

## Early Years and Infants Curriculum Rational

The Early Years and KS1 curriculum sets out to ensure students develop 'ready to learn' skills through a fun, child centred approach.

By the end of KS1 every child aims to:

- have an identified functional communication system individualised to their needs
- understand a simple instruction from a familiar adult in a familiar context with appropriate supports
- have a stage appropriate level of independence with their self-care
- engage with sensory regulation activities to manage their sensory needs
- demonstrate joint attention
- engage in an adult led activity
- transition from one activity to another with appropriate levels of staff support
- be able to learn and play alongside their peers with support as required

These outcomes provide a broad outline and will be differentiated for individual students for example, some students may demonstrate joint attention for 30 seconds others for 15 minutes.

The above skills are developed through topic based schemes of work delivered through a combination of play based learning and structured adult led activities. The topics are used as a vehicle to engage students in a broad and balanced curriculum whilst focusing on the intending outcomes outlined above. These activities are then supported by interventions such as Attention Autism, PEIC-D, Intensive Interaction and Tac Pac.

The impact of the Early Years and KS1 curriculum is monitored through Tapestry learning journeys and EHCP reviews.

Other documents to use alongside this one include:

- EYFS and KS1 rolling programs
- Half termly planners
- Half term overviews
- Lesson plans
- Class timetables

Curriculum Focus	Early Learning Area	EHCP Area	PfA Area	Intent  When leaving KS1 every child will:	Justification Reason for prioritising in Early Years and KS1:	Implementation
Communication Skills	Communication and Language	Communication and Interaction	Employment Community Inclusion	<p><b>have an identified functional communication system individualised to their needs</b></p> <p><b>understand a simple instruction from a familiar adult in a familiar context with appropriate supports</b></p>	<p>Ability to communicate needs and wants by a consistent means</p> <p>Reduced frustration</p> <p>Reduced challenging behaviour</p> <p>Enhanced self esteem</p> <p>Ability to understand what is happening during the day</p> <p>Increase ability to access learning opportunity</p> <p>Increase ability to share understanding</p> <p>Skills generalised to home</p> <p>Skills beginning to be generalized in community</p>	<p>SaLT Input</p> <p>Total communication environment</p> <p>Schedules and visuals</p> <p>AAC – PECS, Signalong, Objects of Reference, Assistive Technology</p> <p>Attention Autism</p> <p>Topic vocabulary</p> <p>Identified key vocabulary</p> <p>Language rich activities</p> <p>Daily stories and reading</p> <p>Songs and rhymes</p> <p>Colour semantics</p> <p>Blank level questioning</p> <p>Modelling</p>
Self Help Skills	Personal, Social and Emotional Development	Sensory and Physical Self Help and Independence	Health Independent Living	<p><b>have a stage appropriate level of independence with their self-care</b></p> <p><b>engage with sensory regulation activities to manage their sensory needs</b></p>	<p>Enhanced self esteem</p> <p>Ability to manage own toileting or some elements of toileting</p> <p>Engage with hand washing</p> <p>Improved hygiene</p> <p>Sensory needs met</p> <p>Staff and parents/ carers to have an understanding of child's sensory needs and how to support them</p> <p>Higher levels of engagement with learning opportunities</p>	<p>Toilet Training Programs</p> <p>In the moment skills teaching e.g. hand washing</p> <p>OT Input</p> <p>Schedule and visuals</p> <p>Zones of regulations</p> <p>Behaviour support plans</p> <p>Opportunities for dressing practice e.g. swimming and PE</p> <p>Fun with foods program</p> <p>Sensory regulation environments and activities</p>

