

Kingfishers

Rationale

Children in the Kingfishers class are working at a level significantly below that which would be expected of their chronological age. They all have considerably delayed social and communication skills, some of the children also have an ASD diagnosis. They have limited attention and concentration skills, poor short- and long-term memory and struggle with both receptive and expressive language. However, they are beginning to be able to work independently for increasingly longer periods of time, and this is being developed through careful planning of tasks that should be able to be done with reduced adult intervention. The majority of the children are Y6 and so will be beginning their transition to KS3 as the year progresses.

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, tasks have to be delivered in small steps with a highly differentiated curriculum and a high adult-child ratio. Teaching and learning must be very repetitive in order for new skills to be secure, and emphasis put on the ability to transfer skills and learning from one situation to another. Independent learning is actively encouraged.

The development of good learning behaviours is very important as many of the children can be challenging (some passive, others aggressive) when faced with adult-directed tasks or the need to behave in ways that are appropriate to the school setting.

Learning in the Kingfishers class is done through a topic-based approach which is cross-curricular and relevant to the children's developmental levels.

Recording Progress

Progress for the children in the Kingfishers is recorded in terms of their Annual Review and IEP targets, alongside the whole-school B-squared data. Plans and written tasks are annotated to show achievement and next steps.

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 on the planning sheets, alongside examples of written work or photographs, in order to inform next steps for progress. Weekly records are kept of the activities/tasks planned to ensure each child is working towards his/her individual Annual Review and IEP targets and how progress is being made towards these. These are linked to P-Scale and NC descriptors.

Assessments and targets from other professionals, for example Speech Therapists or Paediatricians, are also used to inform planning.

English

Children in the Kingfishers class have begun to be able to read simple texts and are building up a sight vocabulary and the ability to use some phonic skills to decode unknown words. All of the children have considerably delayed communication and social skills, presenting as considerably below the levels that would be expected of their chronological age, and so focus will remain on improving these skills. While they are generally able to make themselves understood, the sentences are not correctly formed and they have problems writing down what they have formed verbally, as many of them have poor short- and long-term memory.

They will be learning to

- verbally construct sentences using up to 4 key words using signs/symbols to support if appropriate
- communicate their needs and opinions using verbally using signs/symbols if appropriate
- understand and respond to instructions using up to 4 key words given verbally alongside signs/symbols if appropriate
- learn the sounds associated with letters, using guidance from the Read, Write Inc programme
- develop a sight vocabulary, reading words from the first 100 High Frequency Word, then the second 200 HFW lists
- spell words from the HFW lists
- form letters correctly leading to a legible style of handwriting
- begin to be able to write independently, using the words they have learned as well as their phonic knowledge to attempt to spell unknown words
- 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

Maths

Maths in the Kingfishers class will be delivered predominantly through a topic-based curriculum, to encourage using and applying in practical, real-life situations. Topics will be planned to develop and enrich mathematical understanding, providing regular opportunities to assess and show progress. There will also be some mathematics-specific lessons to teach particular mathematical skills. 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
- 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 Kingfishers 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. There will be a focus on developing communication and social skills, and the ability to generalise their learning and solve problems, to verbalise their thinking and to record their findings. They will be encouraged to begin to think scientifically.

Children will learn about

- how simple electronic devices work ie/ toys, light sources
- how to take care of plants and animals
- how plants and animals, including humans, grow and change
- about appropriate habitats
- that some things are living, some are dead, and some have never been alive at all
- 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
- differences in materials, and what they are used for
- simple methods of explaining and recording what they have discovered