



WOOLGROVE SCHOOL

Curriculum Policy



“Equal opportunities lie at the heart of all that we do at Woolgrove. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school”

Vicky Litchfield

October 2020

Review: October 2023



Woolgrove School Curriculum

At Woolgrove School the curriculum is the whole learning experience offered by the school. *How* children learn is as important as *what* they learn. Children are learning all the time and it is our responsibility to optimise learning opportunities throughout the school day, in curriculum time, during care routines and social times. Within our established ethos, children will gain confidence in making choices and increase their knowledge and understanding of the world around them.

Intent

The Intent of the curriculum is to:

- provide holistic learning experiences which are personalised to meet the unique needs of individuals and groups
- provide a broad, balanced and relevant curriculum focussing on functionality
- use children's interests and talents to provide exciting, motivating and engaging learning experiences
- encourage all children to meet their full potential
- be flexible enough to meet the needs of the diverse population within the school and matched to the individual needs of the student
- build on children's existing knowledge, skills and understanding
- reflect the multicultural nature of the local community and build on British Values
- develop confidence, high self-esteem and independence
- develop a respect for other people and the environment
- prepare pupils for the opportunities, responsibilities and experiences in life beyond Woolgrove School

Implementation

We adapt and modify the Early Years Foundation Stage Curriculum and National Curriculum for individual learners according to their needs. We recognise pupils' strengths, needs and interests and build on these to promote achievement and success. We identify our pupils' needs through the Annual Review process and plan and adapt provision and learning opportunities to meet these needs.

We are committed to providing the best learning opportunities, including access to community resources and Woolgrove life skills programme, linking classroom learning to life skills.

All children learn best from first-hand experience. To develop a full understanding of a concept a child must have relevant, practical learning experiences in different situations. We strive to provide opportunities to practise and apply learning in many contexts.

Alongside the traditional curriculum the school has a range of therapeutic inputs that support individuals and groups of children. These include Speech and Language Therapy, Music Therapy, Rebound Therapy, Lego Therapy and Sensory Circuits focusing on fine and gross motor skills.

Pathways

There are five different pathways the children can follow according to their age, ability, learning style and individual needs. Each pathway follows a modified and personalised holistic curriculum.

| | Early Years Foundation Stage | Pre-Formal | Semi-Formal 1 | Semi-Formal 2 | Formal | |
|---|--|---|--|---|--|----------------------------|
| Prime Areas of Learning | Personal, social and Emotional Development | Personal, social and Emotional Development | Personal, social and Emotional Development | Personal, social and Emotional Development | Personal, social and Emotional Development | |
| | Physical Development | Physical Development | Physical Development | Physical Development | Physical Development | |
| | Communication and Language | Communication and Language | Communication and Language | Communication and Language | Communication and Language | |
| Specific Areas of Learning | Mathematics | Mathematics | Mathematics | Mathematics | Mathematics | |
| | Literacy | Literacy | Literacy | Literacy | Literacy | |
| | Expressive Arts and Design (EAD) | Music | Music | Music | Music | Music |
| | | Cross Curricular EAD opportunities will form part of the Prime Areas of the curriculum and Literacy and Mathematics | | | | Expressive Arts and Design |
| | Understanding the World <i>including RE</i> | R.E | R.E | Understanding the World | Understanding the World | |
| Key skills | Life skills | Life skills | Life skills | Life skills | Life skills | |
| | Sensory | Sensory | Sensory | | Technology | |
| | <u>EYFS</u> | | | <u>KS1 and 2</u> | | |
| Personal, social and Emotional Development | Self-confidence and self-awareness Managing feelings and behaviour Making relationships | | | Self-confidence and self-awareness Managing feelings and behaviour Making relationships | | |
| Physical Development | Fine and Gross motor skills Health and self-care | | | Fine and Gross motor skills, including using tools for creating and dance Health and self-care | | |
| Communication and Language | Listening and Attention Understanding Speaking | | | Group discussion and social interaction Grammar and sentence building Listening and understanding Verbal storytelling and narrative (including Drama) Vocabulary Clarity of Speech | | |
| Mathematics | Number Shape, Space and Measures | | | Core Maths – number and place value, addition, subtraction, multiplication, division Supplementary Maths - Fractions, Measures, Geometry, Statistics | | |
| Literacy | Reading Writing | | | Reading – including fluency, phonics, attitude and understanding Writing – spelling, punctuation, handwriting | | |
| Expressive Arts and Design | Exploring and using media and materials Being imaginative Including Music | | | Incorporated into other areas of the curriculum Formal pathway EAD includes Art and Design Technology | | |
| Understanding the World | People and communities The world Technology | | | Geography History Science | | |
| R.E | Including RE | | | RE | | |
| Life skills | Independence, toileting, managing clothing, dressing and undressing, personal hygiene, food and eating, food preparation, communication, health and community safety | | | Independence, toileting, managing clothing, dressing and undressing, personal hygiene, food and eating, food preparation, communication, health and community safety | | |
| Sensory | Self-regulation, Proprioception, Exploring, Tactile Oral, Olfactory, Vestibular, Visual | | | Self-regulation, Proprioception, Exploring, Tactile Oral, Olfactory, Vestibular, Visual | | |
| Computing | | | | Computing | | |

Sensory

Sensory experiences and sensory diets are built into the school day to enable the pupils to be taught to self regulate and meet their sensory needs independently. Tac-Pac, which combines the sense of touch and music through social interaction, is also used in classes. It is delivered via an interaction between 2 people – a giver and a receiver.

