



Programme of Learning Intentions

EARLY YEARS

2021-2023

***GREY SECTIONS NEED EDITING TO BE APPROPRIATE TO EARLY YEARS**

Personal, Social, Health, Citizenship and Emotional/ Independence & Life Skills		
Intentions and Implementation		
<p>PSHCE is fundamental to everything we do at Fairfield. Our safeguarding focus is delivered through the appropriated differentiated manner through the application of PSHCE programmes of learning and intent. It is essential that our learners feel safe, secure, valued and happy at school. We aim to achieve this through addressing the social and emotional needs of each individual pupil through all activities, discussions, stories and assemblies.</p> <p>Pupil well-being is critical to PSHCE enabling pupils to develop confidence, express emotions and build relationships and deal with stresses and change. Personal, social and emotional development involves helping pupils to develop a positive sense of themselves, and others, to form positive relationships and develop respect for others, to develop social skills and learn how to manage their feeling and to understand appropriate behaviour in their own abilities.</p> <p>We help the pupils to form positive relationships and to learn that conforming to a set of basic school rules where their feelings, opinions and beliefs of others are considered and respected can lead to a sense of belonging and well-being. We aim to help pupils learn to form relationships and work well with others. Pupils reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues. They develop an understanding to respect diversity and differences so that they can develop positive relationships that are an essential part of life and learning. Our pupils learn to co-operate with others, to share and take turns. They also develop their self-confidence and become independent, at the same time developing personal values through an understanding of right and wrong, and an awareness of the needs of others. PSHCE age-related and appropriate activities which include sex and relationships are flexible to teach according to individual needs at any particular time, and can be revisited at regular intervals to strengthen previous learning.</p>	<p>Pupils at Fairfield will be provided with experiences and support which will help them to develop a positive sense of themselves and of others. Pupils will be supported through personalised opportunities and encouragement to:</p> <ul style="list-style-type: none"> • develop interests and motivations to learn • develop independence, confidence, initiate ideas and interact with others • maintain attention and concentration • develop an awareness of keeping healthy, and supporting others • be aware of changes and transitions on their life • form relationships with familiar adults and peers • work as part of a group or class, develop turn taking and sharing skills • begin to understand that there needs to be agreed values and codes of behaviour • begin to understand that other people have different needs, views, cultures and beliefs, that need to be treated with respect 	
Programmes of Learning		
<p>Personal Care</p> <p>Pupils should have opportunities for:</p> <ul style="list-style-type: none"> • Making Relationships • Eating and Drinking • Toileting • Undressing and Dressing • Washing and Showering • Hair Brushing • Cleaning Teeth 	<p>PSHE</p> <p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Be interested and motivated to learn • Develop a positive sense of themselves • Form positive relationships and develop respect for others • Develop their social skills and an understanding about their feelings and some consideration of the needs and feelings of other people • Become aware of different behaviours, beginning to regulate • Develop confidence in their own abilities • Play co-operatively, taking turns with others 	<p>Health, Well-being & Life Skills</p> <ul style="list-style-type: none"> • To be settled in a new school environment • Self Confidence and Self Esteem • Emotional Well-Being • To develop self/body awareness • Awareness of other's, staff & peers • Developing Independence in favoured activities • Exploring a healthy lifestyle, including cooking

<ul style="list-style-type: none"> • Accepting care • Having a voice/choice • Body awareness • Transition 	<ul style="list-style-type: none"> • Form positive relationships with adults and peers • Develop an awareness of the places that make them feel safe • Respond appropriately to simple choices and offers of help • People who help us exploration 	
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Communication, Language & Literacy