<b>Skills to Learn</b>	Characteristics of Effective Learning	Cognition and Learning	Employment	<b>demonstrate joint attention</b>  <b>engage in an adult led activity</b>  <b>transition from one activity to another with appropriate levels of staff support</b>	Ability to engage in adult led activities Ability to focus attention Ability to learn alongside others Skills in exploring, investigating and engaging in open ended activities Ability to sit at a table with flexible seating options Ability to move on from a self directed or motivating activity Ability to move between activities Ability to move between environments	Attention Autism PEIC-D Intensive Interaction Continuous Provision In the moment planning Utilizing students interests in planning Enrichment Tac Pac TEACCH workstations Visuals and schedules Objects of reference Total Communication Environment
<b>Social Skills and Social Understanding</b>	Personal, Social and Emotional Development	Social, Emotional and Mental Health	Employment Community Inclusion	<b>be able to learn and play alongside their peers with support as required</b>  <b>form safe, appropriate and meaningful relationships with others (staff or students) with support as required</b>	Students feel safe at school Ability to learn as part of a group Ability to engage in adult led activities Students have 'friends' Enhanced self esteem	Attention Autism PEIC-D Tac Pac Structured play opportunities Intensive Interaction Social stories Turn taking opportunities Social skills lessons/ activities SALT Input Well being and counselling Music, movement, art and dance therapies

## Impact Monitoring

[illegible]

## Impact Monitoring 2022 Cohort

		Communication Skills		Self Help		Skills to Learn			Social Skills	
		Communication System	Following instructions	Self Care	Sensory Regulation	Joint attention	Adult led activity	Transitioning	Play alongside peers	Relationships
JH	BL - Sep 22									
	YR - Jul 23									
	Y1 - Jul 24									
	Y2 - Jul 25									
MF	BL - Sep 22									
	YR - Jul 23									
	Y1 - Jul 24									
	Y2 - Jul 25									
TD	BL - Sep 22									
	YR - Jul 23									
	Y1 - Jul 24									
	Y2 - Jul 25									
GB	BL - Sep 22									
	YR - Jul 23									
	Y1 - Jul 24									
	Y2 - Jul 25									
HA	BL - Sep 22									
	YR - Jul 23									
	Y1 - Jul 24									
	Y2 - Jul 25									

BL – Baseline

PS – End of Pre-School Year

YR – End of Reception Year

Y1 – End of Year 1

Yr2 – End of Year 2

Yr3 – End of Year 3





## Impact Monitoring 2020 Cohort

		Communication Skills		Self Help		Skills to Learn			Social Skills	
		Communication System	Following instructions	Self Care	Sensory Regulation	Joint attention	Adult led activity	Transitioning	Play alongside peers	Relationships
RB	BL – Jan 20									
	PS – Jul 20									
	YR – Jul 21									
	Y1 – Jul 22									
	Y2 – Jul 23									
JL	BL – Sep 20									
	YR – Jul 21									
	Y1 – Jul 22									
	Y2 – Jul 23									
KK	BL – Sep 21									
	Y1 – Jul 22									
	Y2 – Jul 23									
OB	BL – Sep 21									
	Y1 – Jul 22									
	Y2 – Jul 23									
AL	BL – Sep 22									
	Y2 – Jul 23									

BL – Baseline

PS – End of Pre-School Year

YR – End of Reception Year

Y1 – End of Year 1

Yr2 – End of Year 2

Yr3 – End of Year 3



## Impact Monitor 2019 Cohort

		Communication Skills		Self Help		Skills to Learn			Social Skills	
		Communication System	Following instructions	Self Care	Sensory Regulation	Joint attention	Adult led activity	Transitioning	Play alongside peers	Relationships
Aka	BL - Sep 19									
	YR - Jul 20									
	Y1 - Jul 21									
	Y2 - Jul 22									
LW	BL - Sep 19									
	YR - Jul 20									
	Y1 - Jul 21									
	Y2 - Jul 22									
SFA	BL - Jun 19									
	PS - Jul 19									
	YR - Jul 20									
	Y1 - Jul 21									
	Y2 - Jul 22									
LI	BL - Sep 19									
	YR - Jul 20									
	Y1 - Jul 21									
	Y2 - Jul 22									
CJ	BL - Sep 19									
	YR - Jul 20									
	Y1 - Jul 21									
	Y2 - Jul 22									
	Y3 - Jul 23									

BL – Baseline    PS – End of Pre-School Year    YR – End of Reception Year    Y1 – End of Year 1    Yr2 – End of Year 2    Yr3 – End of Year 3

