

SEND Adaptations in the Curriculum and teaching and Learning:

- We constantly revisit prior learning: Discuss previous techniques learned and skills and content covered.
- Peer collaboration is actively encouraged and planned for.
- Clear transitions throughout the day. Use of visual timetables and a repetitive routine, with now and next boards used when necessary.
- Plan for small group work.
- Pre-teach new vocabulary/concepts.
- Over-learning of concepts.
- Multisensory approaches used in continuous provision and small group work.
- Practical and outdoor learning – active learning with open- ended tasks.
- Explicit instructions given with single step-by-step instructions.
- Scaffolded tasks – build in support and leads to independence within a task.
- Aids to support learning: concrete resources, visual supports used at all times.
- High expectations for all – no ceiling on learning.
- On the spot oral feedback to correct any misconceptions promptly, ensure any intervention required and move pupils forward with their learning.

SEND adaptations in teaching materials:

- Key words written on a whiteboard or on vocabulary bullseye and referred to throughout the lesson.
- Range of accessible materials including, chunky pencils and pencil grips for pupils who need them.
- Careful preparation of questions ensures all pupils have opportunities to answer open-ended questions.
- Additional adults supporting children during teaching inputs, breaking down tasks further, simplifying instructions, with visual supports, supporting and preparing pupils to feedback their ideas and answers.

- Use additional adults to check in with children with SEND when working independently. Use of resources to support independent working such as visual timers.
- Use of talking triangles to allow the children time to discuss their ideas before responding to the teacher.
- All children given thinking time to ensure responses from all.
- Support for children as a scribe, reader or prompter as required.

SEND Adaptations in the environment:

- There is room for pupils with any mobility difficulties to obtain their own resources, equipment and materials. Furniture is suitable – chairs and desks appropriate for age of children.
- Promotion of a calm learning environment. Individual workstations used when required. Use of hessian/natural muted colours and materials for displays where possible, to avoid sensory overload and distraction for pupils which can be caused by classrooms that are 'too busy' with clutter and/or too much colour.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching themes in EYFS	Autumn Seasonal changes. Me and my family	Autumn Hibernation Celebrations Seasonal changes	Winter Patterns in nature Light and dark Ice weather	Spring Pattern and colour Seasonal changes Animals and life cycles.	Spring Plants and flowers Minibeasts Seasonal changes	Summer Water Transport/travel Plants as food
Whole School Focus	Slavery Settling in, getting to know routines, making friends, problem solving/ team building activities. Spend this term and next focusing on self-regulation and supporting through Continuous provision.	Courageous Acts Develop risk taking in play. Link to courage/ problem solving supports self-regulation. Links to acts of courage in history, visits from Ambulance/ fire etc.	Transformations Science links- Transformation of materials through heating and cooling processes. Geography- Transformations of different biomes and habitats.	Innovations and inventions Innovation of nature Link to life cycles.	Power Power of nature to regrow/heal. The journey of a seed and the obstacles it faces.	Bridges and structures- Bridges and structures Bridges- link to self-reg, problem solving,(fairy tales, 3 billy goats gruff, castles, towers) Exploration of structures in the world, tallest, ancient etc. Link to their home countries.
Other events/Key dates	Harvest festival Planting bulbs for late winter growth. Autumn walk	Diwali Bonfire night Christmas Hanukah Christmas performance Phonics meeting	Chinese new year	Planting for summer Pancake day Mother's Day Easter Passover Ramadan Spring walk	Eid Vesak -Buddha day Food planting-lettuce, spinach, carrots, potatoes etc	Father's day PE day Transitions Summer walk Trip
Parental engagement opportunities.	Parent phonics meeting Busy Bees Showbie celebration of learning.	Parent consultations Christmas performance Busy Bees Showbie celebration of learning	Open morning stay and play session. Busy Bees Showbie celebration of learning	Parent consultations Easter Bonnet Parade. Busy Bees Showbie celebration of learning	Busy Bees Outdoor learning parent session. Showbie celebration of learning	PE day Transition visits Transtion meeting with new parents. Busy Bees