Intentions and Implementation

<p>Communication is central to the whole curriculum. Pupils need to communicate in order to express socially, emotionally and physically; to develop as individuals, engage with others and contribute as members of society. Intensive interaction is designed to foster early communication skills and is fundamental as a primary means of fostering meaningful communicative opportunities, particularly with our pre verbal, pre linguistic, pre intentional learners. Underpinning the delivery of all communicative activities is the extensive use of cues. These essentially fall into the category of Alternative and Augmentative Communication (AAC) which include touch cues, sound cues, objects, Makaton signing, symbols, and photographic cues. The use of communication aids including computer technology, VOCA's, switches, iPads and tablets are used by many pupils</p> <p>Pupils are given opportunities to engage with and demonstrate the skill of communication and to transfer their knowledge about concepts and skills to meaningful contexts in their everyday lives. Pupils are encouraged to become effective communicators through using a range of techniques, forms and media to convey information and ideas creatively and appropriately.</p>	<p>At Fairfield the aims for enhancing our learning and competence in communicating, speaking and listening, early reading and writing is supported and extended by personally equipping individuals with the opportunities and resources to enhance their interactions, communication skills and literacy experiences through adult support and appropriate resources. Pupils are supported through personalised opportunities, resources and encouragement to:</p> <ul style="list-style-type: none"> • interact with others, negotiating plans and activities and taking turns in conversations • enjoy listening to and using various communication strategies to interact with others • sustain attentive listening, responding to what they have heard through actions, symbols, comments etc. • enjoy listening to and joining in with stories, songs, rhymes and music • extend their vocabulary and understanding through exploring the meaning and sounds of new words • communicate through personalised systems • speak clearly with confidence and show awareness of the listener • use communication skills to clarify thinking, ideas, feelings and events • hear and say sounds in words in the order in which they occur • link sounds to letters, naming and sounding the letters of the alphabet • use phonic knowledge to write simple words and make phonetically plausible attempts at more complex words • explore and experiment with sounds, words and texts • begin to retell narratives in the correct sequence, drawing on language patterns in stories • read a range of familiar and common words and simple sentences independently • know that print carries meaning and, in English, is read from left to right and top to bottom • write their own name, and other things such as labels and captions, and begin to write simple sentences • form recognisable letters, encouraging correct formation • begin to show an understanding of the elements of stories, such as main character, sequence of events, and how information can be found in non-fiction texts to answer questions about where, who, why and how • use various means write for different purposes using features of different forms such as lists, stories etc. • know that print carries meaning and, in English, is read from left to right and top to bottom
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Programmes of Learning		
<p>Communication and Interaction</p> <p>Pupils should have opportunities for:</p> <ul style="list-style-type: none"> • Responding - anticipation • Interacting with staff and peers • Communicating using a total communication approach • Listening • Choosing/having a voice • To enjoy sharing in reading • Exploring letters and sounds • Producing sounds i.e instruments/body • Developing early speech skills • Constructing sentences with preferred method 	<p>Reading, Literacy & Story</p> <p>Pupils should have opportunities for:</p> <ul style="list-style-type: none"> • To enjoy sharing in reading • Exploring letters and sounds • Producing sounds i.e. instruments/body • Developing early literacy skills • Recognising simple symbols • Explore key aspects of a story with curiosity and engagement • Anticipating & remember key components of a story • Beginning to sequence • Explore key characters in a story and their features 	<p>Mark Making/Writing/Fine Motor Skills</p> <ul style="list-style-type: none"> • Making random marks • Purposely making marks • Explore mark making materials & tools • Developing fine motor skills to prepare for writing • Noticing marks made • Acknowledgement and control of hands • Begin to show accuracy when mark making
Understanding the World		
Intentions and Implementation		
<p>At Fairfield pupils will be supported in developing their knowledge, skills and understanding that help them to make sense of their world. This involves guiding pupils through exploring, discovering, investigating and understanding the world around them. Sensory integration and self-regulation strategies provide opportunities to interact with and explore the world around them</p>	<p>Pupils sensory input involving all the senses is encouraged to support the learning process and help our learners make sense of their world eg. visual (visual), auditory (hearing), vestibular (movement), kinaesthetic (tactile - the body image component), pro-prioceptive (muscles, tendons and joints), olfactory and gustatory (smell and taste).</p> <p>Our aim is to stimulate the pupil's curiosity as well as to create a sense of excitement, building both scientific knowledge and a solid base of scientific enquiry skills. Pupils will be given opportunities to make observations over time, identify patterns, identify, classify and group, carry out comparative and fair tests, research and collect, analyse and present data. As part of our commitment to enrich our pupil's learning, teachers use the outdoor environments as much as possible to enhance learning experiences.</p>	
Programmes of Learning		
<p>Geography & History</p> <ul style="list-style-type: none"> • Being aware of surroundings • Exploring our community/school grounds • Exploring historic & traditional events 	<p>Science</p> <p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Investigate objects and materials by using all of their senses as appropriate • Find out about, and identify some features of living things, objects and events they observe • Look closely at similarities, differences, patterns and change • Ask questions about why things happen and how things work 	<p>RE/Cultures and Beliefs</p> <p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Expressing feelings about personal events and describing them • Beginning to know about other people's cultures and beliefs through stories, music, movement, role-play, festivals and celebrations

