

Bridge Early Years Curriculum Delivery Overview

Adult Led Focussed Planned Activity

The focus for the Adult Led Focussed Planned Activity is carefully considered by the lead adult to maximise the learning and progression of each pupil.

The lead adult plans activities that are based on pupils' current assessment (stage not age) to revisit prior knowledge and skills to embed and retain and/or their next steps- based on the curriculum progression and also their personal and social development and engagement.

The activity chosen is likely to cover a range of 7 areas of learning (and aspects within these areas) based on the pupil's current level of engagement and personal social and development and next steps.

The planned activity may link to:

- pupil's current engagement and personal and social development including interests and motivators. range of structured play activities. **(See A below)**
- widening the pupils learning contexts that may be linked to the theme dependent on the pupil's personal social development and engagement. The theme will not be the lead driver for the choice of activity. **(See B below).**

A: The setting has planning sheets with structured play activities and examples of potential coverage. And includes individual pupil planning.

B: The setting has planning sheets linked to the theme context and examples of potential coverage. And includes individual pupil planning.

Adult Led Focussed – Planned Interventions/strategies to engage in the curriculum

The class teacher will decide on appropriate interventions in response to each child's needs and / SEND. This will take into consideration:

- Engagement and ASD / Foundation Plan
- Advice from professionals / therapy reports
- Short-term Educational Outcomes (which may link to parent priorities) linked to Education Health and Care Plans.

The frequency of delivery will be determined by the class teacher in line with the above

Examples of planned interventions and strategies:

- Work reward
- Musical interaction
- TAC PAC
- Dance Massage
- Sound About
- Body awareness
- Eye Gaze technology

Continuous Provision

Environments

- Classroom (attached quiet room / group room)
- Foundation Gym
- Playground (not free flow)
- Soft play
- White room
- Dark room
- Play corridor

Within the classroom

- Home corner (to promote imaginative play)
- Reading area

Fortnightly Overview

The lead adult produces a fortnightly plan which provides an overview of activities to ensure broad and balanced coverage of the 7 Areas of Learning and Development and the aspects within each area.

It is anticipated that many areas/aspects/activities will remain static to enable pupils with significant learning difficulties to revisit skills and knowledge over time. Teachers will introduce 'new' activities as appropriate for the individual pupil.

Implementing Advice from Therapists

Bridge staff implement advice from Health Authority and Sensory Inclusion Service into curriculum and support plans.

Adult Led Focused Circle times

Adult led circle times are delivered at key times throughout the day, across the week – with a focus on:

- Communication and Language
- Personal Social and Emotional Development
- Literacy (and Phonics)
- Maths

Circle times can be delivered as a whole / small group, in response to the needs of the pupils.

The lead adult will plan activities appropriate to knowledge and skills of pupil/s within the area or learning. For instance, in Literacy CT, a story may be shared with a group of pupils / another group of pupils may be accessing early level activities such as multisensory nursery rhymes with early C&L skills being the focus.

Communication Systems

The fundamental priority for all pupils at the Bridge School is the development of their understanding and communication. It is central to our curriculum throughout pupils time in EYFS and threads through all areas of learning and development.

Informed by a range of research and through consultation with SALT, the EYFS knowledge and skills progression has been mapped out for Communication and Language:

- Early Development banding (1-4)
- Listening, attention and understanding
- Speaking

The Bridge School English Policy extensively details the strategies/interventions used to support the development of communication, beginning in the EYFS.

Careful assessment of the pupil's existing form of communication through discussion with parents/carers/staff and other professionals.

Examples of systems that may be used to support a pupil include:

- Agreed and consistent whole school Objects of Reference (OOR)
- Makaton
- Agreed and consistent use of symbols in the environment
- PECS
- Communication Level Books
- Simple communication aids, e.g. BIGMacks, Partner 2
- More complex aids such as IPAD with ProLo2Go Software
- Symbol curriculum boards
- Adapted keyboards for typing.
- Software for writing, e.g. Clicker

The following activities are examples of strategies/interventions used to support the development of communication.

- Intensive Interaction
- Listening with Lucy
- Musical Interaction
- Soundabout
- Intensive Interaction
- Games and songs to encourage sound making.
- Opportunities to communicate to adults, peers and in range of groupings, situations, and contexts.
- Use of Hanen Language strategies
- Creation of opportunities to communicate e.g. putting things in sight out of reach, not opening a packet, giving one orange piece not several, waiting by door rather than just opening it.

Reading

Informed by Bold Beginnings 2017 and the Reading Framework (2022), the Bridge school English Policy details the highly differentiated approaches to develop pupils reading skills. These align with pupils assessed previous skills and knowledge rather than their age or year group, ensure learning in highly personalised base on the pupil's particular special needs.

There are two significant parts to the reading approach at the Bridge.

