



The Nest Curriculum- Chatham Nursery School

The EYFS curriculum at Chatham specialist unit offers a nurturing, inclusive, and stimulating environment where children with SEND can thrive through play-based, sensory-rich, and developmentally appropriate learning experiences. Our curriculum is centered on the 'Differentiated Early Years outcomes' document which is adapted to ensure that all our children are able to access learning. We focus heavily on the early development of communication and interaction skills and ensure that pupils have the best opportunity of becoming effective communicators. We support their learning with objects of reference, British sign language, visual cues and communication aids in all areas of the classroom.

Individual Learning Plans

Where assessment indicates that support from specialist services is required the school strives to ensure that the pupil receives this as quickly as possible. The Local Offer sets out clearly what support is available.

Children identified with SEND needs have an individual learning plan outlining targets, provision and any interventions that are in place. These targets are built from each child's EHCP if in place. In addition professional support from outside agencies contribute to the overall planning and development of targets for individual children. We follow an ASSESS-PLAN-DO-REVIEW model. Individual plans are updated and shared with parents half termly.

Partnership

Parents & carers are children's first and most enduring educators. When children and parents work together in early year's settings, the results have a positive impact on children's development and learning. Each child is allocated a key person at nursery. That person is a familiar figure who is accessible and available as a point of contact for parents and one who builds relationships with the child

and parents or carers. In addition, they assist with children's physical needs too, supporting with feeding, nappy changing, toileting and dressing.

Curriculum Map

A play based exploratory curriculum allows our individuals to develop skills on a 1:2 ratio combined with intensive interaction, small group activities such as Attention Autism bucket therapy sessions, songs and number rhymes. We also provide regular opportunities for sensory breaks throughout the session. These activities help children prepare for learning by improving their alertness.

The curriculum map sets out intended learning experiences by term. It is designed to support practitioner's planning and will be adapted flexibly to meet the needs, stages and interests of the children through short-term planning.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me	Celebrations	Traditional Tales	New life	Mini beasts	New beginnings- Transition
Communication and Language	Simple signs (hello, please, thank you, goodbye) Body parts Food Toys	Bucket therapy sessions (small group and 1:1) Objects of reference Communication boards Simple sign	Story language Rhymes Continue food and heavy use of communication boards	Signing animal names Selecting animals by name Recognising animal sounds	Signing insect names Rhymes Insect toys in bucket therapy sessions	Bucket therapy sessions (small group and 1:1) Objects of reference Communication boards Simple sign
Physical Development	Introduce sensory breaks/ circuits Dough disco Threading Pouring Filling and emptying bikes	Mark making on celebration cards Food tasting- celebration parties	Large equipment- balancing, climbing over and under, Den building Construction- wooden blocks, duplo, stickle bricks	Forest School Digging Different ways of moving	Dough insects Explore different ways of moving Digging Planting	Encourage use of toilet where possible Mark making- name writing
Personal, Social and Emotional Development	Classroom routines Simple signs My name Things I like (toys, food, people, colours)	Celebrating special occasions- birthdays, Diwali, Christmas	Tasting porridge Sharing stories Role play Learning how people feel.	Being kind to animals Demonstrating friendly behavior Pretend play with animals Planting flowers	Being kind to insects Encourage them to notice stimuli in the environment.	Support with school transitions School visits- respond to unfamiliar settings and people Playing with peers
Literacy	<u>Books</u> Picture books Flash cards Puppet play <u>Rhymes</u> Hello song Tidy up song Hand wash song Goodbye song	<u>Books</u> That's not my Reindeer Pop up/ flap Christmas books <u>Rhymes</u> Twinkle twinkle Jingle bells Rudolf the red nose reindeer	<u>Books</u> Goldilocks, the 3 little pigs, Gingerbread man, Billy goats gruff <u>Rhymes</u> When Goldilocks went to the house of the Bears, Traditional nursery rhymes	<u>Books</u> Farmer duck, old macdonalds farm, that's not my duck <u>Rhymes</u> old macdonald baabaa black sheep mary had a little lamb	<u>Books</u> The very hungry caterpillar, that's not my bee <u>Rhymes</u> Incy wincy spider Tiny caterpillar on a leaf	<u>Books</u> Spot goes to school, incredible you, starting school <u>Rhymes</u> Childrens favourites from over the year

Mathematics	Number rhymes with sign- numbers 0-5 5 little ducks 5 cheeky monkeys 5 little speckled frogs	Inset jigsaws Number rhymes and songs	Focus on language linked to size Number recognition 0-3 (and beyond if appropriate)	Sorting animals Counting animals Pairing animals Number rhymes and songs Animal jigsaws	Sorting minibeast figures based on species/ colour Threading	Routine- now and next Focus on shape Shape jigsaws 2D and 3D shapes for sorting, categorizing and matching
Understanding the World	Body parts- head shoulders knees and toes Small world animals and people Home area	Baking activities Recognizing special events and occasions Christmas trip- responding to outside environment	Making porridge Making Gingerbread men Exploring materials	Visit from Acorn farm- observing animals Small world farm play	Beebots- cause and effect Show interest in minibeasts and observe what they do	Visits to schools Observing people Becoming familiar with new surroundings
Expressive Art and Design	Exploring paint Time to sign music sessions	Making celebration cards Moving to music Christmas crafts Singing and signing	Songs and rhymes Dressing up Musical instruments- banging, tapping, shaking	Moving to music Messy play Role play	Printing patterns Exploring paints Cutting and sticking	Join in with dancing and sign songs with Chris and parents Role play

Curriculum Structure

Time AM	PM	Activity	Focus
8.30-9.00	12.15- 12.30	Arrival and sensory settling	Regulation, transitions
9.00-10.00	12.30-1.30	Free flow play / intensive interactions	Individualised learning goals
10.00-10.10	1.30-1.40	Attention Autism bucket therapy	Attention, social, SALT input
10.10- 10.30	1.40-2.00	Snack/ social interaction	Self- help, communication
10.30- 11.30	2.00- 3.00	Outdoor play/ sensory menu/ targeted interventions	Individualised learning goals, physical, regulation
11.30-11.45	3.00-3.15	Circle time- song,	Literacy, numeracy, transition

Assessment & Progress Tracking

We use a range of assessment and tracking tools to ensure children make meaningful progress. Termly tracking is carried out using differentiated Early Years Outcomes, alongside individual support plans tailored to specific needs. Progress is continuously monitored through learning journals, photographs, and observations, providing a holistic view of each child's development. In addition, we use Wellcomm to assess and support speech and language development, and the Intensive Interaction Progress Tracker within The Nest to monitor progress for children with complex communication needs.