



St Monica's Catholic Primary School

Philosophy

Every child is a unique gift from God, with his or her own unique gifts.

Our Catholic school, inspired by the teaching of Jesus Christ, will always endeavour to meet the needs of every child within our school.

At St. Monica's, we strive to ensure that all children and staff are offered the opportunity to develop to their full potential in individual, educational, moral, intellectual and spiritual needs.

Our Mission Statement is "Let Trust, Respect and Love live here."

Curriculum for children with complex Special Educational Needs

This curriculum ensures our learners can access a **broad and balanced offer** while recognising their developmental stage, supporting meaningful progression towards independence and lifelong learning.

Core Principles

- **Personalised learning:** Adapt teaching to meet the child's developmental stage rather than chronological age.
- **Communication-rich environment:** Prioritise spoken language, AAC (Augmentative and Alternative Communication), and interaction.
- **Practical and sensory learning:** Embed skills in meaningful, hands-on contexts.
- **Small steps progress:** Assess and celebrate incremental achievements using Sonar, Pre-Key Stage standards and Development Matters checkpoints.
- **Holistic development:** Balance academic progress with social, emotional, and physical needs.

Curriculum Areas

Communication & Language

- **National Curriculum links:** Spoken language across subjects.
- **Development Matters goals:** Listening, attention, understanding, speaking.
- **Pre-KS Standards links:** Demonstrating awareness of sounds/words, communicating intentionally.
- **Focus areas:**
 - Develop attention and listening through songs, games, and stories.
 - Encourage turn-taking in conversations.
 - Use photos, symbols and signs,
 - Expand vocabulary through real-life experiences.

Literacy

- **National Curriculum links:** Reading and writing (phonics, comprehension, handwriting, composition).
- **Development Matters goals:** Enjoying stories, recognising print, mark-making, phonological awareness.
- **Pre-KS Standards links:** Recognising letters/words, showing awareness of text.
- **Focus areas:**
 - Explore books through sensory stories and story sacks.
 - Develop pre-reading skills (matching, sequencing, listening to sounds).
 - Introduce phonics at each child's level (e.g., environmental sounds → letter-sound recognition).
 - Encourage mark-making → forming letters → writing simple words with support.

Mathematics • National Curriculum links: Number, place value, addition/subtraction, shape, measure. • Development Matters goals: Cardinality, counting, comparison, shapes, measures. • Pre-KS Standards links: Understanding numbers, recognising quantities, simple operations. • Focus areas: ○ Counting songs, rhymes, and practical activities (snack time, daily routines). ○ Recognise numerals and link them to quantities. ○ Compare size, shape, and capacity with real objects. ○ Use concrete resources (Numicon, cubes, coins, clocks).	Personal, Social & Emotional Development (PSED) • National Curriculum links: PSHE, Relationships Education. • Development Matters goals: Self-regulation, managing feelings, building relationships. • Pre-KS Standards links: Making choices, working with others. • Focus areas: ○ Build independence in self-care routines. ○ Develop emotional literacy (naming and recognising feelings). ○ Encourage teamwork and sharing. ○ Role-play and social stories to support behaviour and social understanding.
Physical Development • National Curriculum links: PE (movement, balance, coordination). • Development Matters goals: Gross and fine motor control, health and self-care. • Pre-KS Standards links: Developing control of movement and coordination. • Focus areas: ○ Develop gross motor skills (climbing, ball skills). ○ Strengthen fine motor skills (threading, peg boards, playdough, handwriting patterns). ○ Promote healthy habits (exercise, eating, hygiene).	Science and Humanities • National Curriculum links: Science, History, Geography, Computing. • Development Matters goals: Exploring environment, technology, people and communities. • Pre-KS Standards links: Noticing similarities/differences, exploring cause and effect. • Focus areas: ○ Sensory exploration of natural materials (water, sand, leaves, soil). ○ Learning about their family, community, and significant events. ○ Simple science investigations (floating/sinking, growing plants). ○ Begin to use technology purposefully (switches, touchscreens).

