

EYFS Curriculum



EYFS

Pupils at Discovery Special Academy access a personalised Nursery and Reception 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 nursery curriculum focuses on the Prime areas of Development Matters; communication and language, physical development and personal, social and emotional development, giving all children the foundation knowledge and skills they need to begin their learning journey. When children move into reception, whilst the Prime areas are still incorporated to planning, the Specific areas, mathematics, literacy, expressive arts and design and understanding of the world, are introduced more formally.

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, alongside the characteristics of effective learning for EYFS (see below), 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.

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

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

In both Nursery and Reception, 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 alongside recommendations from other professionals that work with the child. All planned areas include key therapeutic objectives. Activities to support these are clearly shown on weekly planning overviews.

Across the year, some Reception pupils will begin early phonics teaching using a multisensory approach founded on the principles of recognising initial sounds and oral blending. A whole word approach to reading common exception words is also used and emphasised, supported by Makaton actions.

In EYFS, pupils work in the same environment and all academic, therapeutic and social learning is overseen by the class teachers. 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. Pupils accessing the EYFS curriculum are assessed using Mapping and Assessing Personal Progress (MAPP). Learning intentions are taken from a range of relevant sources including, but not limited to, MAPP learning intentions, Development matters, Autism Education Trust Progression Framework, Speech and Language, Physiotherapy programmes and Sensory Diet programmes. These are set according to individual need and tracked through the MAPP assessment framework. Progress

is therefore presented and reported for each individual child rather than for a cohort. 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

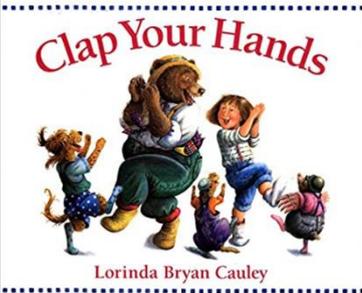
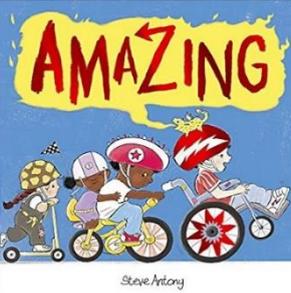
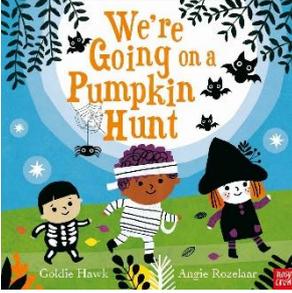
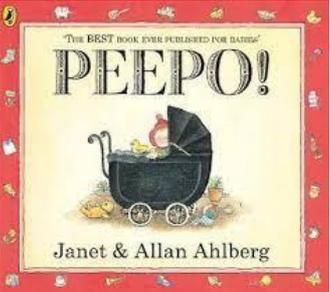
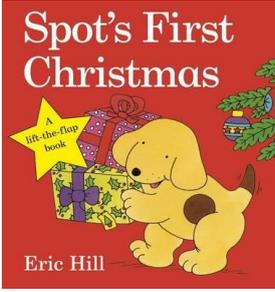
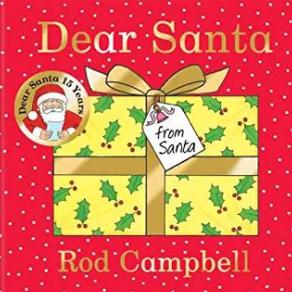
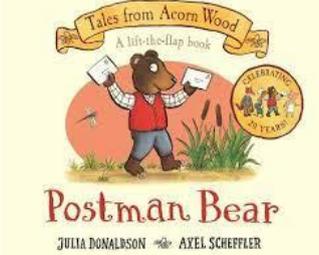
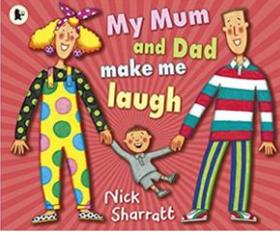
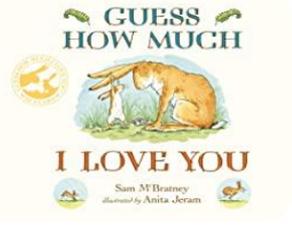
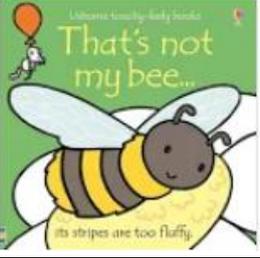
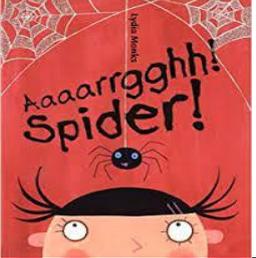
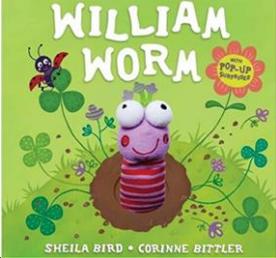
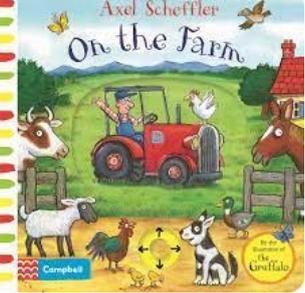
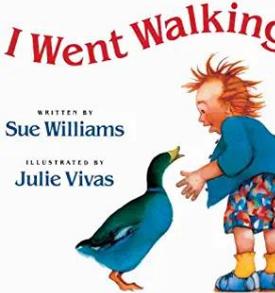
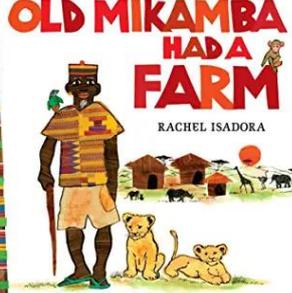
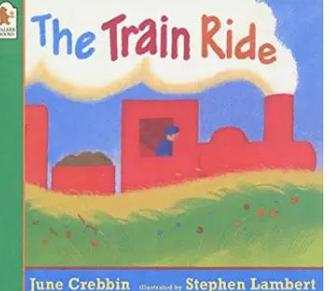
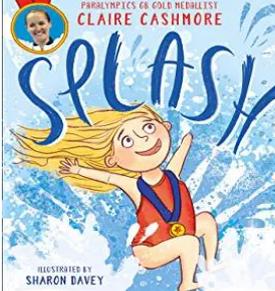
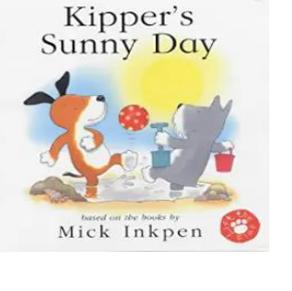
Where appropriate letter formation and handwriting is taught using a multi-sensory approach in the early years and KS1. More formal handwriting is introduced as children make progress and at a developmentally appropriate stage.

