Kingsland School

Curriculum Planning

Early Learning Foundation (ELF) Autumn Term



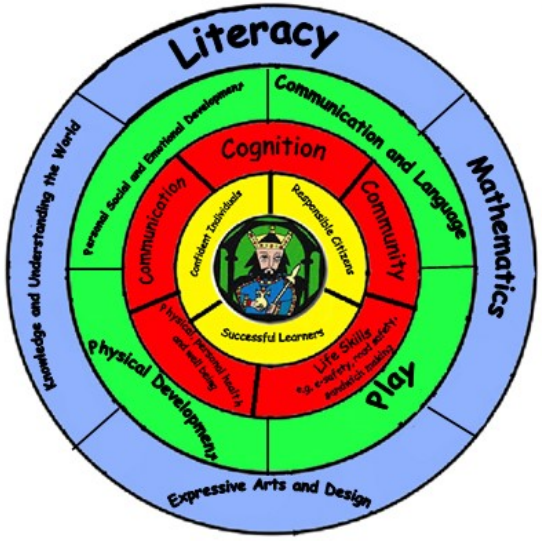
Me and My Family

The Early Learning Foundations Curriculum Overview

The intent of Early Learning foundations is to enable pupils to learn through a bespoke child-initiated curriculum, alongside individualised learning.

The curriculum revolves around a yearly planning cycle. However each year planning can look very different dependant on the information gathered about the pupils used to inform each termly theme.

The curriculum is child led and child centred. It should where possible start from the children's interests and be led in the direction that they take it. The children interests should be gathered from both school and home 4 weeks prior to medium planning commencing.



Yellow	Curriculum Drivers
Red	Our Curriculum
Green	Prime Areas Of Learning
Blue	Specific Areas

Autumn

home, food, bedtime, birthdays, celebrations, hobbies, babies, gardening, shopping, pets and favourite places.



Spring

school environment, favourite places, weather, nature, animals, creatures, new life, natural materials, how things work and move and pattern / colour.

Summer

wider community, holidays, people, places, transport, fictional characters, events and festivals .

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The Autumn term planning should also take into consideration the transition to the start of school, settling in and building early relationships in school, to enable the child to feel safe and secure in their learning.

Examples of learning should be first hand and relevant to the child - **home, food, bedtime, birthdays, celebrations, hobbies, babies, gardening, shopping, pets and favourite places.**

This should be child-led and child-centred. It should, start from the children's interests and be led in the direction that they take it. The children's interests should be gathered from home four weeks prior to medium planning commencing via interest gathering using the following page sent home and completed in class where appropriate.

ELF Autumn Term Curriculum Planning - Me and My Family

Our planning is child-centred and always starts from the child's interests and the world around them to make it as relevant for them as possible. It would be useful if you could fill in the following information gathering sheet about your child so that we can plan our bespoke curriculum around them. If you run out of room please use the back of the page.
Thank you in advance.

Pupils name

Important people

Home routines. E.g., Bedtime, bath time

Favourite places in the house/ garden

Favourite toy

Me and My Family



Pets

Important dates and celebrations

Things I like..

Things I don't like....

Food I like and don't like...

My favourite books, stories and rhymes

Other important information about Me and My Family

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Personal Social and Emotional Development

Communication and Language

Physical Development

Literacy

Topic Web Autumn 2022-2023

Me and My Family



Understand the World

Mathematics

Expressive Arts and Design

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Responsible Citizens | **Confident Individuals** | **Successful Learners**



Personal Social and Emotional Development

Term focus - Managing Self

Focus on me and my body - awareness of self

Focused circle time - body awareness and all about me

Snack and dinner time routines

Personal care routines.— focused am area for awareness of teeth brushing, hair brushing face and hand washing.

Communication

Communication termly focus: Receptive: listen and attend Expressive make sounds around familiar people.

Introduce total communication and individual communication journeys - to include object cues, symbols, signs, PECs and other methods as appropriate.

Establish and reinforce daily routines and communication including hello, good afternoon, good bye sessions and communication throughout the curriculum, including related vocabulary.

Attention Autism

Intensive interaction

For children in the department for more than 1 year they will refresh consolidate and extend skills within communi-

Physical Development

PE session - focus gym - linked to my body and moving. What can I do and awareness of my own body and movements.

Soft play / SI room / outdoor play - different ways of moving my own body. Understanding of own body within early years space, including exploration.

Fine motor skills within play, including dough disco and squiggle while you wiggle.

Play

Engage in solitary and supported play with peers and adults.

Show preferences for what they like to play with.

Symbolic and heuristic play. Real life objects and the use of objects to represent other objects.

Fun with Food.

Note: Play is not a prime area but an integral part of the curriculum.

Prime Areas of Learning and Play

Lower Foundation (part time N1& N2 children) and learners at the earliest Ranges (Birth to 5 Matters) of development follow a curriculum focused on the above Prime Areas.

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Responsible Citizens | **Confident Individuals** | **Successful Learners**

Communication | **Cognition** | **Community** | **Physical, Personal Health & Wellbeing** | **Life Skills**

Literacy

Introduction of symbols and photos, including a print rich environment.

Squiggle while you wiggle sessions—focus circles and horizontal lines. Making early marks.

Daily Everybody read. focus enthusiasm for sharing books.

Core voab words—focus on more and finished

Topic related vocabulary.

Sensory story: Adapted Multi-sensory props, sounds, symbols, high frequency words and pictures linked with story. **Suggested texts:** I want my: Peace at Last: Goldilocks and the 3 bears: The Gingerbread Man: Dear Pet Shop

10 repeated termly songs linked to topic.

R5/6—Roleplay focus—home corner / home life

R5—Individualised phonics program

Mathematics

Numbers and counting

Spatial awareness , including navigating /negotiating space and stacking, posting, shape sorters, inset puzzles.

R3/4—Matching and grouping.

Understanding the World

Outdoor learning - focus experience and spaces

Forest Schools program

Sand, water exploration—explore, touch (hands and feet), fill, empty, scoop.

Time—establish and reinforce daily routines including days of the week.

Festivals—Christmas, including Christmas performance

Celebrations—children's birthday's, star of the week and personal events.,

My likes and dislikes

Learning and sharing about my family.

Experience, explore, touch, natural and sensory materials.

Expressive Arts and Design

Singing together weekly—10 focused songs repeated, focus being together, joint listening and attention, including recognition.

Introduce and explore sound making, including found sounds.

Explore and experience a range of creative materials., textures and colour.

Christmas performance / singing

R5/6—Roleplay focus—home corner / home life

Specific Areas of Learning

Lower Foundation (part time N1& N2 children) and learners at the earliest Ranges (Birth to 5 Matters) of development follow a curriculum where specific areas occur incidentally.

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Responsible Citizens | **Confident Individuals** | **Successful Learners**



Continuous Programs / Therapy - Personalised

ELF Core Vocabulary again, more, finished, look, help, stop, want

Individual Programmes

Hydrotherapy

Physiotherapy

Positive Looking / Positive Eye Programmes

Communication Journeys / SALT programs

Sensory OT programs / SI programs

SCERTS programmes

Rebound therapy

Hearing programs - including resonance board.

Daily Routines

Continuous provision

Hello, goodbye and good afternoon sessions

Play (indoor & outdoor)

Personal cares and independence skills

Snack and dinner time routines

Singing and sound making is delivered throughout daily routines and the curriculum.

Curriculum Enhancements

First Days

Christmas performance

Forest schools onsite

The big draw

Any other naturally occurring enhancements, e.g. Sledging, paddling pools, animal visits / additions to the curriculum.