Religious Education

- **Development Matters goals:** Community. Culture, diversity and communication.
- **Pre-KS Standards links:** Demonstrating awareness of words, noticing similarities/differences, communicating intentionally
- **Focus areas:**
 - Develop understanding of different beliefs
 - Explore belonging to a community
 - Recognise similarities and differences
 - Explore ideas through stories and role play

Art and Music

- **National Curriculum links:** Art, Music
- **Development Matters goals:** Creative expression, imaginative play, using tools.
- **Pre-KS Standards links:** Engaging in creative activities, expressing ideas through movement/music.
- **Focus areas:**
 - Engage in sensory art (painting with different textures, collage).
 - Explore sounds and music with instruments.
 - Develop imaginative play through role-play and movement.

Assessment & Progression

- Use **Development Matters document** to support children working at early developmental stages.
- Use **Pre-Key Stage Standards** for those moving towards National Curriculum.
- Record evidence via photos, videos, annotated work, observation sheets and Sonar
- Use personalised targets or **EHCP outcomes** as personalised curriculum priorities.
- Report progress in small, achievable steps, celebrating independence and generalisation across contexts.

Enrichment & Inclusion

- Daily routines as learning opportunities (register, snack, lining up).
- Sensory circuits and movement breaks.
- Multi-sensory teaching approaches (visual, auditory, tactile, kinaesthetic).
- Inclusive assemblies, themed days, trips, and cultural celebrations.

Intent statement

At St Monica's we create a safe, nurturing and stimulating environment for all children who have complex Special Educational Needs and access The Treehouse or The Nest provisions. We deliver engaging, interesting and relevant topics to ensure that each child is seen as an individual whose needs are considered and planned for. The children are encouraged to be curious and confident learners working at their developmental stage. We aim for children to be skilful communicators and support their development by exposing them to a wide range of experiences and functional language opportunities. Staff take into account the children's previous learning and needs when planning a curriculum that aims to meet the needs of all children. We offer developmentally appropriate lessons through a mixture of adult-led and child-led activities, designed to support the children with their learning across the curriculum, including developing their functional language skills and social interactions.

We aim to:

- Work with parents to create a positive partnership which supports the child.
- Provide high expectations of all children to develop their self-belief.
- Identify children's additional needs including EAL and SEND.
- Give children a language rich learning environment that helps them achieve their potential.
- Broaden children's functional language and experiences through opportunities to try new things.
- Continuously develop the knowledge and expertise of the staff working through external training or professional development carried out internally.
- Create independent, enthusiastic and resilient learners who are prepared for the next steps.
- Support children in their development of critical life skills to support them on the rest of their school journey and later life.

Implementation statement

Our curriculum for children with complex Special Educational Needs takes into account Development Matters and The National Curriculum. We have planned learning environments, both indoor and outdoor, to support the developmental stage of the children.

The specific areas of the curriculum are:

- Communication and interaction
- Literacy – Reading and Writing
- Mathematics
- PSHE

- Science
- Humanities
- Music
- Art
- PE

As we are a Catholic school, we also have another area of learning which is Religious Education.

Staff have planned a well thought out curriculum prioritising the needs of our children. The curriculum is planned to ensure that knowledge and skills are progressive. We account for the differing needs of children in our planning.

Staff members frequently observe children in their learning to ensure they are making progress. They are aware of all of the children's next steps and understand how to best challenge them. If a child needs further support, staff will work together to identify the area they are struggling with and will implement the appropriate support.

Parents are kept informed about their child's learning and have access to Class Dojo, where photographs are shared and updates given. We have stay and play sessions, open classrooms and stay and pray sessions where parents are invited to come and spend time with their child in their learning environment.

Impact statement

By the time children leave The Treehouse provision, they will either go into the mainstream classroom or on to Specialist Provision depending on their individual needs. They have gained a range of knowledge and skills needed for learning and ways to be able to communicate their wants and needs for the next step of their educational journey.

Children show a developing understanding of the importance of demonstrating the elements of the school motto; trust, respect and love. They are eager learners who show developing understanding of the components of being an effective learner such as sitting with the group, listening and responding appropriately and persisting when finding something difficult.

From their individual starting points, children make progress spiritually, morally, academically and emotionally, ensuring they are well prepared for their transition to the mainstream classroom or specialist provision.