						Showbie celebration of learning
Possible books linking to themes.	All are welcome Autumn is here A seed is sleepy Here we are I like bees, I don't like honey, Storm My World, your World.	Can't you sleep little bear? The very helpful Hedgehog Owl babies Stick man You must bring a hat Moon Little people big dreams- courageous women	Winter is here Once upon a snowstorm Storm The Gruffalo's child The wish tree You're snug with me Geronimo Lost and found	Spring is here Elmer There's a tiger in the garden The very hungry Caterpillar Sharing a shell Rain Tad	The tiny seed The bad tempered ladybird Jack and the Beanstalk Jim and the beanstalk Katie and the sunflowers	Summer is here Handa's Surprise First book of the sea. Tiddler Oliver's vegetables On the way home Odd fish
PSED (SCARF SOW for detailed planning)	Transitions, setting expectations, building relationships, sense of home in the classroom.	Valuing differences.	Keeping myself safe.	Rights and responsibilities.	Being my best.	Growing and changing.
Understanding of the world Science	Explore the plants and animals in the surrounding natural environment. Explore how to change a way things work. Name and describe some animals that live in different habitats. Observe living things throughout the year. Understand the effect of changing seasons on the natural world around them. Use their senses to explore a range of materials, including natural materials. Play and explore outside in all seasons and in different weather	Explore shadows and rainbows. Learn about the Earth, Sun, Moon, planets and stars and space travel. Observe living things throughout the year. Develop their enquiry skills by showing curiosity and wonder when involved in investigations. Explore how the wind can move objects. Observe, measure and record how materials change when heated and cooled. Play and explore outside in all seasons and in different weather	Use their senses to describe what they see, hear and feel whilst outside. Explore plants and animals in a contrasting natural environment. Describe different habitats. Explore living things. Listen to sounds outside and identify the source. Explore how objects move in water. Play and explore outside in all seasons and in different weather.			

Understanding of the world History	Describe people who are familiar to them, and their immediate family. Explore their family tree. Learn about the routine and structure of a day, introduce time vocabulary; now, next, then, yesterday, tomorrow, today.	Discuss significant events in their lives. Introduce celebrations and events for other children around the world. Ordering the days of the week. Pictorial ordering of the day.	Explore the past to discuss simple events that happened before they were born. E.g. link to space travel, age of school, parents etc. Look at contrasting photos past/today e.g. of local area, to compare the differences with today.	Introduce the seasons and understand the seasonal changes as a passing of time. Support story sequencing through; then, now, next language.	Use plant and animal life cycles to explore the passing of time. Sequence the four seasons.	Use transition to year one as reflection of the year so far. Use memory books/ photos to discuss events and learning of the year.
Understanding of the world Geography	Discuss their homes and how they travel to school. Explore the environment of our school and playground.	Use small world to compare different environments. Ensure language rich (Link to animals). Autumn walk around the local area. Creating a map of their walk.	Discuss our country, city and local area, compare to a contrasting country. Eg. Hot. Winter walk-drawing comparisons, reflecting on our walk in Autumn through photos.	Explore the different landscapes within our own country.	Spring walk in our local area. Introduce local landmarks. E.g. Shops, church, and discuss why they are important. Following a route on a map. Making their own map with some key features.	Compare similarities and differences between UK and another country. Using maps, NF books as resources. (link to animals and habitats).
RE (links with UTW)	We will use the focus religion each term as a basis for our RE week learning. Throughout the year, we will learn about our similarities and differences in the ways we celebrate. E.g. Food, special clothes, gifts. We will explore the story of a festival, and link to the religion. We will learn some of the buildings of worship in our local environment, and understand that the different beliefs and traditions affects the way we live.					
Literacy Phonics ELS oxford scheme.	Phase 2 Teach letter name, sound and formation s, a, t, p i n, m, d g, o, c, k Oral segmenting and blending for reading	Phase 2 Teach letter name, sound and formation ck, e, u, r h, b, f, l ff, ss, ll Phase 3 j, v, w, x	Phase 3 Teach digraphs and trigraphs sh, ch, th, ng ai, ee, or, oa igh, oo, ar, ur ow, oi, ear, air ure, er	Phase 4 Recap writing the correct grapheme for each of the 42 previously taught phonemes Read and spell words with two or more	Consolidation of Phase 3 and 4 Phonics, focus on application in independent work. Consolidate reading and spelling tricky words l, no, the, to, go, into,	Continuation of consolidation of Phase 3 and 4 Phonics, and application in independent work. Continuation of

