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## **Introduction**

**At Maple Ridge we work to secure the most relevant education for all and believe that anything is possible.**

The children at Maple Ridge thrive in a calm, structured and secure environment. We do this through providing an engaging, supportive and caring environment tailored to meet the individual needs of each pupil. All the children at Maple Ridge have a learning difficulty and will have a range of special educational needs.

We aim to meet the individual needs of each child through:

- the commitment and support of all staff and governors
- appropriate differentiation of the curriculum to meet all levels of ability
- positive attitudes and encouragement from staff
- an atmosphere of support in which self-confidence can grow
- close involvement of parents/carers with their child's learning
- an individual education plan for each pupil
- group educational plans for English and Maths
- use of a range of approaches for pupils with ASD

In addition, all classes are set up to cater for children with learning difficulties and those who have Autistic Spectrum disorder and they aim to provide the following:

- A low arousal environment
- Highly structured activities fully supported by visual cues
- Individualised motivators and choice boards that reward appropriate behaviour
- A curriculum that allows for greater individualisation and gives emphasis to children's personal and social development

## **Aims and Principles at Maple Ridge School:**

- All children have access to the most relevant education to meet their individual needs, skills and abilities.
- Learning will be through practical and relevant 'real world' activities addressing the key areas of the curriculum and with strong links to communication and life skills.
- All children to feel happy, safe and secure in their class and form good relationships with their class team.
- To plan activities that are engaging which expose children to new ideas and experiences.
- To ensure children continue to have a positive experience of school life with us that build strong foundations for future learning and enjoyment of learning.

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- To create a strong partnership with parents and carers to support and enhance the development of all children.
- To ensure consistency and quality across all teaching and learning as children progress through the whole school.

### **Team 1**

Within this document the term 'Team 1' is used to describe those children in Reception, Year 1 and Year 2 at Maple Ridge School. Children are grouped within teams according to their needs.

### **Aims and Principles in Team 1**

At Maple Ridge our curriculum and assessment model is based on the principles of the National Curriculum and incorporates principles from the EYFS. It is adapted and personalised to meet the SEND of our children.

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential...A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

*Statutory Framework for the Early Years Foundation Stage, Department for Education, March 2021*

The four overarching principles of the EYFS model are incorporated into learning across the school, with a particular emphasis during the Reception Year:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- Children develop and learn in different ways and at different rates.

In addition to the whole school Aims and Principles, for Reception children we also aim to ensure:

- Learning will be through play and practical activities, addressing the 7 areas of the EYFS curriculum with strong links to communication and life skills.
- To plan activities that are engaging as both adult led and child initiated which expose children to new ideas and experiences.
- To ensure children have a positive experience for the start to their school life with us that build strong foundations for future learning and enjoyment of learning.

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### Teaching to learn through play

Children will be taught in class or in a shared area (including outside spaces) in groups or individually according to their needs. The way this is managed will depend on the needs of the class and may look different in each class. Teaching assistants will be deployed by the teacher to meet the individual needs of the class. Some classes may use whole class teaching, others may not.

Support staff are highly valued at Maple Ridge and are an incredible part of our team. Their contribution to our classroom environment is essential. Their role includes completing teaching and learning activities as directed by the class teacher, making observations of the learning in both adult directed and child-initiated activities and contributing to the smooth running of the class, supporting children to feel comfortable, happy and secure in their environment.

### Team 1 Timetable

In their classes our children will access a range of activities across the week, below is an outline of the general timetable timing allocations. Whilst these timings are typical of our provision, these are approximations due to changes that may be required to meet individual needs.

	<b>Team 1</b>	
Subject	Length of session	Total over week
English (Sounds Time)	5 x 30 mins sounds time 5 x 20 mins reading	250 min
Maths (Number Time)	5 x 45 mins	225 min
PSD (inc circle time, turtle time, food explorers, snack)	1 x 35 circle time 1 x 35 turtle time 5 x 20 food explorers 5 x 15 snack 5 x 10 PAC (Play and Communication) time	235 min
Learning Time (Topic) incl. foundation subjects and forest school	3 x 75 mins 1 x 35 mins 1 x 35 mins forest school	290min
PE, OT and Physical Development	3 x 15 & 1 x 10 mins OT 1 x 30 mins PE 5 x 5 mins daily mile 5 x 30 outdoor play 5 x 15 outdoor play	335 min
Collective worship	1 x 10 min celebration assembly 4 x 10 reflection times	50min

*Table time and register* – children are welcomed to school and encouraged to complete morning jobs independently. They then complete a variety of fine/gross motor/imaginative play activities at

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a table. Some classes start the day with Sounds Time activities already out for table time. Children and adults sing/say good morning to each other in the most appropriate mode of communication, lunchtime options are chosen.