Mindfulness also forms part of the Sensory curriculum to allow children to develop interests that they can use to support their wellbeing, self regulation and involvement.

Outdoor learning

Woolgrove has six acres of land in the environment area that is used throughout the week for exercise, morning workouts and learning about the environment. Every class has a weekly session in the environment area and Forest School activities are used during these sessions to develop team building, life skills, creativity, risk taking and learning about the world.

Visits to the Local community

All classes visit the local community to bring school experiences to life and use skills they have been taught into real life practice. Visits to the local community may include visiting a park to improve physical development skills, visiting a zoo, farm, woods or park to look at and learn about animals, visit a supermarket to learn about money and visiting a restaurant to order and eat food in a public place. These are valuable experiences for the children to learn about skills they will need in the future and about behaving and communicating appropriately in a public area.

Residential Visits

Our Year 6 pupils have the opportunity to take part in a residential visit in the latter part of the academic year. During the week the children take part in exciting learning experiences such as canoeing, donutting and archery as well as visiting places in the local area. For some children the opportunity to stay overnight may be the first time they have had this experience.

Life Skills

As well as incorporating life skills into all lessons, each class also has a dedicated lesson focusing on elements of this. Life skills covers toileting, managing clothing, dressing and undressing, personal hygiene, food and eating, food preparation, communication, health and community, safety and independence.

Kaspa the Robot is used to support children to develop communication, interactions and independence, as well as exploring feelings and emotions.

Cultural Capital and Character Education

At Woolgrove School we have ambitious expectations for all of our pupils and aim to provide challenge for all. Our broad and balanced curriculum follows a destination-led approach, considering what skills, opportunities and approaches our pupils will need for when they move to secondary school and then onto adulthood. We aim to develop a sense of pride, belonging and identity for both the children, staff and the wider community.

We encourage the children to develop good characteristics of learning including confidence, self esteem, resilience, thinking skills, engagement, motivation and perseverance. We use children's interests to motivate and inspire children to participate and engage with learning. The child initiated activities within classes give children

opportunities to practise skills, learn from their mistakes and persevere when facing challenges. A range of experiences are provided to broaden the children's wider personal development in order to push the children outside of their comfort zone and also to show them what they are capable of achieving. We have a list of 50 things to do before you leave Woolgrove, which ensures that during their time at this school all children have had the same opportunities to undertake a range of events and experiences, for example going on a train, visiting a museum etc. This allows the children to develop their ability to access the wider world in the future and to expand on their interests.

We also ensure that opportunities are planned for children to help others and have a sense of responsibility within the class by completing jobs such as cleaning tables, sweeping the floor, helping with shredding or assisting another child with their work. The School Council operates to enable pupils to gather the views of others and share these to plan and implement changes to make the school a better place for everyone.

As a multicultural school with a diverse community, we value different cultures and celebrate everyone's uniqueness. Each class plans experiences and activities to explore the diversity within their group, such as listening to music, dancing, cooking, learning phrases from a home language and watching films. This is closely linked to the R.E. curriculum at Woolgrove. We place great emphasis on teaching the children to be respectful of others and value their opinions and beliefs.

We aim to broaden horizons and raise aspirations for all pupils. Topics on occupations and jobs are incorporated into the curriculum. Former pupils are invited to return to the school and share their post-Woolgrove experiences. Links with the local community and businesses are developed to provide experiences to the children about work places.

During their time at Woolgrove the children will have the opportunity to participate in our Live, Laugh and Learn Award which includes different tasks and activities to develop key aspects of character education and cultural capital. These tasks vary according to which curriculum pathway the child is following. Some tasks will be carried out in school while others may be done at home, which helps develop and strengthen the links between home and school. The idea is that each child completes these over several months and will be awarded a bronze, silver or gold level depending on how many they have finished.

Communication

Woolgrove School uses a Total Communication approach. In all activities provided to the children careful consideration is given to the opportunities provided for children to develop their communications skills. Alternative methods of communication are used to support children such as signing, symbol communication, communication books, iPads, computer programmes such as Clicker 6 and objects of reference. Intensive interactions and Identiplay are used to develop interaction and communications skills as well as play skills in the EYFS, Pre-formal and Semi-Formal classes. Helicopter stories are used in all classes to encourage children to tell stories and to watch as adults scribe for them.

Attention Autism

Attention Autism is used in all pre-formal and semi-formal classes to develop attention, listening, understanding, communication and independence.

