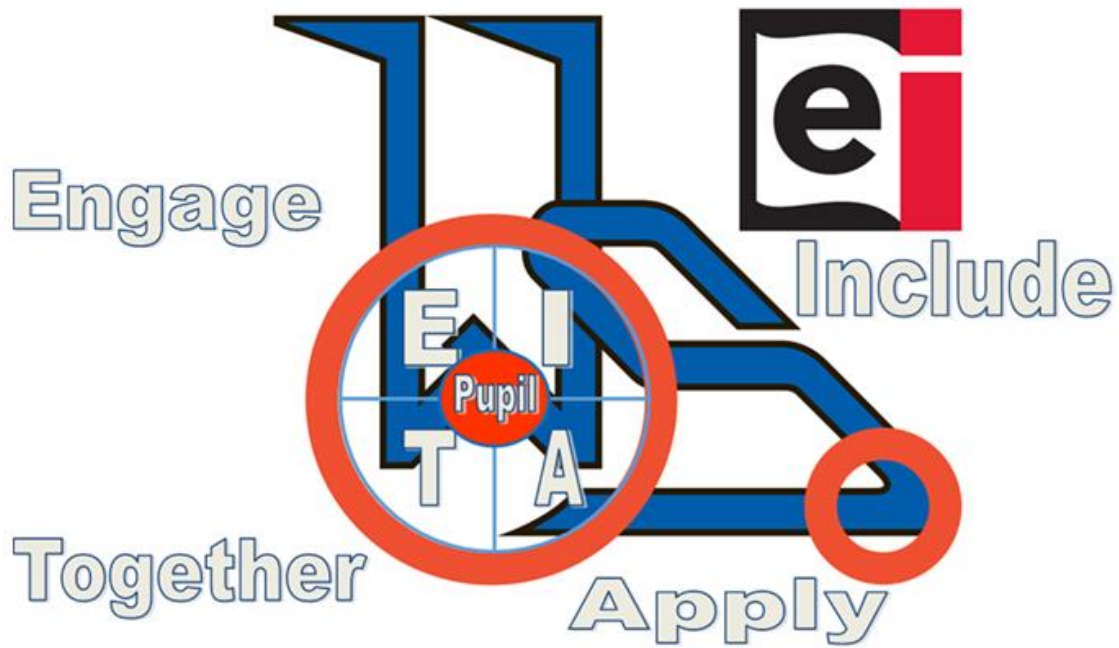


Wilson Stuart School



EYFS Pathway Overview

Get Real Curriculum 2022-23 EYFS Pathway

The EYFS curriculum is designed to meet the needs of our Early Years students. It is based on the principles and practice of play-based learning, taking our lead from the uniquely individual interests and motivations of our students, within a high quality and well-structured environment.

This promotes the highest levels of engagement in a structured and supportive learning environment. The EYFS curriculum is based on guidance issued in Development Matters and the Birth to Five framework (2021). It is delivered mainly through story/topic-based planning which aims to offer a wide variety of themes to provoke interest throughout the year. Students accessing the EYFS pathway are aged from 2-7 and developmentally range between 8-60 months. Student.

Rationale:

Through the EYFS Pathway, we aim to ensure that our students are:

- Able to use appropriate communication skills to express needs, wants and thoughts to those around them and understand that this is reciprocal.
- Making as much physical progress they are capable of achieving.
- Given opportunities to develop a strong sense of self.
- Confident in their relationships with adults and peers in order to grow and make progress.
- Able to explore and express their own feelings.
- As resilient and independent as they can possibly be and can show perseverance in the face of challenge.
- Given opportunities to explore and develop curiosity, creativity, fascination, awe and problem solving.
- Given opportunities to develop understanding of rules and expectations.
- Given opportunities to develop Literacy and Maths skills as is appropriate to their stage of development.
- Given a range of opportunities to learn about the world around them and being part of it.
- Given the opportunity to access technology through a variety of different access equipment.
- Provided with an understanding of how to use a device safely
- Provided with a variety of different activities which are delivered on devices which best support the students.
- Provided with the opportunity to explore new technology, software and equipment which helps engage the students and develop their skills.