*OT* – a whole class or grouped session with a variety of activities to support physical development for occupational use, incorporating pupils IEP targets or elements of OT programs where appropriate e.g. heavy work, fine motor skills, cross body movements, breathing and core strength work.

*Sounds time (English)* – A class time and structured activity or/and a free flow selection of activities linked to English skills where children are encouraged to explore and investigate. This session has a large focus on language and communication, as well as including reading and writing activities. The reading elements build skills needed to access our phonics program Read Write Inc. (RWI), which children begin as soon as they are ready. Writing activities may include a Write Dance element, helping to link gross and fine motor with rhythm using dancing, sensory writing and mark making, this is complemented by 'Little' Big Write where the children have an opportunity to look at a photo that is relevant to their learning experiences that week and used the most appropriate communication method for them to comment on the picture and mark make or write in relation to it. Small groups or individual children will have an adult led 'group time' or 'Work with teacher' to target specific skills according to their Group Education Plan for literacy (GEP), where appropriate. See also, KS2 English, elements of the approaches in KS2 are used as soon as children are ready for this learning.

*Work on own* – in line with the TEACCH system children are provided with activities in their own work station to support independent working at their own level

*Food Explorers and Snack time* – these shared food times allow for developing independent and fine motor skills linked to food and eating. They will also include specific strategies linked to children's IEP and therapy targets. The session may incorporate a variety of activities from using PECS or most appropriate communication method to request and enjoy preferred foods from home; a shared snack of fresh fruit/vegetables promoting and encouraging healthy eating, which the children can learn to prepare for themselves; exploring edible elements in a sensory way, including looking, smelling, touching and hopefully tasting aimed at developing tolerance for a wider variety of textures, flavours and foods.

*Play time and daily mile* – children have access to the range of outside spaces and activities we have available and a time for social skills and physical exercise. Children will be encouraged to join in a group run, jog or walk around the cycle track/field or big playground to encourage daily exercise and physical activity to support wellbeing.

*Number time (Maths)* – A class time and structured activity or/and a free flow selection of activities from the Maths curriculum, covering number, shape, space and measures skills where children are encouraged to explore and investigate. Small groups of children where appropriate will have an

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adult led group time to target specific skills according to their Group Education Plan for maths (GEP). See also, KS2 Maths, elements of the approaches in KS2 are used as soon as children are ready for this learning.

*P.E* – taught sessions of Physical Development skills and activities, either in the school hall, in the school grounds, or travelling to the local swimming pool. See also, KS2 PE, elements of the approaches in KS2 are used as soon as children are ready for this learning.

*Lunch time* – children share their meal together at class tables with adults to support where needed. This provides opportunities for communication, life skills and social skills.

*Story time* – a calming activity after playtime to allow for down time, free reading of story books and information texts. An opportunity for children to experience different kinds of reading, including being read too, reading out loud to an adult, sharing a book with an adult or peers, using story props and dressing up, role play and communication. Also, an opportunity to teach how to calm and relax and share a space with peers.

*Learning time (Topic)* – A class time and structured activity or/and a free flow selection of activities linked to topics and addressing learning from the Early Years Foundation Stage (EYFS) and National Curriculum foundation subjects. Children access these activities both as adult led and child-initiated experiences. See also, KS2 Topic, elements of the approaches in KS2 are used as soon as children are ready for this learning.

*PSD: Circle time* – children explore Personal and Social Development based on the Maple Ridge PSD curriculum and EYFS. Activities are tailored to meet the needs of the children and may include a free flow selection of activities linked to focused areas of learning. See also, KS2 PSD, elements of the approaches in KS2 are used as soon as children are ready for this learning.

*PSD: Turtle time* – Using the PATHS framework children explore feelings and self-regulation skills. They meet Twiddle, the turtle puppet, and learn how to ‘do turtle’. Activities are tailored to meet the needs of the children and may include a free flow selection of activities linked to focused areas of learning. See also, KS2 PSD, elements of the approaches in KS2 are used as soon as children are ready for this learning.

