Kingsland School

Curriculum Planning

Early Learning Foundation (ELF) Spring Term



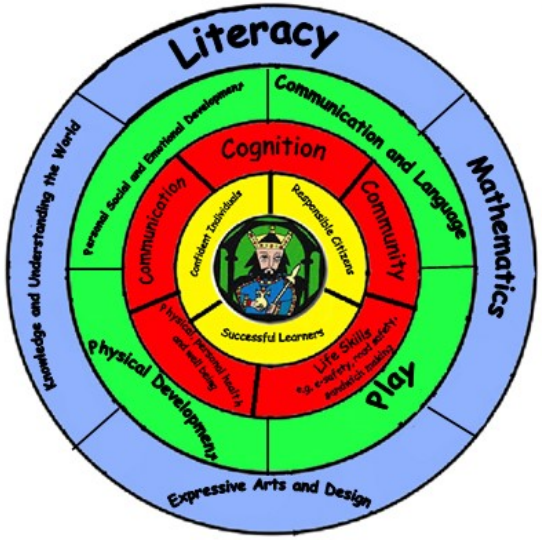
The Immediate Environment and Everything in it.

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 Spring term planning should also take into consideration the immediate environment, including transitions to different areas of school and a safe and secure environment in which to learn.

Examples of learning could include the **school environment, favourite places, weather, nature, animals, creatures, new life, natural materials, how things work and move and pattern / colour.**

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 or completed in class where appropriate.

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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.

Pupil name:

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Animals I like.

Creatures I like.

Favourite toys / teddies.

Favourite colours or patterns.

Weather I like.

Favourite places I like to go.

Favourite sensory play / materials /textures

Favourite TV programs / computer apps. / movies

Favourite books, songs or rhymes

Other important information about my Immediate Environment.

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Personal Social and Emotional Development

Communication and Language

Physical Development

Literacy

Topic Web Spring 2022-2023

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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 - Building Relationships

Learning to make, build and develop relationships with peers and adults.

Snack and dinner time routines

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

Focused circle time - awareness of self around others, sharing and working together.

Communication

Communication termly focus: Receptive: responding to a wider range of people. (where appropriate) Expressive: turn taking and sharing.

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

Attention Autism

Intensive interaction

Prepare for new daily routines and communication. Consolidate hello, good afternoon, goodbye sessions and communication throughout the curriculum.

Physical Development

PE session—focus: dance and different ways of moving to different genres of music. Being creative with own body and free to express.

Soft play / SI room / outdoor play—different ways of moving my own body. Transference of skills to within different environments.

Fine motor skills within play, manipulation of tools, sand, water play, mark making /dough implements. Including Dough disco and squiggle while you wiggle.

Play

Supported parallel play—allowing other children within their space and sharing the same equipment.

Develop choice making of play opportunities.

Social play—alongside and with other pupils, appropriately modelled.

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

Reinforce symbols and photos, including a print rich environment.

Squiggle while you wiggle sessions—focus vertical lines and wavy lines.

Daily Everybody read. focus enthusiasm for sharing books.

Core vocabulary and topic related vocabulary.

Sensory story: Adapted Multi-sensory props, sounds, symbols, high frequency words and pictures linked with story. **Suggested texts:** We are going on a weather hunt?: Polar Bear Polar Bear: Brown Bear Brown Bear: Hungry Caterpillar: We're going on a Bear hunt

10 repeated termly songs linked to topic.

R5/6—Roleplay—Sensory area linked to environment

R5—Phonics individualised program

Mathematics

Number and counting

Pattern and Shape, including building, knocking down and rolling.

R3/4—Comparison—including more and less.

R4/5—2D shapes

Understanding the World

Outdoor learning—focus skills and curiosity

Forest schools program

Sand, water exploration.—naturals materials, squeezing, builds and moulds, wet and dry.

Prepare for new daily routines including days of the week.

Festivals: Easter.

Celebrations—children's birthdays, star of the week and personal events, including Mother's Day.

Learning about my friends.

Begin to use tools with sensory materials.

Expressive Arts and Design

Singing together weekly—10 focused songs repeated, focus choosing, waiting, taking turns and recognition.

Making and anticipating sounds and copying actions

R5—Tap and simple repeated rhythm.

Introduction of tools within a range of creative media.

R5/6—Roleplay—Sensory area linked to the environment

Specific Areas of Learning

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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

Easter celebrations

Stay and play

Forest schools onsite

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