<p>Basic Awareness of Time</p> <p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Get to know and enjoy daily routines • Begin to understand that things might happen 'now' • Understand some talk about immediate past and future eg. 'before', 'later', 'soon' • Understand about the seasons of the year and their regularity • Find out about past and present events in their own lives, and in those of their families and other people they know • British values 	<p>Understanding the World</p> <p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Investigate objects and materials by using all of their senses as appropriate • Find out about, and identify some features of living things, objects and events they observe • Look closely at similarities, differences, patterns and change • Ask questions about why things happen and how things work • Explore the natural world, including weather, seasonal changes, environments etc. • Explore pupils home/environment, and be involved in looking after it. • Opportunities to explore outdoors, including activities such as scavenger hunts and den building. To explore natural changes of state, i.e., ice melting, and cooking 	<p>Special People</p> <ul style="list-style-type: none"> • Where do we live, and who lives there? • Who is special to you, why are they special? <p>Special Symbols and Objects</p> <ul style="list-style-type: none"> • What objects, stories, books are special to us? • What places are special to you? <p>Special Events</p> <ul style="list-style-type: none"> • How do we celebrate special occasions? eg. Christmas, Eid and other Festivals
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Physical and Mobility

Intentions and Implementation

Physical well-being and education is of paramount importance, and depending on the needs of each individual opportunity are timetabled to give all pupils, regardless of their ability, an opportunity to develop their physical competences. All pupils are encouraged to be as active as possible, and interact to improve their co-ordination, control, manipulation and movement skills. Pupils who require physical support and interventions are given opportunities to move around both supported and freely each day. Pupils may need a range of equipment for lying, sitting, standing and walking. Many pupils have input from a Physiotherapist or an Occupational Therapist, and have a movement and positioning programme. Emphasis is placed on providing opportunities for weight bearing, muscle and bone strengthening, fitness and overall participation of physical tasks. Pupils are encouraged to move efficiently, effectively and safely, completing activities that are appropriate to their needs, and consultations with therapists ensure that correct physical and movement programmes are being pursued. PE provides the potential for the development of self-confidence and self-esteem, awareness of tolerance, fairness and concern for others, and the necessary skills to manage competitive and co-operative situations.

The main aims of physical education and mobility is to:

- increase independence
- support their posture and positioning
- improve general health and moral
- be aware of, and support spatial awareness, orientation, movement, balance, fitness and co-ordination
- develop hand /eye co-ordination
- use a range of small and large equipment and resources eg. walking frames, hydro, rebound

Programmes of Learning

<p>Body Awareness</p> <ul style="list-style-type: none"> • Negotiate spaces/obstacles 	<p>Physical Development/ Gross Motor Movement</p> <p>Pupils should have opportunities for:</p> <ul style="list-style-type: none"> • Sitting • Standing 	<p>Interventions/ Therapies</p> <p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • To happily accept therapies being done with/to them
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<ul style="list-style-type: none"> To complete Physiotherapy plans and intervention <p>Fine Motor Skills</p> <p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> Grasp and release a variety of objects Use small tools, including cutlery, and mark making tools Begin to show accuracy when mark making 	<ul style="list-style-type: none"> Walking Indoor Mobility Outdoor Mobility MOVE Programme Make developments with various parts of their body Use movement and sensory exploration to link up with their immediate environment Use mobility to connect with toys, activities, objects and people Move spontaneously within available space Respond to rhythm, music by means of gesture and movement Manage body to create intended movement Combine and repeat a range of movements Operate equipment by means of pushing and pulling movements Mount stairs / steps or climbing equipment Negotiate an appropriate pathway when walking, running or using a wheel chair or other mobility aid, both indoors and outdoors Show respect for other pupil's personal space when playing among them Go backwards and sideways, as well as forwards Jump off an object Experiment with different ways of moving To be involved in games and physical play To understand some simple game rules To accept boundaries/turn-taking 	<ul style="list-style-type: none"> Engage in interventions that could be new to them, for example, The Walrus, Rebound Therapy, Hydrotherapy. To increase in confidence accessing interventions To be aware of the routine of certain interventions To build independence in therapies where possible
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Expressive Arts & Sensory		
Intentions and Implementation		
<p>As an essential part of our creative curriculum, pupils will be given opportunities to experience learning through music and other expressive arts such as Art & Drama. Pupils are encouraged to extend their skills and enjoyment in music, processes and appreciation. Pupils will experience a variety of musical opportunities which pupils can gain skills and understanding of ideas and feelings of themselves, their community and the wider world, from a variety of times and cultures.</p>	<p>At Fairfield we believe that music and expressive arts are a vital part of the pupil's education and we offer a rich and varied curriculum to aid learning academically, emotionally, physically and spiritually. Music is used to unite the school, bringing pupils together to create a platform to celebrate and learn together.</p>	
Programmes of Learning		
<p>Art & Sensory</p> <p>Pupils should have opportunities for:</p> <ul style="list-style-type: none"> Reaching 	<p>Music</p> <p>Pupils should have opportunities to:</p>	<p>Drama & Dance</p> <ul style="list-style-type: none"> Explore role-play of a range of characters & settings

