

2020-21

**KTS Academy  
Developmental Curriculum  
Long Term Plan**

Article 28: You have a right to an education



	Autumn Term	Autumn Term	Spring Term	Spring Term	Summer Term	Summer Term
Topic	Memory Box	Bright Lights, Big City	Land Ahoy	Towers, Tunnels, Turrets	Scrumdiddlyumptious	The Olympics
<b>Communication and Language</b> (Article 13: you have the right to find things out and say what you think)	<p>Early communication activities and relationship building- peekaboo, mirror games, tickles, rough and tumble, developing pointing.            Intensive Interaction            SALT programmes - Nouns and Verbs, Black Sheep, 1/2/3 Word level workbooks and activities, circle time (appropriate to level of pupils).            Sensory Stories            Action rhymes and songs.            Circle time - speaking and listening opportunities.            Recognising key Objects of reference, progressing to photos and symbols.            Makaton            PECS            Attention Autism            Blast            Interactive ICT programmes e.g. Choose n Tell Nursery Rhymes            Sensory Read Write Inc            Read Write Inc. &amp; Letters and Sounds (phase 1)            Activities relating to Focus Story and Rhyme and other stories relating to the topic            Role play opportunities            Mud Kitchen</p>					
<b>Physical Development (PD)</b> (Article 31: you have the right to play and relax by doing things like sport)	<p>Developing independence - dressing, undressing, washing hands, toileting routines, using cups/ cutlery etc.            Messy play, leading to mark making in a range of media            Food exploration and tasting            Physiotherapy and Sensory Integration programmes            Hydrotherapy            Soft Play            Mud Kitchen            Rebound Therapy            PD sessions in hall - Sticky Kids, Sporty and Friends Come Out To Play - Top Start Scheme, obstacle courses, moving in different ways, throwing, rolling etc.            Healthy snacks - learning about being healthy            Fine motor activities e.g. Funky Fingers, OT programme            Free play opportunities indoors and outdoors - wheeled vehicles, sand, sweeping brushes, climbing equipment, building equipment, sand/water,balls,construction.            Using simple tools - play doh, scissors, rolling pins etc</p>					

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**PSED**

(Article 12: you have the right to an opinion and for it to be listened to and taken seriously)

**The three strands of learning in PSED:**

Managing feelings (MF), Making relationships (MR) and Self-confidence (SC)

These strands are covered following the EYFS curriculum ranging from 0-11 months to 40-60 months +. All learning and teaching are ongoing throughout each term. In the curriculum documents, each strand has objectives related to the developmental level and how to deliver to meet each objective. All objectives are ongoing e.g.

**Managing Feelings:**

Develop self-regulation - sensory diet, communicating needs etc.

Following routines and joining in.

Turn taking and co-operating.

Begin to understand rules and boundaries

Co-operate with caregiving experiences.

**Making Relationships:**

Forming positive relationships - peers, familiar staff.

Building home-school relationships - scrap books, Tapestry, home-school books

Engage in pretend play.

Builds relationships with special people.

Demonstrates friendly behaviour

**Self-confidence:**

Exploring new environments

Expresses own preferences and interests

Shows confidence in asking adults for help

Developing confidence - new school environment, staff and peers.

Celebrating achievements - stars, pomp poms, Star of the Week.

Making requests and simple choices.

Develop independence skills - hanging up coats, completing simple activities etc.

**Literacy**

(Article 13: you have the right to find things out and say what you think)

(see also Physical Development and Communication and Language)

Sharing and accessing a range of books and printed materials, appropriate to developmental level and reflecting pupil's interests.

Sensory Stories

Action rhymes and songs.

Recognising key Objects of reference, progressing to photos and symbols, and eventually print.

Early Makaton.

Messy play in a range of media, progressing to Squiggle Whilst you Wiggle.

Mark making opportunities across the day, indoors and outdoors.

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	<p>Funky Fingers - developing fine motor skills. Letters and Sounds. Sensory Read Write Inc, progressing to Read Write Inc. programme Role play areas linked to topics offering writing opportunities.</p>					
<p><b>Focus Story &amp; Focus Rhyme (KTS 1)</b></p>	<p>The Gingerbread Man</p>	<p>The 3 Little Pigs</p>	<p>10 Little Pirates - Mike Brownlow</p>	<p>Little Red Riding Hood</p>	<p>The Little Red Hen</p>	<p>Head to Toe - Eric Carle</p>
	<p>Heads Shoulders knees and Toes</p>	<p>London Bridge</p>	<p>Portside Pirates - Barefoot books</p>	<p>The Grand Old Duke of York</p>	<p>5 Currant Buns</p>	<p>If your happy and you know it.</p>
<p><b>Maths</b></p>	<p>1st Steps with Numicon in the Nursery Numicon Firm Foundations Numicon at the Seaside Early number activities - counting activities, rhymes, counting on, simple addition Begin to recognise patterns, colours, shape, size Sorting and grouping activities Explore Numicon Explore and experience number and shape through messy play Number circle time - focusing on early mathematical ideas and awareness of number Shape and size experiments using sand and water Number story sacks Interactive number games/rhymes- helpkidzlearn, super simple songs, mini mash Inset boards Jigsaws Building with Lego and building blocks Shape sorters</p>					
<p><b>Expressive Arts and Design</b> <b>(see separate music)</b> <small>(Article 13: you have the right to find things out and say what you think through making art, unless it breaks the rights of others)</small></p>	<p>Messy play with a range of media, using all of the senses. Use a range of media to create, using different tools and exploring colours. Use their voices expressively Move to music, Play and explore tuned and untuned instruments. Experiment with and create sounds and music. Recognise familiar songs and begin to join in. Charanga - Follow units</p>					