Classes at Woolgrove

Classes are mixed age and ability grouped; they are organised according to the children's learning style. The exception being Blue Class which is the class for the Reception aged children and is a mixed ability class. The children may move to another class during an academic year if it is apparent that they would be more suited to a different learning group according to their learning style or ability.

| Class (2020-21) | Learning styles | Curriculum | Class (2020-21) | Learning styles | Curriculum |
|---------------------|---|------------|-----------------|-----------------|---------------|
| <i>Blue Class</i> | Reception and Year 1 Mixed style class | EYFS | <i>Star</i> | Formal | Formal |
| <i>Red Class</i> | Semi-formal | | <i>Diamond</i> | Semi-Formal | Semi-Formal 2 |
| <i>Yellow Class</i> | Semi-formal | | <i>Cube</i> | Semi-Formal | Semi-Formal 2 |
| <i>Green Class</i> | Formal | | <i>Sphere</i> | Semi-Formal | Semi-Formal 2 |
| <i>Triangle</i> | Pre-Formal / Semi-Formal | Pre-Formal | <i>Hexagon</i> | Formal | Formal |
| <i>Cone</i> | Pre-Formal / Semi-Formal | Pre-Formal | <i>Pyramid</i> | Formal | Formal |

Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1)

Children in Reception to Year 2 follow the EYFS curriculum. On some occasions there may be mixed aged KS1 and KS2 classes. These classes will continue to follow the EYFS curriculum whilst focusing on the Specific and Prime areas for the KS2 pupils according to their learning style (see EYFS policy for further information).

Topics are planned on a 2 year cycle, so that children will experience activities within each topic as they progress through the EYFS and Infant Classes. Topic planning takes place on a half-termly basis. Topics may be altered to take into account children's interests. The long term planning sheets identify each of the Prime and Specific Areas of Development as identified in the Early Years Outcomes for each term. This ensures that all curriculum areas are covered whenever a topic or activity is planned. Planning will also ensure coverage from Woolgrove's Skills and Knowledge Overviews (SKOs).

Key Stage 2 (KS2)

The majority of children in KS2 follow the Pre-formal, Semi-Formal 1, Semi-Formal 2 or Formal Curriculum, depending upon their learning style and ability. On some occasions, classes may have a mix of two learning styles for example, Pre-Formal and Semi-Formal 1 or Semi-Formal 1 and 2 or Semi-Formal 2 and Formal. If this is the case the class teacher will follow the curriculum that is best suited to the children within the class. In the case of a mixed Pre-Formal and Semi-Formal class the most suitable curriculum is likely to be the Pre-Formal Curriculum. In the case of a mixed Semi-Formal and Formal class the most suitable curriculum is likely to be the Formal Curriculum. Planning for each pathway will also ensure coverage from Woolgrove's Skills and Knowledge Overviews (SKOs) for each curriculum area.

Pre-Formal Curriculum

The Pre-Formal curriculum is planned each half term/term and is based upon a book. The books that are selected are based upon children's interests. The curriculum incorporates active, sensory and cross curricular learning experiences. Opportunities for consolidation and repetition are built into activities to maximise learning opportunities and for children to embed skills and make progress. The children are provided with activities related to the text and carousel through activities during the day. The majority of activities are taught in small groups.

The Pre-Formal curriculum incorporates a variety of alternative methods of communication such as, Picture Exchange Communication (PECs), Sound Board (using an iPad), Signing, Objects of Reference and Communication books. Intensive interaction is also used to develop communication and interaction skills. Attention Autism is used regularly to develop joint attention, listening, participation, communication and independence.

In Literacy, Identiplay is used to support children to develop play, communication, interaction and storytelling skills. Helicopter Stories are also used to develop storytelling. Sensory stories and story massage is used to develop children's understanding and enjoyment of reading.

Mark making and writing will be encouraged by providing a range of sensory, large and small mark making opportunities, linked to Woolgrove's progression in mark making programme.

Visits to the local community will take place regularly to encourage the development of life skills and to bring aspects of a text into context, for example children going to the airport to look at aeroplanes and listen to aeroplane sounds as part of a book about transport.

Semi-Formal 1 Curriculum

The Semi-Formal 1 curriculum is planned each half term/term and is based upon a book or the children's interests. The curriculum incorporates active, sensory and cross curricular learning experiences as well as table top learning experiences. Opportunities for consolidation and repetition are built into activities to maximise learning opportunities and for children to embed skills and make progress. The majority of activities are taught in small groups, on some occasions whole class teaching will take place.

The semi-formal curriculum will incorporate many of the strategies used in the Pre-Formal curriculum such as, Picture Exchange Communication (PECs), Sound Board (using an iPad), Signing, Objects of Reference and Communication books.

Attention Autism is used regularly to develop joint attention, listening, participation, communication, turn taking and independence.

In Literacy, Identiplay and helicopter stories are used to support children to develop play, communication, interaction and storytelling skills.

Mark making and writing will be encouraged by providing a range of sensory, large and small mark making opportunities, linked to Woolgrove's progression in mark making programme.

Visits to the local community will take place regularly to encourage the development of life skills and to bring aspects of topic into context.

Semi-Formal 2 Curriculum

The Semi-Formal 2 curriculum is planned each half term/term and is based upon a book or the children's interests. The curriculum incorporates some active, sensory and cross curricular learning experiences as well as table top learning experiences. Opportunities for consolidation and repetition are built into activities to maximise learning opportunities and for children to embed skills and make progress. The curriculum is taught through whole class and small group teaching. For some activities the carousel style of teaching may still be used.

The Semi-Formal 2 curriculum uses Attention Autism strategies to focus on independence.

In Literacy Identiplay and helicopter stories are used to support children to develop play, communication, interaction and storytelling skills.

Mark making and writing will be encouraged by providing a range of sensory and cross curricular writing opportunities, linked to the Early Years Foundation Stage Development Matters and National Curriculum for writing.

Visits to the local community will take place regularly to encourage the development of life skills and to bring aspects of topic into context.

