

EYFS Curriculum



Reception

Pupils at Discovery Special Academy access a personalised EYFS curriculum with activities planned to match their developmental stage. Programmes of study are based on Development Matters and differentiated to best meet the needs of learners. This curriculum begins at 0 years and therefore all pupils joining the academy in reception are able to access this. The EYFS curriculum follows the principles of play based, multi-sensory and exploratory learning. Activities in each area are informed by both baseline and continuous assessment and purposefully designed to teach the foundation skills needed to progress. Learning intentions may also be taken from a range of therapeutic sources including but not limited to, sensory integration, speech and language and BLAST, physiotherapy.

The EYFS curriculum at Discovery offers a stimulating, nurturing and safe environment in which pupils can develop socially, emotionally, physically and intellectually. It is focused on the early development of communication and interaction skills and ensuring that pupils are effective communicators. It supports their learning with objects of reference, Makaton, visual cues and communication aids in all areas and activities in the classroom. We recognise and emphasise the importance of developing skills for learning of all pupils with SEND including:

- learning to use their senses;
- learning to develop physical skills for manipulation and mobility;
- developing the 7 areas of engagement
 - responsiveness
 - curiosity
 - discovery
 - anticipation
 - persistence
 - initiation
 - investigation
- developing attention and perceptual skills; and
- developing early communication skills.

These are pupils' tools for learning: they are prerequisites to learning and vital elements of the curriculum for pupils with significant special needs. These 'learning to learn' skills will be developed across the curriculum.

A play based exploratory curriculum allows clear development of these skills with 1:1 and 1:2 teaching alongside small group activities such as sharing books and number rhymes. Strategies and interventions such as BLAST also aids communication and language development. Speech and language therapists contribute to the overall planning and development of targets for individual children. The use of photographs and personal interest boxes allows pupils to develop these skills in a familiar context.

To further aid acquisition of communication skills, Discovery Special Academy offers a language rich environment where practitioners are skilled in matching their vocabulary use and level of communication to the pupils while scaffolding their progress. Using labels in all areas of the classroom alongside symbols and the use of signs ensures all pupils can access their environment and are exposed to a variety of vocabulary. Additionally, regular sharing of books and discussion of high quality texts (see below) further

embed this. All pupils with SEND need processing time and ensuring language and instructions used by adults are clear and concise alongside thinking time will also allow success.

Creating such a language rich environment is likewise important in supporting our pupils with English as an Additional Language (EAL). In doing so, the key principles set out in the EAL policy are embedded throughout the curriculum and are a valued aspect of the inclusive Discovery ethos (see EAL policy). As with all pupils, and following the EYFS model of personalised learning, each pupil's tailored educational offer will be co-created with the child through careful assessment to support their development pathway. This fully supports the ethos, vision and values that Discovery engenders in ensuring that all pupils are given the support they need to make progress through appropriate and personalised learning intentions. For EAL pupils, this includes a focus on language acquisition with staff detailing in their planning the activities, interventions and environmental support that will allow the pupil to achieve this.

Themes

Teaching and learning is delivered using a range of resources and media, ensuring that pupils are given a breadth of experience at a level that is appropriate to them. They are taught in a creative, practical way, supported in some areas through specialist weeks as well as trips and visits. Each teaching block incorporates suggested high quality children's literature mapped out in a book spine. Teachers base their 2 – 3 week planning blocks on one of the books of their choice from the spine (or another high quality text of their choosing) linking activities across the day to this and to the overarching theme. Further texts will be introduced to the children through the 5 a day reading approach.

EYFS teachers produce a half termly forecast for each individual child based on stage appropriate learning intentions from Development Matters. All planned areas include key therapeutic objectives. Activities to support these are clearly shown on weekly planning overviews.

Across the year, some pupils will begin early phonics teaching using a multisensory approach founded on the principles of Letters and Sounds and Read Write Inc. A whole word approach to reading is also used and emphasised, supported by action words.

In EYFS, pupils work in the same environment and all academic, therapeutic and social learning is overseen by the lead EYFS teacher. Learning intentions are carefully planned using knowledge of the pupils' current abilities with regular assessments at the end of each block (see ARR policy for more detail). Pupils work both on a 1:1 level, in small groups and on activities designed to promote independence according to need and individual learning intentions. This is a fluid approach dependent on the pupils' prior attainment and learning profiles.

Therapeutic Curriculum

Sensory Curriculum

A sensory curriculum plays a crucial role in the early years. We recognise that young children are active learners and that they learn through all their senses, through exploration, investigation, experimentation, listening and watching, as well as through play. It is important that the children have opportunities to interpret their environment, to learn to make choices for themselves and to grow in confidence, understanding their value within the academy community.