Curriculum Map: Year A

Topic	Autumn - Ourselves		Spring – Our School		Summer – Weather and Seasons	
Literacy	Developmental skills – S&L, Reading and Writing		Developmental skills – S&L, Reading and Writing		Developmental skills – S&L, Reading and Writing	
	Modern stories	Non- Fiction	Modern rhymes & poems	Stories from other countries	Traditional stories and rhymes	Non- Fiction
Mathematics	Number & Using and applying		Number & Using and applying		Number & Using and applying	
	Measures - time	Geometry – 2D shapes	Fractions	Geometry – position & direction	Measures - capacity	Geometry –3D shapes
Science	Ourselves Humans	Me & my interactions Teeth & Eating	Sorting & using materials	Local environment: Light and sound	Living things Plants	Floating & sinking
Religious Education	RED Branch 1: Creation and Covenant	RED Branch 2: Prophecy and Promise	RED Branch 3: Galilee to Jerusalem	RED Branch 4: Desert to Garden	RED branch 5: To the ends of the earth	RED Branch 6: Dialogue & Encounter
Humanities	History: People around the world Me & My Routines-People & Families		Geography: Positions & Locations School Environment		Geography: Weather Conditions Weather	
PSHE	All about me		My School & Me Group Work		Choices	
Art	Tactile exploration & textures		Using Paper		Collage/Strokes	
Music	Sounds Interesting- exploring sounds Instruments- Beat & Tempo		Sounds & Skills all around us		Showing Enjoyment	
Physical Development	Games – Invasion / Striking and fielding		Dance/ Gymnastics		Athletics / Games – Over the net	

Curriculum Map: Year B

Topic	Autumn - Toys		Spring – Spring and Growth		Summer – Creatures Great and Small	
Literacy	Developmental skills – S&L, Reading and Writing		Developmental skills – S&L, Reading and Writing		Developmental skills – S&L, Reading and Writing	
	Traditional stories, Poems and rhymes	Non- Fiction pictures & Captions	Modern day stories with everyday settings	Modern rhymes, Poems & action verses	Non- Fiction Information Text	Animal Stories
Mathematics	Number & Using and applying		Number & Using and applying		Number & Using and applying	
	Geometry – position & movement	Data handling	Measures - Money	Measures - Weight	Geometry – Patterns and Shapes	Measures - Length
Science	Pushes and Pulls Forces and Motion	Materials - Grouping	Health and Growth	Plants	Animals Life Cycles	Animals Living Things
Religious Education	Red Branch 1: Creation and Covenant	Red Branch 2: Prophecy and Promise	Red Branch 3: Galilee to Jerusalem	Red Branch 4: Desert to Garden	Red branch 5: To the ends of the earth	Red Branch 6: Dialogue & Encounter
Humanities	History – Toys: Old and New Daily routines / Activities		Geography: Water sources		Geography: Natural Environment Going to the countryside	
PSHE	Sharing Playing and Learning together		Looking after myself		Caring for animals and plants	
Art	Shape – solid forms Manipulating materials		Shape – combining materials		Pattern	
Music	Turn taking		Listening and enjoyment Loud and quiet		Sound	
Physical Development	Games – Invasion / Striking and fielding		Dance/ Gymnastics		Athletics / Games – Over the net	

