

Curriculum Overview EYFS Year 1 of 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about Me 	Winter 	Pets 	New Beginnings 	Nursery Rhymes 	Traditional Tales 
Communication and Language Communication and Language skills are supported through a Total Communication approach that promotes spoken language alongside symbols, Makaton, switches, objects of reference, social stories, TacPac and Intensive interaction according to the individual needs of the pupils. As a school we use Widget symbols and the symbols should be consistent across the classes unless for a specific reason. In addition to this, communication and language is supported through high quality modelling of language skills and interactions between adults and children. As Communication and Interaction are key focus areas within the EHCPs of all pupils, it is the expectation that communication and language targets and resources will be adapted to meet individual needs with each pupil working towards their own goals in these areas but that all pupils will be exposed to the language below through both symbols and spoken language.					
Core vocabulary: go, stop, help, open, play, want, like, do, get, give, see, eat, drink, my turn, your turn, I, you, me, he, she, it, in, out, on, off, up, down, big, small, hot, cold, more, finished, yes, no, wash, wet, dry, change.					
Fringe vocabulary Family- mum, dad, nan (or other appropriate), grandad, brother, sister, cousin, friend, home Emotions- Happy, sad, Angry, Tired, Poorly/ Ill Body Parts- Head, Shoulders, knees, toes,	Fringe vocabulary Autumn/Winter- cold, snow, wind, rain, hibernation, change, snowman, snowflake, ice, hail, frost, fog. UK plants and animals- squirrel, hedgehog, fox,	Fringe vocabulary Family- mum, dad, nan (or other appropriate), grandad, brother, sister, cousin, friend Pets- dog, cat, hamster, fish, guinea pig, rabbit, tortoise.	Fringe vocabulary Spring/plants- rain, sun, change, rainbow, growth, new life, warm, grass, leaves, flowers (daffodils, tulips, daisies) Farm animals- cow/calf, pig/piglet, horse/foal,	Fringe vocabulary Our community- home, house, Stoke-on-Trent, shop, café, places of worship, park. Countries in the UK- England, Wales, Scotland, Northern Ireland.	Fringe vocabulary Our World- country, sea, land, world, culture, people, difference, diversity, celebrate. Core vocabulary linked to countries of study with vary for the half term dependent upon

Curriculum Overview EYFS year 1 of 2

eyes, ears, mouth and nose. Senses- Hear, see, feel, taste, smell	badger, deer, owl, leaves, trees, twigs,	Caring for animals- feed, walk, care, kind hands, water, shelter, hutch, kennel, leash/collar, treats. People who help us- vet, RSPCA, medicine, injections, care, police dog, police horse. Community/environment- guide dog, support animal, birds, garden	sheep/lamb, duck/duckling, chicken/chick Farm (other)- farmer, tractor, grow, pick, vegetables, fruit, Lifecycles focus- chicken, human, sheep	People who help us- police, nurse, doctors, firefighter, lollipop person, teacher. Nursery rhyme names and musical instruments.	cultural studies country and pupil diversity. Environment- care, animal, habitat Summer- hot, sun, dry, holiday, flowers, tree.
Physical Development Physical development is adapted to the needs of the pupils and may include physiotherapy programmes, Hydrotherapy, Rebound therapy, use of Sensory diet, soft play, and individual physical and sensory targets. Pupils have regular access to swim sessions on a termly or half termly basis. More physically able pupils will also access large and small apparatus including the adventure playground, bikes, and scooters It is the expectation that both Engagement and Multi-sensory classes will have opportunities within the continuous provision to develop their physical skills in order to meet their individual Physical and Sensory targets (as part of the individual EHCP). This could include the sensory diet area, use of floor time and gross or fine motor play. Fine motor skills lay the foundations for future independence, physical, and writing skills. Fine motor skills are incorporated across the curriculum/provision and are explicitly taught according to the needs of the pupils- this may include grasping skills, use of tools and developing hand flexibility dependent upon individual need.					
Personal, Social and Emotional Development Daily practice- Toileting/ personal care, handwashing, tooth brushing, face washing, feeding skills and following daily routines.					

Curriculum Overview EYFS Year 1 of 2

All pupils have a designated key worker to support them in their regulation and their individual needs. Adults within the classroom know how to support their pupils through co-regulation and/or self-regulation and work with the pupils to develop secure attachments that allow the pupils to achieve and develop their confidence. Alongside this, regulation is supported through daily use of 'The Zones of Regulation' to support the pupils in recognising their emotions wither independently or with support. Individual needs and targets from the SEMH part of the EHCP will form part of the support that is given to the pupils and this will differ according to individual need. Support to develop regulation may include the use of toolboxes, sensory diet, sensory breaks, 1:1 interventions and/or use of sensory resources according to individual needs.