Children engage in a range of movement activities based on the principles of Madeline Portwood, Sensory Integration, dough disco, TAC PAC and write dance to develop their gross motor skills. Fine motor skills are also a focus through a variety of activities developing hand eye coordination such as threading, working with large tweezers, posting objects and using large pegs and boards. Sensory Diets and Sensory Circuits (Jane Horwood) will form an integral part of everyday teaching.

Suggested sensory diet/integration activities:

- Outdoor obstacle courses
- Wall push ups – calming, strengthening, prepares hands for handwriting
- Trampoline, rebound.
- Textures – have a variety of different textured fabrics and items – 2 of each. Place one of the items in a bag, place that item and at least one other (increase the number of choices over time) on the table, children feel inside the box and guess which item on the table is in the box. Encourage them to describe the item while they are feeling it, is it rough, smooth, round, long etc.
- Straw games – improves posture, facilitates divergence of the eyes, rests eyes after an extended period of reading/computer work.
- Following a piece of work where children have had to concentrate use a variety of straws, wide, narrow, curly, aquarium tubing. Children blow a variety of objects across the table such as ping pong balls, cotton balls, Styrofoam peanuts etc.
- Dough – calming, provides proprioceptive input, strengthens hands and fingers for handwriting. Hide items in the dough such as everyday objects, letters, numbers etc.
- Dough – describe a simple object to the child, they must make the object using the dough. E.g. a long red snake, a short green snake, make a spider with a round red body and eight yellow legs, model this if children are struggling to interpret to begin with, over time reduce this support. Good for comparative and descriptive language.
- Ball bath – use a pop up tent or small ball pool area. Hide objects of reference, numbers, letters, target words or name. Hide shapes and sort into shapes that are the same.
- Brushes and water on the floor and walls to aid formation. Large chalks on the wall and floor, write numbers as far as they can.
- Threading/tweezer activities

Where appropriate letter formation and handwriting is taught using a multi-sensory approach in the early years and KS1. More formal handwriting is introduced as children make progress and at a developmentally appropriate stage.

Outdoor education is vital in the development of all pupils at the academy and therefore, is an integral day to day learning space. Children are able to access this through free flow in the early years with specific areas and activities designed to further their physical development. Activities supported by occupational and physiotherapists are evident both indoors and outdoors. All areas have sensory spaces and a range of resources.



