

EXETER HOUSE SCHOOL EYFS CURRICULUM OVERVIEW



Ruth Anderson

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Exeter House EYFS Curriculum Overview

Intent

Our Early Years Foundation Stage (EYFS) Curriculum is for the youngest children at Exeter House. Provision is based on the Early Years Foundation Stage Framework. Activities reflect our belief that play is central to the children's learning, and nurtures not only developmental and academic abilities, but also the children's emotional development.

The Early Years curriculum aims to ensure that every pupil has an outstanding start to their education at Exeter House School, ensuring that each child's learning is personalised to their abilities, needs and stage of development. In the Early Years the majority of learning takes place through play and a key focus of the curriculum is developing early skills and behaviours for learning, communication and independence. It is important that the children have opportunities to interpret their environment, to learn to make choices for themselves and to grow in confidence, understanding their value within the school community.

The Early Years Foundation Stage Curriculum will:

- Offer an environment which is creative and exciting and promotes learning.
- Encourage the children to be aware, active and independent in their choices and their learning.
- Give children opportunities to develop a social awareness and a sense of group membership in which they may play and develop at their own pace.
- Create an environment where the children develop the skills and behaviours for learning within the classroom.
- Enable the children to work and play in a curriculum that will give them the opportunity to work towards being increasingly personally independent and prepares them for the next stage in their school career.
- Value and build on home and pre-school experiences, and encourage strong, supportive partnerships between home, school and other professionals.

The majority of children in Reception follow the Early Years Foundation Stage curriculum which has seven areas of learning- three Prime (Communication and language, Physical development and Personal, Social and Emotional development) and four specific areas (Literacy, Mathematics, Understanding the World and Expressive Arts and Design). For some Reception children with complex needs it is more appropriate that they follow the PMLD curriculum.

Implementation

Children in their Reception Year access all seven areas of learning, with a focus on developing skills and behaviours for learning, developing communication, independence and meeting sensory processing needs. This continues to be built upon in Key Stage One, who also follow the Early Years Curriculum, although there is more structure within a play-based approach. Individual timetables are developed for some children where their sensory needs are higher. Alongside

this, teachers identify the strategies that each pupil needs to access the curriculum to achieve and make progress. This is individual to each pupil. Strategies include: Intensive Interaction, structured visual support, PECS, work/reward/ multi-sensory delivery, repetition etc. Teachers use a range of strategies to support pupils to learn and retain information. In partnership with parent/carers elements of a professional therapy programme may be implemented or integrated into the school day balanced with the educational access to the wider curriculum.

Areas of Learning and Development

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| PRIME AREAS | Communication and Language | | |
| | Listening & Attention | Understanding | Speaking |
| | Personal, Social and Emotional Development | | |
| | Making Relationships | Managing Self | Managing Feelings and behaviour (Self-Regulation) |
| | Physical Development | | |
| | Moving & Handling Gross Motor Skills | Moving & Handling Gross Motor Skills | |
| SPECIFIC AREAS | Literacy | | |
| | Reading | Writing | |
| | Mathematics | | |
| | Number | Shape Space and Measure | |
| | Understanding of the World | | |
| | People and Communities | The World | Past and Present |
| | Expressive Arts and Design | | |
| | Exploring Media and Materials | | Imaginative play |
| | Art, Sensory Play, Music | | Dance, Small World, Role Play |

| Characteristics of Effective Learning | |
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| Playing and Exploring - engagement | Finding out and exploring Playing with what they know Being willing to have a go |
| Active learning - motivation | Being involved and concentrating Keeping trying Enjoying achieving what they set out to do |
| Creating and thinking Critically- thinking | Having their own ideas Making links Choosing ways to do things |