Play skills and interaction-The continuous provision and daily interaction from staff supports the play skills of our pupils and supports in the development of communication and language skills. The continuous provision should incorporate both core skills and child led interests in order to maximise the pupil's engagement and to support them in developing their individual communication and PSED skills. It is the expectation that the pupils will access the continuous provision throughout the day and that highly trained practitioners will support them in developing peer and adult interaction alongside modelling play.

Please see the Engagement and Multi-sensory pathway handbooks for more information on how individual PSED sessions are delivered.

Literacy

A love of reading and books promote high levels of communication and language as well as literacy and as such form a foundational part of the curriculum in early years at Kemball. Pupils will have access to a sensory story 3x weekly, promoting an interactive approach to story telling that encourages the pupils to engage in stories and story based play. Sensory stories are highly engaging and promote interaction and engagement through a wide range of resources as well as continuing to support the communication and cognitive abilities of our pupils.

In addition to this, pupils have daily access to books and other appropriate resources within the reading area, incorporating a range of texts and rhymes. Songs and rhymes are incorporated within the curriculum to promote listening skills, phonological awareness, rhyme and rhythm.

RWI Phonics is taught daily through the use of sensory exploration and activities or formal RWI sessions according to the needs of the pupils.

Whilst many of our pupils are not yet ready to formally write, writing activities including mark making and fine motor skills is a priority to support future writing skills. Disco dough/Write Dance is taught 3x per week and develops the children's gross and fine motor control through sensory mediums and writing activities according to individual need are planned both within the provision and adult led activities.

Below are the core texts for each half term but additional texts, songs and nursery rhymes will be incorporated daily within activities.

Sensory story- Peepo	Sensory story- Stickman	Sensory story- Argh! Spider	Sensory story- A Farmer's Life For Me	Sensory story- Each Peach, Pear, Plum	Sensory story- The Great Fairytale Disaster
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Curriculum Overview EYFS year 1 of 2

Story time books: Monkey Puzzle Funny Bones Owl Babies Nursery Rhymes and Songs: Head, shoulders, knees and toes Sitting in a high chair If you're happy and you know it. In addition to these core stories, pupils will hear a range of texts from the book corner.	Story time books: Little Polar Bear The Gruffalo's Child 'Twas the night before Christmas Nursery Rhymes and Songs: Twinkle, Twinkle Row, Row, Row your boat I hear thunder In addition to these core stories, pupils will hear a range of texts from the book corner.	Story time books: Dear Zoo The Odd pet Spot the dog stories Nursery Rhymes and Songs: Incy, Wincy, Spider How much is that doggy in the window? Little Peter rabbit In addition to these core stories, pupils will hear a range of texts from the book corner.	Story time books: Six Little Chicks Jasper's Beanstalk Farmer Duck Nursery Rhymes and Songs: Old MacDonald had a farm Baa, baa, black sheep Dingle Dangle Scarecrow In addition to these core stories, pupils will hear a range of texts from the book corner.	Story time books: Jolly Postman We all go travelling by Over in the meadow Nursery Rhymes and Songs: Miss Polly had a dolly Hey diddle, diddle Five Little Firemen In addition to these core stories, pupils will hear a range of texts from the book corner.	Story time books: The 3 Billy Goats Gruff Charlie Cook's Favourite Book The 3 Little Pigs Nursery Rhymes and Songs: Humpty, Dumpty The Wheels on the Bus Hickory, Dickory Dock In addition to these core stories, pupils will hear a range of texts from the book corner.
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Mathematics (Number and Number Patterns)

Problem solving is an overarching skill that needs to be included in all areas.

Numicon is used as a tool throughout a range of activities to support the understanding of the pupils including number, shape and classification, and measure. Pupils are provided with opportunities to explore mathematical concepts at a level matched to their individual stage of development. Within number, this includes investigating concepts such as more and less, recognising numbers in the environment, and engaging with number rhymes to build early mathematical understanding. Mathematical development is further supported through a range of motivating, hands-on activities focused on the core areas of number, shape, measure and classification, enabling pupils to investigate, apply and embed their learning in meaningful context. This will be included both with the continuous/enhance provision and through adult led activities

Understanding of the world

This will be explored through the half termly topics with a focus on developing curiosity and investigation skills through play. We work on developing and understanding of ourselves and our environment, moving on an outward spiral:

ME- MY FAMILY- MY SCHOOL- MY COMMUNITY- MY COUNTRY- MY WORLD.

