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

ſ	Curriculum Focus	Early Learning	EHCP Area	PfA Area	Intent	Justification	Implementation
		Area				Reason for prioritising in Early	
					When leaving KS1 every	Years and KS1:	
					child will:		

Communication	Communication	Communication	Employment	have an identified	Ability to communicate needs	SaLT Input
Skills	and Language	and Interaction	Community	functional	and wants by a consistent	Total communication
	and Language		Inclusion	communication system	means	environment
				individualised to their	Reduced frustration	Schedules and visuals
				needs	Reduced challenging behaviour	AAC – PECS, Signalong,
					Enhanced self esteem	Objects of Reference,
				understand a simple	Ability to understand what is	Assistive Technology
				instruction from a	happening during the day	Attention Autism
				familiar adult in a	Increase ability to access	Topic vocabulary
				familiar context with	learning opportunity	Identified key vocabulary
				appropriate supports	Increase ability to share	Language rich activities
				арриорина саррона	understanding	Daily stories and reading
					Skills generalised to home	Songs and rhymes
					Skills beginning to be	Colour semantics
					generalized in community	Blank level questioning
					generalized in community	Modelling
Self Help Skills	Personal, Social	Sensory and	Health	have a stage	Enhanced self esteem	Toilet Training Programs
Sell Help Skills	and Emotional	Physical	Independent	appropriate level of	Ability to manage own toileting	In the moment skills
	Development	Self Help and	Living	independence with their	or some elements of toileting	teaching e.g. hand washing
	Development	Independence	Living	self-care	Engage with hand washing	OT Input
		independence		Sell-care	Improved hygiene	Schedule and visuals
				engage with sensory	Sensory needs met	Zones of regulations
				regulation activities to	Staff and parents/ carers to	Behaviour support plans
				manage their sensory	have an understanding of child's	Opportunities for dressing
				needs	sensory needs and how to	practice e.g. swimming and
				lieeus	support them	PE
					Higher levels of engagement	Fun with foods program
					with learning opportunities	Sensory regulation
					with learning opportunities	environments and activities
Skills to Learn	Characteristics of	Cognition and	Employment	demonstrate joint	Ability to engage in adult led	Attention Autism
James to Learn	Effective Learning	Learning		attention	activities	PEIC-D
	Lirective Learning	Learning		accention	Ability to focus attention	Intensive Interaction
				engage in an adult led	Ability to learn alongside others	Continuous Provision
				activity	Skills in exploring, investigating	In the moment planning
					and engaging in open ended	Utilizing students interests in
				transition from one	activities	planning
				activity to another with	Ability to sit at a table with	Enrichment
				appropriate levels of	flexible seating options	Tac Pac
				staff support	Ability to move on from a self	TEACCH workstations
				stan support	directed or motivating activity	Visuals and schedules
					an ected of motivating activity	Objects of reference
	1					Objects of reference

					Ability to move between activities Ability to move between environments	Total Communication Environment
Social Skills and Social Understanding	Personal, Social and Emotional Development	Social, Emotional and Mental Health	Employment Community Inclusion	be able to learn and play alongside their peers with support as required  form safe, appropriate and meaningful relationships with others (staff or students) with support as required	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