| Communication and Language | | |
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| <p>When pupils arrive at Exeter House School they are observed closely. The way they communicate is noted, staff discuss within each team the best way to develop an alternative communication system for each individual if it is considered necessary.</p> <p>This may range from using simple language and key words, to using Makaton signs, photographs, symbols, PECs (Picture Exchange Communication) or any combination of the above. Our Speech and language therapist is referred to and will offer advice as to how to proceed with each pupil.</p> <p>In Key Stage 1 the communication system that has been deemed to support each pupil will be consolidated. Pupils will be expected and encouraged to be more independent in their communication in line with their developmental ability.</p> | | |
| Listening & Attention | Understanding | Speaking |
| <p>As individuals, in small and large groups children have opportunities to listen to stories, requests, instructions, comments, question, songs by staff and other children.</p> <p>They have the opportunity to attend an Attention Wiltshire group (Bucket Time) which is designed purely to get attention without a demand for interaction.</p> <p>For children at the earliest stages of communication, attention and interaction we use Intensive Interaction and The Curiosity Programme to develop early attention skills</p> | <p>To help gain meaning and to communicate with others, children become familiar with, and use a range of augmentative, or Total Communication- speech, symbols, signs, pictures and objects of reference and communication aids.</p> <p>They begin to understand that words, symbols and pictures carry meaning and have an order. Adults in class model the use of a range of symbols, pictures and Makaton signs to aid communication</p> | <p>Children are encouraged to communicate in a way that they are able to do. This may include fully facilitated use of communication aids to using their voice to ask for things and comment. They may need objects of reference, pictures or symbols or signs to initiate communication.</p> <p>These are available in the room for pupils to access independently.</p> <p>Use of the symbols, grids and AAC devices are modelled by staff. New vocabulary is introduced and modelled specifically as part of Attention Wiltshire (Bucket time) sessions</p> |

| Personal, Social and Emotional Development | | |
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| Making Relationships | Managing Self (Health and Self Care and Self Awareness) | Managing Feelings and behaviour (Self-Regulation) |
| In EYFS classes pupils are supported to take turns, tolerate other pupils in their space and to play with adults and children. Children are helped to understand simple boundaries for their own safety and the safety of others. As appropriate pupils also take part in whole school events. | | |
| <p>Children are confident, develop self-respect and effective relationships.</p> <p>They appreciate working as part of a group, and independently, and work towards building up concentration. Children learn to be aware of and sensitive to the needs and feelings of others.</p> <p>Adults model how to take turns and share fairly. They begin to make relationships with staff and other pupils. Children transitioning to Exeter House from other settings are invited to 'stay and play' in the summer term.</p> | <p>Children are encouraged to explore the classroom as they begin their school journey. They are looked after by a class team and visit different areas of the school as they are ready to do so. They are reassured and comforted when it is needed.</p> <p>Developing independence skills is a key part of the EYFS curriculum at Exeter House. In consultation with the school Occupational Therapist individual programmes relating to dressing, eating, toileting and developing motor skills are devised where appropriate.</p> <p>Children are encouraged to be as independent as possible in eating and drinking and in hand washing. Self-care skills such as tooth and hair brushing are explored in a sensory way and through play. Support is provided by an adult at an appropriate level for each child.</p> <p>Children explore a variety of smells, textures and tastes of food as part of food scientist and sensory cooking sessions. For children with diagnosed sensory difficulties around eating a personalised programme is developed by the occupational therapist</p> <p>Children are encouraged to become familiar with the toilet cubicle, toilet and any specialist equipment they require. They are encouraged to sit on the toilet as they are confident in the toilet area and take part in the self-care routine as much as they are physically able. Toilet training is undertaken when appropriate for each child in consultation with occupational therapy and parents.</p> | <p>Children are taught to identify and express their emotions and feelings appropriately and behave in an appropriate way. They begin to develop an understanding of what is right and wrong, and why. They are learning to appreciate and care for their environment, living things and property.</p> <p>For those children whose sensory needs can have an impact on their ability to regulate and learn, adults provide opportunities for the regulation of sensory needs through sensory circuits and sensory integration activities. As children move through Key Stage 1 and where it is appropriate they are taught strategies to enable them to better manage and regulate their sensory needs independently.</p> |

