Kingsland School

Curriculum Planning

Early Learning Foundation (ELF) Summer Term



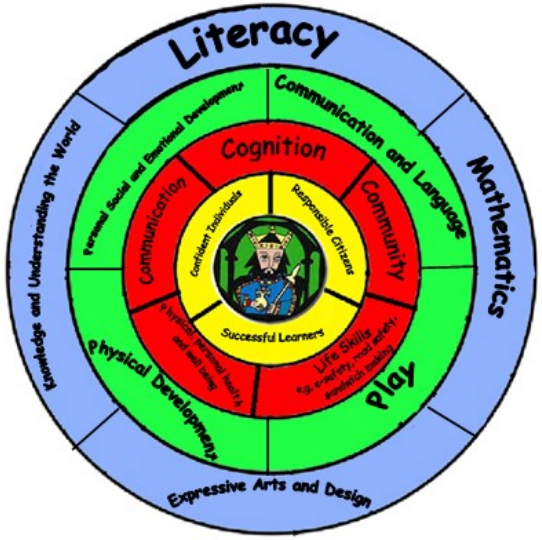
The Community and the Wider World

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 .

The Community and the Wider World



This summer term planning should take into consideration the areas around school in preparation for moving to the next pathway of their school life.

Examples of learning could include the **wider community, holidays, people, places, transport, fictional characters, events and festivals .**

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 ap-

ELF Summer Term Curriculum Planning - The Community and the Wider World.

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.

Pupil name:

Important people

The Community and the Wider World.



Favourite ways to travel.

Favourite places to visit e.g. Farms

Holidays

Important events and Festivals

Favourite characters / fantasy.

My friends.

Favourite books songs or rhymes.

Other important information about my Community and Wider World.

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Personal Social and Emotional Development

Communication and Language

Physical Development

Literacy

Topic Web Summer 2022-2023

The Community and the Wider World.



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 - Self Regulation

Learning to manage own behaviours needs / wants, likes dislikes.

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 - emotions, basic language, relaxation and regulation strategies.

Developing skills to move towards transition.

Communication

Communication termly focus:

Receptive: Responding to. Expressive: Anticipation and making choices.

Attention Autism

Intensive interaction

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

Extend daily routines communication, hello, good afternoon, good bye sessions and communication throughout the curriculum.

Physical Development

PE session—focus games and early athletics, linked to whole school sports day. Developing fine and gross motor skills linked to manipulating equipment.

Soft play / SI room / outdoor play—different ways of moving my own body. Transference of skills to the wider school and beyond.

Fine motor skills within wider school and real life situations.

Play

Supported cooperative play, noticing others within their environment.

Playing with others from the wider school in support of transition.

Clear preferences and choice opportunities.

Socio dramatic play - role play linked to real life experiences.

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

Extend use of symbols and photos, including a print rich environment.

Squiggle while you wiggle sessions—zig zag and paper coverage. Observing marks.

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 all go Travelling By: The Magic Train Ride: Incy Wincey on the Farm: Walking through the Jungle.

10 repeated termly songs linked to topic.

R5/6—Roleplay focus—linked to a wider experience

R5—Phonics individualised timetable.

Mathematics

Number and counting

Measures: Including big small, full empty and now and next.

R3/4 - Cardinality - links numerals to amounts.

Positional language linked with PE and outdoor learning.

Understanding the World

Outdoor learning focus exploration and independence

Forest schools program

Sand, water exploration—floating and sinking, cold and hot, hide and find.

Extend daily routines including days of the week.

Festivals—within my class, linked to me.

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

Meeting and learning about new people (transition and change)

Manipulation of tools within sensory materials.

Expressive Arts and Design

Singing together weekly—10 focused songs repeated , focus sharing space, singing together, taking turns, signing, copying actions and anticipation.

Music focus—collaborative sound making with others, engaging with sounds.

Manipulation of tools within creative media.

R4/5—Mix colours and use tools for a purpose

R5/6—Roleplay focus—linked o wider experience

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

Sports day / games

Culture week

Forest schools onsite

Forest schools offsite

Summer theme day

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