## **Early Years and KS1 Curriculum Information**

- The Early Years and KS1 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

		Early Yea	ars Year 1 Cui	riculum Map	(September	r 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,	Feelings,	Behaviour and		Individualised skills	development taught ir	n the moment/ in conte	xt. Themes include:				
Emotional	l N	Morals	Making choices, playing with others, sharing, PEIC-D, understanding boundaries, trying new things, emotions, zones of regulation								
Development	Relationsh	ips with Others	Individualised skills development taught in the moment/ in context. Themes include								
(PSED)			PEIC-D,	-	-	c, turn taking, sharing,	, , , , , ,	eratively			
	Se	lf- Help	Toilet t			n the moment/ in conte tlery, trying new foods,		althy			
Physical Development	Gross I	Motor Skills (PE)	Climbing, Travelling and Jumping	Dancing and Ring Games	Ball Skills	Athletics	Horse	Riding			
(PE)	Sw	rimming		Individ	ualised swimming targe	ets lead by swimming in	structor				
	Fine N	Aotor Skills	Mark I	•	. •	dualised skill developm cissors, pegs, puzzles, tv		/dough			
Literacy,	Speaking +	Story	We're Going on a	Rhyming stories,	The Gruffalo	Kitchen Disco/	Non-Fiction linked	Commotion in the			
Communication	Listening	Story	Bear Hunt	poems and songs	The Granalo	Supertato	to People Who Help	Ocean			
and Language	Reading			linked to festivals			Us				
(English)	Writing	Phonics			Individualise	d RWI Targets					
(=1,8,1011)		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	N	umber	Individualised Number Targets								
Development	Shape, Spa	ce 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 an	d Communities	Me and My Family	Special Occasions	What make	nd Differences me unique?	Different o	ccupations			
	Scient	ific Enquiry				nt in the moment/ in co ir uses, simple tests and					
	Tec	chnology	Mechanical and Cause + Effect Toys	Exploring computer programs and apps	Photos and Videos	ICT and Music	Real Technological Objects	Controlling Devices: Typing, Mouse, Switches			
		Cultural Days SMSC)	Diwali	Hanukkah	Chinese New Year	Ramadan	Easter	Midsummer Solstice			
	Art	and D&T	Painting using different materials	Festival crafts	Natural art	Food based art	Junk modelling	Drawing and mark making			

Creative	Music	Weather songs and	Music from	Sounds in nature	Using technology to	Exploring sound,	Drums
Development		sounds	different cultures		make sound	instruments and	
						how to change it	
	Cooking/ Food Technology	Key Skills	Multicultural	Gruffalo themed	Following a recipe	Using technology	Under the sea
	(PfA)		festival recipes	recipes		e.g. microwave/	recipes
	. ,					blender	

		<b>Early Years</b>	Year 2 Curri	culum Map	(September 2	2023, 2025, 2	2027)			
			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
	Topic/ Theme	<u> </u>	Fairy Tales	Celebrations	Vehicles	My Body	On Safari	Minibeasts		
							(Africa)			
Personal, Social,	Feelings, Be	haviour and Morals	Individualised skills development taught in the moment/ in context. Themes include:							
Emotional			Making choices, pla		_	ling boundaries, trying		zones of regulation		
Development	Relations	ships 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							
(PSED)		Self- Help	PEIC-D, IN			c, turn taking, snaring, n the moment/ in conte		peratively		
		ien- neip	Toilet			utlery, trying new food		healthy		
Physical	Gross	s Motor Skills	Climbing, travelling	Dancing and ring	Ball Skills	Athletics		Riding		
Development	Gios	(PE)	and jumping	games	Dali Skilis	Atmetics	110136	Mullig		
(PE)		(ГС)	aa japg	8465						
(FL)	S	wimming		Individu	alised swimming targe	ts lead by swimming in	structor			
	Fine	Motor Skills		Play based activities, C	T programs and Indivi	dualised skill developm	ent: Activities include:			
			Mark Making, handwriting, pincer grasp, tweezers, scissors, pegs, puzzles, twisting and turning, playdough							
Literacy,	Speaking +	Story	Fairytales	Rhyming stories,	We all go travelling	Non-Fiction linked	Handa's Surpise	The Very Hungry		
Communication	Listening Reading Writing		(Goldilocks and The	poems and songs	by	to body		Caterpillar		
and Language			Gingerbread man)	linked to festivals						
(English)		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					41		
Mathematical		Number	SaL	i programs, objects of	Individualised Number Targets					
Development		ace and Measure	Size	Shapes	Position and	Measures	Patterns	Time		
Development	эпаре, эр	race and ivicasure	(Goldilocks)	Silapes	direction	ivieasures	ratterns	Time		
Understanding of	The Wor	ld/ Forest School	Exploring the enviror	nment using different	Looking after the	Planting and	Patterns and	Minibeasts		
the World			' '	aches	environment	growing	shapes in nature			
	People a	nd Communities	Families	Special occasions	My community	Similarities and differences	Different V	Vays of Life		
	Scier	ntific Enquiry		Individualised sk	ills development taugh	nt in the moment/ in co	ntext. Including:			
				•	objects, tools and thei	r uses, simple tests and		1		
	Technology		Mechanical and	Exploring computer	Photos and videos	Real technological	Controlling	ICT and music		
			cause + effect toys	programs and apps		objects	Devices: Typing,			
							Mouse, Switches			
	Multi	-Cultural Days	Diwali	Hanukkah	Chinese New Year	Ramadan	Easter	Midsummer		
		(SMSC)						Solstice		

