

Topic

Each term we follow an **umbrella topic** that guides our learning. This topic gives children a clear, familiar theme to explore throughout the term. We repeat key ideas and vocabulary so children can build understanding at their own pace.

Reading

We support reading through a mix of **phonics teaching** and **story-based learning**, tailored to each child's needs. For children who are ready, we use the **Little Wandle** phonics scheme.

Life skills

We teach life skills as part of everyday school routines so children can learn important skills in real situations.

Practising life skills every day helps children build confidence, understand routines, and learn skills that support them both in school, at home and the wider community.

Target-work

Each child within the provision has **individual targets** that help them make steady, meaningful progress in the areas where they need the most support. These targets are small, achievable steps that build towards bigger learning goals.

We use the **Cherry Garden Framework** to understand each child's stage of development. This framework breaks learning down into clear, manageable steps across areas such as:

- Communication and interaction
- Thinking and problem-solving
- Physical development
- Independence and self-care
- Social and emotional skills
- Understanding the World

Using this, we create **personalised targets** that match each child's needs and strengths, and plan their next steps. We use Tapestry to evidence and showcase their individual progress.

Communication

Our communication lessons are designed to help children develop the skills they need to express themselves, understand others, and build positive relationships. We focus on small, achievable steps tailored to each child's needs.

Cognition

Our cognition lessons help children develop the thinking and learning skills they need to understand the world, solve problems, and take part confidently in school activities. Lessons are adapted to each child's abilities, using practical, motivating tasks.

Sensory Diets & Sports Coach

Individual regulation is a key aspect of our daily routine. The children will work 1:1 with a member of our Sunshine Café team to create a calm and safe mindset, ready to learn. This is individual for each child's sensory needs and will be completed at necessary points across the day.

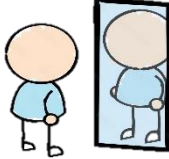











The children have 2 sessions a week with our Sports Coach; through this they are able to develop their gross motor skills, independence and self-awareness.

Continuous provision

Our continuous provision activities give children the chance to learn through play in a calm, structured environment. These hands-on learning areas stay available every day so children can practise skills at their own pace and revisit activities whenever they need to.

Curriculum

Rationale: Topics are taken directly from the Sensory Classroom’s “Sensory Curriculum”. This is a 4 year curriculum that we cycle through, so each year the children can explore different areas of learning. This includes lots of learning opportunities to explore the world, including weather, animals, materials and much more.

Topics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<u>Ourselves</u> 		<u>Our School</u> 		<u>Weather and Seasons</u> 	
Year 2	<u>Toys</u> 		<u>Spring and Growth</u> 		<u>Creatures Great and Small</u> 	
Year 3	<u>Colour and Light</u> 		<u>Communities and Culture</u> 		<u>On the Move</u> 	
Year 4	<u>Journeys</u> 		<u>Houses and Homes</u> 		<u>Out and About</u> 	

Self-Care and Personal Hygiene			Dressing and Personal Organisation			Eating and Mealtime skills			Communication and self-help advocacy		
Washing hands independently following a simple sequence	Blowing/Wiping nose and disposing of the tissue	Recognising when they need the toilet/changing and being able to follow visual supports	Putting on and taking off coat	Fastening zips, large buttons, Velcro and poppers	Putting on and taking off shoes independently	Using cutlery at mealtimes. (supported hand over hand with adult if necessary)	Drinking from own water bottle or cup and able to communicate they need more.	Putting rubbish/wrappers in the bin	Asking for help	Making a choice	Expressing needs (tired, hungry, hurt)
Brushing teeth, combing hair and wearing deodorant			Choosing appropriate clothing for the weather	Recognising what belongings are their own	Recognising picture or name label around the classroom	Washing/wiping hands or face after eating	Putting plate/bowl/cutlery in the sink ready to be cleaned	Finding their own seat using their placemat visual	Using more or finished symbols or words.	Expressing wants (drink, snack, shoes, coat)	
Emotional Regulation and Self-Management			Play and Social Independence			Routine and Practical Life skills			Fine/Gross Motor Independence		
Following the daily timetable or now and next visual schedule	Moving to a calm/quiet space independently or requesting support from an adult		Taking turns with an adult or peer (completed through small group tasks or turn taking games)	Independent play for short periods of time	Sharing toys with chosen peers/adults	Tidying away toys and resources when finished	Sitting for group activities for appropriate periods of time	Looking after resources (books, toys, pens)	Using scissors safely (Modelled by adult)	Opening zip wallets, lunch boxes, or containers independently.	Completing simple puzzles, threading beads and stacking blocks
			Choosing an activity/story with use of a visual aid	Playing alongside peers	Joining adult-led activities for short periods of time				Using Pincer Grip to pick up small objects, hold pencils/crayons	Moving around the classroom safely	Carrying objects, toys without dropping them