*Home jobs* – children complete their ‘home jobs’ with individualised support and wait for their transport home. This provides an opportunity to teach life skills such as planning what we need and waiting.

In Team 1 children will have the opportunities to request preferred resources and activities throughout the day (formally timetabled ‘choose’ times). Adults will use a ‘now/next’ visual or visual timetables and schedules to allow space for this during the day. Where preferred resources and activities to be incorporated into the learning focuses for the session, adults will skillfully bring learning into children’s choices. Where this is not possible, choices of preferred activities will be

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time and frequency limited as appropriate for individual children's developmental stage, supporting a steadily increasing participation in learning focused activities.

In line with a whole school approach, the children are made aware of their daily routine through the use of individual visual schedules, often in workstations. For some children this may be using symbols and pictures, others may use objects of reference, e.g. a cup would symbolise snack time. Children, depending on their communication needs, either match their symbols, use an arrow or a finished pocket to work through their day and develop an understanding of their routine at school.

We believe that taking children off- site provides an excellent opportunity to learn through practical first- hand experience and to generalise their learning in real life situations. There are a variety of trips that all children have the opportunity to participate in linked to their learning.

## **Key Stage 2**

Within this document the term '**Team 2**' is used to describe those children in years 3 and 4 at Maple Ridge School, and '**Team 3**' describes children in years 5 and 6. Children are grouped within teams according to their needs.

### **Aims and Principles across Key Stage 2**

Like all primary schools the children in Team 2 and 3 follow the National Curriculum. However, we do so at a rate and level that is appropriate to the individual needs of each of our children. Where appropriate for the developmental stage children are learning at elements and styles of learning from Team 1 are used. We prioritise and teach discretely the subjects of English, Maths and Personal and Social Development and developing necessary life skills.

In addition, we use a 'topic based' approach which is skill based to teach the subjects such as Science, RE, History, Geography, Art, Music and D&T ensuring that we are making learning as exciting and relevant as possible. We have PE sessions twice a week for each class and 1 Computing session per week for each class.

Computing permeates all aspects of the curriculum and is incorporated into all subject areas. We endeavour to keep up with modern technology and always look for ways to enhance our resources.

We believe that taking children off- site provides an excellent opportunity to learn through practical first- hand experience and to generalise their learning in real life situations. There are a variety of trips that all children have the opportunity to participate in linked to their learning. In Team 3 they have the opportunity to spend up to three nights away at an approved residential site and participate in all sorts of exciting activities whilst there.

### **Timetable**

At Maple Ridge we aim to provide a variety of activities across the week to support children's

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learning. Whilst these timings are typical of our provision these may need to be adjusted to allow for and to best meet pupil needs. They are therefore an approximation.

	Team 2	
Subject	Length of session	Total over week
English	5 x 45 mins	225 mins
Maths	5 x 45 mins	225 mins
PSD (inc Paths, circle time, snack and choose)	1 x 30 mins 1 x 45 mins 10 x 10 mins 5 x 15 mins	250 mins
Topic / music (foundation subjects / forest school)	3 x 45 mins 1 x 30 mins 1 x 45 mins	210 mins
Computing	1 x 45 mins	45 mins
PE	2 x 45 mins	90 mins
Collective worship	4 x 10 mins reflection + 10 mins celebration	50 mins
Daily Mile	5 x 10 mins	50 mins
Reading	5 x 15 mins	75 mins

	Team 3	
Subject	Length of session	Total over week
English	5 x 45 mins	225min
Maths	5 x 45 mins	225min
PSD (inc Paths, circle time, Snack, choose, T3 clubs)	1 x 30 mins 1 X 45 mins 5 x 10 mins 5 x 10 mins 5 x 30 mins	325 mins
Topic (inc music, foundation subjects, forest school)	3 x 45 mins 1 x 45 mins	225min
Computing	1 x 45 mins	45min
PE	2 x 45 mins	90min
Collective worship	4 x 10 reflection + 10 mins celebration	50min
Daily Mile	5 x 10 mins	50min
Reading	4 x 15min 1 x 25min	85min

### English

At Maple Ridge School as part of our wider English curriculum, we largely follow the Read Write Inc. phonics scheme, differentiated to meet the SEN needs of the children. It is a “structured and systematic approach to teaching literacy” and is taught to the large majority of pupils throughout

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the school every day. This scheme allows children to build their phonics knowledge to develop their sight reading, comprehension and writing skills.