Formal Curriculum

The Formal curriculum is planned each half term/term and is based the children's interests, which could be taken from a book, author or area of interest. The curriculum incorporates some active, sensory and cross curricular learning experiences as well as table top learning experiences. Opportunities for consolidation and repetition are built into activities to maximise learning opportunities and for children to embed skills and make progress. The curriculum is taught through whole class and small group teaching. For some activities the carousel style of teaching may still be used.

The Formal Curriculum focuses on children being independent learners. Many of the strategies used for the Pre-Formal and Semi-Formal curricula will continue to be used and adapted to meet the needs of our formal Learners.

Impact

The impact of the curriculum is that the children will become:

1. Successful pupils who enjoy learning, make progress and achieve their full potential
2. Confident individuals who are able to live safe, healthy and fulfilling lives
3. Responsible citizens who, where possible, make a positive contribution to society

Links to other policies

- Early Years Foundation Stage
- Assessment, Recording and Reporting
- Marking and Feedback
- Black and Ethnic Minority and English as an Additional Language
- Autism
- Communication
- Literacy
- Maths
- Understanding the World, Life Skills, PSED, Expressive Arts and Design, Physical Development, RE and Computing
- Skills and Knowledge Overviews for each curriculum area

Example of EYFS long term plan



Blue and Red Class Long Term Plan 2019/20

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------------------------|--|--|--|---|--|---|
| Topic | Ourselves and our world – Me and my family | Celebrations – My Celebrations | Dark and light | Growing | Nursery rhymes | Transport and journeys |
| Communication and Language | PECs Making request Sharing news Telling stories | PECs Making request Sharing news Telling stories | PECs Making request Sharing news Asking questions Describing pictures Telling stories | PECs Making request Sharing news Asking questions Describing pictures Telling stories | PECs Making request Sharing news Asking and answering questions Describing pictures Saying rhymes | PECs Making request Sharing news Asking and answering questions Describing pictures Saying rhymes Acting out stories |
| PSED | Transition All about me | Based on individuals and group needs | Based on individuals and group needs | Based on individuals and group needs | Based on individuals and group needs | Transition All about me |
| Physical Development | <i>Gross motor skills</i> - bikes balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills | <i>Gross motor skills</i> - bikes balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills | <i>Gross motor skills</i> - bikes balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills | <i>Gross motor skills</i> - bikes balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills | <i>Gross motor skills</i> - bikes balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills | Gross motor skills- bikes balls, climbing and mark making Fine motor skills pen skills, cutlery pincer skills |
| Food technology skills | Using a knife to cut and spread. Using a spoon for spooning and mixing | | Threading onto sticks. Rolling pins and cutters. | | Measure, Peel, grate and crush | |
| Literacy | Traditional tales Non-fiction books Names Ext addresses Mark making ext key words and sentences News Labels STEMS Phonics phase 1 ext 2 | Non fiction books Names Ext addresses Mark making ext key words and sentences News Cards STEMS Phonics phase 1 ext 2 | Rhyming texts Rhythm in stories Sounds and voice sounds. Names Ext addresses Mark making ext key words and sentences News STEMS Phonics phase 1 and 2 ext 3 | Non fiction books Names Ext addresses Mark making ext key words and sentences News Labels STEMS Phonics phase 1 and 2 ext 3 | Rhyming texts Rhythm in stories Sounds and voice sounds Names Ext addresses Mark making ext key words and sentences. News Cloze sentences. STEMS Phonics phase 1 and 2 ext 3 | Rhyming texts Rhythm in stories Sounds and voice sounds Names Ext addresses Mark making ext key words and sentences News Retelling stories Non-fiction books STEMS Phonics phase 1 and 2 ext 3 |
| Texts (Suggestion) | Where's Spot? The gingerbread man The little red hen Homes information book | Fireworks The toys party The Nativity | This is the bear and the scary night Peace at last Dark dark tale | Jack and the beanstalk Growing vegetable soup The enormous turnip Planting a rainbow | Variety of nursery rhymes | The wheels on the bus Rosie's walk We're going on a bear hunt Planes or trains information text / Usbourne book |