Core Word Programme

Year one

Week 1  want Gestalt Core Words AAC Literacy Programme	Week 2  yes Gestalt Core Words AAC Literacy Programme	Week 3  no Gestalt Core Words AAC Literacy Programme	Week 4  I / me / my Gestalt Core Words AAC Literacy Programme	Week 5  like Gestalt Core Words AAC Literacy Programme	Week 6  help Gestalt Core Words AAC Literacy Programme	Week 7  more / again Gestalt Core Words AAC Literacy Programme	Week 8  finish / all done Gestalt Core Words AAC Literacy Programme	Week 9  stop Gestalt Core Words AAC Literacy Programme	Week 10  go Gestalt Core Words AAC Literacy Programme
Week 11  wait Gestalt Core Words AAC Literacy Programme	Week 12  turn Gestalt Core Words AAC Literacy Programme	Recap  TERM 1 Gestalt Core Words AAC Literacy Programme	Week 13  need Gestalt Core Words AAC Literacy Programme	Week 14  see Gestalt Core Words AAC Literacy Programme	Week 15  up & down Gestalt Core Words AAC Literacy Programme	Week 16  in & out Gestalt Core Words AAC Literacy Programme	Week 17  on & off Gestalt Core Words AAC Literacy Programme	Week 18  different Gestalt Core Words AAC Literacy Programme	Week 19  what Gestalt Core Words AAC Literacy Programme
Week 20  where Gestalt Core Words AAC Literacy Programme	Week 21  here & there Gestalt Core Words AAC Literacy Programme	Week 22  when Gestalt Core Words AAC Literacy Programme	Week 23  now & next Gestalt Core Words AAC Literacy Programme	Week 24  who Gestalt Core Words AAC Literacy Programme	Recap  TERM 2 Gestalt Core Words AAC Literacy Programme	Week 25  you / your Gestalt Core Words AAC Literacy Programme	Week 26  they/he/she Gestalt Core Words AAC Literacy Programme	Week 27  it Gestalt Core Words AAC Literacy Programme	Week 28  is / are Gestalt Core Words AAC Literacy Programme
Week 29  get Gestalt Core Words AAC Literacy Programme	Week 30  put Gestalt Core Words AAC Literacy Programme	Week 31  some Gestalt Core Words AAC Literacy Programme	Week 32  all Gestalt Core Words AAC Literacy Programme	Week 33  this & that Gestalt Core Words AAC Literacy Programme	Week 34  over & under Gestalt Core Words AAC Literacy Programme	Week 35  make Gestalt Core Words AAC Literacy Programme	Week 36  open Gestalt Core Words AAC Literacy Programme	Recap  TERM 3 Gestalt Core Words AAC Literacy Programme	

Year two

Week 1  choose Gestalt Core Words AAC Literacy Programme	Week 2  thirsty Gestalt Core Words AAC Literacy Programme	Week 3  hungry Gestalt Core Words AAC Literacy Programme	Week 4  toilet Gestalt Core Words AAC Literacy Programme	Week 5  hurt Gestalt Core Words AAC Literacy Programme	Week 6  poorly Gestalt Core Words AAC Literacy Programme	Week 7  big & little Gestalt Core Words AAC Literacy Programme	Week 8  fast & slow Gestalt Core Words AAC Literacy Programme	Week 9  hot & cold Gestalt Core Words AAC Literacy Programme	Week 10  touch Gestalt Core Words AAC Literacy Programme
Week 11  hear / listen Gestalt Core Words AAC Literacy Programme	Week 12  smell Gestalt Core Words AAC Literacy Programme	Recap  TERM 1 Gestalt Core Words AAC Literacy Programme	Week 13  break Gestalt Core Words AAC Literacy Programme	Week 14  happy Gestalt Core Words AAC Literacy Programme	Week 15  sad Gestalt Core Words AAC Literacy Programme	Week 16  tired Gestalt Core Words AAC Literacy Programme	Week 17  worried Gestalt Core Words AAC Literacy Programme	Week 18  calm Gestalt Core Words AAC Literacy Programme	Week 19  excited Gestalt Core Words AAC Literacy Programme
Week 20  angry Gestalt Core Words AAC Literacy Programme	Week 21  mine Gestalt Core Words AAC Literacy Programme	Week 22  ready Gestalt Core Words AAC Literacy Programme	Week 23  safe Gestalt Core Words AAC Literacy Programme	Week 24  play Gestalt Core Words AAC Literacy Programme	Recap  TERM 2 Gestalt Core Words AAC Literacy Programme	Week 25  your Gestalt Core Words AAC Literacy Programme	Week 26  clean / wash Gestalt Core Words AAC Literacy Programme	Week 27  inside & outside Gestalt Core Words AAC Literacy Programme	Week 28  give Gestalt Core Words AAC Literacy Programme
Week 29  do & dont Gestalt Core Words AAC Literacy Programme	Week 30  find Gestalt Core Words AAC Literacy Programme	Week 31  empty & full Gestalt Core Words AAC Literacy Programme	Week 32  good & bad Gestalt Core Words AAC Literacy Programme	Week 33  try Gestalt Core Words AAC Literacy Programme	Week 34  fun / silly Gestalt Core Words AAC Literacy Programme	Week 35  soon Gestalt Core Words AAC Literacy Programme	Week 36  hello & goodbye Gestalt Core Words AAC Literacy Programme	Recap  TERM 3 Gestalt Core Words AAC Literacy Programme	

