

CROYLAND PRIMARY SCHOOL



WILLOW ROOM

Specialist Provision for children in Reception through to Year 2

CURRICULUM INTENT
AND CURRICULUM PLAN

July 2025

CURRICULUM INTENT

PSED

Personal, social and emotional development is woven throughout our curriculum and is a daily focus. Adults will support children to learn about their emotions, develop a positive sense of self and how to look after their bodies and manage their own personal needs.

Throughout our setting there will be opportunities for children to:

- Learn the routines of the day
- Use and refer to a schedule
- Develop relationships with familiar adults
- Learn to self-advocate

Adults will model how to recognise feelings and emotions. They will use the language safe and unsafe to assist understanding. Adults will support the development of social interactions with others.

CURRICULUM INTENT

Physical Development

Physical development encompasses fine and gross motor skills. The curriculum is tailored to individual needs and recognises that not all children develop the same rate. Children will be exposed to activities and resources that allow both gross and fine motor skills development. Through our PE sessions and outdoor play, children have the opportunity to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

Children are taught to use equipment safely, including play apparatus and tools such as cutlery and scissors.

Adults support children with their sensory needs and help them to begin to understand and manage their needs.

CURRICULUM INTENT

Communication & Interaction

In our setting, we employ a comprehensive communication approach that recognises and promotes various modes of expression, including signs, gestures, vocalisations, body language, speech, communication boards, and assistive devices. The use of communication boards is consistently demonstrated, and Makaton signing is incorporated into daily interactions. Adults model spoken phrases and relevant gestures to facilitate understanding and communication.

Intensive interaction forms a regular part of our daily schedule. Sensory stories and Attention Autism activities are conducted daily to support engagement. Individual schedules, "Now and Next" boards, and a "Class Now and Next" board are utilized to structure daily routines. Additionally, we implement Speech and Language Therapy (SALT) recommendations tailored to individual needs.

CURRICULUM INTENT

Understanding The World

Children in our setting will be supported in developing their curiosity about the world around them. They will have opportunities to engage their senses in exploring the school and local environment, They will be introduced to themes such as change and growth, which are both meaningful and relevant to their developmental journey. A strong emphasis on appreciating and engaging with the local community is central to our ethos and such experiences drive our daily teaching activities.

CURRICULUM INTENT

Expressive Arts and Design

We offer daily opportunities for engaging in creative arts. Art and music are vital for nonverbal children as they provide nonverbal channels for self-expression, fostering communication and emotional development. These activities reduce anxiety, promote social interaction, stimulate imaginative and creative thinking. They improve concentration and focus, and enhance physical coordination.

CURRICULUM INTENT

Literacy

For children at the beginning of their reading journey, we will teach sound recognition, sound distinction and sound. As their reading journey continues, our children will be taught early literacy skills including the production of early speech sounds, matching and recognising letters. When our children are ready, they will be taught through a systematic synthetic phonics programme, (Read Write Inc). This program will be adapted for every child's individual journey, ensuring we follow a multi-sensory approach.

Opportunities for mark making will be promoted daily to support children in being ready to begin writing for a purpose. Correct letter formation and pencil grip will be modelled and encouraged. Colourful semantics will be utilised where appropriate.

CURRICULUM INTENT

Maths

Our children begin their mathematical journey through exploration, songs and playing; this includes problem solving in real life situations. As their maths journey continues, the White Rose scheme of work is used as a tool to support mathematical development. Children will have opportunities to develop number skills, shape, space and measure skills and to be able to tackle real life problems.