We have incorporated Big Writing into our English curriculum to allow our children to develop their confidence and stamina for writing. Each week, children are given the opportunity to practice their 'talking to write' skills, using a chosen stimulus to engage children and give them a purpose to write. The children rehearse what they would like to write and then given a relaxed and comfortable environment to allow them to write as independently as possible. As well as building children's writing skills, Big Writing gives more opportunities for identifying any gaps to accurately inform the next steps in teaching and learning.

We have also incorporated 'Write Dance' into our English curriculum to support children's early development of writing skills through practicing big movements through dance to music this is linked to handwriting development, as soon as children are ready they move on to using the letter formation practice using the RWInc structure.

At Maple Ridge we ensure that English and especially language and communication is an integral part of the wider curriculum. In Team 1 each week in Learning Time has a key text to focus on and in KS2 each 'Topic' has a linked story or text. Children's English targets (set through the use of GEPs) are incorporated into learning throughout the school day providing the opportunity for children to generalise their literacy skills in a wider context.

We aim to foster a joy of books and reading and place a high importance on reading skills. Each day all children are given time to read independently books of their own choosing and read with an adult, with regular opportunities to visit the school library to change their reading scheme and own choice of book. All classrooms also have a varied collection of books for children to access at any time.

All children have the opportunity to choose library books to bring home to share on a weekly basis. We also give children the opportunity to bring home 'reading books' which have been well matched to their phonic reading ability.

Please see the school website for the overview of our English curriculum.

## **Mathematics**

At Maple Ridge we teach maths in a way which excites and engages children in the national curriculum, this allows them to apply their skills in a practical and 'real world' way and make links between numeracy and their learning in other areas such as topic. We prioritise the skills which will enable children to be as independent as possible and develop life skills, such as time, money and basic calculations.

To do this we use concrete and visual resources, embedding and mastering the important skills



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needed to make the next steps in their learning.

We also ensure that maths learning is incorporated into the wider curriculum, specifically through 'Topic' to allow children to master and generalise their learning and using outdoor learning spaces.

Please see the school website for the overview of our Mathematics Curriculum.

### **PSD (Personal and Social Development) and PSHE (Personal Social and Health Education)**

To support our PSD/ PSHE curriculum and to promote the spiritual, moral, social and cultural (SMSC) development supporting positive behaviour, personal development and good mental wellbeing in our pupils we have introduced the characters Kimmy Kind, Hermen Helpful and Sammy Safe to support our school rules of Be Kind, Be Helpful and Be Safe.

At Maple Ridge we place a high importance on the teaching of personal and social education. We aim to allow, support and teach children to communicate how they and others show feelings, communicate about their own and others' behaviour and its consequences, and begin to understand that some behaviour is unacceptable. They start to work as part of a group or class and understand and follow the rules. They try to adjust their behaviour to different situations, and begin to accept changes in routine. We aim to develop children's skills in emotional literacy, behavioural self-control and problem solving in order to promote social and emotional competence. We also aim to allow children to recognise their own and others feelings and self-regulate and solve problems they encounter in every day school life. These aims and principles are adapted from the PATHS program, all statutory requirements in PSHE including RSE are incorporated using the PSHE association to support delivery.

Please see the school website for the overview of our PSHE Curriculum.

### **Choose, Playtime and Snack**

At Maple Ridge we acknowledge that Personal and Social Development is not limited to discreet lessons. In addition, teachers plan and set targets for daily opportunities to teach communication, problem solving, thinking, social and self-regulation skills.

We use the daily activities of table time, choose time, snack time, play time, clubs and dinner time to develop and generalise skills as well as support children to meet their Individual Education Plan (IEP) targets where appropriate.

### **Science, Foundation Subjects, PE, Computing and Music (Topic and Learning Time)**

We use a skills based topic approach to teach the subjects of Science, History, Geography, RE, Art, Music and D&T.

The science curriculum fosters a working scientifically approach which allows children to explore

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the skills needed to acquire knowledge. Practical and experiential learning harnesses the desire to question and enables children to experience the wonders of the world in meaningful contexts. Science at Maple Ridge aims to engage, inspire and motivate.

