



Curriculum Information for Parents

Class: Ash Term: Spring 2024



Topic/ Learning

CAP **Our CAP (Curriculum around the pupil) Topic is 'We're Going On A Safari'**
 Activities will vary depending on pupils' skills. Pupils will have an informal sensory curriculum where we would encourage them to experience and begin to show an understanding in certain activities and build skills.

Sensory story
 Throughout this term we will be having sensory stories, including 'Handa's Surprise' and 'We're going on a Lion Hunt'. The stories are presented with visual support but also using other senses such as taste, touch, sounds and smell to enable pupils to participate fully. There will be activities relating to the story designed to promote pupils' early reading and writing skills, early play skills and craft activities. These individual activities will be targeted at the engagement step they are working on which varies from pupil to pupil.
 Speech and Language - There will be a strong emphasis in all activities, not just Literacy, on pupils' communication skills through our Total Communication Approach- communication boards, Intensive Interaction, Sign, Key Speech, Objects of Reference, visual support. Pupils who have been assessed by SALT and have care plans will have activities to work on these targets. All pupils will have Speech and Language Input based on B Squared assessments within the following areas:

- Engagement Steps – Communicating Preference & Choice, and Interaction

My Communication

My communication focuses on the broad area of self-regulation and social interaction.

My play and leisure

My play and leisure broadly focus on well-being, contentment, optimism, voice and agency.

My independence

My independence has a wide scope covering engagement with and within communities and concentration and attention.

My physical well being

My play and well-being also encompass aspects of concentration and attention, self-confidence and self-esteem and family and peer relationships.

My outdoor school

My outdoor school has aspects of family and peer relationship and also social relationships.

As we know that children learn best when experiences are purposeful, repetitive and supported, the new informal curriculum in Ash will provide pupils a curriculum that covers all of the titles above, in order to ensure that pupils have a broad and balanced curriculum. The session activities that will run during the day and week are; core skills, sensology, food exploration, rebound, sensory circuit, body awareness, free play and exploration, outdoor learning, explore and discover, music and movement, and computing. Throughout these sessions, pupils will have the opportunity to communicate, play, develop independence, and build their physical and emotional wellbeing.

Pupils in Ash are following an informal style curriculum approach for pupils with additional needs called CAP - Curriculum Around the Pupil. This curriculum aims to give children learning experiences relevant to their areas of need and links directly to the objectives on their EHCPs. There are five key elements to the CAP approach, the use of B squared (based on engagement scales) to support planning and assessment, Life skills, Emotional literacy, Sensory Diet and Total Communication.

Further information on the informal curriculum can be found here:

<https://equals.co.uk/informal-curriculum/>

Term Dates

Spring Term 1 begins
Monday 8th January

Break Up for Half Term
Friday 9th February

Spring Term 2 begins
Tuesday 20th February

Break Up for Easter
Thursday 28th March

Homework

If you would like support in how to develop your child's communication skills and early learning skills, then please contact me.

Share stories with your child several times throughout the week.



PE kits will need to be worn to school on Thursdays for Rebound Therapy.



*Each week we will be exploring food to increase pupil's tolerance to texture and taste. We ask for a **donation of £1** per week to buy these resources. This can be paid on parent pay either weekly or termly. You can input the amount that you wish to donate.*

My Communication

- Building up a bank of liked and disliked resources
- Making a choice between two items – one preferred and one not
- Making a choice between two items liked items
- Making a negative choice (a clear no -not just taking an item and putting it down)

Sensory Stories

- Handa's surprise
- We're going on a Lion Hunt

My Play and Leisure

- Free play opportunity
- Accepts the near presence of the Staff members when playing
- looking at play objects
- Reaching for play objects
- concentrates on solitary play of own choosing for increasing lengths of time
- accepts different offerings of opportunities to play (for example, finding an object buried in the clay, knocking over a stack of bricks or cups set up by staff members)