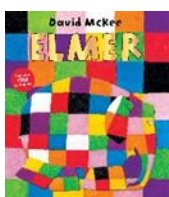
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me	Celebrations	People in my life – our academy	Plants and growing	Animal fun	Traditional tales
Personal, Social, Emotional Development	Classroom routines Simple signs Birthdays Celebrations My name Labelling me (Velcro/symbols) I like – food and snacks/toys/colours	Birthdays Diwali Poppy day Christmas	My family, my friends, my home, people who help me, new friend Talking about people who help us in school Naming/signing staff, children Emotions – happy, sad, tired, hungry	Helping a plant to grow Provide a range of spring plants/ flowers/ bulbs and hand lenses for sensory exploration.	Looking after animals Being kind to animals Pretend play with toy animals and different environments Friendly behaviour	Tasting porridge Learning to share toys and stories Learning to take turns in simple games Working together in the role play Safe people How do characters feel?
Communication and Language	Body parts Simple signs (hello, goodbye, please etc) Symbols (PECS) Food Colours Toys	Daily speech and language sessions Attention Autism Selecting familiar objects by name Makaton signing Picture exchange Objects of reference	Making class books of: People in my class People in my school People who help me Photos of children, staff and school My friends at school My family	Parts of a flower Rainy day words shaped as raindrops from an umbrella- drip/drop/splash/splish/splash/ puddle/pitter patter	Signing animal names Selecting animals by name Animal sounds – recognising animal noises Who, what, where questions Picture exchange	Story language – repeating Rhymes Continue food Symbols (PECS) Simple topic signs
Physical Development	I can – obstacle courses linked to sensory integration Dough disco Threading Tweezers Bikes	Daily yoga sessions PE with Steve Mark making on birthday cards, Christmas cards, Diwali cards Food tasting – celebration food Dough Disco	Daily yoga sessions PE with Steve Building using large stickle bricks Model of school Large outdoor play equipment, balancing Dough Disco	Plant lacing cards Obstacle courses linked to sensory integration Parachute games Movement in different ways	Making farm in large outdoor sand pit Digging Den building Forest schools Dough disco PE with Steve Daily yoga	Cut and stick/sequence sizes Large equipment – balancing, climbing over and under (Billy Goats) Large construction – building (Little Pigs)
Literacy	Books Stop Elephant Stop 10 in the Bed Brown Bear Brown Bear Rhymes Shaky, Shaky 5 little ducks 5 little speckled frogs	Books We're Going on a Bear Hunt Walking Through the Jungle Kippers Birthday Christmas Stories and songs Rhymes 5 Currant Buns Down in the Jungle 5 Birthday Cakes	Books From Head to Toe Dear Zoo 5 Little Monkeys Rhymes If you're happy and you know it The wheels on the bus Row, Row, Row your boat	Books The Very Hungry Caterpillar Jack and the Beanstalk The Tall, Tall, Seed Rhymes There's a tiny caterpillar on a leaf 5 big minibeasts Incy, Wincy Spider	Books Old MacDonald Where's Spot? Hello Farm Rhymes Old MacDonald Wind the Bobbin Up It's Too Hot	Books Goldilocks and the Three Bears The 3 Little Pigs The Gingerbread Man Rhymes When Goldilocks went to the... 3 Little Pigs went out one day Little Peter Rabbit
Mathematics	Number rhymes with signs	Counting – candles on a cake Matching numbers to candles Ordering numbers 1-5/1-10 Number songs and rhymes Inset puzzles	Numbers to 10 and beyond Counting out objects to 5 Sorting Big and small Number rhymes and songs	Flower pots- 1-5 Brightly coloured beans for counting	Sorting animals Counting animals Pairs of animals Number rhymes and songs Animal jigsaws Big/small animals	Number recognition Numbers to 5 Sizes linked to billy goats/goldilocks
Understanding the World	Naming parts of the body (heads, Shoulders/Simple Simon) Small world- dolls house with people from a range of cultures and ethnicity Make homes from boxes of different sizes	Taking photos of the children Displaying family photos Talking about/enjoying pictures of themselves and family Making a class birthday book	Looking around the academy environment Exploring indoor/outdoor areas Closely observing what people do Linking together construction equipment Toys with buttons/flaps	Growing seeds/beans/ress Digging in outdoor areas Visit to Nature's World Parts of a flower Build a flower jigsaw	Visit to Daisy Chain farm Observing/naming animals Animals and different animal homes, Mini-Beasts linked to Forest Schools Small world play – The Farm Mother/baby animals	Sorting materials linked to three little pigs Houses and homes Making porridge Story maps
Expressive Arts and Design	Handprints Footprints Make birthday/celebration cards Singing and signing Looking in a mirror looking closely at their own faces- talk about what they see- self portrait iPads to take photos of themselves	Making celebration cards Exploring paint Messy/sensory play Moving to music Christmas crafts Poppies Singing and signing	Messy play Exploration of textiles and collage materials Sing and sign Mark making on large paper Musical instruments – banging, clapping and tapping	Printing – fruit and veg Collage flowers Sensory garden Clay – decorate with natural materials Painting leaves/ printing leaves/Threading leaves	Old MacDonald Naming Farm animals through singing and signing Collage/painting farm animals Moving to music Messy play	Role play stories Paint characters Messy play porridge Costumes Crowns Making puppets and masks Songs and rhymes
RE	Families and belonging – link to classroom community	Poppy day Diwali Bonfire night Christmas	Belonging to the academy community – how we help each other	Chinese New Year	Caring for plants/ local environment Eid	Stories from different cultures

Discovery Special Academy Example EYFS Book Spine



<p>Autumn</p>	 	 	 
<p>Spring</p>	 	 	 
<p>Summer</p>	 	 	 

Additional texts



Discovery Special Academy: EYFS Medium Term Planning

Personalised targets are informed by EHCP outcomes and ongoing assessment. Therapeutic targets and progress are tracked in MAPP



Pupil initials	Communication and Language	Literacy	PSED	Physical Development	Mathematics	Understanding the World	Expressive Art and Design
	<i>Personalised learning intentions for each child in each area are mapped out for the half term.</i>						
	<i>Intentions are reviewed as part of ongoing assessment and highlighted amber if they need to continue into the next unit or green if they are secure.</i>						

<u>Discovery planning weeks</u>	<u>Date</u>	<u>Theme:</u>	<u>Text :</u>
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Rationale
 Adults will work with children in areas, in small groups and on a 1:1 basis. While in each area, pupils are encouraged to participate in play activities based on the semi-formal curriculum that support their targets. Pupil's individual targets are located on the 'Block Planning' format; these give a clear break down of the differentiated and specific targets of each child.

<u>Communication and Language</u> <u>Block focus-</u>	<u>PD</u> <u>Block Focus</u>	<u>Outdoor provision</u>
<u>Linked Areas-</u>	<u>Linked Areas</u>	
<u>Literacy</u> <u>Block Focus-</u>	<u>Mathematics</u> <u>Block Focus-</u>	<u>Therapeutic Provision</u>
<u>Linked Areas-</u>	<u>Linked Areas</u>	
<u>PSED</u> <u>Block Focus-</u>	<u>Understanding the World</u> <u>Block focus</u>	<u>Interventions</u>
<u>Linked Areas-</u>		
<u>Expressive Art and Design</u> <u>Block Focus</u>	<u>Theme activities</u>	
<u>Linked Areas-</u>		

