



SENtre Approach

This document lays out the expectations for the children via each academic year. SENtre prides itself on being adaptive and tailored. This means that all targets will be set at the child's current ability with the goal of increasing skills to match their age group. Promoting confidence, successful teaching and adaptive teaching.

C.Conway
mamager@thesentre.co.uk



Below is the learning outcome expectation for each year group at SENtre. The information also covers a brief explanation of how the skills will be taught. This curriculum is a working document and is adapted and reviewed to provide ongoing positive outcomes for the children. The children begin at the level they are at during their initial assessment stage, we understand that each child may be at different stages, so the stages are matched to the child’s current ability. This means they may be working on targets from different stages depending on where they currently are.

YEAR GROUP STAGE	Linguistic Development	Mathematical Development	Scientific Understanding	Technological Understanding	Human & Social Development	Physical Development	Aesthetic & Creative Development	PSHE
RECEPTION	<p>INTENT To develop communication and literacy skills</p> <p>IMPLEMENTATION</p> <p>Building foundation skills such as imitation, matching, early problem solving. Working on eye contact, verbal imitation and labelling. Using visuals, songs and MAKATON, also use of an AAC device if required. Early mark making skills, phonic blends and phonics. Listening to</p>	<p>INTENT Build early maths understanding</p> <p>IMPLEMENTAION</p> <p>Building foundation skills, such as 1:1 correspondence, teaching through rhymes, matching (through 5 senses) and sorting, early introductions to patterns and puzzles.</p> <p>OUTCOME</p> <p>To develop early problems’ solving skills</p>	<p>INTENT Develop curiosity</p> <p>IMPLEMENTAION</p> <p>Building a natural interest in exploring the environment and investigating the 5 senses. Lessons provided by cause and effect, sensory play and problem solving. Lessons conducted via bucket time</p> <p>OUTCOME</p>	<p>INTENT Introductions of technology</p> <p>IMPLEMENTAION</p> <p>Interactive tools, cause and effect toys, use of AAC devices to express complex needs, educational games on tablets.</p> <p>OUTCOME</p> <p>Confidence with technology, development of fine</p>	<p>INTENT Social interaction</p> <p>IMPLEMENTAION</p> <p>Turn taking, group games such as parachute time and songs, parallel play and completing group tasks</p> <p>OUTCOME</p> <p>Feeling safe, building relationships, developing spatial</p>	<p>INTENT Coordination and independence</p> <p>IMPLEMENTAION</p> <p>Fine motor and gross motor activities, Toilet training. Working on balance and movement. Oral motor skills to support speech</p> <p>OUTCOME</p>	<p>INTENT Encourage creativity</p> <p>IMPLEMENTAION</p> <p>Messy play, music, role play, learning about occupations,</p> <p>OUTCOME</p> <p>Express through creative play, explore different ways of</p>	<p>INTENT Independence and emotional wellbeing</p> <p>IMPLEMENTAION</p> <p>Routines, learning about your own emotions, Exposure to strategies to regulate emotions</p> <p>OUTCOME</p> <p>Understanding how to regulate emotions, identify emotions,</p>

