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

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

Impact Monitoring

	Communico	tion Skills	Self	Help		Social Skills		Skills t	o Learn
	Communication System	Following instructions	Self Care	Sensory Regulation	Joint attention	Adult led activity	Transitioning	Play alongside peers	Relationships
1	No system in place/ students is using behaviour to communicate	Student has signficant difficulties following instructions	Student wears nappies/ puil ups, fully supported change	Student's sensory needs unclear therefore support with regulation is limited	Student's joint attention extremely limited - under 30 seconds	Student is very self- directed and has very limited engagement in adult led activities	Student has significant difficulties with transitoning. Limited transitions strategy put in place	Student is unwilling or unable to play alongside peers	Staff are working on developing trusting relationship with student
2	Communication system introduced and student is engaging in the early stages (PECS phase 1 and 2 equivalent)	Student is able to comply with some routine instructions from familiar staff with full support e.g. taken by the hand/ hand over hand	Student tolerates changing in cubicle standing, will co- operate, will tolerate sitting on toilet during process	Student's sensory needs have been identified and they able to engage with regulation activities with full support from familiar staff	Student is able to demonstrate 2 minutes of joint attention with individualised supports or attend to stage 1 of an Attention Autism session	Student is able to engage in a motivating adult led activity for 2 minutes with supports and breaks as movement required	Student is able to transition within their class building and between activities with support from familiar staff alongside symbols/photos/ objects, etc	Student will engage in solitary play with familiar adults or students in the environment (PEIC-D stage 7)	Student is beginning to trust and work well with a small number of adults within their class team
3	Student is able to use single words using their preferred communication system (phase 3b PECS equivalent)	Student is able to follow simple instructions from familiar staff in a familiar context with appropriate visual supports and partial prompts	Student is engaging in a toilet training program	Student is able to engage in regulation activities with partial prompts from familiar staff	Student is able to demonstrate 5 minutes of joint attention with individualised supports or attend to 2 stages of an Attention Autism session	Student is able to engage in an adult led activity for 5 minutes with supports and movement breaks as required	Student is able to transition within their class building and between activities using symbols/ photos/ objects, etc with supervision	Student is able to tolerate an adult copying their play including pauses (PEIC-D stage 12) / Able to share a box of toys/ resources with familiar students	Student has strong, trusting and consistent relationships with members of their core team. Student is able to tolerate being in a group with class peers
4	Student is able to form sentences using their preferred communication system (phase 4 PECS equivalent)	Student is able to independently follow simple instructions from familiar staff in a familiar context with appropriate Individualised e.g. symbols supports	Student remains clean and dry during the day with some reminding	Student is able to engage with familiar staff modelling zones vocabulary and work with them to engage in sensory regulation activities	Student is able to demonstrate 10 minutes of joint attention with individualised supports or attend to 3 stages of an Attention Autism session	Student is able to engage in an adult led activity for 10 minutes with supports and movement breaks as required	Student is able to transition around the site and between activities with support from familiar staff alongside symbols/ photos/ object, etc	Student initiates play, is able to tolerate a high social and communication load in their play and is begin to copy an adult in structured play activities (PEIC-D stage 20)	Student is beginning to interact with peers in their class – using peers names, sharing with support, playing co- operatively etc. Student is able to interact with unfamiliar people with support
5	Student is able to use their preferred communication system spontaneously and for a range of purposes e.g. to comment (phase 6 PECS equivalent)	Student is able to follow instructions across the day from familiar staff with appropriate, individualised supports e.g. symbols	Student is able to attend to own toileting needs (recognise when they need toilet, complete and wash hands independently)	Student is able to identify which zone (Zones of Regulation) they are in and work with an adult to engage in sensory activities to support their regulation	Student is able to attend to a group lesson for 15 minutes with Individualised supports or attend to/ complete a 4 stage Attention Autism session	Student is able to engage in an adult led activity for 15 minutes with supports and movement breaks as required	Student is able to transition around the site and between activities with supervision using appropriate supports (schedules, objects, verbal instructions)	Student is able to initiate and maintain play with a range of familiar staff and peers including turn taking and imaginative play	Student is able to form early friendships with familiar peers, these are maintained with support. They are able interact appropriately with unfamiliar people e.g. saying hello, asking name
5+	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding

Impact Monitoring 2022 Cohort

		Communica	tion Skills	Self	Help		Skills to Lear	'n	Social	Skills
		Communication System	Following instructions	Self Care	Sensory Regulation	Joint attention	Adult led activity	Transitionin g	Play alongside peers	Relationship s
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									
. 2	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 2021 Cohort

		Communica	tion Skills		Help		Skills to Lear	n	Social	Skills
		Communication System	Following instructions	Self Care	Sensory Regulation	Joint attention	Adult led activity	Transitionin g	Play alongside peers	Relationship s
TBP	BL - Sep 21									
101	YR - Jul 22									
	Y1 - Jul 23									
	Y2 - Jul 24									
JoF	BL – Oct 20									
	PS – Jul 21									
	YR – Jul 22									
	Y1 – Jul 23									
	Y2 – Jul 24									
JaF	BL – Oct 20									
	PS – Jul 21									
	YR – Jul 22									
	Y1 – Jul 23									
	Y2 – Jul 24									
ASON	BL – Oct 21									
	YR – Jul 22									
	Y1 – Jul 23									
	Y2 – Jul 24									
MJ	BL – Oct 21									
	YR – Jul 22									
	Y1 – Jul 23									
	Y2 – Jul 24									
AH	BL – Oct 21									
	YR – Jul 22									
	Y1 – Jul 23									
	Y2 – Jul 24									
AA	BL – Oct 21									
	YR – Jul 22									
	Y1 – Jul 23									
	Y2 – Jul 24									
EF	BL – Sep 22									
	Y1 – Jul 23									
	Y2 – Jul 24									