<ul style="list-style-type: none"> • Grasping • Releasing • Manipulating • Explore mark making materials • Explore a range of textures, materials, experiences • To creatively think and make choices about art work ie. colours/tools etc. • Use movement and sensory exploration to connect with their immediate environment • Respond in a variety of ways to what they see, hear, smell, touch and feel • Express themselves through physical action and sound • Explore through repeating patterns of play • Begin to use representation as a form of communication • Develop preferences for forms of expression • Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools 	<ul style="list-style-type: none"> • Responding to a range of sounds, turning to a sound source such as a voice • Join in with familiar songs • Use their voices/ other means of communication expressively • Create sounds by banging, shaking, tapping and blowing • Show an interest in the way musical instruments sound • Enjoy with joining in with dancing and ring games • Explore and learn how sounds can be changed • Explore the different sounds of instruments 	<ul style="list-style-type: none"> • Listen to & move to music • Be part of a story, rhyme, song, play or poem
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Computing and E-Safety	
Intentions and Implementation	
<p>Fairfield has an extensive range of ICT resources; skills are taught explicitly and are practiced across all curriculum areas. It is the responsibility of the class teacher to plan opportunities for computer usage, including filming opportunities in the green room. Some pupils have personal IPADs and Communication Technology aids. Computing has deep links with others subjects. Computing ensures (where appropriate) that pupils use technology safely and respectfully, keep personal information private and identify where to go for help and support when they have a concern. Pupils (where appropriate) are taught how to become digitally literate being able to use, and express themselves and develop their ideas through, information and communication technology, as active participants in a digital world.</p>	<p>Our intentions are to ensure that pupils:</p> <ul style="list-style-type: none"> • can become aware of the use of computerised resources and begin to operate cause and effect mechanisms • can understand and apply the fundamental principles and concepts of computers • can analyse problems in computational terms • can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems • are responsible, competent, confident and creative users of information and communication technology
Programmes of Learning	

<p>Cognition and Learning</p> <p>Pupils should have opportunities for:</p> <ul style="list-style-type: none"> • Awareness • Exploration • Control and Early Problem Solving • Sequence and Pattern • Problem solving techniques 	<p>ICT</p> <p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Show an interest in why things happen and how things work • Find out about and identify the uses of everyday technology and use information and communication technology and programmable resources / toys to support learning opportunities • Operating devices to make connections between control and information on a screen 	<p>Computing</p> <p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Ask questions about why things happen and how things work • Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Recognise common uses of information technology and use it safely and respectfully, keeping personal information private • Stay safe on line by choosing websites that are good for them to access • Key word searching is an effective way to locate information on the internet • Identify where to go for help and support – respond to simple instructions to control a device
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<p style="text-align: center;">Problem Solving/Maths</p>	
<p style="text-align: center;">Intentions and Implementation</p>	
<p>Maths is the skill of applying mathematical concepts, processes and understanding appropriately in a variety of contexts. Maths involves providing pupils with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, and measure. Pupils will be given opportunities to transfer their understanding, as appropriate, to other contexts across the curriculum. Pupils can demonstrate their mathematical knowledge, understanding and skills in a variety of ways to communicate, manage information, think critically, solve problems and make decisions.</p>	<p>Our aims are to enhance pupil's interest in maths, and strengthen mathematical ideas through:</p> <ul style="list-style-type: none"> • integrating mathematics with other activities • provide opportunities to explore and manipulate mathematical ideas with interest • actively introduce mathematical concepts, methods, and language through a range of appropriate experiences and teaching strategies • support pupil's learning by personalising opportunities and continually assessing their mathematical knowledge, skills, and understanding
<p style="text-align: center;">Programmes of Learning</p>	
<p>Mathematical Skills</p> <p>Cognition and Learning</p> <p>Pupils should have opportunities for:</p> <ul style="list-style-type: none"> • Awareness • Exploration 	<p>Technology</p> <p>Pupils should have opportunities to:</p>

