

Aims and Learning Outcomes

	INTENT (AIMS)	LEARNING OVERVIEW	
Formal	<p>To develop successful learners who enjoy and contribute to their own learning and make progress and achieve.</p> <p>To develop confident individuals who are able to live safe, healthy and fulfilling lives.</p> <p>To develop responsible citizens who make a positive contribution to society.</p>	<p>Investigating and interacting with the wider world around them.</p> <p>Key Stage 1 National Curriculum standards. Birmingham Toolkit to support monitoring of small steps.</p> <p>Pre- Key Stage Standards - English and Maths.</p> <p>Knowledge and skills-based learning including all subject areas.</p> <p>Generalisation and mastery of skills consistently.</p> <p>Behaviour for learning inclusion emotional regulation, sensory regulation, routines, social relationships (adults and peers), confidence and resilience.</p>	<p><i>In addition to the EHCP areas of need (Communication and Interaction / Cognition and Learning / Social, Emotional and Mental Health / Physical and Sensory Needs / Independence Skills),</i></p> <p><i>Preparation for adulthood (embedded throughout)</i></p>
Semi-Formal +	<p>To be successful learners who enjoy and contribute to their own learning and make progress and achieve.</p> <p>To develop confident individuals who are able to live safe, healthy and fulfilling lives.</p> <p>To develop responsible citizens who make a positive contribution to society.</p>	<p>Reciprocal social interactions with familiar and unfamiliar people. Developing and managing strong relationships with peers and adults.</p> <p>Interacting with the wider environment and world around them - experiential learning with exposure to new topics/themes.</p> <p>Readiness for learning - emotional regulation, sensory regulation, routines, relationships (adults and peers).</p> <p>Working consistently at Early Learning Goals across the 7 areas of learning and accessing initial elements of specific subjects (for areas of strength) across National Curriculum KS1 using Birmingham Toolkit to support monitoring of small steps.</p> <p>Experiential learning with exposure to new topics in line.</p>	
Semi-Formal		<p>Reciprocal social interactions with familiar and unfamiliar people. Developing strong relationships with peers and adults.</p> <p>Interacting with the wider environment and world around them - experiential learning with exposure to new topics/themes.</p> <p>Readiness for learning - emotional regulation, sensory regulation, routines, relationships (adults and peers).</p> <p>Building up skills and learning across the 7 areas of learning working up to the Early Learning Goals including functional life skills with a focus on Literacy and Maths.</p> <p>Use of MAP as an Assessment Tool.</p>	
Pre-Formal +	<p>To support learners to develop communication strategies so that they have a voice.</p>	<p>Reciprocal interactions with key people and sustained attention with a breadth of familiar activities</p> <p>Familiarity with a range of environments and routines e.g. now/next, transitions with more symbolic understanding</p> <p>Introduction and exposure to simple concepts across the 7 areas of learning including basic maths and literacy skills.</p> <p>Readiness for learning - emotional regulation, sensory regulation, routines, relationships (adults and peers).</p>	
Pre-Formal	<p>To enable learners to live safe, healthy and happy lives, promoting physical development and movement range.</p> <p>To enable learners to be valued and active members of their community, interacting and building positive relationships with others.</p>	<p>Connecting and responding to key people and familiar activities</p> <p>Making sense of the environments and world around them - routine, objects of reference, transitions, classroom environment, educational visits, recognising their impact on the environment e.g. cause and effect.</p> <p>Developing varied interests and motivators - flexibility of thought, experiential learning.</p> <p>Building up engagement via use of the Engagement Model.</p> <p>Readiness for learning - emotional regulation, sensory regulation, routines, relationships (adults and peers). understanding of pathways and progression.</p>	

