Lithuania
2016

northumbria
UNIVERSITY NEWCASTLE

GOPRINCE

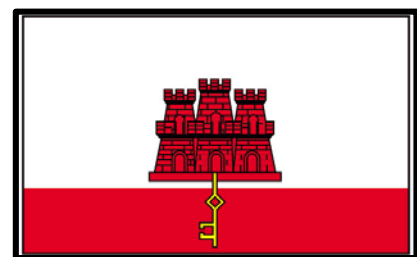DEVELOPING GOOD PRACTICES : INCLUSIVE EDUCATION IN EARLY CHILDHOOD
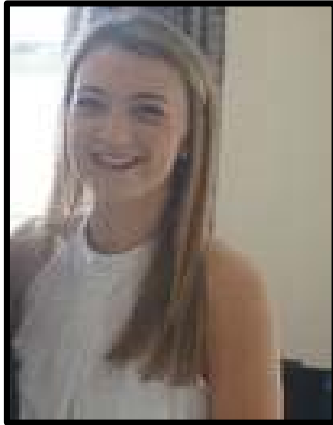
Where are we from?

Where is our University?

What do we do?

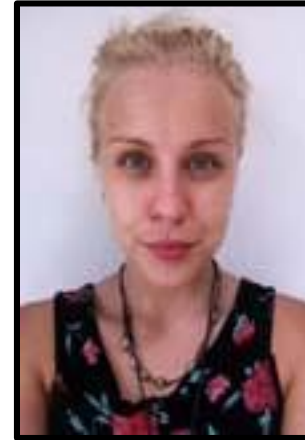**Early Years Primary Education**

Alex

Rachel

Michelle

Chloe

Early Years Joint Honours

Annabelle

Sandra

Diana

Fiona

Education in the UK

Primary School

Reception (aged 4-5)
Year 1 (aged 5-6)
Year 2 (aged 6-7)
Year 3 (aged 7-8)
Year 4 (aged 8-9)
Year 5 (aged 9-10)
Year 6 (aged 10-11)

Private nursery

School nursery

Secondary School

Year 7 – Year 11 (aged 11-16)

College/Sixth Form/Apprenticeships (aged 16-18)

Uniform

Teachers in Schools

Design of Curriculum

Early Education
The British Association for Early Childhood Education
www.early-education.org.uk

Development Matters in the Early Years Foundation Stage (EYFS)

This non-statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender. This guidance helps adults to understand and support each individual child's development pathway. Other guidance is provided at www.foundationyears.org.uk. The EYFS statutory framework is available on the Foundation Years website as well as the Department for Education website: www.education.gov.uk/publications

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

Design of Curriculum

The national curriculum in England

Framework document

July 2013
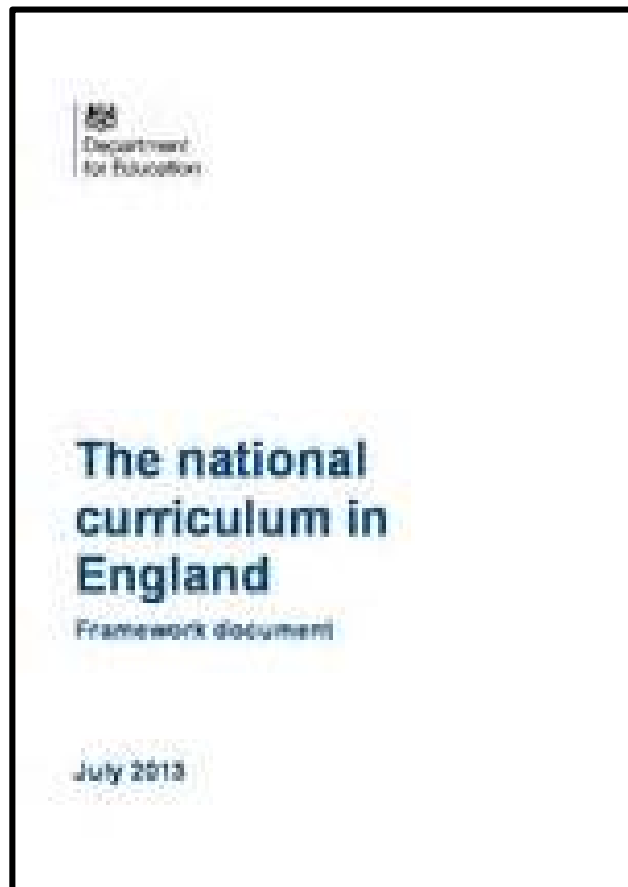
	Key stage 1	Key stage 2
Age	5 – 7	7 – 11
Year groups	1 – 2	3 – 6
Core subjects		
English	✓	✓
Mathematics	✓	✓
Science	✓	✓
Foundation subjects		
Art and design	✓	✓
Citizenship		
Computing	✓	✓
Design and technology	✓	✓
Languages[4]		✓
Geography	✓	✓
History	✓	✓
Music	✓	✓
Physical education	✓	✓

The Classroom

The School Day

Time	Lesson
8:30-9:00	Breakfast club
9:00	Start of school day – Registration/assembly
9:20-10:30	English
10:30-10:50	Break
10:50-12:00	Maths
12:00-13:00	Lunch
13:00-14:00	Non core subject
14:00-14:15	Break
14:15-15:10	Non core subject
15:10	End of school day
15:10-16:00	Extra curricular clubs

The Government

Inspection dates		22–23 May 2014	
Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	**Good**	**2**
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Ofsted
raising standards
improving lives

Testing in the UK

46 Complete the sentence below with a **possessive pronoun**.

They are _____.

