



Key stage 1

Curriculum Intent

Pupils continue to be offered an EYFS play based approach to learning through a planned curriculum. There will be aspects which will be more formalised such as 1:1 reading, maths and phonics activities. These are balanced with sensory and child led explorations. As with the EYFS and higher key stages the focus remains on ensuring that our pupils are effective communicators. Communication is at the centre of all that we do, supporting pupil's learning with objects, Makaton, visual cues, song and music cues, symbols, photographs and communication aids.

Programmes of study are based on the Key Stage 1 National Curriculum and Equals schemes of work differentiated to best meet the needs of learners.

Literacy and maths are taught on a one to one or in a small group. Carefully planned activities are differentiated according to the ability of each pupil. Evidence of progress will be recorded through formal assessments, photographs, pupil's work and observations.

Core areas will be planned for and offered at a level that meets the children's needs. As with the EYFS approach, we encourage our pupils to share their ideas and interests as much as possible. We plan from these to make learning motivated and activities stimulating.

Non-core curriculum subjects are taught in a way that is meaningful, relevant and enjoyable for pupils. Themes are delivered using a range of resources and media, ensuring that pupils are given a breadth of experience at a level that is appropriate to them. These themes are taught in a creative, practical way, supported in some areas through specialist weeks.

All pupils will have individual learning plans based on targets set at annual reviews of Education Health and Care plans (EHCPs.) These targets are written with parents and incorporate the views of pupils as collated by our pupil voice co-ordinator.



Curriculum Implementation

Curriculum Areas and Strands

Communication and English							
Communication/Speaking and Listening			Reading and Comprehension			Writing	
Personal, Social, Health, and Emotional Development							
Listen to Me	Safeguarding	Personal Care	Residential	Citizenship Week	SMSC - BV	PE	
Knowledge and Understanding of the World							
Science	History	Geography	Design Technology	RE			
Maths							
The Properties of Number	Shape	Problem solving	Capacity	Length	Mass	Money	Time
Creative Arts							
Art	Music			Role Play/Drama		Dance	
Digital Literacy and Computing							
Using ICT			Finding and Selecting Information			Developing, presenting and communicating information	

Year 1 Autumn	Year 1 Spring	Year 1 Summer
Autumn/All About me	Weather/ Superheroes	Life cycles / plants
Light and Dark/Christmas	Beanstalks/Easter	Colours / Water
Year 2 Autumn	Year 2 Spring	Year 2 Summer
Autumn / Out and About	Science and Investigations	Transport and Travel
Celebrations / Christmas	Animals / Easter	Eco, Recycling and Environment
Year 3 Autumn	Year 3 Spring	Year 3 Summer
Autumn / Fairytales	Seasons / On the farm	Garden / Jungle and Rainforest
Magic wizards and witches / Christmas	Baking / Easter	Water / Under the sea



Communication and English at KS1

Communication and English overview

In undertaking the teaching of English at Mayfield School we hope to create an environment in which our pupils will be given access to all aspects of the English Language, e.g. Non-verbal & augmentative Communication, Speaking and Listening, Reading and Writing, enabling each pupil to have a sense of what being literate means. Work in English promotes learning across the curriculum and underpins pupils' achievements and participation in all aspects of their lives. We have a rolling programme of topics over two years. KS1 teachers meet regularly to discuss topics and possible changes. We are mindful at all times of pupil's preferences.

Topics are planned and themes followed to give the children a framework and ensure coverage of all areas of learning.

As children's likes and dislikes become apparent we will vary and adapt our plans.

Communication	Reading and Comprehension	Writing
<ul style="list-style-type: none"> • Children to access a daily attention autism session – stage 1 and stage 2. • We put in place communication systems that have been deemed to support each pupil will be consolidated. Pupils will be expected and encouraged to be more independent in their communication in line with their developmental ability. • listen and respond appropriately to adults and their peers • ask questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, • give descriptions, explanations and narratives for different purposes, including for expressing feelings 	<ul style="list-style-type: none"> • Children to have daily pre-reading activities – matching symbol to symbol, object to symbol, I spy games, spot the difference activities. • Word and pictures cards available in the environment for the children to access independently or with an adult. • Children to have opportunity for sight reading, reading and recognising familiar words and logos • apply phonic knowledge and skills as the route to decode words • listening to and discussing a wide range of, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and to recite some by heart 	<ul style="list-style-type: none"> • having writing opportunities around the environment – encouraging the children to mark make and write in the role play area (writing for a purpose) • Exploring mark making in a range of sensory Medias. Having a weekly write dance session • The children access a daily dough gym session – to develop fine motor and finger dexterity • Children to access 'big movement' with ribbons, to develop crossing mid-line activities for pre-writing skills • Children have lot of opportunities for name writing