## Impact Monitor 2018 Cohort

		Communication Skills		Self Help		Skills to Learn			Social Skills	
		Communication System	Following instructions	Self Care	Sensory Regulation	Joint attention	Adult led activity	Transitioning	Play alongside peers	Relationships
MB	BL - Sep 18									
	YR - Jul 19									
	Y1 - Jul 20									
	Y2 - Jul 21									
	Y3 - Jul 22									
SON	BL - Apr 18									
	PS - Jul 18									
	YR - Jul 19									
	Y1 - Jul 20									
	Y2 - Jul 21									
	Y3 - Jul 22									
JG	BL - Sept 20									
	Y2 - Jul 21									
	Y3 - Jul 22									
AKe	BL - Sept 19									
	Y1 - Jul 20									
	Y2 - Jul 21									
	Y3 - Jul 22									
FV	BL - Sept 20									
	Y2 - Jul 21									
	Y3 - Jul 22									

BL – Baseline

PS – End of Pre-School Year

YR – End of Reception Year

Y1 – End of Year 1

Yr2 – End of Year 2

Yr3 – End of Year 3

## Early Years Year 1 Curriculum Map (September 2022, 2024, 2026)

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/ Theme			Weather and Seasons	Festivals from Different Cultures	Forest and Woodland	Food Glorious Food	People Who Help Us	Under the Sea
Personal, Social, Emotional Development (PSED)	Feelings, Behaviour and Morals		Individualised skills development taught in the moment/ in context. Themes include: Making choices, playing with others, sharing, PEIC-D, understanding boundaries, trying new things, emotions, zones of regulation					
	Relationships with Others		Individualised skills development taught in the moment/ in context. Themes include PEIC-D, Intensive Interaction, Attention Autism, Tac Pac, turn taking, sharing, playing alongside/ cooperatively					
	Self- Help		Individualised skills development taught in the moment/ in context. Themes include Toilet training, dressing skills, hand washing, using cutlery, trying new foods, staying safe, staying healthy					
Physical Development (PE)	Gross Motor Skills (PE)		Climbing, Travelling and Jumping	Dancing and Ring Games	Ball Skills	Athletics	Horse Riding	
	Swimming		Individualised swimming targets lead by swimming instructor					
	Fine Motor Skills		Play based activities, OT programs and Individualised skill development: Activities include: Mark Making, handwriting, pincer grasp, tweezers, scissors, pegs, puzzles, twisting and turning, playdough					
Literacy, Communication and Language (English)	Speaking + Listening Reading Writing	Story	We're Going on a Bear Hunt	Rhyming stories, poems and songs linked to festivals	The Gruffalo	Kitchen Disco/ Supertato	Non-Fiction linked to People Who Help Us	Commotion in the Ocean
		Phonics	Individualised RWI Targets					
		Communication	Individualised skills development taught in the moment/ in context. Including: SaLT programs, objects of reference, PECS, signing, Attention Autism, PEIC-D, colourful semantics					
Mathematical Development	Number		Individualised Number Targets					
	Shape, Space and Measure		Sorting	Shapes	Patterns	Time	Size	Measures
Understanding of the World	The World/ Forest School		Exploring weather	Sounds in nature and the environment	Exploring woodlands and animals that live there	Planting and growing (Fruit + Vegetables)	Showing care/ concern for environment + animals	Exploring water and its effects

	People and Communities	Me and My Family	Special Occasions	Similarities and Differences What make me unique?		Different occupations	
	Scientific Enquiry	Individualised skills development taught in the moment/ in context. Including: Properties of objects, tools and their uses, simple tests and experiments					
	Technology	Mechanical and Cause + Effect Toys	Exploring computer programs and apps	Photos and Videos	ICT and Music	Real Technological Objects	Controlling Devices: Typing, Mouse, Switches
	Multi-Cultural Days (SMSC)	Diwali	Hanukkah	Chinese New Year	Ramadan	Easter	Midsummer Solstice
Creative Development	Art and D&T	Painting using different materials	Festival crafts	Natural art	Food based art	Junk modelling	Drawing and mark making
	Music	Weather songs and sounds	Music from different cultures	Sounds in nature	Using technology to make sound	Exploring sound, instruments and how to change it	Drums
	Cooking/ Food Technology (PfA)	Key Skills	Multicultural festival recipes	Gruffalo themed recipes	Following a recipe	Using technology e.g. microwave/ blender	Under the sea recipes