We use Hampshire's Living Difference syllabus to support our teaching of concepts in RE. This allows children to respond from their own experience before being introduced to the way others appreciate things and then evaluate these experiences.

We use this approach to plan all our topics to ensure that progression is clear and well planned for based on children's prior knowledge and experience of all the concepts studied. This also ensures that topics are planned to allow children to access the full curriculum at an age appropriate level but also be adapted to suit their individual learning needs, ensuring that we are making learning as exciting and relevant as possible.

The breadth of topics covered also allows our children to experience and gain knowledge about their own and other cultures enabling them to become as successful in the wider world as possible. It also allows opportunities for children to master and generalise their learning gained in English, Maths and PSD.

Please see the school website for the overview of our Topic curriculum

## **PE**

Maple Ridge School is an active participant in many sporting activities, following the principles of the National Curriculum differentiated to meet each child's individual needs.

These principles aim to;

"apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success."

In PE sessions, children are encouraged to explore and practice different movements and skills through a wide range of activities and sports. These activities also include opportunities to develop their cooperation and team work skills.

Teaching includes:

- using running, jumping, throwing and catching in isolation and in combination
- playing modified competitive games, where appropriate
- developing flexibility, strength, technique, control and balance
- taking part in outdoor and adventurous activity challenges both individually and where appropriate for the child, within a team

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- evaluating activities in a way which matched children's communication needs
- where appropriate, comparing their performances with previous ones and demonstrating improvement to achieve their personal best

Activities include; Gymnastics, team games, dance, athletics, swimming and experiencing a variety of other sports through 'Team 3 Clubs'. For more information please see the curriculum on our website.

We also have a Sports Day every year, and welcome all parents and families to come and join in with the day. All children are encouraged to take part in the different activities during the day, and do their very best.

All children at Maple Ridge have access to swimming lessons at our local swimming pool. Swimming is not only a healthy activity, but also acts as an essential life-skill. Swimming and water safety are statutory activities with swimming also being one of nine work strands within the national PE, School Sport and Club Links strategy.

We are supporters of Healthy Schools, and encourage all children to take part in physical activities both in and out of school.

### **Move Time**

Each day, children take part in a movement session which allows children to practice their gross motor skills but also supports their cross brain functionality. This can include Activate, Daily Mile or Yoga, allowing for classes to tailor the activity to meet the children's needs.

### **Computing**

We teach computing as a bespoke subject in Teams 2 and 3. The computing Scheme of Work is a working document for all teachers to edit/annotate/adapt in order to suit the class needs. It sets out lesson plans for the academic year in order to meet the criteria of the Computing curriculum but is flexible so that teams are able to adapt to the topics they are delivering.

Children use a range of software and hardware resources when taking part in their computing lessons and we encourage children to practice and master these skills when they are attempting to work across the curriculum and at home.

We use a wide range of devices to help create a digital record of our work, with an emphasis on creating and sharing digital content in a variety of media. Content creation is facilitated through the use of laptops, digital cameras, microphones, iPads, etc. These are saved in their own secure areas and shared with others in the school environment. We focus on how we can use these in our everyday lives, allowing children to understand the real-world applications of the computer skills we are embedding.

We are committed to developing responsible digital citizens with a better understanding of how technology can help us without taking over our lives. To help with this we constantly look at ways

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our equipment is used and how it impacts on us in and outside of school. Our online safety focus is across the school with pupils showing an understanding of acceptable use and how to look after our own information when online.

Please see the school website for the overview of our Computing curriculum.

### **Music**

At Maple Ridge we provide an enriching musical experience for all as we believe this is vitally important to children's learning and development. It supports and enhances children's listening, communication, and social skills.

All children have the opportunity to access weekly singing assemblies. Children have class lessons, exploring a range of musical instruments from Samba drums to Ukuleles. For children in Team 3 we run a music club as part of 'Team 3 Clubs' and take part in a Christmas Celebration at Winchester Cathedral. We hold performances during the year in school and have some visits from professional musicians, listening to and joining in with music from other cultures.

We take time in lessons to use music to stimulate and enhance our learning and study music and sound within our curriculum each year as a topic focus.

### **Across the whole school**

#### **Collective Worship**

All children have the opportunity to take part in collective worship sessions, whether in the hall with other classes or as a class. These usually include a singing assembly, exploring a variety of different genres and styles of music from across the world. Another type of session takes its themes from the 'British Values' and aims to link with ideas and themes in the topic for the term. A third collective worship time is a 'celebration' assembly where teachers award children with stickers and certificates for their achievements and effort. One of these awards is based on the school rules 'be safe, be kind, be helpful'. Children in Team 1 attend assembly based on individual development and needs.