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

Pennyman Primary Academy and Discovery Special Academy
Assessment Nursery Themes 2021 - 2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous me	Colourful celebrations	Helping hands and helping each other	Minibeasts	Amazing Animals (Farm animals and pets)	Here comes the sun
	Autumn	Winter		Spring		Summer
Personal, Social, Emotional Development	Classroom routines Simple signs My name I like – snacks/toys Simple PECS exchange snack	Diwali Remembrance Day Christmas Colours	Chinese New Year Who is important to me- my family and friends (Can I find pictures of my family?) Naming/signing staff, children- (pictures in a box) Display	Spring can we see/ hear the animals Taking care of animals (being gentle)	Animals Our pets and jungle animals Being kind to animals Pretend play – Vets Farm small world	Listening to the sounds of the sea / birds etc. Hot and cold – Bucket and spade – filling and emptying Sensory exploration / sand shells water
Communication and Language	SALT Someone's hiding & parachute Who's got the hat on – Mirror What's in the box? Intense interaction	SALT Stop Elephant stop Attention Autism Selecting familiar objects by name Makaton signing Picture exchange Objects of reference	SALT There's a rumble in the Jungle Blast Transport sounds – environmental sounds	SALT Clear Pac 1 – faces Lotto – every day words Derby shire – everyday words	SALT Mr Gumpy's outing Signing animal names Selecting animals by name Animal sounds – recognising animal noises	SALT Mr Gumpy's day out Say and sign
Physical Development	What can we do Movement to music Posting Filling and emptying – pasta oats etc.	Yoga sessions Aqua draw Threading Playdough – colours Movement to music Christmas celebrations	Yoga sessions Water to mark make with – outdoor Sensory tile exploration Stepping up – stepping down – movement room (Soft Play)	Yoga - From Head to Toe Building with large foam construction bricks Walking running climbing – alternating feet (movement programme)	Yoga - animals in the forest Beat babies – movement to music Squiggle while you wiggle Wheel barrows – planting and digging on the farm	Yoga animals at the seashore Head shoulder's knees and toes Den building Sand filling and emptying
Literacy	Books Amazing Clap your hands I Love animals Rhymes Head, shoulders, Knees and toes 5 little Monkeys	Books Peepo Dear Santa Spots First Christmas Rhymes If your Happy and you know it 5 little men When Santa got stuck up the chimney	Books Postman Bear My Mum and Dad make me laugh Guess how much I love you Rhymes Humpty Dumpty Finger family Peter rabbit	Books That's not my Bee Argh Spider William Worm Rhymes There's a tiny caterpillar on a leaf Incy wincy spider There's a worm at the bottom of the garden	Books On the Farm I went Walking Old Mikamba had a farm Rhymes Old MacDonald Tommy thumb Someone's Hiding	Books The Train Ride Splash Kipper's Sunny Day Handa's Surprise Rhymes SPLASH – SALT – Pirate song Row, row, row your boat
Mathematics	Number rhymes with signs 5 Fat sausages 5 little monkeys	Number Rhymes with signs What's gone- looking for dropped/ missing objects Combining objects like stacking blocks and cups More or less – quantity	Number Rhymes with signs Changes to objects groups of three Knows that things exist when out of sight -	Number Rhymes with signs Big and small – language of size Shape exploration What is happening now?	Number Rhymes with signs Using blocks to create models / structures Inset puzzles Sorting	Number Rhymes with signs Counting everyday objects (1/2) Find the same
Understanding the World	Role play- modelling appropriate play Pictures of them selves and the people they care about	Cause and effect toys with buttons flap simple mechanisms Sound buttons	Scanning the environment for interesting objects Anticipation games bubbles etc.	Small world environments Tough tray sensory exploration	Imitating everyday actions – cultural differences Visiting a farm	Tough tray – warm and cold Sensory exploration outside
Expressive Arts and Design	Moving bodies to sounds Copying the actions from songs Interested in the marks they make – Aqua draw, chalk board, foam, sand Exploring autumn things	Making celebration cards Exploring messy/sensory play Moving bodies to sounds Poppies Christmas crafts Winter, ice, snow	Exploring textiles/ sights, sounds and smells Banging shaking taping Watching ice melt	Making minibeasts Moving to music like minibeasts Listens to and joins in with music and songs	Planting beans digging watering and watching them grow Collage/painting animals Moving to music Messy play, soil	Role play – Handas surprise Experiencing the different fruits using senses Signing the different animal names
RE	Belonging in our class – we are amazing	Remembrance Day Diwali Christmas	Chinese New Year Feb Year of the Tiger Mother's Day 27 th March	Holli Hindu festival Easter Sunday 17 th April	Eid 3 rd May	Stories from different cultures – Handas surprise



<p>Autumn 1</p>	 <p>Clap Your Hands Lorinda Bryan Cauley</p>	 <p>AMAZING Steve Antony</p>	 <p>We're Going on a Pumpkin Hunt Goldie Hawk and Angie Rozelaar</p>
<p>Autumn 2</p>	 <p>PEEPO! Janet & Allan Ahlberg</p>	 <p>Spot's First Christmas Eric Hill</p>	 <p>Dear Santa Rod Campbell</p>
<p>Spring 1</p>	 <p>Postman Bear Julia Donaldson and Axel Scheffler</p>	 <p>My Mum and Dad make me laugh Nick Sharratt</p>	 <p>GUESS HOW MUCH I LOVE YOU Sam McBratney</p>
<p>Spring 2</p>	 <p>That's not my bee... Linda Ward Beech</p>	 <p>Aaaarrgghh! Spider! Nicola Brown</p>	 <p>WILLIAM WORM Sheila Bird and Corinne Bittler</p>
<p>Summer 1</p>	 <p>On the Farm Axel Scheffler</p>	 <p>I Went Walking Sue Williams</p>	 <p>OLD MIKAMBA HAD A FARM Rachel Isadora</p>
<p>Summer 2</p>	 <p>The Train Ride June Crebbin</p>	 <p>SPLASH Claire Cashmore</p>	 <p>Kipper's Sunny Day Mick Inkpen</p>