	<p>instructions and learning to wait.</p> <p>OUTCOME:</p> <p>Help children build a foundation base for language. Identify child's communication style. Developing more patience, and the foundation skills to problem solving. Starting to develop early reading and writing skills. Follows simple instructions and can wait for up to 1 minute.</p>	<p>and an interest in the area</p>	<p>Develop awareness, a desire to explore different ways to play, explore environment confidently,</p>	<p>motor skills, beginning to understand actions create outcomes</p>	<p>awareness, sharing, working as a team</p>	<p>Developing spatial awareness around others and in one's own self, perceptive of the body around object and people, developing reaction times and core strength. Being able to use the toilet and reduce use of nappies.</p>	<p>expressing feeling, exploring emotions</p>	
<p>YEAR 1</p> <p>AGE 5-6</p>	<p>INTENT To develop communication and literacy skills</p> <p>IMPLEMENTATION</p> <p>Building on top of foundation skills. Expression of personal statements, using language to name objects, features functions and class. Association matching, emerging skills to answer WWW questions. Beginning to work on the foundation of conversational skills, choices, adjectives and emotions. Sight word</p>	<p>INTENT Build early maths understanding</p> <p>IMPLEMENTAION</p> <p>Continued foundation skills, such as 1:1 correspondence, teaching through rhymes, matching and sorting, early introductions to patterns and puzzles. Counting out, quantity matching, introducing concepts such as, more advance looking at sequences,</p> <p>OUTCOME</p>	<p>INTENT Develop curiosity, problem solving and investigation skills</p> <p>IMPLEMENTAION</p> <p>Building a natural interest in exploring the environment and investigating the 5 senses. Lessons provided by cause and effect, sensory play and problem solving. Finding different ways cause and effect can happen, beginning to explore small experiments. Lessons</p>	<p>INTENT Introductions of technology</p> <p>IMPLEMENTAION</p> <p>Interactive tools, cause and effect toys, use of AAC devices to express complex needs, educational games on tablets.</p> <p>OUTCOME</p> <p>Confidence with technology, development of fine motor skills, beginning to</p>	<p>INTENT Social interaction</p> <p>IMPLEMENTAION</p> <p>Turn taking, group games such as parachute time and songs, parallel play and completing group tasks. Learning information about peers e.g names, practicing conversational skill a in small groups</p> <p>OUTCOME</p>	<p>INTENT Coordination and independence</p> <p>IMPLEMENTAION</p> <p>Fine motor and gross motor activities, Toilet training. Use of apparatus such as bikes, scooters and obstacle courses. Learning through dance and yoga</p> <p>OUTCOME</p> <p>Developing spatial awareness around others and in one's own self, perceptive of the body around object and people, developing</p>	<p>INTENT Encourage creativity</p> <p>IMPLEMENTAION</p> <p>Messy play, music, role play, learning about occupations, understanding places, and functions of places, use of scissors, glue, and fine motor arts and crafts</p> <p>OUTCOME</p> <p>Express through creative play, explore different ways of</p>	<p>INTENT Independence and emotional wellbeing</p> <p>IMPLEMENTAION</p> <p>Routines, learning about your own emotions, Exposure to strategies to regulate emotions</p> <p>OUTCOME</p> <p>Understanding how to regulate emotions, identify emotions,</p>

	<p>reading and beginner comprehension</p> <p>OUTCOME:</p> <p>Help children build a base for language. Identify child's communication style. Developing more patience, and the foundation skills to problem solving. Beginning to develop more complex language. Able to read sight words, and blend words, learning that words are related to objects. Learning prepositions, and opposites</p>	<p>To develop early problems' solving skills and an interest in the area. More advance understanding of quantities, being able to incorporate this into language.</p>	<p>conducted via bucket time</p> <p>OUTCOME</p> <p>Develop awareness, a desire to explore different ways to play, explore environment confidently,</p>	<p>understand actions create outcomes</p>	<p>Feeling safe, building enhanced relationships, developing spatial awareness, sharing, working as a team. Beginning to build knowledge of peers.</p>	<p>reaction times and core strength. Being able to use the toilet and reduce use of nappies. Completing movement sequences</p>	<p>expressing feeling, exploring emotions.</p>	
<p>YEAR 2 AGE 6-7</p>	<p>INTENT To develop communication and literacy skills</p> <p>IMPLEMENTATION</p> <p>Association matching, emerging skills to answer WH questions. Beginning to work on the foundation of conversational skills, choices, adjectives and emotions. Sight word reading and beginner comprehension. Learning to read simple books and work on short sentence comprehension.</p>	<p>INTENT Build maths understanding</p> <p>IMPLEMENTAION</p> <p>Continued foundation skills, such as 1:1 correspondence, teaching through rhymes, matching and sorting, early introductions to patterns and puzzles. Counting out, quantity matching, introducing concepts such as, more advance looking at sequences.</p>	<p>INTENT Develop curiosity, problem solving and investigation skills</p> <p>IMPLEMENTAION</p> <p>Building a natural interest in exploring the environment and investigating the 5 senses. Lessons provided by cause and effect, sensory play and problem solving. Finding different ways cause and effect can happen, explore small experiments, exploring</p>	<p>INTENT Introductions of technology</p> <p>IMPLEMENTAION</p> <p>Interactive tools, cause and effect toys, use of AAC devices to express complex needs, educational games on tablets.</p> <p>OUTCOME</p> <p>Confidence with technology, development of fine</p>	<p>INTENT Social interaction</p> <p>IMPLEMENTAION</p> <p>Turn taking, group games such as parachute time and songs, parallel play and completing group tasks. Learning information about peers e.g. names, practicing conversational skill a in small groups, problems solving tasks as a group</p>	<p>INTENT Coordination and independence</p> <p>IMPLEMENTAION</p> <p>Fine motor and gross motor activities. Use of apparatus such as bikes, scooters and obstacle courses. Learning through dance and yoga</p> <p>OUTCOME</p> <p>Developing spatial awareness around others and in one's own self, perceptive of the body around object and</p>	<p>INTENT Encourage creativity</p> <p>IMPLEMENTAION</p> <p>Messy play, music, role play, learning about occupations, understanding places, and functions of places, use of scissors, glue, and fine motor arts and crafts</p> <p>OUTCOME</p>	<p>INTENT Independence and emotional wellbeing</p> <p>IMPLEMENTAION</p> <p>Routines, learning about your own emotions, Exposure to strategies to regulate emotions. Develop perception of self, religion and personality</p> <p>OUTCOME</p> <p>Understanding how to regulate emotions, identify</p>