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<p><b>Understanding the World</b> (Article 29: you have the right to education which develops your personality, respect and the environment)</p>	<p>See also PSED Explore objects and environments around them, inside and outside - develop own interests. Develop sense of self, through links between home-school - sharing Tapestry, scrapbooks, information via home-school books. Access to role-play opportunities - home corner, dressing up. Outdoor exploration - mud kitchen, sensory garden Educational visits to local area. Everyday technology - cookery/food exploration, home corner, role play areas. Ipads, touch screens and cause/effect toys Purple Mash Develop cultural capital through cross-curricular activities - see policy</p>					
<p><b>Music</b> (Article 31: you have the right to play and relax by doing things like music and drama) <b>Charanga</b> Units will be selected according to pupil's ability</p>	Unit 11 -Loud and Quiet	Unit 11 - Loud and Quiet	Unit 12 Boogie Train C,D,E	Unit 12 Boogie Train C,D,E	Unit 12 Boogie Train C,D,E	Unit 12 Boogie Train C,D,E
	Unit 13 -Instrument Skills	Unit 13 -Instrument Skills	Unit 14 -Right Sound Right Time	Unit 14 - Right Sound Right Time	Unit 15 -Playing in a Group	Unit 15 Playing in a group
	Unit 17 - Shake Tap Ring	Unit 17 - Shake Tap Ring	Unit 18 -Shhhh	Unit 18 -Shhhh	Unit 20 - Using Cue Cards	Unit 20 - Using Cue Cards
	Units 22 - Patterns	Units 22 - Patterns	Unit 23 - Pulse	Unit 23 - Pulse	Unit -24 - Pitch	Unit -24 - Pitch
<p><b>Cookery</b> (Article 27: you have the right to have a good enough standard of living)</p>	<p>All pupils will take part in a weekly session with pupils developing key skills, which are specified in the medium term plans.</p>					
<p><b>Religious Education and SMSC</b> (Article 14: you have the right to think what you like and be whatever religion you want to be)</p>	<p>We believe that Religious education has two aspects. The first is concerned with student's personal feelings and their experiences, questions and responses to life. The second is concerned with a body of knowledge, mostly beyond the student's personal experiences. At KTS Academy students concentrate on moral and social skills rather than addressing specific religious content. World religions are addressed through celebrating major festivals, wider curriculum topic work and collective worship.' Each year pupils will participate in a 'multicultural week. Pupils and students SMSC and understanding of British Values will also be delivered through the PSED curriculum and RRSA.</p>					
<p><b>Outdoor Education</b></p>	<p>Each class will take part in at least one 'Outdoor session' each week, as specified on their MTP. This should link to other curriculum areas and topics. A class scrap book will be used to record evidence and achievements.</p>					
<p><b>Preparing for Adulthood</b> (Upper School only)</p>	<p><i>From Year 7 and onwards</i>, Students following this pathway will have interactive lessons about Preparing for Adulthood. Students will be provided with experiences which contribute towards the outcomes from the <i>Preparing for Adulthood Framework</i> which are <b>Employment; Independent Living; Friends, Relationships and Community</b> and <b>Health</b>. Individual classes will use the steps, to plan appropriate learning activities which will be identified on their individual</p>					

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	<p>medium term planning.</p> <ul style="list-style-type: none"><li>• All classes will have access to "Steps for Life" B-Squared elements (<i>Mobility, Independence, self-care or preparing food</i>) which can be used to focus on particular skills (some classes may choose to run a lesson to focus on a skill or it may be experienced as part of the daily curriculum).</li><li>• A bus will be available once a week, shared between 3 classes, giving the pupils an opportunity to explore and experience a variety of working environments (Local area, supermarket, shop, restaurant, library, garden centre etc.)</li><li>• KTS+ hold a weekly café that pupils are welcome to attend if this is appropriate</li></ul>
<p><b>Accreditation</b> (Post 16 students)</p>	<p>ASDAN Personal Progress (Award, Certificate or Diploma)</p>