| | | | | | | |
|-----------------------------------|--|---|---|--|--|--|
| Mathematical Development | Number rhymes to 5/10/20 Size Shape Weight Positional language temperature | Number rhymes to 5/10/20 Capacity Time Pattern Money Positional language | Number rhymes to 5/10/20 Capacity Time Shapes Positional language temperature | Number rhymes to 5/10/20 Weight Size Pattern Money Positional language | Number rhymes to 5/10/20 Size Positional language Weight Pattern Temperature | Number rhymes to 5/10/20 Shape Time Capacity Money Positional language |
| Understanding of the World | Ourselves – To explore Ourselves Materials, Forces Places in local area Recent past events in own lives Cause and effect. Finding out, making marks, finding out, toys and machines, images and light | The environment Environment Materials Forces Places in local area Recent past events in own lives Cause and effect. Finding out, making marks, finding out, toys and machines, images and light | Electricity Electricity Materials Forces Places in local area Recent past events in own lives. Cause and effect. Finding out, making marks, finding out, toys and machines, images and light | Animals and Plants Animals and plants Materials, Forces Places in local area. Recent past events in own lives Cause and effect. Finding out, making marks, finding out, toys and machines, images and light | Light and sound Light and sound, Materials Forces Places in local area. Recent past events in own lives Cause and effect. Finding out, making marks, finding out, toys and machines, images and light | Earth and Beyond. Earth and beyond Materials, Forces Places in local area Recent past events in own lives Cause and effect. Finding out, making marks, finding out, toys and machines, images and light |
| Religious Education | Christianity - Celebrations and Christmas Blue class – Buddhism Red class – Hinduism | | Christianity Change and growth Blue class – Buddhism Red class – Hinduism | Religious places Easter | Christianity Special books and stories Blue class – Buddhism Red class – Hinduism | |
| Expressive Arts and Design | ICT exploring sounds Imaginative play Music and movement. Sensory exploration. Drawing Collage | ICT exploring sounds Imaginative play Music and movement. Sensory exploration. Paint Modelling | ICT exploring sounds Imaginative play Music and movement. Sensory exploration. Modelling paint | ICT exploring sounds Imaginative play Music and movement. Sensory exploration. collage drawing | ICT exploring sounds Imaginative play Music and movement. Sensory exploration. drawing collage | ICT exploring sounds Imaginative play Music and movement. Sensory exploration. Paint Modelling |

EYFS Medium Term Planning Format



..... Class Medium Term Plan 2019

| | |
|-----------------------|--|
| Key Vocabulary | |
|-----------------------|--|

| | Personal, Social and Emotional Development | Communication and Language. Literacy | Understanding the World. | Mathematics | Expressive Arts and Design. (Refer to music plans.) | Physical development. (Refer to P.E medium term plan) | Outdoor activities |
|---|---|---|---|---|---|---|--------------------|
| CIL Enhanced provision linked to Adult Directed | Sensory room – calming Sharing and turn taking | Graphics table – Role-play – house Small world – | Construction – Computing – Sand – Water – UW tray – | Number – Supplementary maths - | See graphics table Playdough/sensory – Music – Fine motor | Sensory writing – Big book – SSM – Letters and sounds – Number – Physical – Easel – | |
| Week 1. | Focus – Circle time Attention Autism | Big book – STEMS Shared writing – Big book activity – Letters and sounds – Speaking and listening - Role-play – | ICT – Cookery – Trip – UW – | Number song – Counting in 1s, 2s and 10s forwards and backwards. Counting on from a number. Addition and subtraction. More and less. Positional language. Shapes. SSM SUPPLEMENTARY MATHS | Songs and Music – Write dance – Art Start - Art - Drama/DT- | Fizzy hands. Other skills - Circle game - | |
| Week 2. | Focus – Circle time Attention Autism | Big book – STEMS Shared writing – Big book activity – Letters and sounds – Speaking and listening - Role-play – | ICT – Cookery – Trip – UW – | Number song – Counting in 1s, 2s and 10s forwards and backwards. Counting on from a number. Addition and subtraction. More and less. Positional language. Shapes. SSM SUPPLEMENTARY MATHS | Songs and Music – Write dance – Art Start - Art - Drama/DT- | Fizzy hands. Other skills - Circle game - | |
| CIL Enhanced provision linked to Adult Directed | Sensory room – calming Sharing and turn taking | Graphics table – Role-play – house Small world – | Construction – Computing – Sand – Water – UW tray – | Number – Supplementary maths | See graphics table Playdough/sensory – Music – Fine motor | Sensory writing – Big book – SSM – Letters and sounds – Number – Physical – Easel – | |
| Week 3. | Focus – Circle time | Big book – STEMS | ICT – Cookery – | Number song – Counting in 1s, 2s and 10s forwards and backwards. Counting on from a number. | Songs and Music – Write dance – Art Start - | Fizzy hands. Other skills - Circle game - | |

| | | | | | | | |
|--|---|---|---|--|---|---|--|
| | Attention Autism | Shared writing – Big book activity – Letters and sounds – Speaking and listening - Role-play – | Trip – UW – | Addition and subtraction. More and less. Positional language. Shapes. SSM SUPPLEMENTARY MATHS | Art - Drama/DT- | | |
| Week 4 | Focus – Circle time Attention Autism | Big book – STEMS Shared writing – Big book activity – Letters and sounds – Speaking and listening - Role-play – | ICT – Cookery – Trip – UW – | Number song – Counting in 1s, 2s and 10s forwards and backwards. Counting on from a number. Addition and subtraction. More and less. Positional language. Shapes. SSM SUPPLEMENTARY MATHS | Songs and Music – Write dance – Art Start - Art - Drama/DT- | Fizzy hands. Other skills - Circle game - | |
| CIL Enhanced provision linked to Adult Directed | Sensory room – calming Sharing and turn taking | Graphics table – Role-play – house Small world – | Construction – Computing – Sand – Water – UW tray – | Number – Supplementary maths | See graphics table Playdough/sensory – Music – Fine motor | Sensory writing – Big book – SSM – Letters and sounds – Number – Physical – Easel – | |
| Week 5 | Focus – Circle time Attention Autism | Big book – STEMS Shared writing – Big book activity – Letters and sounds – Speaking and listening - Role-play – | ICT – Cookery – Trip – UW – | Number song – Counting in 1s, 2s and 10s forwards and backwards. Counting on from a number. Addition and subtraction. More and less. Positional language. Shapes. SSM SUPPLEMENTARY MATHS | Songs and Music – Write dance – Art Start - Art - Drama/DT- | Fizzy hands. Other skills - Circle game - | |
| Week 6. | Focus – Circle time Attention Autism | Big book – STEMS Shared writing – Big book activity – Letters and sounds – Speaking and listening - Role-play – | ICT – Cookery – Trip – UW – | Number song – Counting in 1s, 2s and 10s forwards and backwards. Counting on from a number. Addition and subtraction. More and less. Positional language. Shapes. SSM SUPPLEMENTARY MATHS | Songs and Music – Write dance – Art Start - Art - Drama/DT- | Fizzy hands. Other skills - Circle game - | |