My Independence

- Independently accessing their clothes for outside and putting these away in the right place.
- Independently dressing for outside
- To walk around school as independently as possible



My Outdoor School

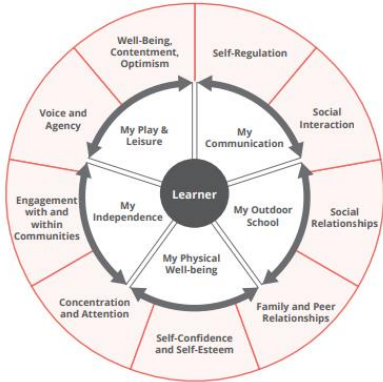
- Independently accessing their clothes for outside and putting these away in the right place.
- Independently dressing for outside
- Differentiating between sunny and wet weather clothes

My Physical Well-being

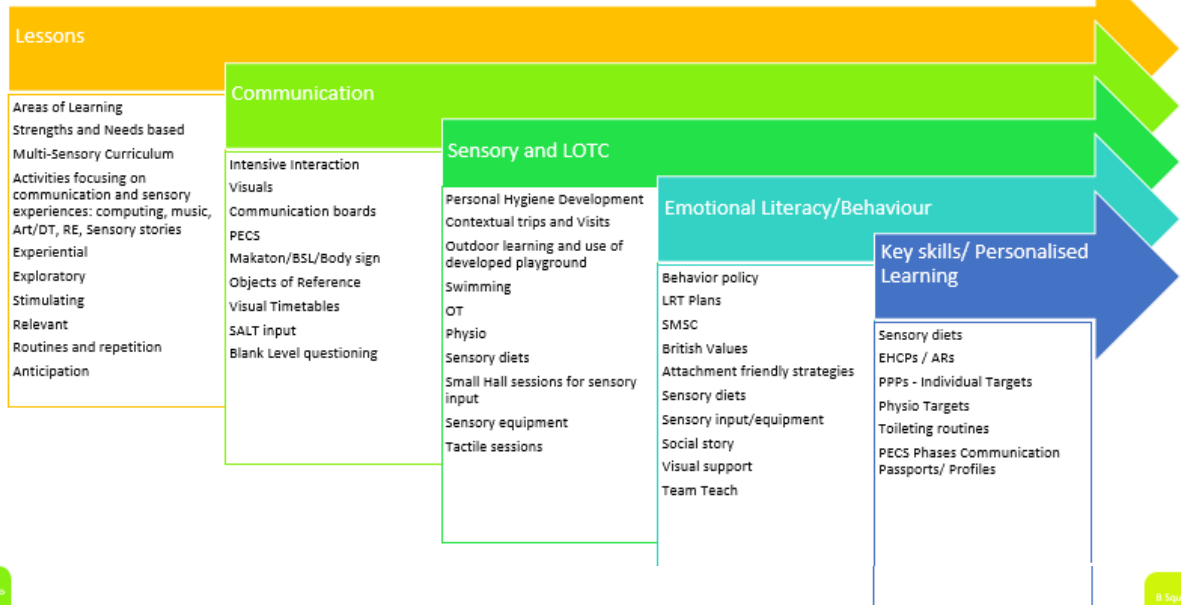
- Food play and learning opportunities
- Sensory circuits
- Rebound therapy
- Forest school
- Outdoor play
- Regulating time

In Ash class we follow an Informal Curriculum

Thematic Approach: Yew Tree DSP uses a thematic approach as an overarching focus to provide relevant learning context and ensure a breadth of experience for pupils. Individual target work is often focused around these themes.



**Informal Curriculum
Complex Learning Difficulties
(CLD)**



- Environment**
- Inclusive
 - Accessible
 - Sensory Room
 - Soft play room
 - PECS room
 - Workstation
 - Developed playground
 - Rebound Therapy
 - Sensory equipment in classroom
 - Use of small hall for sensory activities
 - TEACCH approach

