

2021 - 22

**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	Street Detectives	Tickets Please	Paws, Claws and Whiskers	Beachcombers	Allotment	The World Cup
Communication and Language (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. & 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>					
Physical Development (PD) (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. Home-school reading scheme (where appropriate) Continuous provision - high quality books appropriate to pupil's levels.</p>					
<p>Focus Story & Focus Rhyme (KTS 1)</p>	Emergency	The Train Ride	Dear Zoo	There's a Hole at the Bottom of the Sea (Barefoot Books)	The Enormous Turnip	Whole World (Barefoot Books)
	5 Little Firefighters	Wheels on the Bus	The Gruffalo Song	1,2,3,4,5... Fish Alive	Round and Round the Garden	5 Players (Helpkidzlearn)
<p>Maths A concrete, pictorial and abstract (CPA) approach is used within both curriculums to offer a practical approach to maths.</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>Expressive Arts and Design (see separate music) (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)</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>Understanding the World (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. Explore different materials, textures, states of matter via sensory trays (example - 'Magic Dancing Milk' experiment). 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 (example - Senses Centre). Everyday technology - cookery/food exploration, home corner, role play areas. Ipad, touch screens and cause/effect toys. Purple Mash. Develop cultural capital through cross-curricular activities - see policy (example - Sensory India). Sensory stories (example - The Autumn Forest) and weekly reading sessions. Observe and describe the weather - matching activities (example - match clothing to weather). Online safety</p>					
<p>Music (Article 31: you have the right to play and relax by doing things like music and drama) Charanga Units will be selected according to pupil's ability</p>	<p>Signed Songs - Banana Rap</p>	<p>Signed Songs- Ho Ho Ho</p>	<p>Signed Songs - Happy SEND Freestyle - Happy</p>	<p>Signed songs. - Hey you SEND Freestyle - Hey. you</p>	<p>Signed songs - Hands feet heart SEND Freestyle - Hands, Feet Heart</p>	<p>Signed songs. I wanna play in. a band SEND Freestyle - I wanna play in a band</p>
	<p>Signed Songs - In the groove</p>	<p>Signed Songs - Let your spirit fly SEND Freestyle - let your spirit fly</p>	<p>Signed Songs - Livin on a prayer SEND Freestyle - Livin on a prayer</p>	<p>Signed Songs - Mama Mia SEND Freestyle - Mama Mia</p>	<p>Signed Songs - Rhythm in the way we walk</p>	<p>Signed Songs - Three Little Birds</p>
	<p>SEND Freestyle - dancing in the street</p>	<p>SEND Freestyle - Anyone can play</p>	<p>SEND Freestyle - Body and vocal warm ups</p>	<p>SEND Freestyle - don't stop believing</p>	<p>SEND Freestyle - Lean on me</p>	<p>SEND Freestyle - make you. Feel my love</p>
	<p>Unit 2 - exploring instruments</p>	<p>Unit 2 - exploring instruments</p>	<p>Unit 3 - Choosing instruments</p>	<p>Unit 3 - Choosing instruments</p>	<p>Unit 5 - Introducing March</p>	<p>Unit 6 - Introducing loud and quiet</p>
<p>Cookery (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>Religious Education and SMSC</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</p>					

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<p>(Article 14: you have the right to think what you like and be whatever religion you want to be)</p>	<p>delivered through the PSED curriculum and RRSA.</p>
<p>Outdoor Education</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>Preparing for Adulthood (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 Employment; Independent Living; Friends, Relationships and Community and Health. Individual classes will use the steps, to plan appropriate learning activities which will be identified on their individual medium term planning.</p> <ul style="list-style-type: none"> • All classes will have access to "Steps for Life" B-Squared elements (Mobility, Independence, self-care or preparing food) 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). • 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.) • KTS+ hold a weekly café that pupils are welcome to attend if this is appropriate
<p>Accreditation (Post 16 students)</p>	<p>ASDAN Personal Progress (Award, Certificate or Diploma)</p>