## Early Years Year 2 Curriculum Map (September 2023, 2025, 2027)

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/ Theme			Fairy Tales	Celebrations	Vehicles	My Body	On Safari (Africa)	Minibeasts
Personal, Social, Emotional Development (PSED)	Feelings, Behaviour and Morals		Individualised skills development taught in the moment/ in context. Themes include: Making choices, playing with others, sharing, PEIC-D, understanding boundaries, trying new things, emotions, zones of regulation					
	Relationships with Others		Individualised skills development taught in the moment/ in context. Themes include PEIC-D, Intensive Interaction, Attention Autism, Tac Pac, turn taking, sharing, playing alongside/ cooperatively					
	Self- Help		Individualised skills development taught in the moment/ in context. Themes include Toilet training, dressing skills, hand washing, using cutlery, trying new foods, staying safe, staying healthy					
Physical Development (PE)	Gross Motor Skills (PE)		Climbing, travelling and jumping	Dancing and ring games	Ball Skills	Athletics	Horse Riding	
	Swimming		Individualised swimming targets lead by swimming instructor					
	Fine Motor Skills		Play based activities, OT programs and Individualised skill development: Activities include: Mark Making, handwriting, pincer grasp, tweezers, scissors, pegs, puzzles, twisting and turning, playdough					
Literacy, Communication and Language (English)	Speaking + Listening Reading Writing	Story	Fairytales (Goldilocks and The Gingerbread man)	Rhyming stories, poems and songs linked to festivals	We all go travelling by	Non-Fiction linked to body	Handa’s Surprise	The Very Hungry Caterpillar
		Phonics	Individualised RWI Targets					
		Communication	Individualised skills development taught in the moment/ in context. Including: SaLT programs, objects of reference, PECS, signing, Attention Autism, PEIC-D, colourful semantics					
Mathematical Development	Number		Individualised Number Targets					
	Shape, Space and Measure		Size (Goldilocks)	Shapes	Position and direction	Measures	Patterns	Time
Understanding of the World	The World/ Forest School		Exploring the environment using different approaches		Looking after the environment	Planting and growing	Patterns and shapes in nature	Minibeasts
	People and Communities		Families	Special occasions	My community	Similarities and differences	Different Ways of Life	

	Scientific Enquiry	Individualised skills development taught in the moment/ in context. Including: Properties of objects, tools and their uses, simple tests and experiments					
	Technology	Mechanical and cause + effect toys	Exploring computer programs and apps	Photos and videos	Real technological objects	Controlling Devices: Typing, Mouse, Switches	ICT and music
	Multi-Cultural Days (SMSC)	Diwali	Hanukkah	Chinese New Year	Ramadan	Easter	Midsummer Solstice
Creative Development	Art and D&T	Fairytale crafts	Festival crafts	Junk model vehicle crafts	Body crafts	Colours and changing colour	Minibeast crafts
	Music	Nursery rhymes	Celebration and party songs	Exploring sound and how to change it	Making sounds with my body	Drums	Using technology to make sound
	Cooking/ Food Technology	Size and measures	Festival recipes	Key Skills	Using technology e.g. microwave/ blender	Recipes from Africa	Very Hungry Caterpillar Recipes

### Early Years Curriculum Information

- Early Years Curriculum is topic based and includes elements of continuous provision
- Subjects may not appear discretely on timetable, they will all overlap and combine
- Curriculum areas such as communication, number, writing, reading, art, play, mark making, fine motor skills, etc are covered continuously throughout all areas of the curriculum at an individualized level.
- Topics and areas covered may vary due to student's interests and planning in the moment