



# VILLAGE 1

## PROGRAMME OF STUDY & PLANNING HANDBOOK

*Foundation Stage & KS1*

<b>STEPPING STONES</b> <b>V1-4</b> 	<b>TRACKS</b> <b>V5-8</b> 				<b>LANES</b> <b>V9 &amp; ABOVE</b> 									
Language and Literacy - Communication - Early Development	Language and Literacy <ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> </ul>				Communication & Language <ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> </ul>									
Physical Development <ul style="list-style-type: none"> <li>- PE</li> <li>- Rebound Therapy</li> </ul>	Physical Development <ul style="list-style-type: none"> <li>- PE</li> <li>- Rebound Therapy</li> </ul>				Physical Development <ul style="list-style-type: none"> <li>- PE</li> <li>- Rebound Therapy</li> </ul>									
PSHE/ Personal, Social, Health, Emotional & Economics <ul style="list-style-type: none"> <li>- Regulation and Attention</li> <li>- Social Interaction</li> <li>- Independence and Organisation</li> </ul>	PSHE/ Personal, Social, Health, Emotional & Economics <ul style="list-style-type: none"> <li>- Regulation and Attention</li> <li>- Social Interaction</li> <li>- Independence and Organisation</li> </ul>				PSHE/ Personal, Social, Health, Emotional & Economics <ul style="list-style-type: none"> <li>- Regulation and Attention</li> <li>- Social Interaction</li> <li>- Independence and Organisation</li> </ul>									
Mathematics - Exploring the World  Science - Exploring and Understanding the World	Literacy <ul style="list-style-type: none"> <li>- Reading</li> <li>- Writing</li> </ul>				Literacy <ul style="list-style-type: none"> <li>- Reading</li> <li>- Writing</li> </ul>									
	Mathematics <ul style="list-style-type: none"> <li>- Geometry &amp; Measure</li> <li>- Number &amp; Data Handling</li> </ul>				Mathematics <ul style="list-style-type: none"> <li>- Geometry &amp; Measure</li> <li>- Number &amp; Data Handling</li> </ul>									
	Science <ul style="list-style-type: none"> <li>- Working Scientifically</li> </ul>				Science <ul style="list-style-type: none"> <li>- Working Scientifically</li> </ul>									
Expressive Arts	Expressive Arts				Expressive Arts & Design									
Information Communication Technology - ICT - Exchanging and Sharing Information	Information Communication Technology - ICT - Exchanging and Sharing Information				Information Communication Technology - ICT - Exchanging and Sharing Information									
<b>STATUTORY EXPECTATIONS</b> <b>NC/EYFS</b>	Personal & Social Development		Physical Development	Com. & Language	Literacy	Maths	Understanding the World					Expressive Arts & Design		
	*PSHE	*Citz	PE	En		Ma	ICT	His	Sci	Geo	**RE	A&D	Mu	DT

## Village 1 - Foundation Stage and Key Stage 1

### Themed rolling programme

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year A</b>	Ourselves	Animals	Fun and Games
<b>Year B</b>	Festivals	Colours	The Garden
<b>Year C</b>	Light and Dark	Our Body/ Our Senses	Our World

**(1) Programme of Study for all subjects  
over three years.**

# LITERACY

Year	Autumn	Spring	Summer
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Village 1 - KEY STAGE 1 - NATIONAL CURRICULUM *FOR PUPILS WORKING ABOVE V4			
<b>*A</b>	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that which they can read independently. Being encouraged to link what they read or hear read to their own experiences	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognise and joining in with predictable phrases.	Learning to appreciate rhymes and poems, and to recite some by heart Discussing word meanings, linking new meanings to those already known
<b>*B</b>	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that which they can read independently. Being encouraged to link what they read or hear read to their own experiences	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognise and joining in with predictable phrases.	Learning to appreciate rhymes and poems, and to recite some by heart Discussing word meanings, linking new meanings to those already known
<b>*C</b>	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that which they can read independently. Being encouraged to link what they read or hear read to their own experiences	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognise and joining in with predictable phrases.	Learning to appreciate rhymes and poems, and to recite some by heart Discussing word meanings, linking new meanings to those already known

**\*EYFS PUPILS:** When planning lessons, refer to Development Matters to support children's learning across all areas. Take ideas from the curriculum strands and elaborate on them to provide activities in play and exploration, active learning and creative and critical thinking. Such activities should not only be enjoyable, but should develop the initial building blocks in all areas of learning. Ongoing formative assessments and observations must be at the heart of effective early years practice.