LS	BL – Sep 22					
	Y1 – Jul 23					
	Y2 – Jul 24					

Impact Monitoring 2020 Cohort

		Communica	ition Skills	Self I	Help	(Skills to Lear	'n	Social	Skills
		Communication System	Following instructions	Self Care	Sensory Regulation	Joint attention	Adult led activity	Transitionin g	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									
КК	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

		Communica	tion Skills	Self	Help	(Skills to Lear	'n	Social	Skills
		Communication System	Following instructions	Self Care	Sensory Regulation	Joint attention	Adult led activity	Transitionin g	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

		Communica	Communication Skills		f Help		Skills to Leaı	rn	Social	Skills
		Communication System	Following instructions	Self Care	Sensory Regulation	Joint attention	Adult led activity	Transitionin g	Play alongside peers	Relationships
MB	BL - Sep 18									
	YR - Jul 19									
	Y1- Jul 20									
	Y2 - Jul 21									
	Y3 – Jul 22									
SON	BL – Apr 18									
0011	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

		,	Autumn 1	culum Map (Spring 1	Spring 2	Summer 1	Summer 2		
Т	opic/ Them	e	Weather and Seasons	Festivals from Different Cultures	Forest and Woodland	Food Glorious Food	People Who Help Us	Under the Sea		
Personal, Social, Emotional	Ŭ	Behaviour and Morals	Making choices, p	ndividualised skills de blaying with others, s	haring, PEIC-D, unde	erstanding boundar ulation	ntext. Themes includ ies, trying new things	s, emotions, zones		
Development (PSED)		hips with Others	PEIC-D, Intensi	Individualised skills development taught in the moment/ in context. Themes include PEIC-D, Intensive Interaction, Attention Autism, Tac Pac, turn taking, sharing, playing alongside/ coope						
		elf- 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 heal						
Physical Gross Motor Skills Development (PE) (PE)			Climbing, Travelling and Jumping	Dancing and Ring Games	Ball Skills	Athletics	Horse	Riding		
(• =)	Swimming			Individuali	sed swimming targe	ts lead by swimming	g 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, Communicatio n and	Speakin Story g + Listening		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		
	Reading	Phonics			Individualised	RWI Targets				
(English)	Writing	Communicatio n	SaLT pro		development taugl ference, PECS, signi		context. Including: n, PEIC-D, colourful se	emantics		
Mathematical	٨	lumber			Individualised N	lumber Targets				
Development		e, Space and leasure	Sorting	Shapes	Patterns	Time	Size	Measures		
Understanding of the World	The World	d/ 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	Special		nd Differences	Different o	ccupations
		Family	Occasions		me unique?		
	Scientific Enquiry				ht in the moment/ in	-	
			Properties of ob	pjects, tools and thei	<u>r uses, simple tests c</u>	and experiments	
	Technology	Mechanical and	Exploring	Photos and	ICT and Music	Real	Controlling
		Cause + Effect	computer	Videos		Technological	Devices: Typing,
		Toys	programs and			Objects	Mouse, Switches
			apps				
	Multi-Cultural Days	Diwali	Hanukkah	Chinese New	Ramadan	Easter	Midsummer
	(SMSC)			Year			Solstice
Creative	Art and D&T	Painting using	Festival crafts	Natural art	Food based art	Junk modelling	Drawing and
Development		different materials					mark making
	Music	Weather songs	Music from	Sounds in nature	Using technology	Exploring sound,	Drums
		and sounds	different cultures		to make sound	instruments and	
						how to change it	
	Cooking/ Food Technology	Key Skills	Multicultural	Gruffalo themed	Following a	Using technology	Under the sea
	(PfA)		festival recipes	recipes	recipe	e.g. microwave/	recipes
						blender	

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Т	opic/ Them	e	Fairy Tales	Celebrations	Vehicles	My Body	On Safari (Africa)	Minibeasts		
Personal, Social, Emotional	Ŭ Ū	Behaviour and Morals		dividualised skills de playing with others, s		erstanding boundari				
Development (PSED)	Relations	hips 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							
(1320)	S	elf- 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 hec						
Physical Development (PF)	Development (PE)		Climbing, travelling and jumping	Dancing and ring games	Ball Skills	Athletics	Horse Riding			
(+ _)	Sv	vimming		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, Communicatio n and	Speakin g + Listening	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 Surpise	The Very Hungr Caterpillar		
Language	Reading	Phonics			Individualisec	RWI Targets				
(English)	Writing	Communicatio n	SaLT pro	Individualised skills ograms, objects of re		nt in the moment/ in ng, Attention Autism	•	emantics		
Mathematical	١	Number			Individualised N	lumber Targets				
Development		e, Space and Ieasure	Size (Goldilocks)	Shapes	Position and direction	Measures	Patterns	Time		
Understanding of the World	The World	d/ Forest School	· · ·	vironment using pproaches	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 W	ays 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