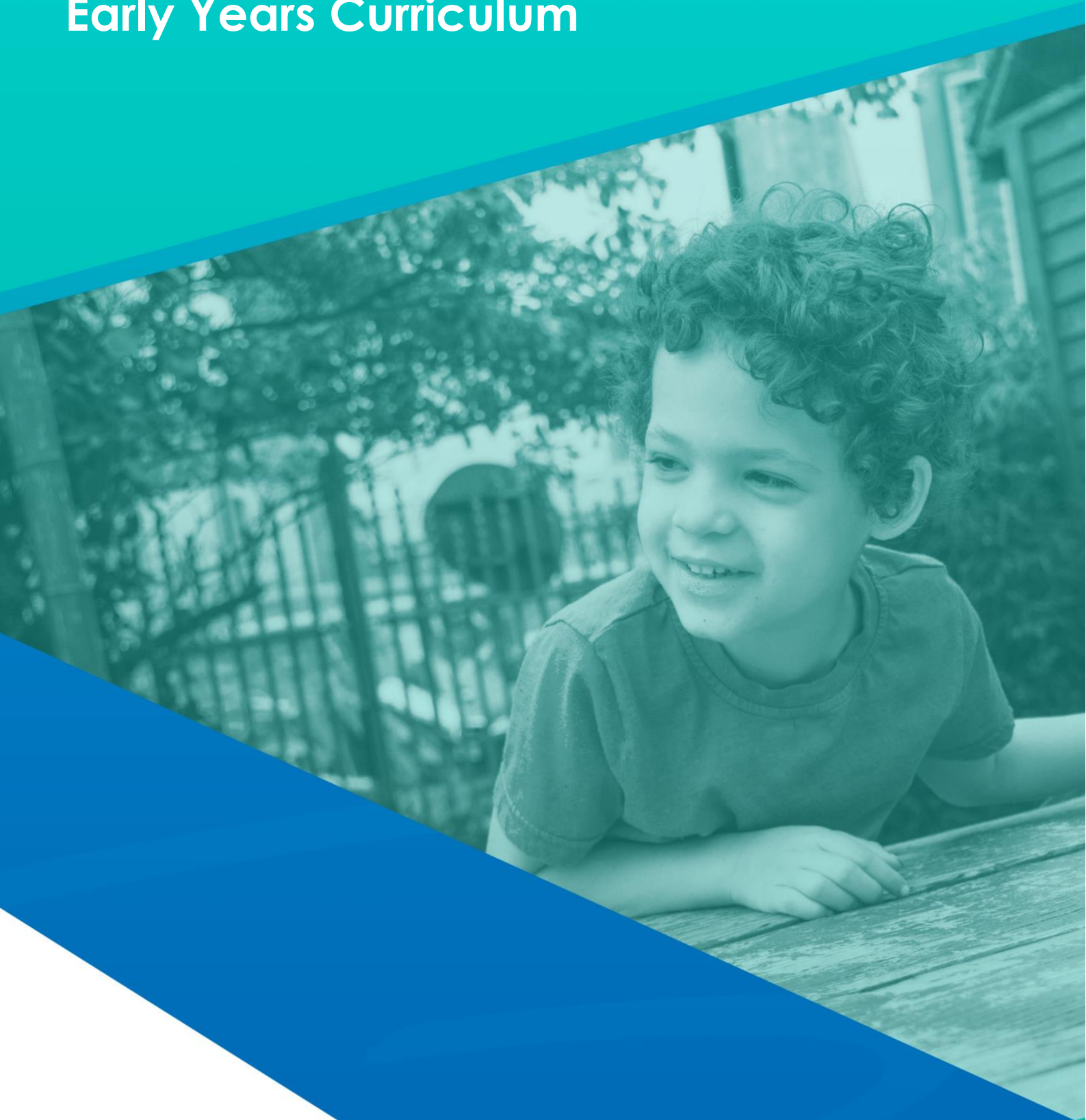


Early Years Curriculum



A Play Based gateway to learning

We recognise that our children learn differently. We understand that development is not an automatic process and that our children learn and develop in a unique way.

We have taken the four themes of the EYFS and adapted these to suit the needs of the students that we work with.

A Unique Child

All our children are unique learners and learn and experience the world in ways that challenge our view of the world.

The children that we work with come with a diverse range of needs, and to meet these requires a creative and innovative approach to teaching and learning.