	<p>Beginning to work on recall of events</p> <p>OUTCOME:</p> <p>Help children build a base for language. Identify child's communication style. Developing more patience, and the foundation skills to problem solving. Beginning to develop more complex language. Being able to recall small events</p>	<p>Introduction to money, and time</p> <p>OUTCOME</p> <p>To develop early problems' solving skills and an interest in the area. More advance understanding of quantities, being able to incorporate this into language. Identify coins and times.</p>	<p>materials. Lessons conducted via bucket time</p> <p>OUTCOME</p> <p>Develop awareness, a desire to explore different ways to play, explore environment confidently,</p>	<p>motor skills, understand actions create outcomes</p> <p>OUTCOME</p> <p>Feeling safe, building enhanced relationships, developing spatial awareness, sharing, working as a team. Beginning to build skills around understanding peers. Learning to work with others</p>	<p>people, developing reaction times and core strength. Completing movement sequences</p>	<p>Express through creative play, explore different ways of expressing feeling, exploring emotions.</p>	<p>emotions, and self-identity. Make simple choices</p>	
<p>YEAR 3 AGE 7-8</p>	<p>INTENT To develop communication and literacy skills</p> <p>IMPLEMENTATION</p> <p>Association matching, emerging skills to answer WH questions. Beginning to work on the foundation of conversational skills, choices, adjectives and emotions. Sight word reading and beginner comprehension. Learning to read longer books and work on short stories sentence stories and comprehension. Expanding recall of their week in verbal and written form.</p>	<p>INTENT Build early maths understanding</p> <p>IMPLEMENTAION</p> <p>Continued foundation skills, additional and subtraction. Learning about grouping numbers for multiplications. Counting out, quantity matching, introducing concepts such as, more advance looking at sequencing. More advance teaching about to money and purchasing items, and time. Completing short maths sentences.</p>	<p>INTENT Develop curiosity, problem solving and investigation skills</p> <p>IMPLEMENTAION</p> <p>Building a natural interest in exploring the environment and investigating the 5 senses. Lessons provided by cause and effect, sensory play and problem solving. Finding different ways cause and effect can happen, explore small experiments, exploring materials. Being able to express findings through communication channels. Lessons</p>	<p>INTENT Introductions of technology</p> <p>IMPLEMENTAION</p> <p>Interactive tools, cause and effect toys, use of AAC devices to express complex needs, educational games on tablets.</p> <p>OUTCOME</p> <p>Confidence with technology, development of fine motor skills, beginning to understand actions create outcomes</p>	<p>INTENT Social interaction</p> <p>IMPLEMENTAION</p> <p>Turn taking, group games such as parachute time and songs, parallel play and completing group tasks. Learning information about peers e.g. names, practicing conversational skill a in small groups, problems solving tasks as a group. Playground games Working on a small project</p>	<p>INTENT Coordination and independence</p> <p>IMPLEMENTAION</p> <p>Fine motor and gross motor activities. Use of apparatus such as bikes, scooters and obstacle courses. Learning through dance and yoga</p> <p>OUTCOME</p> <p>Developing spatial awareness around others and in one's own self, perceptive of the body around object and people, developing reaction times and core strength. Completing movement sequences</p>	<p>INTENT Encourage creativity</p> <p>IMPLEMENTAION</p> <p>Messy play, music, role play, learning about occupations, understanding places, and functions of places, use of scissors, glue, and fine motor arts and crafts</p> <p>OUTCOME</p> <p>Express through creative play, explore different ways of expressing feeling, exploring emotions.</p>	<p>INTENT Independence and emotional wellbeing</p> <p>IMPLEMENTAION</p> <p>Routines, learning about your own emotions, Exposure to strategies to regulate emotions. Develop perception of self, religion and personality. Introducing board games, being able to express likes and dislikes,</p> <p>OUTCOME</p> <p>Understanding how to regulate emotions, identify emotions, and self-identity and playing small games. Express likes and dislikes, emotions of others,</p>

