style-type: none"> - Focus on composition of 6,7,8 and 9 (5 and a bit) - Compare sets of objects by matching - Use the language more than and fewer than - Recap order of numbers to 10 (staircase method) - Identify 1 more and 1 less than a set of objects - Focus on numbers that can be made with doubles - Recap even numbers being made with 2 equal parts - Focus on odd and even numbers - Focus on composition of 6 <p>Year 2</p> <ul style="list-style-type: none"> - Focus on odd/even parts when the even numbers are composed of 2 parts including when 2 parts are doubled. - Focus on the composition of 6,8,10 - Identify missing addends/symbols - Use the equals or inequality symbols - Use 2 by 4 grid and <u>rekenrek</u> - Use 10 frame and <u>rekenrek</u> 	<ul style="list-style-type: none"> • Justify reasoning in measurement comparisons ("Which is longer and how do you know?") <p>Mastering number</p> <p>Year 1</p> <ul style="list-style-type: none"> - Focus on composition of 8 and 10 - Use 2 by 4 grid and 2 by 5 grid and <u>rekenrek</u> to find ways to make 8 and 10 - Focus on representation of ordinality - Compare number tracks and number lines - Focus on composition of 7 and 9 - Focus on 3 by 3 grid <p>Year 2</p> <ul style="list-style-type: none"> - Focus on composition of odd numbers - Focus on composition of 7 and 9 - Focus on composition of 11 to 19 as '10 and a bit'. - Compare numbers within 20 - Focus on doubling numbers to 10 using '5 and <u>abit</u>' structure - Focus on composition of 20 	<ul style="list-style-type: none"> • Combine maths in real-life contexts (money, time, shape, measure) <p>Mastering Number</p> <p>Year 1</p> <ul style="list-style-type: none"> - Recap odd and even numbers by looking at their shape - Explore odd number being made of 1 odd number and 1 equal number - Explore the concept of part-part-whole - Use language of whole/split and part - Explore how numbers can be partitioned - Represent ways to partition numbers in a number house - Connect to equal parts to doubling and halving - Apply one more one less in relation to odd and even numbers <p>Year 2</p> <ul style="list-style-type: none"> - Apply knowledge of facts within 10 to addition and subtraction within 20
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<p>PSHE/</p>	<p>PSHE - Jigsaw, being in me in my world.</p> <ul style="list-style-type: none"> - I feel special and safe in my class. - I know that I belong to my class. - I know how to make my class a safe place for everybody to learn. - I can recognise how it feels to be proud of an achievement. - I can recognise the range of feelings when I face certain consequences. <p>Life Skills - Being safe in the community</p> <p>To develop children's awareness, understanding, and application of safe walking behaviours within school and the wider community, increasing independence and confidence over time.</p>	<p>PSHE - Jigsaw, celebrating difference</p> <ul style="list-style-type: none"> - I can tell you some ways in which I am the same as my friends. - I can tell you some ways I am different from my friends. - I understand that differences make us special and unique. - I understand how being bullied might feel. - I can be kind to children who are bullied. - I know how to make new friends. <p>Life Skills - Road safety</p> <p>To enable pupils to develop knowledge, skills, and awareness to keep themselves safe when near</p>	<p>PSHE - Jigsaw, healthy me</p> <ul style="list-style-type: none"> - I understand the difference between being healthy and unhealthy and know some ways to keep me healthy. - I know how to make healthy lifestyle choices. - I know how to keep myself clean and healthy, understanding how germs cause illness. - I know medicines can help if I feel poorly and I know ways to help myself if I feel poorly. - I can identify some ways to keep my body safe and healthy. <p>Life Skills - Real life cooking project</p>	<p>PSHE - Jigsaw, changing me</p> <ul style="list-style-type: none"> - I am starting to understand the lifecycles of animals and humans. - I can tell you some things that have changed about me and some that have stayed the same. <p>Life Skills - real life cooking project</p> <ul style="list-style-type: none"> - Writing a list for a recipe - Walking safely to the shops - Understanding we exchange money for items. - Preparing for cooking - Following a <u>recipe</u>

	<ul style="list-style-type: none"> - Walking safely <u>In</u> school - Safety in outdoor school areas - Walking safely outside school grounds - Learning about road safety - Walking in the community 	<p>roads and when travelling in the local environment, applying learning in practical and age-appropriate contexts.</p> <ul style="list-style-type: none"> - Understanding what a road is. - Staying safe on pavements. - Stop, look and listen, - Crossing the road safely - Recognising safe and unsafe choices. - Applying road safety skills in the community. 	<ul style="list-style-type: none"> - Writing a list for a recipe - Walking safely to the shops - Understanding we exchange money for items. - Preparing for cooking - Following a recipe 	
PE	<p>Gymnastics</p> <ul style="list-style-type: none"> - How can you perform gymnastics shapes? - How can you perform a jump? - How can you perform different rolls? - How can you balance on different parts of your body? - How can you perform a bunny hop? - How can you perform shapes, balancing and jumps using various apparatus? 	<p>Tennis</p> <ul style="list-style-type: none"> - How can you throw and catch a ball? - How can you bounce and catch a ball? - How can you control a ball with a racket? - How can you control a ball on the floor? - How can you perform a backhand and a forehand in floor tennis? - How can you hit a ball? 	<p>Football FUNDamentals</p> <ul style="list-style-type: none"> -How can you stop a ball when rolling using your feet? - How can you pass a ball with your foot? - How can you dribble a ball? - How can you find a space? - How can you get a ball from the other team? - How can you score a goal? 	<p>Athletics</p> <ul style="list-style-type: none"> - To cooperate in a team - How can you run fast? - Throw a variety of objects accurately at a range of targets. - To perform a long jump with balance and control. - To throw an object for distance. - To cooperate in a team