# NUMERACY

Year	Autumn	Spring	Summer
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<b>Village 1 - KEY STAGE 1 - NATIONAL CURRICULUM</b> <b>*FOR PUPILS WORKING ABOVE V4</b>			
<b>*A/B/C</b>	Number - Count to and across 100, forward and backwards Find one more and one less Represent numbers using objects  Geometry & Measure - Know the value of different coins Compare sizes Measure time, e.g. using a personal timetable Recognise common 2D and 3D shapes	Number - Count to and across 100, forward and backwards Find one more and one less Represent numbers using objects  Geometry & Measure - Know the value of different coins Compare sizes Measure time, e.g. using a personal timetable Recognise common 2D and 3D shapes	Number - Count to and across 100, forward and backwards Find one more and one less Represent numbers using objects  Geometry & Measure - Know the value of different coins Compare sizes Measure time, e.g. using a personal timetable Recognise common 2D and 3D shapes

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# SCIENCE

Year	Autumn	Spring	Summer
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Village 1 - KEY STAGE 1 - NATIONAL CURRICULUM *FOR PUPILS WORKING ABOVE V4			
<b>*A</b>	Parts of the body Animals and their babies What we need to survive	Types of animals What animals eat	Diet, exercise and hygiene
<b>*B</b>	Seasonal changes Types of weather	Seasonal changes Types of weather	Common and wild plants and trees Parts of flowers Planting seeds What plants need to survive
<b>*C</b>	Seasonal changes Types of weather	Parts of the body Animals and their babies What we need to survive	Properties of materials Sorting materials Changing materials by squashing, bending, twisting and stretching

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# ICT

Year	Autumn	Spring	Summer
<b>Village 1 - KEY STAGE 1 - NATIONAL CURRICULUM *FOR PUPILS WORKING ABOVE V4</b>			
<b>*A</b>	<b>Multimedia</b> <ul style="list-style-type: none"> <li>- Being creative</li> <li>- Presenting ideas</li> <li>- Using a keyboard</li> <li>- Saving my work</li> </ul>	<b>Technology in Our Lives</b> <ul style="list-style-type: none"> <li>-Technology in the classroom and at home</li> <li>- How we use technology</li> <li>- How technology helps us</li> </ul>	<b>Programming</b> <ul style="list-style-type: none"> <li>- Giving and following instructions</li> <li>- Pressing buttons</li> <li>- Making patterns</li> </ul>
<b>*B</b>	<b>Multimedia</b> <ul style="list-style-type: none"> <li>- Being creative</li> <li>- Presenting ideas</li> <li>- Using a keyboard</li> <li>- Saving my work</li> </ul>	<b>Programming</b> <ul style="list-style-type: none"> <li>- Giving and following instructions</li> <li>- Pressing buttons</li> <li>- Making patterns</li> </ul>	<b>Handling Data</b> <ul style="list-style-type: none"> <li>- Collecting information</li> <li>- Sorting information</li> <li>- Taking pictures</li> </ul>
<b>*C</b>	<b>Technology in Our Lives</b> <ul style="list-style-type: none"> <li>-Technology in the classroom and at home</li> <li>- How we use technology</li> <li>- How technology helps us</li> </ul>	<b>e-Safety</b> <ul style="list-style-type: none"> <li>-Personal information</li> <li>- What to do if something worrying happens</li> <li>- Being kind and polite online</li> <li>- Recognising age-appropriate websites</li> </ul>	<b>Programming</b> <ul style="list-style-type: none"> <li>- Giving and following instructions</li> <li>- Pressing buttons</li> <li>- Making patterns</li> </ul>

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# PSHE

Year	Autumn	Spring	Summer
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Village 1 - KEY STAGE 1 - NATIONAL CURRICULUM *FOR PUPILS WORKING ABOVE V4			
<b>*A</b>	Families & People Who Care For Me	Health and Prevention	Internet Safety
<b>*B</b>	Respectful Relationships	Basic First Aid (How to stay safe)	Mental Wellbeing
<b>*C</b>	Being Safe	Online Relationships	Caring Friendships