	<p>OUTCOME:</p> <p>Help children build a base for language. Identify child's communication style. Developing more patience, and the foundation skills to problem solving. Beginning to develop more complex language. Can explain small aspect of their day</p>	<p>OUTCOME</p> <p>To continue develop problems' solving skills and an interest in the area. More advance understanding of quantities, being able to incorporate this into language. Identify coins and times. Solving written sums, learning their times tables</p>	<p>conducted via bucket time</p> <p>OUTCOME</p> <p>Develop awareness, a desire to explore different ways to play, explore environment confidently, being able to convey ideas</p>		<p>OUTCOME</p> <p>Feeling safe, building enhanced relationships, developing spatial awareness, sharing, working as a team. Beginning to build skills around understanding peers. Learning to work with others</p>			
<p>YEAR 4 AGE 8-9</p>	<p>INTENT To develop communication and literacy skills</p> <p>IMPLEMENTATION</p> <p>Association matching, emerging skills to answer WH questions. Beginning to work on the foundation of conversational skills, choices, adjectives and emotions. Sight word reading and beginner comprehension. Learning to read longer books and work on short stories sentence stories and comprehension. Expanding recall of their</p>	<p>INTENT Build early maths understanding</p> <p>IMPLEMENTAION</p> <p>Continued foundation skills, additional and subtraction. Learning about grouping numbers for multiplications. Counting out, quantity matching, introducing concepts such as, more advance looking at sequencing. More advance teaching about to money and purchasing items, and time. Completing short maths sentences.</p>	<p>INTENT Develop curiosity, problem solving and investigation skills</p> <p>IMPLEMENTAION</p> <p>Building a natural interest in exploring the environment and investigating the 5 senses. Lessons provided by cause and effect, sensory play and problem solving. Finding different ways cause and effect can happen, explore small experiments, exploring materials. Being able to express findings through communication</p>	<p>INTENT Introductions of technology</p> <p>IMPLEMENTAION</p> <p>Interactive tools, cause and effect toys, use of AAC devices to express complex needs, educational games on tablets.</p> <p>OUTCOME</p> <p>Confidence with technology, development of fine motor skills, beginning to understand actions create outcomes</p>	<p>INTENT Social interaction</p> <p>IMPLEMENTAION</p> <p>Turn taking, group games such as parachute time and songs, parallel play and completing group tasks. Learning information about peers e.g. names, practicing conversational skill a in small groups, problems solving tasks as a group. Playground games Working on a small project</p>	<p>INTENT Coordination and independence</p> <p>IMPLEMENTAION</p> <p>Fine motor and gross motor activities, Toilet training</p> <p>OUTCOME</p> <p>Developing spatial awareness around others and in one's own self, perceptive of the body around object and people, developing reaction times and core strength. Being able to use the toilet and reduce use of nappies.</p>	<p>INTENT Encourage creativity</p> <p>IMPLEMENTAION</p> <p>Messy play, music, role play, learning about occupations,</p> <p>OUTCOME</p> <p>Express through creative play, explore different ways of expressing feeling, exploring emotions</p>	<p>INTENT Independence and emotional wellbeing</p> <p>IMPLEMENTAION</p> <p>Routines, learning about your own emotions, Exposure to strategies to regulate emotions. Develop perception of self, religion and personality and that of others as well</p> <p>OUTCOME</p> <p>Understanding how to regulate emotions, identify emotions, and self-identity and others</p>