- The love of reading where the focus is on engagement of pupils, development of communication and the opportunity to expand understanding of vocabulary including vocabulary that may not be part of the pupil's everyday life. Books shared are by adult rather than books that the pupil would access to read themselves.
(Promoting a love of reading and increasing pupil vocabulary)
- The teaching of reading that is through a systematic synthetic phonics approach. Pupils access reading scheme books beyond level one of the scheme when they can decode and blend linked to the levels of linked sound sets.
(Phonics)

The EYFS knowledge and skills progression has been mapped out within Literacy:

- Early Development banding (1-4)
- Reading comprehension
- Word reading

Promoting a love of reading and increasing pupil vocabulary:

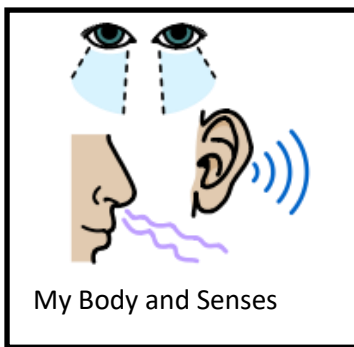
Beginning in EYFS, pupils have multiple exposures to shared reading experiences through whole class shared texts/ rhymes/songs and drama games, classroom reading areas and daily storytime sessions. These opportunities are created with the intent for pupils to become familiar with these stories, encouraging engagement, enjoyment, and the exposure to familiar and new vocabulary in context. Further guidance is detailed in the English Policy regarding text selection, environment and delivery.

Phonics:

- All pupils at The Bridge access an accredited Phonics programme which provides a Systematic Synthetic Phonics approach.
- The named programme selected by The Bridge is Twinkl Phonics ([link](#)).
- Twinkl Phonics provides an inclusive programme beginning with listening and attention (Level 1) and progressing through to all levels of decoding and encoding which subsequently supports reading fluency and accuracy (Level 2 to 6).
- EYFS have a minimum of 3 planned phonics sessions per week.

Guidance on Reading areas is also detailed within the Bridge school English Policy.

EYFS termly Storytime has been organised by the Head or Phase and Literacy Co-Ordinator.



My Body and Senses

Examples of related texts include:

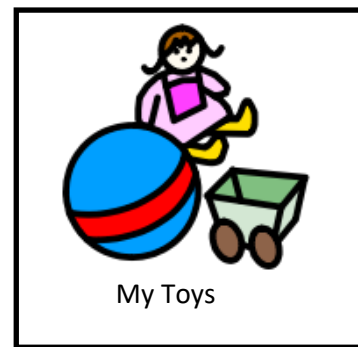
My five senses / Buster gets dressed



My Community and Our Celebrations

Examples of related texts include:

Dear Santa / Kipper's birthday



My Toys

Examples of related texts include:

Where's my teddy? / Toys



My Places

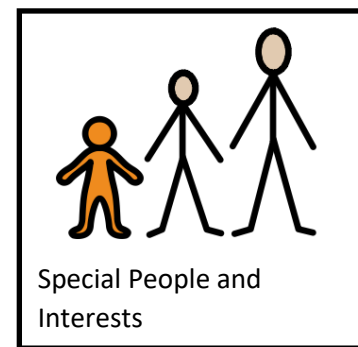
Examples of related texts include:

Rosie's Walk / Where's Spot?



The EYFS theme focuses on

"All about me"



Special People and Interests

Examples of related texts include:

Owl Babies / The train ride

We put the child at the centre of their learning when they join us in EYFS at the Bridge school. This has guided the theme of "All about me" within EYFS. The theme is broken down into supporting contexts throughout the year – as detailed below.

Our Reception year: "All about me!"		
Term 1	<p>My Body and Senses 02/09 – 24/10</p>	<p>My Community and Our Celebrations 04/11 – 20/12</p>
Term 2	<p>My Toys 06/01 – 11/04</p>	<p>Special People and Interests 02/05 – 21/07</p>
Term 3	<p>My Places 02/08 – 03/09</p>	<p>Special People and Interests 02/05 – 21/07</p>

The lead adult will always plan activities that are based on pupils' current assessment (stage not age) to revisit prior knowledge and skills to embed and retain and/or their next steps- based on the curriculum progression and also their personal and social development and engagement.

The theme may be used to widen the pupil's learning context, it will not be the driver for the choice of activity.

The setting has planning sheets linked to the theme context and examples of potential coverage which will be personalised to the pupil by the lead adult. The planning can be accessed on an online shared work area.

Cultural capital

The core foundation of all our work is to enable each pupil to develop the skills and knowledge they need to live the most enjoyable, fulfilling and independent life as possible. In order to this, the curriculum offer is as broad and enriching as possible. Within the curriculum, the teachers plan creatively to engage pupils. Pupils are given extensive opportunities to use their senses and develop their engagement and creativity. The curriculum offer is enhanced with visits within the community and in school experiences.

- Boogie Mites
- Offsite visits e.g. Soft Play / Role Play Villages / Farm
- Nursery Rhyme Week
- Celebrating cultural events and religious festivals
- Visits from our favourite characters
- Visits from the Exotic Zoo