#### **Attention Autism™ and Curiosity Programme**

At Maple Ridge we intend for the Attention Autism™ and Curiosity Programme principles to permeate throughout the curriculum across the school.

The key focus for Attention Autism is on developing co-operation, social skills and paired/team/group work. If some are not yet ready to move on to the next stage with the class group, additional small group/individual attention sessions should be introduced until they are at a level to participate in the group activity.

In addition, the principles of using a 'hook' to encourage sustained attention during class and group situations is applied across the curriculum not just during 'bucket time' sessions.

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There is not a prescribed way of planning for the Attention Autism™ sessions as the activities are mainly used within lessons and not as stand-alone sessions. Teachers plan using the existing pro-formas and sessions are seen within weekly English/Maths/Topic planning. In addition, there is a menu of suggested activities for each stage which can be referred to in the planning, as well as a bank of Attention Autism™ style lessons embedded within existing planning. The activities should be used as an opportunity to reinforce key concepts/vocabulary and link with the content of the lesson e.g. opportunities to count in maths.

The Curiosity Programme is also used throughout the day with pupils to develop attention, interaction, engagement and communication skills on a one to one basis with adults, building the early skills needed to make a connection with others in a playful and enjoyable way.

### **Transition**

Children will mainly join our school in September and benefit from an individualised transition timetable that has been agreed with school and home, including stay and play sessions, visits to class and meetings with teachers and support staff for both children and carers/ parents. Where children join the school mid-year, a similar individualised timetable will be agreed upon. This will allow for children to become as familiar as possible with school and class routines so that they feel as calm and welcomed as possible when starting full time.

Where children are moving between schools, classes and teams, the child's Pen Portrait will be written and kept updated to allow class teams to share the key important information about a child's needs.

Teachers will also pass on:

- Pupils books/folder from the past academic year
- Current Individual and Group Education plans, and annotated plans from the year
- Therapy reports, programs and recording sheets
- Current behaviour plan, pen portrait and individual visual resources to support these
- Me Books (Pupil Voice for EHCPs)

### **Working together with Parents and Carers**

Parents and carers will have regular contact with their child's class team through the use of a home school book. This will include requests to support learning by home sharing information of trips or events they have attended. To support home, we also have access to Google Classroom, BusyThings and some specialised online sites. If more information on these are needed you can contact your class teacher.

Two parent's evenings will be held throughout the year in addition to a child's Annual Review of their EHCP and associated targets.

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Each week a class newsletter will be sent home, detailing some of the activities, learning and fun that has occurred in the past week as well as some ideas to help with embedding new skills learnt at school. These will also be available to view on the class pages of the school website. Class newsletters may include notices, announcements and important dates.

At the beginning of term, an individualised GEP for English and Maths, at the end of each term a copy of the annotated GEP will be sent home to update parents about the progress pupils have made. A half termly topic home learning page will be sent home to inform parents of their child's learning and provide ideas for supporting learning at home. On the half term holidays, an annotated IEP from the previous term and updated IEP for the coming term will be sent home to update parents on progress towards annual EHCP targets.

**Documents and information that have informed the curriculum include:**

- EYFS Framework (March 2021)  
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- National Curriculum  
<https://www.gov.uk/government/collections/national-curriculum>
- Development Matters 2012; 2020; 2021 (non-statutory)  
<https://www.gov.uk/government/publications/development-matters--2>
- Birth to 5 Matters 2021 (non-statutory)  
<https://birthto5matters.org.uk/>
- The Engagement Model 2020  
<https://www.gov.uk/government/publications/the-engagement-model>
- Pre-Key Stage standards  
<https://www.gov.uk/government/publications/pre-key-stage-1-standards>  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/903553/2021\\_Pre-key\\_stage\\_2 -  
pupils working below the national curriculum assessment standard PDFA.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903553/2021_Pre-key_stage_2_-_pupils_working_below_the_national_curriculum_assessment_standard_PDFA.pdf)
- AET framework & PSHE association objectives (PSD)  
<https://www.autismeducationtrust.org.uk/resources/progression-framework>  
<https://pshe-association.org.uk/>