CURRICULUM PLAN 2025 - 2026

Term	1	2	3	4	5	6
Topic	All about us	Nursery rhymes	Seasons	Transport	Mini beasts	Our Wider World
Special events, celebrations, enrichment and experiences	Starting school Children bringing photos of family. All about me book	Pantomime Bonfire night Christmas Parent stay and play	Shrove Tuesday Mother's day Easter egg hunt	Train journey Bus to the shop Father's day Stay and play	Irchester mini beast hunt	Sports day Stay and play Graduation Culture day
Core texts	Colour monster In every house on every street Big feelings and what they tell us Will you be my friend? Elmer Whos in my family? Who are you?	Head, Shoulders, Knees and Toes Wheels on the bus Humpty dumpty Mummy finger, daddy finger Row, row, row your boat That's not my Christmas tree	I love the seasons Winter I love the seasons Spring I love the seasons Summer I love the seasons Autumn	I'm the bus driver I'm the train driver Train ride Things that go Taxi Go	Mad about mini beasts Incy wincy spider Hungry caterpillar Little ant and the butterfly Super worm	Kids Voyage To Seven Continents Listen to the music from around the world Martha maps it out
Sensory Story	Bear Hunt The sound collector	Stickman Leaf Man	When will it be Spring Rainy Day	Wheels on the bus	Hungry Caterpillar Super worm	Hansel and Gretel Around the world in 60 days.

CURRICULUM PLAN 2025 - 2026

Term	1	2	3	4	5	6
PSED	(Re)Introducing zones of regulation Making new relationships Recognising safe and unsafe Learning new routines Valuing myself	Recognising our feelings/ self-regulation Following simple instructions Exploring our sensory needs Personal safety	Developing self-advocacy skills Pants rule What to do when I am feeling....	Road safety Developing relationships Recognising feelings in others	Friendly and unfriendly Differences between us	Developing resilience Transitions and changes
Physical development	Physical development encompasses fine and gross motor skills. The curriculum is tailored to individual needs.					
	Core strength, balance and coordination.	Gymnastics Travelling, rolling, balancing, jumping, hopping and skipping.	Dance Season inspired	Yoga Core strength, balance and coordination.	Ball control	Sports day preparation
Communication and Interaction	In our setting, we use a total communication approach. We acknowledge and encourage communication through signs, gestures, vocalisations, body language, speech, communication boards and devices.					
	Attention and listening skills Learn simple songs and rhymes Joining in with repeated refrains					
Understanding the world	Our families Our homes Our special people	Different celebrations. Natural processes – floating / sinking	Natural processes and change – melting and freezing Observing change in seasons.	Where do we live? Simple map Past and present transport.	Members of our local community. Natural art.	Similarities and differences between countries. Members of our wider
Expressive arts and design	Using body parts to print Exploring percussion Using glue sticks and pre-cut	Mixing primary colours. Use thick and thin brushes. Moulding with clay	Printing using different materials Moving and listening games. Using our bodies to create a	Using uncut materials to create a collage. Printing a repeating pattern.	Creating rubbings. Printing using natural materials. Collaborative splatter painting.	Adding water to paint to make a wash. Choosing or mixing colours for a



CURRICULUM PLAN 2025 - 2026

<p>Maths</p>	<p>Our children begin their mathematical journey through exploration, songs and playing; this includes problem solving in real life situations. As their maths continues, the white rose scheme of work is used as a tool to support mathematical development.</p>	
<p>Literacy</p>	<p>Phonics and reading</p>	
	<p>All of our children are encouraged to develop a love of books and reading. We have daily sensory story sessions and our timetable allows children to enjoy books at their leisure. Our curriculum has fiction and non-fiction texts at it's core.</p>	
	<p>Our children who are at the beginning of their reading journey are exposed to a multi-sensory approach to phonics. They will learn to tune into sounds through music, songs, instruments and environmental sounds, whilst developing their <u>listening and attention skills.</u></p>	<p>As our children continue through their reading journey, they are taught early literacy skills and are introduced to the systematic synthetic phonics programme, (Read, Write Inc.)</p>
	<p>Writing</p>	
	<p>Opportunities for mark making and writing are promoted daily to support children on their individual writing journey.</p>	
<p>Our children who are at the beginning of their journey will take part in gross motor and fine motor activities to prepare them for writing. They will be encouraged to use a range of tools for mark making. As their skills progress, they will be supported to develop an effective pencil grip and begin to form recognisable letters. The RWI scheme is used to teach letter formation. Colourful semantics is a tool used to help children construct sentences.</p>		

