

Curriculum Progression Within the EYFS at Stephen Hawking School

<p>The Unique Child</p>	<p>Nursery 1 (2-3 year olds) First experiences of school. First separation from parents. Establishing relationships with school.</p>	<p>Nursery 2 (3-4 year olds) Becoming familiar and growing in confidence. Developing and extending relationships with school.</p>	<p>Reception (4-5 year olds) Preparing to move on and acknowledging a greater experience of school.</p>
<ul style="list-style-type: none"> • All children are valued as individuals. • Children's Individual Education Plans underpin all learning and are incorporated in to daily routine and play based learning. • Children's therapy plans and targets from other professionals are incorporated into children's daily routine and developed through play. • Children learn at their own pace. 			
<p>Presentation, use and types of resources Enabling Environments</p>	<p>All resources are designed to be as familiar as possible to the child. They will be linked as far as possible to children's own life experiences.</p>	<p>A greater range of objects with an increase in different cultural references.</p>	<p>Increased range of objects/resources to include some representational objects to facilitate role or pretend play.</p>
<p>Deployment of staff Positive relationships</p>	<p>Focussed adult support to encourage relationships. Strategies to encourage this will include:</p> <ul style="list-style-type: none"> • Key worker system • Intensive Interaction • Close work with parents / families / carers before and during the child's settling in period • Developing consistent routines, including mini-routines, around different activities and throughout the day 	<p>Children will have opportunities to work and play with a greater range of adults across the day. There will be an increased expectation regarding children's attendance and participation within group activities which will generate greater structure to the child's school day.</p> <p>Children will move on from the key worker system as is appropriate for individual children (those with MSI are likely to continue needing a key worker).</p> <p>Intensive Interaction begins to take place with an increased range of adults. Favoured games or types of interaction are established and all class team members will be aware of these.</p>	<p>Increased opportunities to work and play with a greater range of adults and other children. E.g. joining together for PE or Music sessions.</p> <p>Increased expectation and opportunities for independence and participation within group sessions.</p> <p>Moving on with Intensive Interaction, for example enabling opportunities to initiate favourite games / interactions with a range of adults.</p>
<p>Use of the school environment Enabling Environments</p>	<p>Focussed use of the environment. Initially this will be limited to the child's own classroom, outside area and the toilets in order that these spaces become familiar to the child as quickly as</p>	<p>Further opportunities to use different places within school e.g. the hall, soft play room, red classroom, swimming, garden.</p>	<p>Increased opportunities to use different places across the school for a variety of purposes e.g. red class for focussed SLT work with or without a</p>

	possible. Opportunities will increase according to children's unique strengths and needs and their rate of progress.		familiar adult, soft play room for focussed physio activities with or without a familiar adult.
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NB: children may start school in any class, therefore there will need to be considerable flexibility to allow for a child's first experiences of school to be positive.

Bibliography:

Routes for Learning; Appendix 8, The Development of Manual Behaviour, and Appendix 9, Stages of Expanding Space.

EYFS Development Matters