



Key Stage 1

# Welcome

Our Key Stage 1 provision is across 3 classes

- Pre formal – Bees
- Semi Formal – Wrens and Robins based at our Fields site Galfrid Road
- Enhanced Autistic Spectrum Condition Provision - Dragonflies





# Bees Pre formal

The learning needs of our Pre formal Learners are best met through a personalised learning approach that places relationships at the heart of activities and is based on the principles of communication, cognition, social and emotional development and physical development.

This group of learners need a bespoke timetable that enables health and care plans to be seamlessly incorporated into their daily timetable to run alongside their education plans. The focus of the curriculum is on the learner.



# Wrens and Robins Semi formal

In Key Stage 1 we build on our initial Early Years experiences and learning. Pupils follow an adapted Early Years Foundation Stage Curriculum focusing on the 7 areas of learning.

The focus is learning through play and the pupils play skills are further supported by the play schemas embedded in their curriculum. The pupils have time to choose their own activities with an increasing amount of adult lead activities and working with their peers. A sense of developing independence is key at this stage and celebrated.

We have a range of further enhancement activities such as Dough Disco, Lego Therapy, Squiggle while you Wiggle and many more, to support and influence development.

Outdoor learning is integral to our learning and approached in a cross curricula approach .





## Dragonflies- Communication and regulation focus

Dragonflies curriculum focuses on the prime areas of learning: Social Emotional and Mental health, Communication and Interaction, and Sensory , Physical and Life skills.

Pupils are provided with a range sensory opportunities to calm and organise their nervous system. When their sensory needs are regulated they are able to access structured learning activities. There is a focus on social communication and emotional regulation, this curriculum particularly builds upon pupils interests and strengths, to prepare the pupils for structured subject-based learning tasks. The high level of adults further meet the individual pupils needs by carefully adjusting transactional supports around the children.



**We aim to develop the whole child as an active learner. Each child's journey will be unique and based on their individual needs. Our curriculum follows a thematic approach with topics that are designed to expose students to a rich variety of stimuli and provide opportunities for lateral progress and over learning so that learning from KS1 can be developed and deepened in KS2.**

	<b>Half Term 1</b>	<b>Half Term 2</b>	<b>Half Term 3</b>	<b>Half Term 4</b>	<b>Half term 5</b>	<b>Half Term 6</b>
Topic cycle 1 – Sept 2022	All about me	Winter and Weather	Food	Fairy tales and nursery rhymes, Spring	Minibeasts	Community buildings
Topic cycle 2 – Sept 2023	All about me + and Autumn	Winter and Weather	Fairy tales and nursery rhymes, Spring	People who help us	Transport	Animals

# Communication and Reading

We provide rich communicative enabling environments, where pupils can build on their Early Years experiences and move into more formalised approaches. They access sensory stories, story time phonics, whole word reading approaches, colourful semantics and letters and sounds. Daily story sessions enable staff to share the love of reading with children. Additionally they use functional reading to follow instructions eg shopping lists and recipes. The environment is supportive of reading texts and the children explore and develop their book skills in their bespoke reading area and the creative play area, which reflects the termly topic. Using these skills the pupils also explore the local community library. These diverse approaches help us unlock the magic of reading.





# Enhanced opportunities

In Key Stage 1 our pupils build on their independence and social skills and go into the community to practise these. Our learning is for life and much of it takes place outside of the four walls of the school. Visits include trips to local libraries and play parks and shops. These opportunities are vital to ensure that the pupils are able to practise and generalise our Early Years skills and develop their life skills.







# Partnership with parents

We greatly value our positive relationships with parents and the wider family.

Class teams use Evidence for learning each day to share information with parents, and to hear from parents how the child is at home. We like celebrating together and also sharing ideas.

We continually assess pupils against the appropriate assessment framework – Engagement model, Birth to 5 matters and Early Learning Goals. Our evidence and assessments are shared with parents regularly through evidence for learning and in summative reports in January and June.

Each child has an annual review of their EHCP.

A parents evening is held twice a year to focus on these and any other questions that may arise.

A weekly newsletter is also sent home to inform parents of whole school news.

We have many fun opportunities for parents to be involved in eg Assemblies, picnics, Easter Egg hunts, performances.

# Striding confidently in to Key Stage 2

Our Key Stage 1 pupils are happy and successful learners who with a spirit of excitement and confidence take the next steps of their learning journey in to Key Stage 2

