

## **EYFS Curriculum Framework for AP (Alternative Provision)**

### **1. Core Principles**

- Child-Centred: Start with the child's interests, strengths, and emotional needs.
- Relational: Prioritise trust, safety, and connection with key adults.
- In the Moment Planning: Adults notice, respond, and extend learning through spontaneous interactions.
- Flexible Scope: Broad goals from EYFS areas of learning guide practice, but children's engagement drives the "how" and "when".
- Therapeutic Approach: Recognise that AP children may need high nurture, sensory regulation, and emotional scaffolding before academic goals.

### **2. Curriculum Aims**

- Build emotional security and self-regulation.
- Develop communication and interaction skills.
- Promote independence and resilience.
- Support engagement with learning through interests.
- Ensure coverage of EYFS Prime and Specific Areas in flexible, meaningful ways.

### **3. Curriculum Structure**

Instead of fixed topics, the curriculum uses continuous provision and enhanced provision based on interests:

#### **Prime Areas (Always Prioritised)**

- PSED (Personal, Social, Emotional Development)
  - Co-regulation, nurture groups, emotional check-ins.
  - Role play and small world to explore feelings and relationships.

## Horizons Curriculum:

*Expanding possibilities, one step at a time.*



- Communication & Language
  - Adult modelling, commenting, and open-ended questions.
  - Storytelling, singing, rhythm, and sensory language games.
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- Physical Development
  - Access to indoor/outdoor movement.
  - Fine motor opportunities through play (playdough, sand, mark-making).

### Specific Areas (Woven Through Play)

- Literacy – mark-making, story props, child-led book sharing, environmental print.
- Maths – counting in play (blocks, snacks, steps), pattern spotting, shape hunts.
- Understanding the World – nature walks, small world linked to interests, role play.
- Expressive Arts & Design – music, messy play, construction, sensory art.

### 4. Planning Approach: In the Moment Planning (ITMP)

Cycle of Interaction:

1. Observe – Notice what the child is drawn to.
2. Capture – Join in sensitively, follow their lead.
3. Extend – Add language, model skills, introduce challenge.
4. Record – Jot “WOW” moments or learning seen (retrospective planning).

Example:

- Child lining up cars → Adult notices → “Wow, you’ve made a long line. Let’s count them.” → Maths & language emerge naturally.

## **5. Environment & Provision**

- Continuous Provision Zones: sensory corner, construction, role play, small world, creative area, reading snug, outdoor exploration.
- Calm/Nurture Spaces: for regulation and emotional safety.
- Loose Parts & Open-Ended Resources: to allow imaginative, flexible play.

## **6.**

### **Assessment & Evidence**

- No rigid planning sheets; use “in the moment” observation notes, photos, or learning journals.
- Focus children approach: spotlight a few children each week to capture depth, but interactions remain responsive for all.
- Assessment guided by Development Matters and child’s individual EHCP / AP plan.

## **7. Example Weekly Flow (Flexible)**

- Morning check-in: emotional regulation (feelings board, sensory play).
- Free-flow play: staff tune in, scaffold learning.
- Small group time (short, based on interest e.g., story, singing, sensory cooking).
- Outdoor learning: gross motor, nature-based, child-led.
- Wind down: reflection/story, calm activities.

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Child / Focus	Interest observed	What they did (play/interaction)	Adult response (in the moment)	Skills/Areas of Learning	Possible Next Steps (child-led)	Notes / Reflections
Child A	Dinosaurs	Built a dinosaur cave with blocks, used roaring sounds	Adult joined in role play, modelled new words-	C&L (new vocab), PSED (shared play), EAD (imaginative)	Add dinosaurs to sand, explore dinosaur bones with tools	Child engaged for 15 mins, great language burst
Child B	Water play	Repeatedly pouring water between containers	Adult commented- you are filling, now its empty, added funnels for challenge	Maths (capacity), PD (coordination), Language	Offer coloured water, talk about mixing, freezing water	Regulated well, calmed after sensory input
Child C	Music / rhythm	Banging drums loudly then quietly	Adult mirrored rhythms, introduced stop/go game	PSED (turn-taking), C&L (listening), PD (motor)	Provide scarves for movement to music, introduce different instruments	Child joined peers for 5 mins
Child D	Transport	Lined up cars, said big, little	Adult counted cars, compared sizes	Maths (size, counting), C&L (descriptive lang), PSED (focus)	Create ramp to explore speed, measure which goes furthest	Enjoyed 1:1, could not tolerate peers yet
Child E	Animals	Looked at animal picture books	Adult asked open-ended Qs Where does it live? linked to small world play	Literacy (book use), UW (animal habitats), Language	Add animal figures to tuff tray with natural materials	Calm, good attention span with adult support

