



Dear parents and carers,

Welcome back after the Christmas holiday, we hope you have had a wonderful break. We are excited to share our curriculum for the coming term, so that you can talk to your children about their learning and support them with activities.

**Continuous Provision**

Child led learning is facilitated through continuous provision. These are the areas continually available for children to access and explore. Resources in these areas reflect children’s needs and skill development. Enhanced resources are included to provide challenge, alongside adult interactions and prompts to help children develop their skills and individual next steps. Below is a summary of the areas continually accessible and the core skills that children will be developing through play (middle column). The possible enhancements in the right hand column are broad subject based next steps that adults facilitate for individuals or small groups. Each child’s journey will be unique, and the way and pace at which they access these subject skills will look different for all of them. Sometimes a planned enhancement for the block area may well work better in the kitchen area and vice versa.

Area	Core Skills	Planned Enhancements (adult led)
Construction Block Play	Using blocks in preferred way. Transporting, dropping, exploring shape Building Vertical Structures Bridging and enclosing Building complex structures combined with dramatic play	Maths: counting, comparing size, following a pattern Communication: Shared attention, key words (my turn, your turn, on next) PSED: Turn taking, collaboration Expressive Arts: Environments/caves for animals
Sand	Exploring the properties of wet and dry sand Digging with hands and then tools Transporting sand and using a wider range of tools Digging and creating for purpose	Maths: Capacity and volume, counting, object permanence (where is the bear?) Communication: Shared attention, key words (my turn, your turn, on next), requesting. PSED: Turn taking, collaboration
Kitchen Area	Re-creating familiar scenarios from home Using resources in play Handling real food with a variety of textures and smells Using tools to cut, peel, chop and mix	PSED: planned opportunities to turn take, co-operate and play alongside others Developing Confidence/ Independent skills Communication: Develop attention and listening, vocabulary around food
Small World Play	Imitating sounds and actions (e.g. vehicles and animals) Representing objects as different objects Retelling stories	PSED: Choose resources, Turn taking with an adult or peer Literacy: Develop Imagination to create and retell stories Pre-phonics – hear and make different sounds Physical Development: Develop control and co-ordination with small movements Maths: Experience different size, position and distance
Workshop and Loose parts	Making choices, finding solutions, trial and error Choose and handle resources Experiencing and noticing differences in colour, texture, size and shape Creating a range of patterns Thinking creatively and making things	Physical Development: Develop fine and gross motor skills Maths: explore properties of shape and pattern Counting Expressive Arts and Design: Represent own ideas, using symbolic representation Understanding of The World: Experiment with different outcomes

## Characteristics of Effective Learning

As well as specific skill, continuous provision provides opportunities for children to develop the characteristics of effective learning.

Playing and Exploring	Active Learning	Creating and Thinking Critically
<b>Engagement</b> Finding out and exploring Playing with what we know Being willing to 'have a go'	<b>Motivation</b> Being Involved and Concentrating Keep Trying Enjoying and Achieving what we set out to do	<b>Thinking</b> Having our Own Ideas Making Links Working With Ideas

Alongside the continuous provision, adults will lead learning through planned objectives (realised through play), direct modelling and instruction in small groups or 1: 1 sessions.

My Communication – Reading, Literacy and Phonics
<p><b>Communication</b> We encourage children to communicate through their preferred means which could include gestures, facial expression pictures, communication devices, spoken sounds and words and Makaton. We use a 'Total Communication' approach which means that all communication attempts are valued and recognised. Children are given opportunities to make choices and express preferences frequently. All children will take part in small group or individual communication sessions as indicated in their health care plans.</p> <p><b>Early Reading and Phonics</b> All children engage with phonics at the appropriate phase. We use Read Write Inc. Phonics and activities will be differentiated to each student's needs.</p> <p><b>Reading</b>                      We encourage reading for pleasure and always have a range of books on offer, sometimes linked to our afternoon theme. Storytelling is built into the day and provides a loose theme. This term, our story is <b>We're Going On A Bear Hunt</b>.</p> <p><b>Mark Making and Writing</b> We explore mark making with hands and tools using sensory materials At least once a term we will do Write Dance which includes large gross motor movements to music. Marking making and writing opportunities are available in different areas of the provision.</p>
Maths
<p>Mathematical skills will run through the provision with adults supporting with next steps for individuals. Children will take part in small number singing groups as well as 1:1 and small group sessions.</p>
My Movement - PE
<p><b>Daily Provision:</b> By creating games and providing opportunities for play both indoors and outdoors, we support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.</p> <p><b>PE:</b> Pupils will be continuing their physical holistic development and personal targets. There will be emphasis in their development of gymnastics, focussing on push me/pull me movements, and generic aspects of gymnastics such as balance, travel, jumps, rolls and shapes.</p> <p><b>Swimming</b> Hydro swimming for students who require swimming as part of their physio plan and/or sensory needs.</p>
Myself - PSHE
<p><b>Daily Provision:</b> Self-regulation is an ongoing focus. We facilitate this through daily interactions and building positive relationship, using co-regulation strategies that suit pupil's needs, providing sensory diets for pupils based on their initial sensory assessment and encouraging pupils to engage with sensory or chosen activities that help them to self-regulate. We encourage emotional literacy through emotion cards and Chirpy Board.</p>
<p style="text-align: center;"><b>Things you could do at home</b></p> <p><b>Communication:</b> Ask questions using prompts; why, where, which, who, when how? Play games such as I spy to help build vocabulary. Engage children in songs and rhymes and establish shared attention.</p> <p><b>My Thinking:</b> Encourage problem solving through everyday activities, count everyday objects while playing, look for shapes around the house, compare big and small objects</p> <p><b>Independence:</b> wherever possible allow children time to put on clothes, coats and shoes. Help to prepare food, make choices and engage with own care routines such as brushing teeth and washing.</p>

We are always happy to help you with any questions you may have about your child, please email us:

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