		Strands and Texts			
		Autumn	Spring	Summer	
Year 1	<p>All about me books</p> <p>Familiar stories around light and dark</p> <p>Books about familiar festivals</p> <p>Information books and stories on Autumn</p> <p>Oxford Reading Tree Books -1:1 reading</p>	<p>Information books and books on the weather</p> <p>Popular superhero storybooks</p> <p>Fiction stories related to food</p> <p>Fiction and traditional stories around Easter</p> <p>Oxford Reading Tree Books -1:1 reading</p>	<p>Information books and stories on life cycles of animals and plants</p> <p>Stories and songs around colours</p> <p>Stories and familiar songs and nursery rhymes on water</p> <p>Oxford Reading Tree Books -1:1 reading</p>		
Year 2	<p>Information books and stories on autumn</p> <p>Familiar stories on 'out and about'</p> <p>Stories related to celebrations</p> <p>Oxford Reading Tree Books -1:1 reading</p>	<p>Stories and information books related to science and investigations</p> <p>Familiar stories, information books and songs around animals and Easter</p> <p>Oxford Reading Tree Books -1:1 reading</p>	<p>Stories and information books related to transport and travel</p> <p>Stories, information books and songs based around eco, recycling and the environment</p> <p>Oxford Reading Tree Books -1:1 reading</p>		
Year 3	<p>Fairy tales</p> <p>Information books and stories on Autumn</p> <p>Familiar and traditional stories on magic, wizards and witches</p> <p>Popular books and information books on Christmas</p> <p>Oxford Reading Tree Books -1:1 reading</p>	<p>Information books and familiar stories on seasons</p> <p>Information books, familiar stories and songs based around 'on the farm'</p> <p>Recipe books, information books and familiar stories on baking</p> <p>Non-fiction books and familiar stories based on Easter</p> <p>Oxford Reading Tree Books -1:1 reading</p>	<p>Non-fiction books, and traditional stories based around the garden</p> <p>Non-fiction books and songs around jungle and the rainforest</p> <p>Non-fiction texts, songs, nursery rhymes and familiar stories based on water and under the sea</p>		



Problem Solving and Maths

Problem Solving and Maths overview

Sessions will be in block activities and Number will come into all sessions. It has been calculated that each term the sessions below will take place:

4 number/calculations/place value;

3 measure

2 shape and space

1 money

1 time

and 1 problem solving day linked to each weekly theme.

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The Properties of Number	Shape and space	Problem solving (using and applying)	Capacity	Length	Mass	Position and direction	Money	Time



Personal, Social, Health and Emotional Development at KS1

Personal Development overview

Equals - Scheme of Work topics involve learning to recognise and interact with people they meet every day (people they will naturally have lots of contact with) and understand that each person has a different role in their life followed and adapted to the specific needs of each class dependent on the cohort of children each year. We also offer Safeguarding week in the autumn term and Citizenship week and British Values in the spring term which have a higher profile and can be delivered as appropriate to the needs of the children.

Personal development and values is incorporated into all aspects of the school ethos and curriculum through

- Adults explaining, modelling and displaying the meaning of value
- reflecting on the value and what it means to them and their own behaviour
- using values to guide our own choices and behaviour
- ensuring that values are taught implicitly through every part of the day eg snack times, play times, lunch times, shared times within class.

Listen to Me	Safeguarding	Personal Care	Citizenship week	SMSC - BV	Residential
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Ongoing Personal Development

Listen to Me

Self Awareness, Self Advocacy, Self Expression , Preparation for Review , Listen to me booklet , Action plan review and Chase Up , Goal Setting

<u>Daily living skills</u> Cutlery skills Meal time social skills	<u>Personal care</u> Washing hands Toileting Dressing	<u>Jobs within the classroom</u> Working together Sharing
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PSED Classes 3 and 4		
Y1 Autumn	Spring	Summer
My school and my friends	Choosing	Food Exercise Healthy Choices
Y2 Autumn	Spring	Summer
The people around me	Belonging to groups	Caring



Digital Literacy and Computing at KS1

Digital Literacy and Computing overview

The classes will follow the various elements of the Digital Literacy and Computing curriculum as described at KS1 within the National Curriculum. As throughout the school all pupils have a skills checklist and will be given time to specifically practice these skills. Pupils will then be given opportunities to apply and develop these skills in other curriculum areas wherever possible and links will be made explicit. An understanding of E Safety is a whole school priority and therefore in addition to understanding and knowledge in this area being reinforced in every lesson where computers are being used pupils will also have stand alone lessons in E Safety.