Curriculum Overview EYFS year 1 of 2

This lays the foundation for future learning and the topics ensure a good understanding the world around us, the people we know and interact with, the environment, and ourselves. Continuous provision and a range of enhanced provisions support understanding of this through indoor and outdoor learning including the use of role play, small world and investigative play. Technology is used to support learning and communication skills within the classroom and is adapted to the needs of the pupils.

Understanding the world incorporates preparation for adulthood by supporting the pupils in accessing outdoor provisions, exploring our school community and exploring the community beyond our homes and school. Enrichment is planning through meaningful experiences both within and outside of school and may include visits from external companies, walks in the community or trips linked to our topics.

Past and present	Past and present	Past and present	Past and present	Past and present	Past and present
Me and my personal history	Christmas traditions	My family	Countryside and community	Where do I live? My house, my city, my country	Cultural traditions
My school and school routines	People, Culture and Communities RE: Christmas	My pets	People, Culture and Communities	People, Culture and Communities	My family traditions
People, Culture and Communities	Winter celebrations and my community	People, Culture and Communities	RE: Easter	RE days: Special Places	People, Culture and Communities
RE: Harvest and Diwali	The natural world	Our community- People who help us and animals	Spring festivals and traditions	Stoke-on-Trent- Our community	Cultural Studies- focus country
My home and community	Autumn and changing seasons	The natural world	The natural world	The natural world	Me and my culture
The natural world	Winter	Animals and their needs	Plants and their needs	Natural places in our community	The natural world
My school and community environments			Farm animals and life cycles		My world- habitats/environments around the world
Me and my senses (see, hear, touch, taste, smell)					

Curriculum Overview EYFS year 1 of 2

Enrichment activities	Enrichment activities	Enrichment activities	Enrichment activities	Enrichment activities	Enrichment activities
Welcome Coffee Morning with parents/relatives Exploring the school environment- Sensory garden, adventure playground, nature areas MHWP afternoon- Connect Harvest festival Possible trips/outings: Blurton Park, local shops and Blurton Hub, Trentham Gardens	Christmas week activities inc. ECO fair Christmas Performance MHWP afternoon - Give Santa visit Possible trips/outings: Christmas visits	MHWP afternoon- Keep Learning Possible trips/outings: Local parks, Pet shops, animal man visit	Mother's Day coffee morning with parents/relatives World Book Day MHWP- Take Notice Possible trips/outings: Farm visits, farm on wheels, garden centres and gardens	MHWP- Be Active Morris Dancers visit Possible trips/outings: Libraries, local museums, storyteller visit, S-O-T tourist areas	Father's Day coffee morning/ crafts with parents/relatives Cultural studies week Achievement Assembly Sports Day/activities Summer Fair MHWP day- multiple areas Possible trips/outings: Telford Wonderland, Libraries, places of worship, zoos

Expressive Arts and Design

Creativity is encouraged through the use of a wide range of resources and pupils have the opportunity to access artistic, sculptural, musical and expressive play activities through the targeted support of staff. Pupils are given the opportunity to explore their creativity through a range of artistic, creative, musical and imaginative play opportunities. Pupils are given access to sculpture, art, collage, food technology and crafting activities over the course of the year with a focus on process over product to embed key skills and encourage independence.

Imaginative and creative play is incorporated across a wide range of areas including the sensory story, role play (supported or independent according to need), small world and/or sensory exploration, and musical activities. These can be incorporated within the continuous provision or the adult led activities according to need.

Curriculum Overview EYFS year 1 of 2

Music is supported and alternately taught by a music specialist exploring a range of instruments, body percussion, singing, listening, choice making and creating sound patterns. Our music sessions follow targets from the EYFS Sounds of Intent programme to support maximum levels of engagement and interaction. In addition, songs and rhymes are used throughout the day to support both creative skills and communication.

Self Portraits through multiple expressive mediums including paint and sculpture	Winter process art - Cool colours, colour mixing, splatter paint, combining textures.	Animal collage- contrasting textures rough/smooth, soft/hard, etc.	Patterns and prints- Printing and painting using a range of natural and manmade materials	Houses and homes- construction and sculpture	Artists and art from different cultures (linked to the cultures of the pupils/cultural studies)
My favourite foods and recipes (linked to UTW)	Winter and Christmas crafts	Animal homes- sculpture	Farm to Fork recipes	UK traditional recipes	Recipes from around the world