- Control and Early Problem Solving
- Sequence and Pattern

Problem Solving, Reasoning and Numeracy

Pupils should have opportunities to:

- Develop an awareness of number name through the enjoyment of action rhymes and songs that relate to their experience of numbers
- Say / sign some counting words randomly
- Gain awareness of 1:1 correspondence through categorising belongings (matching/tagging)
- Have some understandings of 1 and 2
- Recite some number names in sequence
- Use some number names accurately in play
- Recognise groups with 1,2 or 3 objects
- Sometimes match number and quantity correctly

Shape, Space and Measures

Pupils should have opportunities to:

- Develop an awareness of shape, form and texture as they encounter people and things in the environment
- Recognise big things and small things in meaningful contexts
- Attempt, sometimes successfully to fit shapes into spaces on inset boards or jigsaw bubbles
- Enjoy filling and emptying containers
- Begin to categorise objects according to properties such as shape or size
- Show an awareness of shapes in the environment
- Be aware of positional and locating language – including body awareness
- Show an interest in shape by sustaining construction activity
- Match some shapes
- Beginning to understand 'more' and 'less'
- Heuristic Play opportunities

- Show an interest in why things happen and how things work
- Find out about and identify the uses of everyday technology and use information and communication technology and programmable resources / toys to support learning opportunities
- Operating devices to make connections between control and information on a screen
- Begin to use a variety of technology including switch toys, iPads, switch adapted electrical items

Art and Design

Intentions and Implementation

Art and design is encouraged through their engagement, curiosity, exploration and play. Pupils are provided with opportunities to explore and share their thoughts, ideas and feelings through a variety of creative opportunities which inspire and challenge individuals, equipping them with the knowledge and skills to experiment, invent and create their own works of art and design. Expressive arts and design involves enabling pupils to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

The aims of art are to develop creative opportunities through developing perceptual abilities. Awareness of colours, shapes, forms, lines, and textures result as pupils observe these and try to replicate them through creative expression. Art provides opportunities for pupils to be creative by:

- expressing their thinking, knowledge and ideas
- exploring, try out, and create with new and different kinds of media
- experimenting with colours, lines, forms, shapes, textures, and designs
- expressing feelings and emotions

Programmes of Learning

Body and Sensory Awareness Fine Motor Development

Pupils should have opportunities for:

- Reaching
- Grasping
- Releasing
- Manipulating
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Cognition and Learning

Pupils should have opportunities for:

- Awareness
- Exploration
- Control and Early Problem Solving
- Sequence and Pattern

Creative Development

Pupils should have opportunities to:

- Use movement and sensory exploration to connect with their immediate environment
- Respond in a variety of ways to what they see, hear, smell, touch and feel
- Express themselves through physical action and sound
- Explore through repeating patterns of play
- Begin to use representation as a form of communication
- Develop preferences for forms of expression
- Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools

Art and Design

Pupils should have opportunities to:

- To use a range of materials creatively, to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Painting

- Use thick and thin brushes
- Mix primary colours to make secondary
- Add whites to colours to make tints and black to colours to make tones
- Create colour wheels

Printing

- Use repeated or overlapping shapes
- Mimic print from the environment eg. Wallpaper
- Use objects to create prints eg. fruit, veg, sponges
- Press, roll, rub and stamp to make prints

Sculpture

- Use a combination of shapes
- Include line and texture
- Use rolled up paper, straws, paper, card and clay as materials
- Use techniques such as rolling, cutting, moulding and carving

Drawing

- Draw lines of different sizes and thicknesses

		<ul style="list-style-type: none">• Colour neatly following the lines• Show different tones by using coloured pencils <p>Textiles</p> <ul style="list-style-type: none">• Use weaving to create a pattern• Join materials using glue and/or a stitch• Use plaiting• Use dip dye techniques <p>Collage</p> <ul style="list-style-type: none">• Use a combination of materials that are cut, torn or glued• Sort and arrange materials• Mix materials to make textures <p>Digital Media</p> <ul style="list-style-type: none">• Use a wide range of tools to create different textures, lines, tones, colours and shapes• Find out about the work of a range of artists, craft makers and designers, describing the differences and similarities between
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