Creative	Art and D&T	Fairytale crafts	Festival crafts	Junk model vehicle	Body crafts	Colours and	Minibeast crafts
Development				crafts		changing colour	
	Music	Nursery rhymes	Celebration and	Exploring sound	Making sounds	Drums	Using technology
			party songs	and how to change	with my body		to make sound
				it			
	Cooking/ Food Technology	Size and measures	Festival recipes	Key Skills	Using technology	Recipes from Africa	Very Hungry
					e.g. microwave/		Caterpillar Recipes
					blender		

	KS	1 (The Brid	ge) Year 1 Cu	ırriculum Ma	<b>p</b> (Septembe	er 2022, 202	4, 2026)			
			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
	Topic/ Theme	2	Toys	Festivals and Celebrations	My 5 Senses	Farmyard	Outdoor Detectives	Summer is Coming		
Personal, Social, Emotional	Feelings, Be	haviour and Morals	Making choices, pla		development taught ir ng, PEIC-D, understand	· · · · · · · · · · · · · · · · · · ·	ext. Themes include: new things, emotions,	zones of regulation		
Development (PSED)	Relations	ships with Others	PEIC-D, In		development taught in tention Autism, Tac Pa	· · · · · · · · · · · · · · · · · · ·	ext. Themes include playing alongside/ coo	peratively		
(. 525)	S	Self- Help	Toilet		development taught in , hand washing, using o	· · · · · · · · · · · · · · · · · · ·	ext. Themes include ds, staying safe, staying	healthy		
Physical Development			Yoga (Stour Riding)	Ball games (Stour Riding)	Gymnastics (Avon Riding)	Dance (Avon Riding)	Team games	Athletics		
(1-2)	S	wimming		Individu	ialised swimming targe	ts lead by swimming in	nstructor			
	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	Speaking + Listening Reading	Story	Fiction/ stories linked toys	Poems, songs and rhyming stories	Fiction/ Stories linked to body and senses	Fiction/ Stories linked to farmyard	Information/ factual texts (minibeast fact files)	Information/ factual texts (link to weather and seasons)		
(English)	Writing	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					tics		
Mathematical		Number			Individualised I	Number Targets				
Development	Shape, Sp	pace and Measure	Prepositions and directional language	Patterns and shapes	Measures: Size, weight, height, capacity	Time (Jasper's Beanstalk)	Shapes and their properties	Money		
Understanding of the World	The Wor	ld/ Forest School	Exploring new class environment	Shapes in the environment	Using Senses to explore the environment	Planting and growing	Minibeasts	Weather and seasons		
	People a	nd Communities	Me and others in my class	Special occasions		erences between me others	Me + my family + relatio	other significant nships		
	Scientific Enquiry			Properties of	ills development taugh objects, tools and thei					
	Т	echnology	ICT and technology toys	Mouse/ switch/ key board skills			· ·	Differentiated computer programs and games		
					E-safety as running th	neme throughout year				

	Multi-Cultural Days	Diwali	Hanukkah	Chinese New Year	Ramadan	Easter	Midsummer
							solstice
Creative	Art and D&T	Drawing and	Festival and	Multisensory	Farmyard crafts	Outdoor/ natural	Recycling and
Development		mark making	celebrations crafts	media		crafts	upcycling crafts
	Music	Exploring sound,	Celebration and	Making sounds	Using technology	Sounds in nature	Drums and rhythm
		instruments and	party songs	with my body	to make music		
		how to change it					
	Cooking/ Food Technology	Key skills	Festival recipes	Using technology	e.g. microwave/	Minibeast theme	Following a recipe
				bler	blender		
			Kitchen	safety and hygiene as	running theme across	the year	I