	<p>week in verbal and written form.</p> <p>OUTCOME:</p> <p>Help children build a base for language. Identify child's communication style. Developing more patience, and the foundation skills to problem solving. Beginning to develop more complex language. Can explain small aspect of their day</p>	<p>OUTCOME</p> <p>To continue develop problems' solving skills and an interest in the area. More advance understanding of quantities, being able to incorporate this into language. Identify coins and times. Solving written sums, learning their times tables</p>	<p>channels. Lessons conducted via bucket time</p> <p>OUTCOME</p> <p>Develop awareness, a desire to explore different ways to play, explore environment confidently, being able to convey ideas</p>		<p>OUTCOME</p> <p>Feeling safe, building enhanced relationships, developing spatial awareness, sharing, working as a team. Beginning to build skills around understanding peers. Learning to work with others</p>			
<p>YEAR 5</p> <p>AGE 9-10</p>	<p>INTENT To develop communication and literacy skills</p> <p>IMPLEMENTATION</p> <p>Association matching, emerging skills to answer WH questions. Beginning to work on the foundation of conversational skills, choices, adjectives and emotions. Sight word reading and beginner comprehension. Learning to read longer books and work on short stories sentence stories and comprehension. Expanding recall of their</p>	<p>INTENT Build early maths understanding</p> <p>IMPLEMENTAION</p> <p>Continued foundation skills, additional and subtraction. Learning about grouping numbers for multiplications. Counting out, quantity matching, introducing concepts such as, more advance looking at sequencing. More advance teaching about to money and purchasing items, and</p>	<p>INTENT Develop curiosity, problem solving and investigation skills</p> <p>IMPLEMENTAION</p> <p>Building a natural interest in exploring the environment and investigating the 5 senses. Lessons provided by cause and effect, sensory play and problem solving. Finding different ways cause and effect can happen, explore small experiments, exploring materials. Being able to express findings</p>	<p>INTENT Introductions of technology</p> <p>IMPLEMENTAION</p> <p>Interactive tools, cause and effect toys, use of AAC devices to express complex needs, educational games on tablets.</p> <p>OUTCOME</p> <p>Confidence with technology, development of fine motor skills, beginning to</p>	<p>INTENT Social interaction</p> <p>IMPLEMENTAION</p> <p>Turn taking, group games such as parachute time and songs, parallel play and completing group tasks. Learning information about peers e.g. names, practicing conversational skill a in small groups, problems solving tasks as a group. Playground games</p>	<p>INTENT Coordination and independence</p> <p>IMPLEMENTAION</p> <p>Fine motor and gross motor activities, Toilet training</p> <p>OUTCOME</p> <p>Developing spatial awareness around others and in one's own self, perceptive of the body around object and people, developing reaction times and core</p>	<p>INTENT Encourage creativity</p> <p>IMPLEMENTAION</p> <p>Messy play, music, role play, learning about occupations,</p> <p>OUTCOME</p> <p>Express through creative play, explore different ways of expressing feeling, exploring emotions</p>	<p>INTENT Independence and emotional wellbeing</p> <p>IMPLEMENTAION</p> <p>Routines, learning about your own emotions, Exposure to strategies to regulate emotions. Develop perception of self, religion and personality and that of others as well</p> <p>OUTCOME</p> <p>Understanding how to regulate emotions, identify emotions, and self-identity and others</p>