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# RE

Year	Autumn	Spring	Summer
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<b>Village 1 - KEY STAGE 1 - NATIONAL CURRICULUM</b> <b>*FOR PUPILS WORKING ABOVE V4</b>			
<b>*A</b>	Christianity - Christmas Buddhism/Hinduism/Sikhism - Diwali Judaism - Hannukah	Christianity - Easter	Islam - Eid (celebration is not always at the same time but will be celebrated wherever it fits into the term)
<b>*B</b>	Christianity - Christmas Buddhism/Hinduism/Sikhism - Diwali Judaism - Hannukah	Christianity - Easter	Islam - Eid (celebration is not always at the same time but will be celebrated wherever it fits into the term)
<b>*C</b>	Christianity - Christmas Buddhism/Hinduism/Sikhism - Diwali Judaism - Hannukah	Christianity - Easter	Islam - Eid (celebration is not always at the same time but will be celebrated wherever it fits into the term)

**\*EYFS PUPILS:** When planning lessons, refer to Development Matters to support children's learning across all areas. Take ideas from the curriculum strands and elaborate on them to provide activities in play and exploration, active learning and creative and critical thinking. Such activities should not only be enjoyable, but should develop the initial building blocks in all areas of learning. Ongoing formative assessments and observations must be at the heart of effective early years practice.

# GEOGRAPHY & HISTORY

Year	Autumn	Spring	Summer
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<b>Village 1 - KEY STAGE 1 - NATIONAL CURRICULUM</b> <b>*FOR PUPILS WORKING ABOVE V4</b>			
<b>*A</b>	Geography: Simple Compass Directions History: Changes in Living Memory	Geography: Basic human and physical features in own locality History: significant historical events, people and places in their own locality - London Zoo	Geography: Field Work and Observation History: Changes within Living Memory
<b>*B</b>	Geography: Seasonal and daily weather patterns History: Events beyond living memory	Geography: Map skills History: Events beyond living memory	Geography: Geographical vocabulary History: Significant events in locality
<b>*C</b>	Geography: Geographical vocabulary History: Lives of significant individuals	Geography: Compass directions History: Lives of significant individuals	Geography: geographical similarities and differences UK/EU History: significant historical events in own locality

**\*EYFS PUPILS:** When planning lessons, refer to Development Matters to support children's learning across all areas. Take ideas from the curriculum strands and elaborate on them to provide activities in play and exploration, active learning and creative and critical thinking. Such activities should not only be enjoyable, but should develop the initial building blocks in all areas of learning. Ongoing formative assessments and observations must be at the heart of effective early years practice.

## **(2) Templates for planning**

VILLAGE 1  
CURRICULUM FRAMEWORK

English, communication and language

Physical Development

PSED

Science

Maths

Expressive Arts (Art, DT,  
Music)

Understanding the world  
(Geography, history)

ICT

Curriculum Frameworks include National Curriculum objectives related to the termly theme. The Curriculum Framework Plans have been completed for all themes for all years and are available on the staff drive. These should not be changed.



# Our Body, Our Senses



Week beginning:	Focus book & Activity	Literacy	Maths	Science	Communication & Computing	PSED	Physical Development
8 January							
14 January							
21 January							
28 January							
4 February							
11 February							
<b>Half Term - 18<sup>th</sup> February</b>							
25 February							
4 March							
11 March							
18 March							
25 March							
1 <sup>st</sup> April							

Overarching objectives from the Curriculum Framework and are differentiated to the needs of each class.



Date:

Day	Time & lesson	Learning Intentions & Differentiation WALT (We are Learning To) <i>note: WALT is across all abilities and may not apply to all children.</i>	Lesson reflection and assessment
<b>M O N D A Y</b>			



Day	Time & lesson	Learning Intentions & Differentiation WALT (We are Learning To) <i>note: WALT is across all abilities and may not apply to all children.</i>	Adult led activities/lesson (Independent work is encouraged, but support is provided where required)	Resources
<b>T U E S D A Y</b>				

Day	Time & lesson	Learning Intentions & Differentiation WALT (We are Learning To) <i>note: WALT is across all abilities and may not apply to all children.</i>	Lesson reflection and assessment
<b>T U E S D A Y</b>			

Day	Time & lesson	Learning Intentions & Differentiation WALT (We are Learning To) <i>note: WALT is across all abilities and may not apply to all children.</i>	Adult led activities/lesson (Independent work is encouraged, but support is provided where required)	Resources
<b>W E D N E S D A Y</b>				

Day	Time & lesson	Learning Intentions & Differentiation WALT (We are Learning To) <i>note: WALT is across all abilities and may not apply to all children.</i>	Lesson reflection and assessment
<b>W E D N E S D A Y</b>			