UTW	<p>History - The great fire of London</p> <p>Big Question - <u>What</u> lasting impacts did the Great Fire of London have on the <u>City</u>?</p> <ul style="list-style-type: none"> - To compare past and present London. - What happened during the great fire? - How do we know what happened during the great fire? - Why did the fire spread so quickly? - How did London change after the great fire? <p>RE- How people celebrate? (Hinduism)</p>	<p>Geography - Capital cities of the UK</p> <p>Big Question - what is it like to live in the <u>uk</u>?</p> <ul style="list-style-type: none"> - To know the names of the capital cities in the UK. - To know some features and landmarks of London. - To know some features and landmarks of Cardiff. - To know some features and landmarks of Edinburgh. - To know some features and landmarks of Belfast. <p>RE- How people celebrate (What is easter?) <u>Holi and Easter</u></p>	<p>History- World History - Significant people (Neil Armstrong, Mae Jemison)</p> <p>Big Question - why were these people so significant?</p> <ul style="list-style-type: none"> - What makes someone <u>an</u> significant person? - Who was Neil Armstrong? What did he achieve? - Who was Mae Jemison? What did she achieve? - Who is Tim Peake what has he achieved? - Why were these people significant? What challenges did they face? <p>RE- What can people learn from stories?</p>	<p>Geography-</p> <p>Big Question- <u>Would you prefer to live in a hot or cold country?</u></p> <ul style="list-style-type: none"> - Name and locate seven continents and five oceans. - Where are the coldest places on earth? (north and south poles) - Where is the equator? Name and label the equator. - Would you prefer to live in a hot or cold place? <p>RE- What makes places special?</p>
EAD	<p>Art and Design - Sculpture (Clay houses)</p> <p>Music Hey you! (Old school hip-hop) Theme- <u>How</u> pulse, rhythm and pitch work together</p>	<p>Design and Technology: Craft and design - Puppets</p> <p>Music Rhythm in the way we walk and Banana rap (Reggae) Theme- Pulse, rhythm and pitch, rapping, dancing and singing</p>	<p>Art and Design: Textiles - Paper play</p> <p>Music In the groove (<u>Blues</u>, Baroque, Latin, Bhangra, Folk, Funk) Theme- <u>How</u> to be in the groove with different styles of music.</p>	<p>Design and Technology: Mechanisms - Making a moving monster</p> <p>Music <u>Round and Round</u> (Bossa Nova) Theme- Pulse, rhythm and pitch in different styles of music.</p>

Impact -

At the start of each learning sequence, pupils revisit prior knowledge through retrieval activities that strengthen connections with the mainstream curriculum. Lessons are practical, personalised, and designed to build confidence and self-worth while respecting individuality.

Phonics is taught using the Little Wandle programme to ensure consistency and progression in early reading skills. Mathematical understanding is developed through Mastering Number, providing strong foundations in number sense and fluency. These approaches are adapted to meet individual needs and delivered in ways that promote engagement and success.

Every pupil works on their EHCP targets daily, embedded within teaching and learning activities to ensure progress towards individual outcomes. Pupils are also assessed using Boxall targets, supporting social, emotional, and behavioural development. To aid regulation and readiness for learning, pupils access Sensory Diets and the Zones of Regulation framework, helping them develop emotional awareness and self-management strategies. Opportunities for Forest School and Life Skills are integrated into the curriculum to promote independence, resilience, and real-world application of learning.

Assessment is ongoing and informed by continuums, the AET Progression Framework, and Boxall profiling, ensuring progress is tracked across communication, social interaction, emotional regulation, and independence. Each child is supported through close collaboration with parents and carers, ensuring consistency between home and school and strengthening the impact of interventions.

Learning is recorded through individual work, photographic evidence, and collaborative floorbooks, creating a rich, visual record of progress. Floorbooks allow pupils to revisit and build upon their learning over time, while offering teachers valuable insight into communication, social interaction, and independence development.

Inclusive practice is central: all pupils contribute regardless of writing ability, and activities encourage interaction and inclusion. Teachers assess progress using clear objectives linked to personalised plans and mainstream expectations. Regular reviews ensure prior learning is revisited and embedded, supporting long-term retention and skill development.

Ultimately, the SRP enables pupils to thrive, belong, and shine—bringing their unique strengths and God-colours to the world.