Strategies to teaching core words:

1. Choosing core words: Communication functions (we need to consider the reasons why we communicate e.g. requesting, protesting, commenting/directing, asking for information, giving opinions, telling news)
2. Choosing core words: Activity based (fringe words that can be added to core words based on the activity taking place)
3. Choosing core words: Core word of the week (by adding new words regularly and recapping on previous weeks, by the end, children will have a full vocabulary).

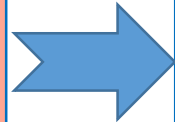
(Sensory Curriculum by Jordan Garratt)

Sensory Circuit

Part 1: ALERT

- Tickles
- Running circuit
- Climbing
- Jumping
- Exercise ball bounces
- Chasing game
- Skipping
- Dancing
- Rolling
- Shoulder shrugs
- Spinning
- Obstacle course

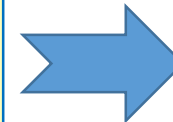
Sensory Classroom: Alert



Part 2: ORGANISE

- Exercise ball rolling
- Yoga
- Dough disco
- Simon says
- Tracing / Threading
- Ball / Car pushing
- Balance circuit
- Ordering and sorting task
- Lining up objects
- Posting objects
- Completing a puzzle

Sensory Classroom: Organise



Part 3: CALM / GROUND

- Carry / lift heavy objects
- Swaddle in a blanket
- Deep pressure squeezes
- Massage brushes
- Lay on large bean bag
- Wall pushes
- Press ups
- Humming
- Finger breathing
- Stretch/sway
- Dark room / lights

Sensory Classroom: Ground

Students to complete a full 3-part circuit before learning activities / Wow group (10 mins)

Example: The Treehouse timetable

Day / Time	8:40 - 9:10	9:10 - 9:30	9:30 - 9:50	9:50 - 10:00	10:00 - 10:25	10:25 - 10:55	10:55 - 11:30	11:30 - 12:30	12:30 - 1:00	1:00 - 2:00 (20:20:20)	2:00 - 2:20	2:20 - 3.00	3:00 - 3:15
Mon	Regulation / settling in activities 1:1 check in with children	Morning song and prayer Sensory Circuit	Core word	Snack	Break and toilet	Literacy	Maths	Lunch and outside play	Afternoon song, nursery rhymes and toilet	Sensory circuit, Wow box, Fine motor	Music	1:1 targets	Snack, prayer and get ready for home
Tues			Phonics			Literacy	PSHE			Astro	Maths		
Weds			Core word			Science	Maths			Sensory circuit, Wow box, Fine motor	Sensory activity		
Thurs			Phonics			RE	Humanities			Astro	Literacy		
Fri			Core word			PE in hall followed by calming classroom activity				Sensory circuit, Wow box, Fine motor	Art		

Example: The Nest timetable

Day / Time	8:40 - 9:10	9:10 - 9:20	9:20 - 9:40	9:40 - 10:00	10:00 - 10:20	10:20 - 10:45	10:45 - 11:05	11:05 - 11:30	11:30 - 12:30	12:30 - 1:00	1:00 - 1:30	1:30 - 3:15
		In The Nest – session 1					In The Nest – session 2			In The Nest – session 3		
Mon	Main classroom / Regulation / settling in activities 1:1 interactions with children	Morning song / check in Sensory Circuit	Wow box / Curiosity boxes	Maths (See below)	Back to main class / toilet / Continuous provision activities	Break time outside on EYFS playground	Sensory Circuit	Literacy (See below)	Lunch	Good afternoon song / Core Word Sensory Circuit	Child led activities / 1:1 target work	Back to main class / toilet / Continuous provision / Outside time / Snack and Home time
Tues												
Weds												
Thurs												
Fri					Back to main class / toilet PE in hall with Treehouse / break time outside							