Discovery Special Academy Reception Themes



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me Autumn	Celebrations Winter	Helping hands in the community	Plants and growing Spring	Animal fun (Jungle/ Zoo)	Traditional tales Summer
Personal, Social, Emotional Development	Classroom routines My name and labelling snacks/toys/colours Simple hygiene (teeth and hands) Exploring Simple emotions (exploring)	Birthdays Diwali Remembrance Day Christmas	Talking about people who help us in the community (police, fire fighters, medical professionals, teachers) Naming/signing 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	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 who can help us How do they help us? Can children identify?	Parts of a flower Rainy day words shaped as raindrops from an umbrella- drip/drop/splish/splash/ puddle/pitter patter	Signing animal names Selecting animals by name Recognising animal sounds Who, what, where questions Picture exchange	Story language Rhymes Continue food Symbols (PECS) Simple topic signs
Physical Development	I can – obstacle courses linked to sensory integration Dough disco Threading and tweezers Bikes	Daily yoga sessions PE Mark making on birthday cards, Christmas cards, Diwali cards Food tasting – celebration food Dough Disco	Daily yoga sessions PE Building using large stickle bricks Large outdoor play equipment, balancing Dough Disco	Plant lacing cards Obstacle courses linked to sensory integration Parachute games Movement in different ways	Daily yoga sessions PE Making farm in large outdoor sand pit Digging, den building, forest schools Dough disco	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 Kippers Birthday That's not my Reindeer Rhymes 5 Currant Buns 5 Birthday Cakes Christmas songs	Books Real Superheroes Ness the Nurse Emergency 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 Tiny Seed Rhymes Grow, Grow, Grow a garden	Books Walking Through the Jungle Dear Zoo In the Jungle Rhymes Down in the Jungle 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 house of bears 3 Little Pigs went out one day Little Peter Rabbit
Mathematics	Number rhymes with signs (show numerals) Rote counting 1,2,3,4,5 Once I caught a fish alive 1,2 buckle my shoe... Inset puzzles	Number rhymes with signs (show numerals) Counting out objects Using language <i>more, a lot</i> and the <i>same</i>	Number rhymes with signs (show numerals) Counting objects Using language <i>same</i> and <i>different</i>	Number rhymes with signs (show numerals) Counting out objects 1:1 counting- what is the total? Using language <i>big</i> and <i>small</i>	Number rhymes with signs (show numerals) Sorting by colour and size Counting out objects 1:1 counting- what is the total?	Number rhymes with signs (show numerals) Big, medium and small Counting out objects 1:1 counting- what is the total?
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 Winter clothes	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	Visit to Daisy Chain farm Observing/naming animals Animals and different animal homes, Mini-Beasts linked to Forest Schools Small world play Mother/baby animas	Sorting materials linked to three little pigs Houses and homes Making porridge Story maps Summer clothes
Expressive Arts and Design	Hand/ footprints 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	Naming jungle/ zoo animals through singing and signing Collage/painting farm animals Moving to music Messy play	Role play stories Messy play porridge Costumes Crowns Making puppets and masks Songs and rhyme
RE and different cultures	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 Music from around the world	Stories from different cultures

Discovery Special Academy
Reception Book Spine 2021 - 2022

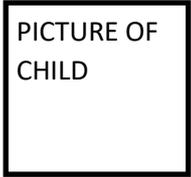


<p>Autumn 1</p>			
<p>Autumn 2</p>			
<p>Spring 1</p>			
<p>Spring 2</p>			
<p>Summer 1</p>			
<p>Summer 2</p>			

EYFS MAPP Planning Framework



Pupils personal MAPP targets are worked on throughout the day within the EYFS Discovery Curriculum and link directly with education EHCP outcomes. 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. Below is an outline of the opportunity's pupils have to work on their targets over the course of the school day.



Education EHCP outcomes		
MAPP Target	How can you help me achieve my target	Equipment/Resources that can help me.
	•	•
	•	•
	•	•
	•	•
	•	•

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.40-9.00 Register					
9.05-10.15					
10.20-10.35					
10.40- 11.35					
11.40-12.45 12.45-12.55 Register 1.05-1.25					



Pupils are part of the Early Years Foundation Stage. They engage with activities based around the seven areas of learning, always linking with the characteristics of learning: playing and exploring, active learning and creating and thinking critically. These activities are based within the context of their relevant MAPP targets.

Expressive arts and design



Mathematics

Physical and Sensory development
PE, movement, gross and fine motor skills

Personal, Social and Emotional Development

Communication, interaction and literacy

Understanding of the World

Weekly Planning - Week Commencing

Adult led

Name of adult				
AM 1 Pre-literacy skills				
AM 2 Numeracy skills				

Morning Independent Thinking and Learning – repeat all week.

Area				
AM 1 Pre-literacy skills				
AM 2 Numeracy skills				

Afternoon – Daily Focus

Monday			Tuesday			Wednesday			Thursday			Friday		
Creative development Art			Creative development Music			Creative/physical DT			Creative/physical/TL/DT DT			Physical and Sensory development		
Activity														
Name of adult														