Weekly planning format



class Week beginning

| | | | | | |
|----------------|-------------------------|----------|--------------|---------|---------|
| Vocabulary | | | | | |
| Ability groups | Table groups | | Other groups | | |
| | | | | | |
| Day | | | | | |
| All week | <u>Snack</u> | | | | |
| | <u>Attention Autism</u> | | | | |
| | <u>Life skills</u> | | | | |
| | Focus / subject | Grouping | Group 1 | Group 2 | Group 3 |
| Monday | | | | | |
| | | | | | |
| | | | | | |
| Tuesday | | | | | |
| | | | | | |
| | | | | | |
| Wednesday | | | | | |
| | | | | | |
| | | | | | |
| Thursday | | | | | |
| | | | | | |
| | | | | | |
| Friday | | | | | |
| | | | | | |
| | | | | | |

Example timetable



Pre-Formal Class timetable

| | 9-9.15 | 9.15-9.45 | 9.45-10.00 | 10.00- 10.45 | 10.45-11.00 | 11.00-11.15 | 11.15-12.00 | 12.00-13.00 | 13.00-14.15 | 14.15 - 14.30 | 14.30 – 15.00 |
|-----------|--|-----------------------|--|--|-------------|---------------------------------|--|--------------------|--|---------------|-----------------------------------|
| Monday | Early Morning target work – phonics/name writing / Number skills / fine motor skills/ Art start/ Write dance | Sensory story session | Carousel (10-minute activities) STEMs sentences Reading/phonics Story maps CIL / sensory break | | Break | Communication session and snack | Carousel Number Supplementary maths CIL / sensory break | Lunch and Playtime | Life skills Kaspa Attention Autism | Break | 14.35 Assembly |
| Tuesday | | PE | Music | | | | Carousel Number Supplementary maths CIL / sensory break | | Carousel – Phonics Communication Writing CIL / sensory break | | Key word signing |
| Wednesday | | Story massage | Attention autism | Carousel (10-minute activities) STEMs sentences Reading/phonics Story maps CIL / sensory break | | | Carousel Number Supplementary maths CIL / sensory break | | Swimming or outdoor learning/trip | | Swimming or outdoor learning/trip |
| Thursday | | Environment walk | Attention Autism | Carousel – Phonics Communication Writing CIL / sensory break | | | Carousel Number Supplementary maths CIL / sensory break | | Cooking | | PSED |
| Friday | | Environment walk | Attention Autism | Carousel (10-minute activities) STEMs sentences Reading/phonics Story maps CIL / sensory break | | | Carousel Number Supplementary maths CIL / sensory break | | Story massage TAC PAC | | |

Example Long term planning format



Pre-Formal Long-Term Plan 2019/20

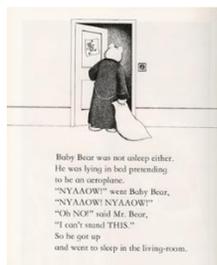
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------------------------|---|---|---|---|---|--|
| Text | Peace at last | The Gruffalo | Whatever next | My first book of transport | Zog | Room on the broom |
| Communication and Language | PECs Making request Sharing news Telling stories | PECs Making request Sharing news Telling stories | PECs Making request Sharing news Asking questions Describing pictures Telling stories | PECs Making request Sharing news Asking questions Describing pictures. Telling stories | PECs Making request Sharing news Asking and answering questions Describing pictures Saying rhymes | PECs Making request Sharing new. Asking and answering questions Describing pictures Saying rhymes Acting out stories |
| PSED | Transition All about me | Based on individuals and group needs | Based on individuals and group needs | Based on individuals and group needs | Based on individuals and group needs | Transition All about me |
| Physical Development | <i>Gross motor skills</i> – bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills | <i>Gross motor skills</i> – bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills | Gross motor skills - bikes balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills | Gross motor skills- bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills | Gross motor skills – bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills | Gross motor skills- bikes, balls, climbing and mark making <i>Fine motor skills</i> - pen skills, cutlery pincer skills |
| Food technology skills | Knives and spoons | | Rolling pins, cutters | | Measuring, using tools. Pouring | |
| Literacy | STEMS sentences Retelling stories Story maps Mark making Name writing Phonics phase 1 / 2 Reading – words from text | STEMS sentences Retelling stories Story maps Mark making Name writing Phonics phase 1 / 2 Reading – words from text Describing | STEMS sentences Retelling stories Story maps Mark making Name writing Phonics phase 1 / 2 Reading – words from text / key words Sequencing | STEMS sentences Retelling stories Story maps Mark making Name writing Phonics phase 1 / 2 Reading – words from text | STEMS sentences Retelling stories Story maps Mark making Name writing Phonics phase 1 / 2 Reading – words from text | STEMS sentences Retelling stories Story maps Mark making Name writing Phonics phase 1 / 2 Reading – words from text |
| Mathematics | Number rhymes to 5/10/20 Sorting and money Size Shape Weight Positional language | Number rhymes to 5/10/20 Sorting and money Capacity Time Pattern Positional language | Number rhymes to 5/10/20 Sorting and money Capacity Time Shapes Positional language | Number rhymes to 5/10/20 Sorting and money Weight Size Pattern | Number rhymes to 5/10/20 Sorting and money Size Positional language Weight Pattern | Number rhymes to 5/10/20 Sorting and money Shape Time Capacity Positional language |
| Religious Education | Christianity Sikhism | | Christianity Sikhism | | Christianity Sikhism | |
| Life skills | Based on individuals and group needs | Based on individuals and group needs | Based on individuals and group needs | Based on individuals and group needs | Based on individuals and group needs | Based on individuals and group needs |
| Sensory | Massage Lights and torches | Massage Fur Slime Crumble | Massage Light and torches Moon dust | Massage Sounds – transport | Massage Heat sources / fire | Massage Potions Slime Cornflour |