| Physical Development | |
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| Moving & Handling - Gross Motor Skills | Moving and Handling - Fine Motor Skills |
| <p>In EYFS classes children are encouraged to develop their motor skills through play both indoors and outdoors as well as in areas such as soft play and sensory play sessions. They also have opportunities to access more structured motor skills development through weekly P.E or gym sessions, fine motor activities as part of workbox or TEACCH boxes and if appropriate a fine motor development programme.</p> | |
| <p>Children have opportunities to move confidently and imaginatively, with increasing control and co-ordination, and an awareness of space and others.</p> <p>They use a range of small and large equipment, and balancing and climbing apparatus with increasing skill.</p> <p>They develop an improved awareness and a greater control of what their bodies can do.</p> <p>Children follow appropriate specialist programmes e.g. physiotherapy, swimming and hydro programmes, music and movement devised with physios etc.</p> | <p>Children have opportunities to develop early fine motor skills such as squeezing, pinching, pulling and tearing in a variety of play situations. These may include building with bricks, peg board activities, playdough, posting activities, threading and scissor skills. As children's motor skills develop they have opportunities to use a variety of one-handed tools and are taught to hold writing implements in a comfortable grip.</p> |
| Literacy | |
| Reading | Writing |
| <p>Comprehension</p> <p>Children have access to a collection of fiction and non-fiction books which is varied and changed with topics this includes photo, textured, sound and picture books. Adults model the use of books and reading behaviours</p> <p>Children engage with daily story telling or rhyme sessions this might include sensory stories, massage stories and sharing books in the library as well as stories and rhymes on the Interactive whiteboard</p> <p>Children take part in matching activities with objects, photos and symbols</p> <p>Where appropriate they are introduced to letters and letter sounds as well as familiar words that are familiar and frequently used eg names and activities in the classroom.</p> | <p>Children have access to a writing material each day e.g. crayons, pens or chalks. They are also encouraged to write when outside with chalks or water.</p> <p>Early mark making is encouraged in a range of textures both dry and wet. For example, in oats, sand, wet clay, cream, shaving foam and many more!</p> <p>Mark making and writing is also encouraged through technology on the Ipad and the Interactive White Board. This can be highly motivating for some children.</p> <p>Adults write alongside children and will model direction eg up and down, side to side and all around as well as simple drawings. They will be aware of children's abilities and targets and will know how to extend their skills.</p> <p>Letter or number formation will be modelled as appropriate, using all the above methods.</p> |

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| <p>Phonics</p> <p>Early phonological awareness is linked to listening and attention skills which are developed through The Curiosity programme and Attention Wiltshire (bucket time)</p> <p>In Reception, where appropriate, children take part in Phase 1 phonics activities, focusing on listening to and being aware of sounds and early blending and segmenting skills. This can be delivered individually and in small groups using the Attention Wiltshire (bucket) approach.</p> <p>In Key Stage 1, where appropriate, children take part in Phase 2 phonics and are introduced to letter sounds, blending and segmenting. This can be through bucket activities, sensory play and individual work box activities.</p> | |
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| Mathematics | |
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| Mathematical concepts are introduced through play and practical experiences as well as in every day routines. When appropriate children take part in Attention Wiltshire (maths bucket) sessions and workbox activities with a maths focus. | |
| Numbers | Shape, Space and Measure |
| <p>Children explore the concept of object permanence, same and different using a variety of sensory resources.</p> <p>They are introduced to and encouraged to join in with number songs both on the IWB and with props and sensory play.</p> <p>Children are experience sorting objects and pictures in a variety of ways.</p> <p>Children are introduced to subitising skills and compare quantities in practical situations</p> <p>Where appropriate they are encouraged to count to five then ten and beyond using speech, Makaton or AAC devices.</p> <p>They explore numerals of different sizes and in inset and jigsaw puzzles</p> <p>Children see counting of real objects modelled by staff and hear the numeral names.</p> <p>They are encouraged to count groups of small items in their play.</p> <p>Children experience ordering numerals of different sizes and textures and play matching games with numerals.</p> <p>Children experience writing numerals, they see it modelled for them.</p> <p>They become familiar with some mathematical language e.g. relating to quantity, counting, addition</p> | <p>Children explore the space around them and equipment in that space.</p> <p>They have access to mathematical toys that are related in shape and size. Eg stacking cups and toys, various construction toys. Shape sorters and shape puzzles.</p> <p>In a variety of ways, they begin to compare, match, sort, order, sequence and count.</p> <p>They become familiar with some mathematical language e.g. position, size, shape</p> <p>They are able to handle and manipulate bricks of different sizes and shapes.</p> <p>They see and handle shapes of different sizes and are encouraged to find shapes in the environment.</p> <p>Children are introduced to time through the context of daily routines and visual timetables</p> |
| 1 to 1 correspondence, counting real objects, numeral recognition, ordering, calculation | Calendar and Time, size, length, capacity, money, puzzles, posting |