1 mark

40 Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

1 mark

Spelling, grammar and punctuation test – **aged 11**

Inclusion in the UK

'Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status'

Inclusion in the UK

What does inclusion in the UK mean?

Valuing all individuals in order to reduce barriers to learning and participation.

SEND

Special Educational Needs
& Disabilities

SEND code of practise

Department
for Education

Department
of Health

**Special educational
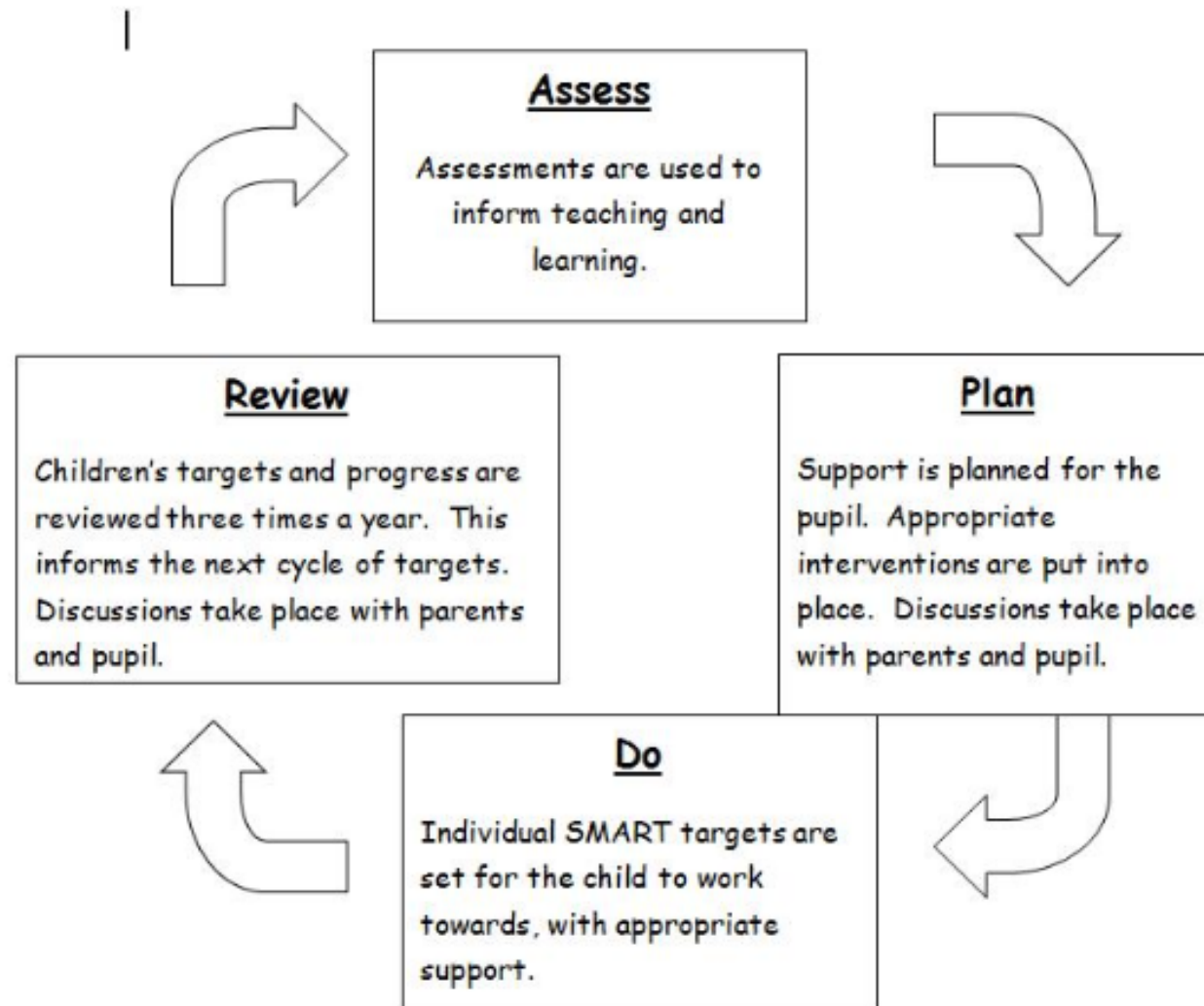needs and disability
code of practice:
0 to 25 years**

Statutory guidance for organisations who
work with and support children and young
people with special educational needs and
disabilities

SEND schools

How are SEND schools different to mainstream schools?

SEND support