



Springwood Heath Owls Enhanced Provision Curriculum 24-25



Every child deserves the best possible start in life and the support that enables them to fulfil their potential. In partnership with parents and carers, we enable the children to begin the process of becoming active learners for life. Our aim is to encourage each child to develop their full potential by gaining in confidence and independence in a caring and stimulating environment.

“**Success through Caring and Learning**” is embedded throughout our EYFS Setting.

The overarching principles of the EYFS are: -

- **Unique Child**
- **Positive Relationships**
- **Enabling Environments**
- **Learning and Development**

CHARACTERISTICS OF EFFECTIVE LEARNING: These are the ways we expect the children to learn. Through providing multi-sensory experiences children should have access throughout the year to all of the following;

- **Playing and exploring**
- **Active Learning**
- **Creating and thinking critically**




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Our Owls class is a pre-formal enhanced provision designed for children with complex SEND.

Children in this class require a reduced EYFS curriculum and individualised planning to meet very specific individual targets, the overview below provides an idea of themes, class interests and experiences we aim to give our Owls throughout the year. For more in depth planning please see each child's individual curriculum map.

	Owls Class Springwood Heath					
	Long Term Curriculum Plan					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes & Interests	Myself Emotions Halloween Autumn Familiar Characters	Light & Dark Bonfire Night Winter Christmas	Nursery Rhymes Families Friendships Love	Growing Spring Animals Food	Superheroes Exercise Colours & Patterns	Our World Under the Sea Holidays
Communication & Language	Wellcomm Speech & Language Screening and Interventions. Use of Various Communication Tools e.g, bucket therapy, PECS. Access to Speech Therapists.					
	Uses eye contact, gesture or preferred communication method to begin communicating with adults and peers.		Confidently communicates wants and needs to trusted adults. Repeats single words/phrases.		Understands a simple instruction.	



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	Uses pointing to draw another person's attention to my desired outcome.		Uses speech as preferred communication tool (where appropriate) to express feelings/wants/needs.
Physical Development	Specific targets set by Occupational Therapists worked on individually. Sensory circuits daily including proprioceptive and vestibular feedback. Access to large sensory apparatus.		
	Moves around the classroom and outdoors to explore wants and needs. Moves arms wrists and elbows to music.	Moves around the classroom and outdoors in a variety of ways with confidence. Negotiates space safely.	Moves around the classroom and school appropriately. Beginning to show diverse range of movements when instructed by an adult. E.g. "jump" "run" "walk"
PSED	Emotional regulation activities such as daily massage, deep breathing, access to calm spaces.		
	Begins to make solid relationships with key adults in the setting.	Displays likes and dislikes to trusted adults and refers to emotions related to these. Develops attention span based on own baseline.	Begins to regulate emotions using a variety of self soothing/sensory resources. Has a developing understanding of personal hygiene.
Literacy	Daily story times for groups and individuals. Daily rhyme time for nursery rhymes and songs.		
	Engages with individual or small group story time. Listens to Nursery rhymes and songs.	Begins to show preference around familiar stories and develop favourite songs/rhymes.	Joins in with group story times with increasing attention.



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Maths	Number rhymes and songs. A range of sorting and matching activities.		
	Listens to a range of number rhymes and songs.	Begins to join in with number songs or counting activities.	Enjoys sorting objects or loose parts into chosen groups. E.G. colours.
Understanding the World	Multi-sensory activities and enhancements provided in the room and provision area to support exploration of key themes.		
	Accesses both indoor and outdoor play.	Begins to express preference of indoor/outdoor learning.	Shows an interest in the natural world.
Expressive Art and Design	Multi-sensory activities and enhancements provided in the room and provision area to support exploration of key themes.		
	Engages in messy play activities and enjoys new textures.	Enjoys imaginary play and allows adults to play alongside them.	Demonstrates creativity by choosing resources to create/build/make their own ideas.