| Understanding the World | | |
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| People and Communities | The World | Past and Present |
| <p>Children become confident and get to know class staff and other pupils and staff as they go to different areas of the school.</p> <p>They also go on different community visits that are appropriate and they are able.</p> <p>They are able to see photos of their families, past and present events.</p> <p>Children explore the concept of people that help us both at school and in the wider community through visits and small world play.</p> <p>They take part in cultural celebrations at key points in</p> | <p>Children are given opportunities to find out about, and show interest in their environment both in and out of school on visits.</p> <p>As part of sensory activities, they explore cause and effect and different materials, textures</p> <p>They learn about changes in materials as part of sensory play and sensory cooking</p> <p>Through theme work and as part of Forest School sessions, they explore and recognise features of living things and events in the world.</p> <p>The children learn to use signs, symbols and visual cues to reinforce, question and identify why and when things happen and how things work.</p> <p>The children have opportunities to solve problems, make decisions and to experiment in a variety of contexts.</p> | <p>Children use whole class or individual schedules to help make sense of their day and foster awareness of time including what is happening now and what will happen next.</p> <p>Children are given the opportunity to reflect on past events through looking at photos and film.</p> |

| Technology and Computing at EYFS | | | |
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| Technology is used, where appropriate, to support learning in all areas of the curriculum and to aid communication. | | | |
| ICT Curriculum Elements | | | |
| Using ICT | | Finding and Selecting Information | Developing, presenting and communicating information |
| | <p>Children have toys with batteries and buttons to press.</p> <p>Children have regular access to the Interactive White Board and the iPad.</p> <p>Children are generally motivated by an element of ICT. Some children are highly motivated. This is assessed as we get to know the children and individual targets are set.</p> | <p>Children are encouraged to find activities on the or iPad using a touch screen or Big Mac switch. Staff model actions.</p> | <p>Children are able to make marks on the screen and see their mark printed.</p> <p>Technology is also used to aid communication at this level.</p> |

| Expressive Arts and Design | |
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| Exploring Media and Materials | Imaginative play |
| Art, Sensory Play, Music, Jabadao | Dance, Small World, Role Play |
| <u>Exploring Media and Materials</u> | <u>Being Imaginative</u> |
| Children explore sound and colour, texture, shape, form and space in two and three dimensions. They paint and explore ways to put paint onto surfaces including brushes, hands, feet, sponges, squirty bottles, syringes, spray bottles This is usually topic linked. They respond in a variety of ways to what they see, hear, smell, touch and feel. Children are encouraged to express themselves through movement and dance. Children will make cards and gifts related to cultural events through the year. Children will be able to explore musical instruments in the classroom. | Children are encouraged through an interactive approach to play and enjoy various forms of play, role-play, symbolic and imaginary. This is often topic linked and may form a part of a whole school theme Staff will model imaginative play and small world play. Children will be encouraged to dress up in costumes or fabrics of different types and textures. |

Impact - Recording and Assessment

Ongoing formative assessment is a key part of our Early Years practice. This includes observations by staff in school and parents at home. These assessments help to inform planning and ensure that children make progress. All of the information collected is used to review how the child is doing in the seven areas of learning and development. We use this to track the progress of the pupils during the year and a report of this progress is sent home to parents each term.

Ultimately, we seek to compile a profile that gives a clear picture of each individual's strengths, preferences, communication style and support needs that can help to prepare them for their next steps in life, whether this is to a new class or a new setting. We use Evidence for Learning to compile evidence against both the Exeter House Development Framework (based on the EYFS Development Matters), curriculum targets and the pupil's EHCP individual personalised learning goals. A mix of photos and video is collected to demonstrate learning and inform the future direction of learning. This evidence is reference against the EYFS curriculum as well as their own EHCP targets.

At the end of the EYFS — in the summer term of the reception year in school teachers complete an assessment which is known as the EYFS profile. This assessment is carried out by the teacher and is based on what they, and other staff/professionals caring for the children, have observed over a period of time.