

Intent	Early Years Provide a stimulating, fun and supportive environment To maximise independence To develop learning foundations and prepare children for the next stage of their education at Holway Park ASC Centre Develop effective and functional communication and social skills						
	Communication and language	Personal, social and emotional development	Physical development	Literacy	Mathematics	Understanding the world	Expressive arts and design
Implementation	Sensory stories SALT AAC/ICT Visual and communication aids Objects of reference Eye gaze Signs Communication boards Making choices Speech and Language sessions Nursery rhymes Phonics Attention Autism Curiosity programme Core Word Programme	Relationships policy Good morning routine Self-regulation Self-registration Circle time Independence skills for self-care – brushing teeth, feeding, dressing, toileting Attention Autism Forest school Curiosity programme Core Word Programme	Occupational therapy Soft play PE Bike/trikes Sensory integration Sensory room Outdoor equipment Community visits Independence skills for self-care – brushing teeth, feeding, dressing, toileting Forest school Attention Autism	Sensory stories Book corner Sharing books Nursery rhymes Mark making Photo/name cards Letters and sounds phase 1 activities Phonics Sound of the week Attention Autism Core word of the week Learning areas in the classroom Curiosity programme	Number rhymes Numbers and counting Shapes Problem solving – cause and effect Attention Autism Exploration and investigation through play Learning areas in the classroom Action rhymes and songs Curiosity programme	Topic themes Shared celebrations Learning areas in the classroom Role play Cultural capital Community visits Forest school Cause and effect Early technology Food Cooking Attention Autism Curiosity programme	Art Drama Dance Music Sensory messy exploration Action rhymes and songs Song time Mark-making activities Attention Autism
Impact	<u>How do we assess?</u> Evidence for learning Note taking Recorded observations Reception baseline data Development matters and early learning goal trackers EHCP targets – outcomes and provisions Case studies			<u>How are we achieving our goals?</u> Working closely with families and other professionals By liaising with previous settings for smooth transitions We look at each learner individually and capture holistic progress By using quantitative approaches to assessing children to gather rich data Drawing on a wide range of evidence Promoting a broad and engaging curriculum By giving helpful feedback to families and other stakeholders Our assessment helps us to track and identify children's individual achievements and their next steps We use qualitative and quantitative data to inform progress and areas for development			

Intent	Engage Supporting learners to develop independence and autonomy Supporting learners with communication strategies so they have a voice Individuals who can live, safe, healthy and happy lives Maintaining physical development and movement Focus for learning: social understanding and relationships, obtaining responses, developing skills, making requests and choices, developing interests, developing motivators							
	My English and communication	My maths, thinking and learning	My independence	My world	My PSHE and wellbeing	My creativity	My physical development and regulation	My sensory experiences
Implementation	Sensory stories Mark making SALT AAC/ICT PECs Communication aids Eye gaze Attention autism Communication boards Making choices Phonics	Maths Problem solving – cause and effect Attention autism Exploration and investigation	Making choices Self-help skills Toileting self-help Cooking skills	Shared celebrations Learning areas in the classroom Topics RE History Geography Role play Cultural capital Community visits Forest school Science	Circle time Friendships Relationship policy ELSA	Art Drama Dance Music	PE Yoga Forest schools Occupational therapy Bikes and trikes Sensory rooms Sensory integration Community visits Relationship policy Pupil plans After school clubs	Learning areas Sensory room Sensory stories After school clubs Science
Impact	<u>How do we assess?</u> Evidence for learning Stages of intensive interaction Stages of attention bucket EHCP targets – outcomes and provisions Case studies			<u>How are we achieving our goals?</u> The engagement model is used to understand how well pupils are engaged in developing new skills, knowledge and concepts Observational assessment is central to understanding what the pupil knows and what they can do Working closely with families and other professionals We look at each learner individually and capture holistic progress By using quantitative approaches to assessing children to gather rich data Drawing on a wide range of evidence Promoting a broad and engaging curriculum By giving helpful feedback to families and other stakeholders Our assessment helps us to track and identify children's individual achievements and their next steps				

Intent	Adapted National Curriculum Supporting learners to develop independence and autonomy Supporting learners with communication strategies so they have a voice Individuals who can live, safe, healthy and happy lives Maintaining physical development and movement							
	Focus for learning: social understanding and relationships, obtaining responses, developing skills, making requests and choices, developing interests, developing motivators							
Implementation	My English and communication	My maths, thinking and learning	My independence	My world	My PSHE and wellbeing	My creativity	My physical development and regulation	My sensory experiences
	Sensory stories Stories linked to texts Mark making Written work Colourful semantics SALT AAC/ICT PECs Communication aids Attention autism Making choices Phonics	Maths Problem solving – cause and effect Attention autism Exploration and investigation Shapes – 2D, 3D Time Measurement and capacity 4 operations Subitising	Making choices Self-help skills Toileting self-help Cooking skills Making own juice, snack etc Getting their coats, shoes etc End of day and routine of organisation skills Social skills Secondary school visits and transitions	Shared celebrations Learning areas in the classroom Topics RE History Geography Science Role play Cultural capital Community visits Forest school	Circle time Friendships Relationship policy ELSA	Art Drama Dance Music	PE Yoga Forest schools Occupational therapy Bikes and trikes Sensory rooms Sensory integration Community visits Relationship policy Pupil plans After school clubs	Learning areas Sensory room Sensory stories After school clubs
Impact	How do we assess? Evidence for learning Stages of intensive interaction Stages of attention bucket EHCP targets – outcomes and provisions Case studies			How are we achieving our goals? The engagement model is used to understand how well pupils are engaged in developing new skills, knowledge and concepts Observational assessment is central to understanding what the pupil knows and what they can do Working closely with families and other professionals We look at each learner individually and capture holistic progress By using quantitative approaches to assessing children to gather rich data Drawing on a wide range of evidence Promoting a broad and engaging curriculum By giving helpful feedback to families and other stakeholders Our assessment helps us to track and identify children's individual achievements and their next steps				

Science overview

	Autumn	Spring	Summer
EYFS curriculum	Through attention bucket and curiosity programme: melting, heating, changing materials	Through attention bucket and curiosity programme:	Through attention bucket and curiosity programme:
Engage curriculum	Through attention bucket and curiosity programme:	Through attention bucket and curiosity programme:	Through attention bucket and curiosity programme:
Adapted national curriculum			