Example Medium Term planning format



Pre-Formal Medium Plan Autumn 1 2019

Focus Book: Peace at Last



| | Focus page | PSED | Physical | Communication and language | Literacy | Mathematics | Life skills including food tech | RE | Sensory | CIL Enhanced provision linked to learning |
|--------|------------|---|--|--|---|---|---|---|---|---|
| Week 6 | Pg 6 | Working with others Sharing Turn taking | Fine motor – Writing Spoons Pouring Painting Using tape and glue sticks Gross motor – pretending to be aeroplanes taking off Climbing stairs Making beds | PECS – making requests choosing and snack. I see sentences for big book Requesting – colours/equipment for model making/painting Toy shop role-play Signing – Bed, Baby, Bear, Daddy, sleep, living room, woke up, went, in, walk Making sounds for transport | Reading – Keywords Finding keywords hidden in clouds (shaving foam) or pulling keywords elasticated from high up Bed, Baby Bear, Mr. Bear Sleep, Living room aeroplane He, was, in, got, up, went STEMS – sentences Phonics – environment sounds / phase 2 b Writing – names and keywords Painting/drawing pictures of the story Story map | Core Counting aeroplanes Supplementary Sorting aeroplanes – colour Size of aeroplanes/bears Aeroplane models – 3D and 2D shapes Temperature – linked to cooking Money – toy shop Collage – bed sheets for the bed – pattern | Cooking – hot chocolate Dressing for bed Cleaning teeth / washing faces Making a bed | Sikhism – the 5 Ks exploring objects and naming them | Sounds of aeroplanes Blankets Making dens – dark and light Using torches | iPad – sounds and letters program Making dens/beds Making models Painting Computer – sentences / painting pictures / watching the story Small world Transport play/house play Role-play house/toy shop |

Example Sensory story plan

Book: Peace at Last

Children can dress in PJs as part of the story experience

| Page | Sensory experience | STEMS sentence |
|------|--|---|
| 1 | Turn lights off and make it dark (low level lighting) – show a moon | Night time symbol for When |
| 2 | Listen to yawning sounds / make yawning sounds | The bears were tired |
| 3 | Listen to / making walking upstairs sound | The bears went to bed |
| 4 | Make snoring sounds Put on dressing gowns | Mrs Bear was snoring |
| 5 | Explore aeroplane toys / paper aeroplanes | Baby bear was playing with aeroplanes |
| 6 | Clock ticking sounds Exploring pillows blocking out sounds | Mr Bear can hear the clock |
| 7 | Explore water dripping Make sounds Eat honey sandwiches | Mr Bear can hear the fridge/tap |
| 8 | Feel hedgehog prickles / cat toy / owl feathers Make sounds | Mr Bear can hear the hedgehog/cat/owl |
| 9 | Tweeting sounds Bird toys to feel Torches and sun - turn on lights | Mr Bear can hear the birds <i>or</i> Mr Bear can see the sun |
| 10 | Explore blankets and lying down | Mr Bear went to sleep |
| 11 | Alarm clock going off | Mr Bear can hear the alarm clock |
| 12 | Drinking tea Opening letters | Mrs Bear made tea |

Example Massage story plan

Book: Peace at Last

Story massage to always start and end with hands resting on shoulders

| Page | What to say | Massage |
|------|---|--|
| 1 | It was night time | Rub hands over the back |
| 2 | The bears were tired | Rub hand up from bottom to top in an arc – like yawning |
| 3 | The bears went to bed | Tap hands alternately up the back |
| 4 | Mrs Bear was snoring | Rub hands up and down back |
| 5 | Baby Bear was playing with aeroplanes | Explore aeroplane toys / paper aeroplanes |
| 6 | Mr Bear can hear the clock | Tap finger in a circle for the clock and the make pincer movement on the back for cuckoo opening and closing |
| 7 | Mr Bear can hear the fridge/tap | Tap index finger on shoulder for dripping |
| 8 | Mr Bear can hear the hedgehog/cat/owl | Draw owl eyes, V hands draw cat's whiskers, index fingers tap for prickles on hedgehog |
| 9 | Mr Bear can hear the birds <i>or</i> Mr Bear can see the sun | Draw sun on the back |
| 10 | Mr Bear went to sleep | Rub across the back |
| 11 | Mr Bear can hear the alarm clock | Tap erratically on the back |
| 12 | Mrs Bear made tea | Rest hands on shoulders |