Day	Time & lesson	Learning Intentions & Differentiation WALT (We are Learning To) <i>note: WALT is across all abilities and may not apply to all children.</i>	Adult led activities/lesson (Independent work is encouraged, but support is provided where required)	Resources
<b>T H U R S D A Y</b>				

Day	Time & lesson	Learning Intentions & Differentiation WALT (We are Learning To) <i>note: WALT is across all abilities and may not apply to all children.</i>	Lesson reflection and assessment
<b>T H U R S D A Y</b>			

Day	Time & lesson	Learning Intentions & Differentiation WALT (We are Learning To) <i>note: WALT is across all abilities and may not apply to all children.</i>	Adult led activities/lesson (Independent work is encouraged, but support is provided where required)	Resources
<b>F R I D A Y</b>				

Day	Time & lesson	Learning Intentions & Differentiation WALT (We are Learning To) <b>note: WALT is across all abilities and may not apply to all children.</b>	Lesson reflection and assessment
<b>F R I D A Y</b>			



*Cut out slip and stick on top of each page of communication book before writing short paragraph on pupil's day. Tick accordingly.*

Literacy Speaking/listening Maths Circle time	ICT Science PSHE/PSHE Art Design	PE Music Dance/yoga Drama	Sensory/soft play Cooking Swimming Physical Management	Outdoor/free play Wet Bowel movement Dry all day
I need more: Incontinence pads/wipes/other		Meal/feed:		

Literacy Speaking/listening Maths Circle time	ICT Science PSHE/PSHE Art Design	PE Music Dance/yoga Drama	Sensory/soft play Cooking Swimming Physical Management	Outdoor/free play Wet Bowel movement Dry all day
I need more: Incontinence pads/wipes/other		Meal/feed:		

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I need more: Incontinence pads/wipes/other		Meal/feed:		

Literacy Speaking/listening Maths Circle time	ICT Science PSHE/PSHE Art Design	PE Music Dance/yoga Drama	Sensory/soft play Cooking Swimming Physical Management	Outdoor/free play Wet Bowel movement Dry all day
I need more: Incontinence pads/wipes/other		Meal/feed:		



# **(3) Student File Templates**



INSERT PUPIL'S PICTURE

<b>Child's Full Name:</b>	
<b>Preferred Name:</b>	
<b>Date of Birth:</b>	
<b>Teacher:</b>	
<b>Start Date:</b>	
<b>Finish Date:</b>	



# My Learning Journey

## Village 1

INSERT PICTURE

Child's Full Name:	
Preferred Name:	
Date of Birth:	
Teacher:	
Start Date:	
Finish Date:	



# CONTENTS

- 1. Pupil Information**  
*(information in this section includes pupil information sheet, showing up to date contact numbers, address and parent/carer information)*
  
- 2. Care/Medical/Behaviour Plan(s)**  
*(information in this section includes all care, medical and behaviour plans and any documentation relating to this area of need from therapists/medical practitioner).*
  
- 3. Consent Forms**  
*(information in this section includes all consent forms relating to trips/activities).*
  
- 4. Statement/Annual Reviews/IEPs**  
*(information in this section includes pupil's Statement, Annual Reviews and Individual Education Plans and relevant documentation relating specifically to this area).*
  
- 5. Other Relevant Information**  
*(information in this section includes documents from relevant agencies, general correspondence, literature and miscellaneous articles relating to the pupil or their condition).*

*For Personal File: please note that this file is accessible to parents/carers and all interested parties. It contains confidential information. Any highly confidential information relating to safeguarding should not be in this file.*

## **Evidence of Progress file-Contents list**

**1. Personal learning profile** (staff area-templates-evidence of progress 2019)

**2. EHCP/ISP targets** printed from Behaviour Watch (this should include 3 pieces of evidence per term for each area, you can use your own notes, copy and paste SEN therapy notes, photos etc.....)

**3. VI/II plan**

**4. V level sheets with evidence from Classroom Monitor in all subjects:**

**V1-V3** Early Communication ((include SALT end of term report and communication plan), Exploring and Understanding the World (split into math and science), PSHE and ICT

**V4+** Speaking and Listening (use SALT end of term report and communication plan) Reading, Writing, Number and Data Handling, Geometry and Measure, Science, PSHE and ICT

**5. Previous PIVATS assessment**

**V level sheets can be found in: staff area-templates-moving forward**

**To print SALT therapy end of term review from Behaviour Watch: SEN therapy-filter-add pupil name-Go-Admin review-double click-print**







## **(4) Village 1 School Policy**

## Village One Policy Statement

### RATIONALE

In Village 1 we believe that the philosophy of the Early Years Foundation Stage (EYFS) underpins good practice for all our early years and KS1 pupils. We recognise that the sound principles of the EYFS reflect the needs of young children with Complex Learning Difficulties and Disabilities (CLDD).