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Positive Relationships

Good self esteem and confidence enables learning. Building this positive view of themselves provides challenges for our children.

The adults provide a consistent, positive environment in which children develop the confidence to explore who they are and the world in which they live.

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Enabling Environments

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

The school is supported by a multi-disciplinary team so that the children's skill acquisition is supported by specialists.

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Learning & Development

Through a range of specialist approaches and teaching strategies, the different learning needs of our children are met which enables them to become empowered, confident young people.

They foster the characteristics of effective learning:

- Playing and exploring
- Active learning
- Communication
- Sensory Integration

The Ideal EY Practitioner

Definition: *Early Years Practitioner*

Teacher, parent, carer, personal assistant, play mate, companion, cleaner, nappy changer, advice giver, consistent behaviour manager, idea generator, artist, builder, story teller, ICT support, motivator, nurturer, nurse, listener, planner, instructor, symbol maker, silly, bucket bringer, world explorer, disciplinarian, empathiser, cook, bottle washer, mathematician, singer, organiser, security guard, safety net, communication aid..... and so the list goes on.

As adults working in an Early Years setting, the children have high expectations of us and what we can offer. It is up to us to provide a secure but stimulating experience every day. To do this we:

- Act as model children when appropriate
- We take time to understand and listen to the children and build trusting relationships
- Scaffold activities and learning to ensure frequent success
- Support the children in becoming independent
- Recognise when children need additional adult support, and when this can be faded out
- Plan and prepare activities that allow children to generalise acquired skills
- Work collaboratively and share ideas
- Recognise each success that every child achieves, no matter how small!

Enabling Environments

- The way that the learning environment is organised provides opportunities for organic, transferable skills. The flexibility enables children to trust and feel confident in consistent responses, working across two classes.
- To ensure the effective learning and development of our children, we have made efforts to make the learning environment a blank canvas. Children's interests are used as the lead for activities, but continuous provision is removed so that we can support the children to redirect their attention across a range of learning opportunities.
- Visual support is at the heart of meeting the communication needs of our children within the environment. Total Communication is adapted to suit the varying needs of the children.
- We provide this curriculum for those children who would benefit from this scaffolded approach to learning, up to the end of year 1.

The Eclectic Approach

Attention Autism

“An irresistible invitation to learn”.

A long-term strategy to build children's listening, shared attention and concentration skills.

Intensive Interaction

“Teaching the fundamentals of communication”

An informal, child led approach to developing early communication and positive relationships.

Sensory Integration

“Understanding hidden sensory challenges”

This is a multi disciplinary approach to enabling children to respond to the sensory changes in their own body.

Total Communication

“A common language”

Use of specialist approaches to communication such as PECS, Makaton and TEACCH.

Areas of Learning and Development

Area of Learning and Development	Aspect
Personal, Social and Emotional Development	Making relationships
	Self confidence and self awareness
	Managing feelings and behaviour
Physical Development	Movement and space
	Health and self care
Communication	Listening and attention
	Understanding
	Total communication
Literacy	Reading
	Writing
Mathematics	Number
	Shape, space and measures
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

Characteristics of Effective Learning

Playing and exploring

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Showing particular interests but being able to redirect attention

Active learning

- Being involved and concentrating
- Showing interest in new activities and the world around them
- Repeating successes

Communication

- Developing new communication skills
- Learning to communicate needs to adults
- Using different strategies

Sensory Integration

- Being ready to learn and engage
- Learning how to self-regulate

How we assess learning and development

Formative Assessment

On-going formative assessment is at the heart of early years practice.

Photos

Taken by the Early Years team of children during everyday and planned activities to include incidental learning.

Learning Journeys

The photos taken during the week are reviewed by the Early Years team and linked to the individual learning outcomes for each child.

Weekly Planning

The recorded outcomes from the Learning Journeys feed in to changes to the weekly planning to ensure that children's needs are consistently met.

Half Termly Assessment

The outcomes for each child are assessed half termly and progress is recorded. Changes to planning are made accordingly.

Reporting to Parents

Parents play a vital role in their child's learning. To ensure correlation between school and home we use a variety of ways to report on their child's progress as well as enabling them to work and play with their child at home.

New Parent Programme*

Home School Diaries

Individual Education Plans

Structured Conversations

Parent's Evening

Termly Reports

Summative Assessment

Annual assessment is carried out in line with Government and School policy.

MAPPS

Every Child Matters

PIVATS

EYFSP

Annual Review