

Wrens

Rationale

Children in the Wrens class are working at a level significantly below that which would be expected of their chronological age. They all have very limited speech and find it difficult to communicate their needs, thoughts and feelings. This can lead to frustration resulting in difficult behaviour. The statutory requirements of the National Curriculum, as set out for children of their chronological age, are beyond what they would be able to access. In order for these children to be taught a curriculum that is broad, balanced and accessible, much of the curriculum guidance for planning and assessing progress is taken from the Early Years Guidance. To attempt to deliver an age-appropriate curriculum to these children would be impossible as their levels of ability and understanding are not sufficiently developed. However, careful and continuous monitoring and assessment of each child as they develop and make progress will inform future planning which will be differentiated to allow access to the National Curriculum as and when appropriate.

Learning in the Wrens class is done through a topic-based approach which is cross-curricular and relevant to the children's developmental levels. As in an Early Years setting, focus is on

- Communication
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematical
- Understanding the world
- Expressive arts and design

Recording Progress

Progress for the children in the Wrens is recorded in terms of their Annual Review and IEP targets. The children are still developing appropriate learning behaviours and so much of their progress is based on how well they are able to access the curriculum. Academic progress is still monitored via the whole school B-Squared data, but a much broader system of assessment is in place, encompassing the sensory, social, physical, medical and environmental needs of the children. Communication from parents through the home/school diary and comments made at

parent consultations give an indication of the developments being seen out of school and examples of these are kept as evidence of progress. Notes are kept on how each child interacts with peers and adults, and the extent to which they are able to focus on adult-directed tasks. These are important markers of progress and are recorded in individual learning journals, alongside examples of written work or photographs, and linked to the IEP targets and P-scale level descriptors. Assessments and targets from other professionals, for example Speech Therapists or Paediatricians, are also used to inform planning.

English The main focus for children in the Wrens class will be on verbal communication, and social skills, through a topic-based curriculum. All of the children in this class are working at a level considerable below that which would be expected of their chronological age. Much of the work will be at an Early Years level, regardless of the children's actual age.

They will be learning to

- Construct a sentence using up to 3 key words, using speech and/or signs/symbols. Speech will be encouraged at all times but recognition given to the fact that clear speech may not be possible for some children for a number of different reasons
- Respond to instructions using up to 3 key words, given verbally but with signs/symbols to assist understanding
- Share books and stories with an adult and with their peers, and show comprehension through gestures and/or comments
- Spend quiet time looking at books on their own, demonstrating an enjoyment of books
- Begin to recognise some letters and associate these with initial sounds of everyday objects
- Recognise and respond to their own name and the names of their peers when presented verbally and in written form
- Begin to match written words with pictures or symbols
- Develop hand-eye co-ordination through a variety of activities leading to pencil control and the ability to trace over lines, shapes and words

Maths Maths in the Wrens class will be delivered predominantly through a topic-based curriculum, to encourage using and applying in practical, real-life situations. Some specific skills will also be taught as appropriate. Much of the focus will be on communication and vocabulary to enable accurate assessment of mathematical understanding.

Children will learn

- How to count in situations and activities throughout the day, including the register, lining up, setting out cups for snack time etc

- Number rhymes and songs that involve adding and subtracting
- Measures through cooking, growing seeds, sorting etc
- Matching and sorting during regular classroom activities
- Ordinal number through taking turns, lining up
- Activity tables set out for learning through play ie/ a weighing table, sand/water play etc
- Patterns and sequences through bead threading, pegboards etc
- Number formation alongside handwriting

Science Science in the Wrens class will be delivered predominantly through a topic-based curriculum, to encourage the children to explore, observe and question in situations that are relevant to them and within their own experiences. Much of the focus will be on communication and vocabulary enrichment.

Children will learn about

- features of the classroom and wider school environment
- features of and changes in weather and seasons
- how simple electronic devices work ie/ toys, light sources
- how to take care of plants and animals
- their own bodies, how to stay safe and healthy, how to exercise and eat well to be healthy and strong
- different types of sound, how sound is made, different volume, pitch
- different types of movement; how to make things move, speed up, slow down and stop using pushes, pulls and different surfaces
- habitats of living things within their environment
- changes that occur when things are heated or cooled
- simple methods of explaining and recording what they have discovered