ICT is led by pupils ICT needs and targets on individual ICT skill checklists for pupils.

ICT Curriculum Elements

<i>Using ICT</i>	<i>Finding and Selecting Information</i>	<i>Developing, presenting and communicating information</i>
Autumn	Spring	Summer
Using a mouse Using paint	Using a mouse Using paint	Using a mouse Using paint



Knowledge and Understanding of the World at KS1

Knowledge and Understanding of the world overview

Pupils will be taught Knowledge and Understanding of the World through both discrete individual lessons and through a cross curricular approach using the thematic headings listed on page 2. The study of science at Mayfield School gives all pupils the opportunity to think, learn, and to develop an interest in and curiosity about, the world around them through exploratory and investigative experiences. It is an introduction to the world of living things, life processes, materials and physical processes. It helps pupils to consider aspects of the world around them. Science week in the spring term offers a whole school opportunity to focus on a joint theme to develop aspects of scientific learning and development.

Knowledge and Understanding of the World Subjects

Science									
History			Geography			Design Technology			RE
Science									
Year one				Year Two				Year three	
Autumn Term	Spring term	Summer term	Autumn	Spring Term	Summer Term	Autum n term	Spring	Summer	
Investigating our local area	The weather	Using and exploring colour	Out and About	using materials	Forces	Using all of my sense	Hot and cold	Growing	
Exploring light and dark	Food for different occasions Life cycles	Investigating water	Minibeast	Habitats	Different ways to join	My body	Wet and dry	Water	
Geography									
Year one				Year Two				Year three	
Autumn Term	Spring term	Summer term	Autumn	Spring Term	Summer Term	Autum n term	Spring	Summer	
Our school	Wonderful weather	Our local area	Where we live?	Let's talk about Devon	Beside the seaside	Sensational safaris	Magical mapping	What a wonderful world	



History

Year one				Year Two			Year three		
Autumn Term	Spring term	Summer term		Autumn	Spring Term	Summer	Autumn	Spring	Summer
The gunpowder plot	Toys	Travel and transport		Kings and queens	The great fire of London	Explorers	War and remembrance	Nurses and doctors	All about me
Year one				Year Two			Year three		
Autumn Term	Spring term	Summer term		Autumn	Spring Term	Summer	Autumn	Spring	Summer
Our fabric faces	Dips and dippers	Garden party project		Fabric bunting	Sensational salads	Garden party project	Christmas fayre project	Moving pictures: fairy tales	Garden party project

RE

Experiences & Opportunities: (suggestions)

- Visiting places of worship, focusing on symbols & feelings.
- Listening to & responding to visitors from local faith community.
- Using their senses & having times of quiet reflection.
- Using art & design, music, dance & drama to develop their own reflective feelings and creative talents.
- Sharing their own beliefs, ideas & values, & talking about their feelings & experiences. (Link to PSHCE)
- Beginning to use ICT to explore religions & beliefs as practised in the local & wider community.
- Following the KS1 expectation that pupils should study Christianity & one other religion & include other world views.

Year one				Year Two			Year three		
Autumn Term	Spring term	Summer term		Autumn	Spring Term	Summer	Autumn	Spring	Summer
Myself	Celebrations	Belonging		Caring for others	Gifts and giving	Leaders and teachers	Friendship	Easter and surprises	Special places



Creative Arts at Lower KS2

Creativity overview

Pupils will be taught Creative Arts through both discrete individual lessons and a cross curricular approach. Throughout the year there are key opportunities for all pupils within the school to work collaboratively on a joint theme. These are celebrated through whole school displays and assemblies.

Creativity Elements

Art		Music			Drama		Dance		Creative digital literacy/Moving images			
Autumn					Spring				Summer			
Christmas Crafts Christmas Performance					Dance within PE				Mayfield's Got Talent Creative Arts week			
Music												
Year one				Year Two				Year three				
Autumn Term	Spring term	Summer term		Autumn	Spring Term	Summer Term	Autumn term	Spring	Summer			
Transitional songs/Christmas	Weather songs and nursery rhymes	Wheels and movement songs		Transitional songs/Christmas	Songs about me (barefoot books)	Seaside songs	Transitional songs/Christmas	Fairytales songs and nursery rhymes	Water songs			
Art												
Year one				Year Two				Year three				
Autumn Term	Spring term	Summer term		Autumn	Spring Term	Summer Term	Autumn term	Spring	Summer			
Colour	Portraits	Wheels and movement		Natural art	How I look	At the seaside	Let's sculpt	Salt dough and clay	Junk modelling			