	<p>week in verbal and written form.</p> <p>OUTCOME:</p> <p>Help children build a base for language. Identify child's communication style. Developing more patience, and the foundation skills to problem solving. Beginning to develop more complex language. Can explain small aspect of their day</p>	<p>time. Completing short maths sentences.</p> <p>OUTCOME</p> <p>To continue develop problems' solving skills and an interest in the area. More advance understanding of quantities, being able to incorporate this into language. Identify coins and times. Solving written sums using different skills learnt.</p>	<p>through communication channels. Lessons conducted via bucket time</p> <p>OUTCOME</p> <p>Develop awareness, a desire to explore different ways to play, explore environment confidently, being able to convey ideas</p>	<p>understand actions create outcomes</p>	<p>Working on a small project</p> <p>OUTCOME</p> <p>Feeling safe, building enhanced relationships, developing spatial awareness, sharing, working as a team. Beginning to build skills around understanding peers. Learning to work with others</p>	<p>strength. Being able to use the toilet and reduce use of nappies.</p>		
<p>YEAR 6</p> <p>AGE 10 – 11</p>	<p>INTENT To develop communication and literacy skills</p> <p>IMPLEMENTATION</p> <p>Association matching, emerging skills to answer WHH questions. Beginning to work on the foundation of conversational skills, choices, adjectives and emotions. Sight word reading and beginner comprehension. Learning to read longer books and work on short stories sentence stories and comprehension. Expanding recall of their</p>	<p>INTENT Build early maths understanding</p> <p>IMPLEMENTAION</p> <p>Continued foundation skills, additional and subtraction. Learning about grouping numbers for multiplications. Counting out, quantity matching, introducing concepts such as, more advance looking at sequencing. More advance teaching about to money and purchasing items, and</p>	<p>INTENT Develop curiosity, problem solving and investigation skills</p> <p>IMPLEMENTAION</p> <p>Building a natural interest in exploring the environment and investigating the 5 senses. Lessons provided by cause and effect, sensory play and problem solving. Finding different ways cause and effect can happen, explore small experiments, exploring materials. Being able to express findings</p>	<p>INTENT Introductions of technology</p> <p>IMPLEMENTAION</p> <p>Interactive tools, cause and effect toys, use of AAC devices to express complex needs, educational games on tablets.</p> <p>OUTCOME</p> <p>Confidence with technology, development of fine motor skills, beginning to</p>	<p>INTENT Social interaction</p> <p>IMPLEMENTAION</p> <p>Turn taking, group games such as parachute time and songs, parallel play and completing group tasks</p> <p>OUTCOME</p> <p>Feeling safe, building relationships, developing spatial awareness, sharing, working as a team</p>	<p>INTENT Coordination and independence</p> <p>IMPLEMENTAION</p> <p>Fine motor and gross motor activities, Toilet training</p> <p>OUTCOME</p> <p>Developing spatial awareness around others and in one's own self, perceptive of the body around object and people, developing reaction times and core</p>	<p>INTENT Encourage creativity</p> <p>IMPLEMENTAION</p> <p>Messy play, music, role play, learning about occupations,</p> <p>OUTCOME</p> <p>Express through creative play, explore different ways of expressing feeling, exploring emotions</p>	<p>INTENT Independence and emotional wellbeing</p> <p>IMPLEMENTAION</p> <p>Routines, learning about your own emotions, Exposure to strategies to regulate emotions. Develop perception of self, religion and personality and that of others as well</p> <p>OUTCOME</p> <p>Understanding how to regulate emotions, identify emotions, and self-identity and others</p>

<p>week in verbal and written form.</p> <p>OUTCOME:</p> <p>Help children build a base for language. Identify child's communication style. Developing more patience, and the foundation skills to problem solving. Beginning to develop more complex language. Can explain wider parts of their day, how they felt and who they were with etc.</p>	<p>time. Completing short maths sentences.</p> <p>OUTCOME</p> <p>To continue develop problems' solving skills and an interest in the area. More advance understanding of quantities, being able to incorporate this into language. Identify coins and times. Solving written sums, learning their times tables</p>	<p>through communication channels. Lessons conducted via bucket time</p> <p>OUTCOME</p> <p>Develop awareness, a desire to explore different ways to play, explore environment confidently, being able to convey ideas</p>	<p>understand actions create outcomes</p>			<p>strength. Being able to use the toilet and reduce use of nappies.</p>		
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