## 8. Scope for Child-led Planning

- Interests spark provision changes: e.g., a fascination with dinosaurs → add fossils to sand play, counting dinosaur footprints → literacy & maths emerge.
- Children's needs guide routines: e.g., if regulation is hard, prioritise sensory/movement before adult-led activity.
- Planning meetings reflect: "What did we notice? What's next?" instead of "What will we teach?"

## KS1 Curriculum Framework (AP Setting) – Child-Led & In-the-Moment

### 1. Core Principles

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- Nurture first: Emotional and sensory regulation is the foundation before academic learning.
- Child agency: Children have choice and voice in learning; adults scaffold.
- In the Moment Planning: Staff tune into children's interests, extend learning with curriculum links (maths, literacy, science, etc).
- Flexible Structure: Routine provides safety, but activities remain child-responsive.

### **2. Curriculum Aims for KS1 in AP**

- Support self-regulation and readiness to learn.
- Strengthen communication, language, and social skills.
- Foster independence and resilience through play and exploration.
- Cover National Curriculum areas through child-led hooks (e.g., dinosaurs → science, history, literacy).

### **3. How KS1 Differs from EYFS**

- Still child-led, but with gentle curriculum mapping (link play to KS1 outcomes).
- More opportunities for project-style learning based on children's interests.
- Increased focus on emerging literacy and numeracy skills.
- Children encouraged to reflect on their own learning (with adult support).

### **4. Curriculum Areas (blended child-led + curriculum)**

- English (reading, writing, communication): Storytelling, journaling about play, environmental print, making signs/lists.
- Maths: Counting, measuring, problem-solving in play (e.g., "How many cars? Which ramp is longest?").
- Science: Nature walks, experiments linked to interests ("What happens if...?").
- History & Geography: Exploring time, change, and place through role play, books, and small projects.
- Art, Music, Design: Expressing interests creatively with open-ended resources.
- PE & Outdoor Learning: Movement for regulation, games, team skills.
- PSHE: Emotional literacy, friendship building, turn-taking.

## 5. KS1 Child-Led Planning Grid (Weekly Template)

Child / Focus	Interest observed	What they did (play/interaction)	Adult response (scaffolding & curriculum links)	Areas of Learning (NC)	Possible Next Steps (child-led)	Notes / Reflections
Child A	Space	Drew rockets and planets	Adult asked questions, linked to solar system, introduced space books	Science (space), English (vocabulary, storytelling), Art (drawing)	Provide model-making materials, read story about astronauts	Child eager to share with peers
Child B	Cooking	Pretend café in role play area	Adult helped make menu, introduced money for buying food	Maths (money, counting), English (writing menus), PSHE (turn-taking)	Do real cooking, link to healthy eating science	Good, sustained attention
Child C	Transport	Built ramp for cars	Adult encouraged measuring distances, predicting outcomes	Maths (measurement), Science (forces), English (explaining)	Add stopwatches for timing, record results	Excited to repeat experiment
Child D	Animals	Looked at animal encyclopaedia	Adult asked Qs about habitats, matched toy animals to pictures	Science (animals, habitats), English (new vocabulary)	Create habitat diorama, plan trip to local farm	Focused and calm
Child E	Music	Drummed patterns	Adult mirrored and introduced rhythm cards	Music (rhythm, beat), Maths (patterns, sequences), PSED (turn-taking)	Explore different instruments, link to dance	Engaged socially for 10 mins

## 6. Why this works for KS1

- Children still experience freedom and play, but staff weave in curriculum outcomes.
- Teachers can retrospectively map observations against KS1 National Curriculum.
- Planning stays light-touch, but ensures children's academic progress is visible alongside their emotional growth.