Example timetable



Semi-Formal Class timetable (Version 1)

| | 9-9.15 | 9.15-9.45 | 9.45-10.00 | 10.00- 10.45 | 10.45-11.00 | 11.00-11.15 | 11.15-12.00 | 12.00-13.00 | 13.00-14.15 | 14.15 - 14.30 | 14.30 – 15.00 |
|-----------|--|----------------------------|-----------------------------------|--|-------------|---------------------------------|--|--------------------|---|---------------|-----------------------------------|
| Monday | Early Morning target work – phonics/name writing / Number skills / fine motor skills/ Art start/ Write dance | Environment walk / workout | Big book Attention autism | Carousel (10-minute activities) STEMs sentences Reading/phonics Story maps CIL / sensory break | Break | Communication session and snack | Carousel Number Supplementary maths CIL / sensory break | Lunch and Playtime | PSED Communication session eg News | Break | 14.35 Assembly |
| Tuesday | | Environment walk / workout | Attention autism Maths focus | Carousel Number Supplementary maths CIL / sensory break | | | Carousel – Phonics Communication Writing CIL / sensory break | | PE | | Music |
| Wednesday | | Big book | Attention autism Writing focus | Carousel (10-minute activities) STEMs sentences Reading/phonics Story maps CIL / sensory break | | | Carousel Number Supplementary maths CIL / sensory break | | Swimming or outdoor learning/trip | | Swimming or outdoor learning/trip |
| Thursday | | Environment walk / workout | Attention Autism Phonics focus | Carousel – Phonics Communication Writing CIL / sensory break | | | Carousel Number Supplementary maths CIL / sensory break | | Cooking | | Signing |
| Friday | | Environment walk / workout | Attention Autism Maths focus | Carousel (10-minute activities) STEMs sentences Reading/phonics Story maps CIL / sensory break | | | Carousel Number Supplementary maths CIL / sensory break | | Life skills Kaspa | | |

Example timetable



Semi-Formal Class timetable (Version 2)

| | 9-9.15 | 9.15-9.45 | 9.45-10.00 | 10.00- 10.45 | 10.45-11.00 | 11.00-11.15 | 11.15-12.00 | 12.00-13.00 | 13.00-14.15 | 14.15 - 14.30 | 14.30 – 15.00 |
|-----------|--|----------------------------|----------------------------------|-------------------------------|-------------|---------------------------------|--|--------------------|------------------------------|---------------|-------------------------------|
| Monday | Early Morning target work – phonics/name writing / Number skills / fine motor skills/ Art start/ Write dance | Environment walk / workout | Attention Autism – phonics focus | Big book and Group work | Break | Communication session and snack | Core/ Supplementary Mathematics and Group Work | Lunch and Playtime | Understanding the World | Break | Communication session eg News |
| Tuesday | | Environment walk / workout | Guided Reading | Shared writing and Group work | | | Core/ Supplementary Mathematics Group Work | | Life skills Kaspa | | 14.35 Assembly Signing |
| Wednesday | | 9-10 Music | | Big book and Group work | | | Core/ Supplementary Mathematics and Group Work | | Swimming or outdoor learning | | Swimming or outdoor learning |
| Thursday | | Environment walk / workout | Attention Autism Phonics focus | Big book and Group work | | | Core/ Supplementary Mathematics and Group Work | | PE | | Understanding the World |
| Friday | | Environment walk / workout | Guided reading | Shared writing and Group work | | | Core/ Supplementary Mathematics and Group Work | | PSED | | |

Example timetable



Formal Class timetable

| | 9-9.15 | 9.15-9.45 | 9.45-10.00 | 10.00- 10.45 | 10.45-11.00 | 11.00-11.15 | 11.15-12.00 | 12.00-13.00 | 13.00-14.15 | 14.15 - 14.30 | 14.30 – 15.00 |
|-----------|--|------------------------------|------------------------|-------------------------------|-------------|---------------------------------|--|--------------------|-------------------------|---------------|----------------|
| Monday | Early Morning target work – phonics/name writing / Number skills / fine motor skills/ Art start/ Write dance | Music | | Big book and Group work | Break | Communication session and snack | Core/ Supplementary Mathematics and Group Work | Lunch and Playtime | PE | Break | 14.35 Assembly |
| Tuesday | | Environment walk / workout | Phonics Guided Reading | Shared writing and Group work | | | Core/ Supplementary Mathematics Group Work | | Life skills / cooking | | Signing |
| Wednesday | | Swimming or outdoor learning | | | | | Core/ Supplementary Mathematics and Group Work | | Big book and Group work | | Technology |
| Thursday | | Environment walk / workout | Phonics Guided Reading | Big book and Group work | | | Core/ Supplementary Mathematics and Group Work | | Understanding the world | | Art |
| Friday | | Environment walk / workout | Phonics Guided Reading | Shared writing and Group work | | | Core/ Supplementary Mathematics and Group Work | | PSED Kaspa | | |