These four guiding principles are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities. (EYFS, 2012)

### CURRICULUM

The curriculum in Village 1 has been designed to meet the diverse needs of the pupils and is driven by that need rather than age. Objectives are taken from the National Curriculum and are differentiated to suit the needs of our children. Objectives and curriculum delivery will look different in each class according to the children's needs and abilities.

Classes plan using the 'Development Matters' areas of learning within the EYFS framework for all Reception pupils and then include National Curriculum areas of learning where appropriate for the KS1 pupils. In addition classes plan for learning using a thematic approach on a three year rolling programme enabling joined up thinking by the children as they reach out and explore their world in a creative and playful way.

The overarching aim of the curriculum is to give children early experiences which will help them to achieve the five Every Child Matters outcomes of:

- staying safe,
- being healthy,
- enjoying and achieving,
- making a positive contribution, and
- achieving economic well-being

Organisation of Classes

Classes are organised based on the cohort of children and their specific needs. They tend to be grouped by diagnosis and learning style.

## **INDUCTION PROCESS**

Parents, carers and professionals are fully involved in the induction process to ensure a smooth transition.

**Initial visit:** The family visit the school and meet with the family worker and other relevant staff.

**Initial Meeting:** After a placement has been agreed, the family come into school for a formal meeting, where they are introduced to all relevant staff including the class teacher and are given the opportunity to see the learning environment and to ask any questions they might have.

**Information Pack:** Parents receive an information pack with relevant information including school dates, uniform requirements, phone numbers, etc.

## **SETTLING IN**

**Induction plan:** Induction takes place at the pace of the child. Some children may need a phased start while others settle more quickly.

**Home/School Communication:** Class teachers will communicate regularly with parents during the settling in process. This can be via the home/school link book which is sent home daily, or telephone calls.

**Team Around the Child (TAC) Meeting:** Once the child is settled, parents are invited for a TAC meeting, where they can meet all of the staff that work with their child. This includes Occupational Therapists, Nurses, Physiotherapists and Speech and Language Therapists.

## **PROGRESS AND ATTAINMENT**

Children's progress is shared and celebrated with parents in a variety of ways, including:

**Parents Evening:** take place on a termly basis

**Annual Reviews:** A yearly review of Education Health Care Plan targets with relevant professionals

**End of Year Report:** This is sent home in July to celebrate pupil's attainments and details their progress across the year.

**Learning journeys:** These are available for parents to see and contribute to with any significant achievements at any time

**Homework:** Class teachers may set homework for some children if they feel it is appropriate

## **PARENTAL SUPPORT AND INVOLVEMENT**

Parents are invited to attend school for a number of occasions including awards assemblies, performances and special event days (e.g. Christmas)

The Village School also holds regular training sessions with the family worker to help parents support their children's therapies at home, e.g. Makaton workshops, toilet training, etc.

## **ASSESSMENT**

On entry to the school pupils undergo a baseline assessment by their class teacher and the trans-disciplinary team. This enables them to set targets with an appropriate level of challenge. The Village School uses the EYFS for Nursery and Reception aged children and the 'V Level' assessment framework for children in Key Stage 1 and above.

Each child has an Individual Education Plan detailing their curriculum targets which are set by teachers, and those taken from their EHCPs, which are agreed with parents at the annual review. Therapists create their own plans and work closely with class teams to help children achieve their targets. Targets are regularly reviewed and new ones set as appropriate.

Assessment includes photographs, videos and teacher observations.

## **WORKING WITHIN THE WIDER COMMUNITY**

It is important for our pupils to have experiences of the wider community from an early age to enrich their life experiences.

- **Outings:** These are often linked to themes and topics we are following as part of the curriculum and may involve transportation to a variety of locations. All outings are risk assessed and staffed accordingly.
- **Links with other schools:** we are developing links with schools in the local vicinity; pupils have opportunities to visit local primary schools for one-off sessions and we are also visited by pupils from a local primary school on a regular basis.
- **Visitors:** Visitors from the wider community are invited to join us to enhance pupil's learning for example providers of local services such as police.