



Dear parents and carers,

Welcome to the new term! We hope you have had a summer. We are excited to share our curriculum for the coming term. In the Early Learning Curriculum there are seven areas of learning which are facilitated in a variety of ways. These include adult led sessions, child led play, adult guided play and 1:1 and small group work.

**Communication And Language (CL)**

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.

**Listening and Attention**

- Establishing shared attention with key people
- Focus on an activity of choice for a short period of time
- Responding to own name
- Identifying familiar objects

**Expressive Communication**

- Use familiar pictures and symbols to communicate
- Begin to make speech sounds
- Begin to use words to communicate
- Following one word instructions
- Attend to short stories (including sensory stories)

**Personal Social and Emotional Development (PSED)**

**Self-Regulation**

- Find ways of managing transitions e.g. from parent to Key Person.
- Find ways to calm themselves through being calmed and comforted by their key person.

**Managing Self**

- Hygiene
- washing hands
- Teeth

**Building Relationships**

- Engage with others through gesture, gaze and talk
- Accept support to achieve a goal

**Physical Development (PD)**

- Revise and use fundamental movement skills e.g. run, jump hop
- Use large muscle movements in mark making, waving, shoulder pivots
- Explore different materials and tools
- Fit into spaces e.g. dens tunnels, large boxes
- Continue to develop palmer grip making marks in different directions
- We use the hydrotherapy pool for students who require swimming as part of their physio plan or if it is part of their EHCP.

**Maths (M)**

**Patterns**

- Combining objects like stacking blocks and cups
- Build with a range of equipment
- Complete inset puzzles

**Number**

- Compare amounts (lots, more, same, heavy, light)
- Enjoy number songs and rhymes
- Counting in everyday contexts (sometimes skipping numbers)
- Recognising Number 1, 2, 3 and the value of each.
- Notice patterns and arrange things into patterns

**Literacy (L)**

**Early Reading and Phonics** 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.

**Reading** 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.

**Mark Making and Writing** 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. Mark making and writing opportunities are available in different areas of the provision.

**Key Stories and Books:** I Like Me, From Head To Toe, Eyes Nose Fingers and Toes, I Hear a Pickle

Understanding Of The World (UW)		
<b>Past and present:</b> begin to understand now and next. Own Life story, past and present (baby to child)	<b>People, Culture, communities:</b> Me and my family, my new school community, kindness	<b>Natural World:</b> Care for immediate environment, difference between home and school, Using senses to explore the world. Changing Seasons.
Expressive Arts and Design (EAD)		
<b>Creating With Materials:</b> -Recognise colours and chooses them for a purpose - Uses thick paint brushes -Uses playdough to roll, cut, ball, sausage - Build towers with large construction equipment. -Follow drawings and curved and straight lines to create line drawings -Self-portraits using a choice of materials	<b>Being Imaginative and Expressive</b> -Tune into everyday sounds -Explore moving to music in different ways -Show an interest in the small world and role-play area -Copy-clap the rhythm of names -Listen to and recognise everyday sounds	

### Continuous Provision

Child led learning is facilitated through continuous provision. These are the areas continually available for children to access and explore building skills that support the above learning areas.	
Area	Core Skills
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
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
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
Small World Play	Imitating sounds and actions (e.g. vehicles and animals), Representing objects as different objects Retelling stories
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

### 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

### Things you could do at home

**Our half term themes are:** All About Me, Healthy Me, These Are a Few Of My Favourite Things

**Communication:** 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.

**My Thinking:** Encourage problem solving through everyday activities, count everyday objects while playing, look for shapes around the house, compare big and small objects

**Independence:** 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.

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

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