



Targeted Mainstream Provision | Curriculum Design

At Cambrai, our curriculum is aspirational; we aim to promote children's self-belief and a 'can do' attitude and therefore the children in our targeted mainstream provision are all offered the opportunity to follow the substantive curriculum if they are able to do so. If children are able to keep up with this curriculum with adaptation and support then there is flexibility about how they will access this, including spending time with their peers in the mainstream classrooms.

For some children, particularly those who are not able to keep up with the substantive curriculum a more bespoke curriculum is outlined below, that the children are taught by an experienced teacher in communication and interaction. These children are still provided with ample opportunities to engage alongside other children of the same age, including the exciting playtimes and lunchtimes at Cambrai.

Growing good people, doing great things

A key aim for our TMP curriculum is that it prepares children for the next stage of their education, and life outside of school. In fact, our ultimate school aim is to ensure that children leave Cambrai Primary school as 'good people'; we are determined to ensure that our curriculum enhances our school culture and climate in order to deliver this fundamental ambition. We aim to identify and remove barriers to learning and provide suitable learning challenges that respond to diverse needs.

Our curriculum encompasses a variety of exciting, first-hand experiences to enable children to acquire appropriate skills, knowledge and understanding preparing them for today's world – respecting the nature of individual subjects. Through the provision of a stimulating environment and extensive school grounds, links within the community and beyond, children will develop their full potential. We are determined to reach our aim that any child should reach their goals and excel in any area of the curriculum - and not just in English and Mathematics. As such, children's Social, Moral, Spiritual and Cultural (SMSC) development, and their Personal, Social, Citizenship and Health Education (PSCHE) is at the heart of our curriculum approach.

Starting Points

When the children join our TMP they will spend a transitional period getting to know our friendly staff and their peers. We know how important this time is for children in order for them to develop trusting relationships with the people around them. These early weeks focus on personal, social and emotional development and explicit teaching of the routines and behaviours required in order to progressively build successful learning opportunities in core subjects moving forwards. During this time the teaching team will be making accurate assessments of the children so that teaching and learning is appropriately paced and challenging moving forwards.

Individual EHCP targets

Teaching children in line with Education, Health, and Care Plan (EHCP) targets involves a personalised and structured approach to meeting each child's unique needs. The teaching team start by thoroughly understanding the specific goals and provisions outlined in the EHCP, ensuring these targets are integrated into daily life and activities. This involves working with other professionals, including Educational Psychology, Speech & Language and Occupational Therapy to create an inclusive learning environment.

The Power of Story

Reading is at the heart of the curriculum at Cambrai, teaching a child to read really is the greatest gift we can give a child. Story time is a crucial component of the curriculum for children with communication and interaction needs as it fosters emotional bonding, enhances language and social skills, and provides a comforting routine that supports cognitive development.

In the TMP, the children's wider curriculum is structured around a central storybook that serves as a thematic anchor for writing and the rest of the curriculum. This approach allows us to weave foundational subjects into the narrative of the story creating an engaging educational experience.

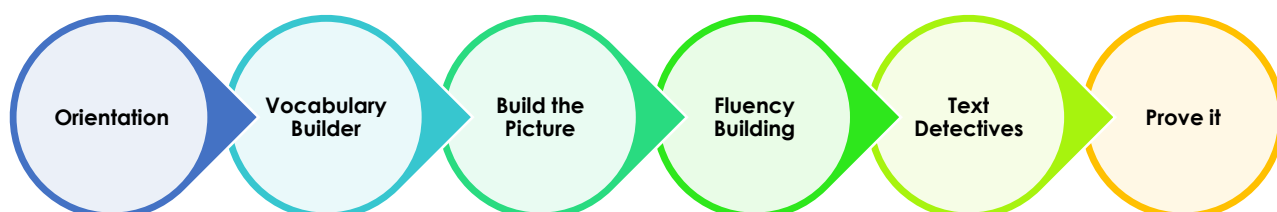
Reading

In addition to the story curriculum, our TMP places a great focus on the teaching of early reading and phonics for those children who still require support to decode or read texts. Once children can 'read', through a robust and systematic approach, the world opens up to them. It is our duty to ensure that our children are ready to embrace both the literary and wider world. We use the 'Little Wandle Letters and Sounds Revised' scheme of learning to deliver our phonics teaching in our school.

After finishing Little Wandle decodable books, the children advance to Little Wandle chapter books and then books matched to their reading age. They will have daily 1:1 reading sessions with the class teacher to enhance their fluency and comprehension skills. When suitable, children might join a mainstream classroom reading group, allowing them to take part in small group discussions and share experiences linked to the text. An adult from the TMP will support and facilitate these sessions.

When appropriate, children will use the Reading Plus program, which aims to enhance fluency and comprehension skills while the class teacher identify learning gaps.

The whole class reading structure across the school is consistent, with minor adjustments for children in the TMP. The children will learn new vocabulary, relevant background knowledge and fluent reading, and will also participate in engaging oral activities related to the text.



Maths

The teaching of maths in the TMP involves tailored approaches that address each child's unique learning requirements. The curriculum is built around the consistent use of manipulatives (concrete resources) and visual aids to support learning. Teaching staff in the TMP will provide structured and repetitive practice to build confidence in foundational maths skills and counting. This repetitive practice can be seen in our three stage teaching system to the right, children will work through a three day teaching cycle to embed their learning. This will include the use of technology on Day 2 to motivate them as learners. The first lesson that introduces the new learning is routinely delivered by the teacher (wherever possible) The consolidation lesson on day 3 uses varied fluency to deepen the children's learning. This can also include problem solving and reasoning learning.

Day 1	Teaching Input from Teacher (Modelling, resources)
Day 2	WR Video Lesson & Sheets (independent)
Day 3	Practice & Consolidation using technology (Independent)

When appropriate, the teacher will integrate elements of the White Rose Maths curriculum to deepen understanding through their structured resources and steps for learning.

A greater emphasis for children in the TMP will be placed up on the elements of maths that provide life skills such as time, money and measure.