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Intent

The curriculum that is offered through the EYFS Pathway:

- Personal, social and emotional development – developing and maintaining relationships with others, understanding own feelings and needs, self-regulation and managing self. Understanding feelings and needs of others.
- Physical Development – becoming as physically able as possible on an individual level, managing own needs and care as independently as possible, developing appropriate gross motor skills and fine motor skills.
- Communication and Language – developing crucial listening and attention skills, developing understanding and expressive language.
- Literacy – Love of Reading/ being read to, comprehending what we are hearing. Word reading, expressive language/ writing.
- Problem solving and mathematical awareness- Developing curiosity, interest and understanding of number, amounts, counting behaviour, grouping, sorting, categorising , developing awareness and understanding of shape, space, measure and exploring solving problems.
- Creative development – Messy play and exploration developing curiosity and the characteristics of effective learning through art, drama, music, role play.
- Understanding the World - Understanding of the world around us, our past and present and those we share it with. Exploring and investigating the natural world developing curiosity and wonder.
- ICT – Fundamental skills to support children at home and school, support students mental health and wellbeing using technology, encourage independence and confidence, develop fine and gross motor skills, develop understanding of how to use and respect technology whilst working in a safe and secure environment which allows the students to access technology and equipment.

Implementation

We achieve our intentions by:

- Providing a range of opportunities for play and exploration to support development in all areas of learning.
- Providing warm and genuine relationships that student can grow and flourish from.
- Providing adult led and scaffolded experiences to support individual learning in all areas.
- Regularly reviewing each individual's needs, personal learning goals and next steps to ensure progress.
- Ensuring we work closely with the team around each individual to ensure they are making the best progress (parents, medical professionals etc).
- Ensuring that we always keep the child at the centre of what we do.
- Implementing a themed story curriculum which include texts covering Equality, Diversity and World Literature.
- Encourage student to use phonological awareness through continuous provision and within targeted sessions.
- Providing opportunities through our inclusive curriculum which allows the students to access equipment.
- Using a variety of different technology and products to help access the curriculum.



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- Using a variety of software on a range of digital devices to create a range of content.
- Being exposed to how to use technology safely, respectfully, and responsibly.
- Developing the students' skills of digital systems.
- Working directly with staff members who have access to technology.
- Developing a safe and secure working environment to allow exploration of technology and equipment.
- By providing opportunities for the students to explore technology and access equipment.

Impact

The impact of the EYFS Pathway provision is demonstrated through the development of students who are:

- Confident and happy, able to form relationships and understand the expectations and rules in the setting.
- Resilient and independent, seek challenge and show a 'can do' attitude.
- Able to communicate to a range of people their needs, wants and thoughts in different contexts and situations and with different methods as required.
- Communicating effectively to those around them.
- Making the most of their physical ability and skills despite individual challenges and barriers.
- Enthusiastic to engage with a range of resources and experiences, even if they are completely new to them. They are keen to learn and curious about the world around them.
- Able to solve a range of problems through trial and error.
- Developing an enthusiasm for stories and being read to, seeking out books independently and associating books and stories with positive experiences.
- Interested in play and exploration in a variety of contexts and are active learners.
- Demonstrate key characteristics of effective learning.
- Are interested in mathematical concepts and exploring these.
- Think creatively and explore a range of ideas, acting on these as appropriate.
- Enthusiastic and show enjoyment for ICT both in and out of the classroom.
- Able to show a greater understanding on how to use a variety of different devices and equipment.
- Able to use different technologies to help support them in and outside of the classroom
- Able to help guide themselves in making independent choices where possible, which helps support them in life at home, at school and the community.
- Able to support them with their fine and gross motor skills.
- Access a variety of different resources and technologies.
- Able to share their enjoyment and sense of achievement through their attitude and body language.



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