	Reading simple CVC words	y, z, zz, qu Oral segmenting and blending for reading and spelling		syllables Read and spell words which have adjacent consonants	he, she, we, be, you, are, her, was, all, they, my, said, have, like, so, do, some, come, little, one, were, there, what, when, out	consolidation of reading and spelling Reception tricky words.
Literacy	Oral blending and segmenting for spelling. Writing simple VC Words. Writing own name and other simple labels. Introduce some key words and support them to orally segment and blend words. Support children to begin to link graphemes and phonemes. Develop a phoneme rich environment.	Develop spelling to use some clearly identifiable letters. Writing simple CVC Words. Writing own name and simple labels. Oral retelling of Stories. Support reading HFW from Phase 2 letters and sounds	Some sentence structure is starting to be evident. Teach sentence writing with capital letters, full stops. Spell some common irregular words. Oral retelling of Stories	Introduce Rainbow grammar. Use knowledge of phonics to write words. Sentence structure is starting to be evident. Some words are spelt correctly and others are phonetically plausible Oral retelling of Stories Continue reading words and sentences containing Phase 3 letters and HFWs.	Writes recognisable letters and words and reads back what has been written. Some words are spelt correctly and others are phonetically plausible irregular words Uses the key features of narrative in own writing. Oral retelling of Stories Continue reading words and sentences containing Phase 3 letters and HFWs	Writes recognisable letters and words and reads back what has been written. Some words are spelt correctly and others are phonetically plausible Uses the key features of narrative in own writing. Oral retelling of Stories
Possible implementation activities for writing.	Labels – Body Parts, picture of family, friends/ animal labelling. Language rich environment. Interactive phonics activities, plenty of opportunities to write inside and outside.	Posters - Bonfire Safety Letters - to Santa Fiction - Christmas Story Instruction writing. Story sequencing Language rich environment. Interactive phonics activities, plenty	Recount - personal Experiences. Letters to book character. Posters Story sequencing Story Writing- story summary. Language rich environment. Interactive phonics	Instructions - for growing a plant Posters - for caring for our environment Non –Fiction Booklets plants/animals/spring Recounts. Story retelling Language rich environment. Interactive phonics	Letter writing Posters. Non Fiction Booklets Recounts Story Writing- Retelling Stories/ writing own version Language rich environment. Interactive phonics activities, plenty of	Story Writing – retelling familiar stories Story Writing – writing own version of a story with a beginning, middle, and end. Language rich environment.

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Mathematical Development Number Mastery of number	Baseline assessment. Matching and sorting objects/quantities. Compare amounts. Compare size, mass and capacity Exploring pattern	Representing, comparing and composing 1,2,3,) Representing numbers to 5 & One more and one less Consolidation	Introducing zero Representing, comparing, and composition 4&5 6,7,8 Making pairs	Combing two groups Time 9&10 and Comparing numbers to 10 Number bonds to 10	Counting beyond 10 / Counting patterns beyond 10 Adding more / number stories Taking away	Doubling Sharing & Grouping Even and Odd Deepening Understanding & Patterns and Relationships Consolidation
Shape and measure	Identify 2D shapes and their properties. Circles and triangles (link to number) Shapes with 4 sides & Positional language Explore and make comparisons of size, length, weight and capacity. Time – Night and day		Identify some units of measure and become familiar with measuring tools. Order and sequence events when using language related to time. Recognising some 3D shapes. Patterns Comparing mass & capacity length & height		Begin to experience measuring time. Explore shapes using spatial reasoning, match, rotate, manipulate & compose and decompose. Problem solving based around Spatial Reasoning skills, to visualise, build & Mapping.	
CL	<p style="text-align: center;"><u>Communication and Language underpins all areas of learning in EYFS:</u></p> <p>Throughout all strands of learning children are encouraged and provided with opportunities to develop their listening, attention, understanding and speaking skills: Listening, attention and understanding: Listen attentively in a range of situations. Listening to stories, anticipating events, responding to what they hear. While engaged in another activity be encouraged to give their attention to what others say and respond appropriately. Be able to follow instructions involving several ideas or actions and answer how and why questions. Speaking: Waits for their turn to speak and is able to use tenses and speak in full sentences to express their ideas and feelings.</p>					
PD	Developing fine skills , handling tools, holding a pencil, forming some recognisable letters Gross Development – jumping off objects and landing appropriately, negotiating space, travelling with confidence.		Further develop fine motor control – to handle tools including pencils for writing and scissors effectively. Holds paper in position and uses their preferred hand for writing, using a correct pencil grip.		Further develop fine motor control – to handle tools including pencils for writing and scissors effectively. Holds paper in position and uses their preferred hand for writing, using a correct pencil	

	<p>Gymnastics – experiments with different ways of moving, jumping and landing appropriately</p> <p>Self-care needs – building independence to clean and look after themselves. Including beginning to dress independently for swimming.</p>	<p>Beginning to be able to write on lines and control letter size.</p> <p>Gross Development – develop co-ordination in large and small movements, moving confidently. Move in a variety of ways in Dance lessons.</p> <p>Self-care needs – building independence to clean and look after themselves. Including dressing independently for swimming and putting on waterproofs.</p> <p>Healthy eating – talk about ways to keep fit and healthy.</p>	<p>grip.</p> <p>Gross Development – develop co-ordination in large and small movements, moving confidently in a range of ways.</p> <p>Outdoor Team Games – races, throwing, catching, jumping, ball skills.</p> <p>Healthy eating – talk about ways to keep fit healthy and can make healthy choices in relation to, healthy eating and exercise.</p> <p>Exploring how our bodies change</p>
EAD	<p>Throughout their time in Early years children will be encouraged on a daily basis to explore and use a range of media and materials throughout our environment. They have many opportunities to sing songs, dance, make music and experiment with ways of changing sounds. Children will experiment and play with colours, music and textures. They will have access to a variety of high quality resources and materials to support their creativity. They will create pieces of art and build models on a large and small scale, inside and outside.</p>		