By KS2, children often need:

- A balance of child-led engagement and curriculum alignment (so learning can be tracked).
- Opportunities for project-based, interest-driven work.

## Horizons Curriculum:

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- Strong emphasis on emotional regulation, resilience, and social learning.
- A therapeutic, flexible approach that acknowledges gaps in prior learning.

## **KS2 Curriculum Framework (AP Setting) – Child-Led & In-the-Moment**

### **1. Core Principles**

- Choice + Autonomy: Learners shape activities, adults link to curriculum outcomes.
- In the Moment Planning (ITMP): Spontaneous opportunities are valued; observations drive planning.
- Project-Based Learning: Interests can extend into multi-week projects (e.g., “Football” → literacy, maths, science, teamwork).
- Therapeutic Support: Emotional safety, regulation breaks, and relational teaching underpin all learning.

### **2. Curriculum Aims for KS2 in AP**

- Build confidence, resilience, and engagement with learning.
- Develop core literacy and numeracy through real, meaningful contexts.
- Encourage collaboration and independence in balanced ways.
- Support access to National Curriculum through child interest hooks.
- Prepare for life skills and transition (KS3 readiness, practical learning).

### **3. Curriculum Areas (through child-led interests)**

- English: Creative writing, blogging, comic strips, letters, instructions — often linked to chosen projects.
- Maths: Real-life maths (money, measuring, coding, sports stats, construction).
- Science: Experiments linked to curiosity (“What if...?”), environmental science, forces, electricity, space.

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- History/Geography: Projects about places, cultures, or historical figures sparked by interest.
- Art, Design, Music: Self-expression through making, designing, performing.
- Computing: Coding simple games, making presentations, digital storytelling.
- PSHE/Wellbeing: Resilience, emotional literacy, teamwork, problem-solving.

### 4. KS2 Child-Led Planning Grid (Weekly Template)

Child / Focus	Interest observed	What they did (play/interaction/project)	Adult response (scaffolding & curriculum links)	Areas of Learning (NC)	Possible Next Steps (child-led)	Notes / Reflections
Child A	Football	Played football, discussed scores	Adult introduced tally chart, match report writing	Maths (data handling), English (report writing), PE	Create a collage and research famous players	Child motivated by peer involvement
Child B	Animals	Drew animal habitats, asked questions	Adult linked to ecosystems, food chains	Science (habitats, classification), English (research writing)	Make fact file or mini documentary	Child very engaged with drawing
Child C	Gaming	Talked about Minecraft	Adult encouraged designing blueprints for buildings	Computing (coding concepts), Maths (geometry), Art (design)	Try Scratch coding, link to real architecture	Strong persistence with chosen theme
Child D	Cooking	Helped prepare snack	Adult discussed weights, recipe steps, healthy choices	Maths (measures), Science (changes of state), PSHE (healthy eating)	Plan full recipe, cook as group project	Proud of independence
Child E	Space	Asked about planets	Adult showed model, encouraged notetaking	Science (planets), English (non-fiction text), Art (model-making)	Make solar system model, write fact sheet	Sustained focus with adult support

### 5. Why this works for KS2

- Curriculum coverage is ensured retrospectively (staff link observed learning to NC outcomes).
- Children drive the content, adults scaffold and challenge.
- Emphasis on projects helps sustain motivation while keeping flexibility.



## **Horizons Curriculum:**

*Expanding possibilities, one step at a time.*



- Supports both academic and social-emotional development.

### **Instructions for Use**

1. Child / Focus: Highlight key pupils for deeper observation, but capture all significant learning.
1. Interest observed: Record what the child chooses or is drawn to.
2. What they did: Describe actions, play, or project work.
3. Adult response: Note in-the-moment support, scaffolding, or curriculum links.
4. Areas of Learning (EYFS/NC): Map observed learning to EYFS Development Matters statements or KS1/KS2 National Curriculum outcomes.
5. Possible Next Steps: Suggest enhancements or follow-up opportunities driven by the child's interest.
6. Notes / Reflections: Record engagement, behaviour, wellbeing, or other observations.