	KS	1 (The Bridg	ge) Year 2 Cu	ırriculum Ma	<b>p</b> (Septemb	er 2023, 202	5, 2027)		
			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Topic/ Theme	2	It's All About Me	Celebrations Around the World	Jungle	Be a Eco Hero	My World (Local Community)	Sports	
Personal, Social,	Feelings, Be	haviour and Morals		Individualised skills	development taught ir	the moment/ in conte	ext. Themes include:		
Emotional			Making choices, playing with others, sharing, PEIC-D, understanding boundaries, trying new things, emotions, zones of regulation						
Development	Relations	ships with Others				n the moment/ in conto			
(PSED)			PEIC-D, Ir	ntensive Interaction, At		· • • • • • • • • • • • • • • • • • • •		peratively	
	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	Self- Help	Tailet			n the moment/ in cont		h a a l+h v	
			Yoga	training, dressing skills,	1	1	1		
Physical	· · · · · · · · · · · · · · · · · · ·			Ball games	Gymnastics	Dance	Team games	Athletics	
Development		(PE)	(Stour Riding)	(Stour Riding)	(Avon Riding)	(Avon Riding)			
(PE)	S	wimming		Individu	alised swimming targe	ts lead by swimming in	structor		
	Fine	Motor Skills		Play based activities, OT programs and Individualised skill development: Activities include:					
			Mark M	Mark Making, handwriting, pincer grasp, tweezers, scissors, pegs, puzzles, twisting and turning, playdough					
Literacy,	Literacy, Speaking + Story		Fiction and stories	Poems, songs and	Factual texts (fact	Fiction and stories	Information texts	Fiction and stories	
Communication	Listening		linked to topic	rhyming stories	files about jungle	linked to topic		linked to topic	
and Language	Reading				animals)				
(English)	Writing	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		Number	Sat	i programs, objects of		•	EIC-D, colourtul seman	TICS	
Development			Individualised Number Targets						
Development	Snape, Sp	ace and Measure	Measures: Size, weight,	Shapes and patterns	Shapes and their properties	Time (Jasper's Beanstalk)	Money	Prepositions and directional	
			height, capacity	patterns	properties	(Jasper 3 Dearistaik)		language	
Understanding of	The Wor	ld/ Forest School	Becoming familiar	Shapes and	Animals	Planting and	Showing care and	Sorting by criteria	
the World			with new class	patterns in the		growing	concern for	0 ,	
			environment	environment		(Jasper's Beanstalk)	environment/living		
							things		
	People a	nd Communities	Me and My Family	Special Occasions		erences Between Me	Different O	ccupations	
						Others			
	Scier	ntific Enquiry	Individualised skills development taught in the moment/ in context. Including:  Properties of objects, tools and their uses, simple tests and experiments						
	To	echnology	Using + exploring	Mouse/switch/key	Use technology to	Real Life Technology	_	Controlling Devices	
			ICT toys/	board skills	make and	control, camera,		e.g. Beebots,	
			environments		contribute to fact	photo	copier	Remote Control	
					files			(link to Maths)	

			E	E-Safety as running the	me throughout the yea	ar	
	Multi-Cultural Days	Diwali	Hanukkah	Chinese New Year	Ramadan	Easter	Midsummer Solstice
Creative Development	Art and D&T	Painting and mark making	Festival Crafts	Jungle Crafts	Recycled Crafts	Junk modelling	Colours and changing colours
	Music	Making sounds with my body	Celebration and party songs	Drums and rhythm	Sounds in nature	Exploring sound and how to change it	Using technology to make music
	Cooking/ Food Technology	Key skills	Multicultural festival recipes	Jungle theme recipes	Using technology e.g	. microwave/ blender	Following a recipe (link to Maths)
			Kitche	en safety and hygiene a	is running theme throu	ıghout	