

## EYFS (EARLY YEARS FOUNDATION STAGE)

**OVERALL AIM:** Our curriculum has been designed to enable pupils to succeed within Reception through cooperative and collaborative learning principles. A strong emphasis is placed on the prime areas of learning which include, Physical Development, Personal, Social and Emotional Development and Communication and Language. We endeavour to have realistic expectations of pupils and give them the tools to 'be their best self'. Our teaching styles and practices are tailored according to the individual pupil to promote a holistic approach within the classroom. We ensure pupils' physical, emotional, communication and sensory needs are met before focusing on academic outcomes. We recognise pupils' prior learning and ability, according to need and diagnosis, and endeavour to equip pupils in the best way possible to begin their learning journey. We liaise with families and multi-disciplinary agencies to provide a strong foundation for networking and collaborating to provide an encompassing support system for pupils to thrive. Diane Ackerman, a famous poet said, 'Play is our brain's favourite way of learning'. This approach is promoted in the Early Years Department where learning through play and capturing moments of understanding enable an immersive experience. We want to give pupils the expertise to manage their emotions and communicate their feelings to equip them to move into year 1.

Enrichment activities on offer, enable pupils to gain valuable learning experiences outside of the classroom. Sensory interventions are at the heart of our EYFS department to promote managing emotions, communication and building relationships within the classroom. Playing together and parallel play is heavily encouraged within the classroom, so pupils form secure bonds and friendships. By playing together, this promotes problem solving, turn taking and sharing, life skills in which they will require in later life. EYFS learning is very routine focused to assist pupils in feeling secure, regulated and gives them the learning environment to develop the skills they need in order to progress.

**SOCIAL**

Due to the nature and need of our pupils, we believe in allowing them to lead the learning process with support where appropriate. We promote micro-learning, through short, sharp bursts so that those snippets are valuable and meaningful to the pupils. Gradually the time of those bursts are extended according to the pupil and their progress. Continuous provision is how they access the EYFS curriculum, but we enhance learning through group sessions and 1:1 intervention, running alongside this. We follow the Early Years Foundation Stage Framework but use Early Learning Goals as an assessment method throughout the year. Differentiation is so important, so we offer different enhancements and levels within provision and focused activities. This is so learning is bespoke, suited to their need and helps them move forward on their individual academic path.

**ACADEMIC**

Pupils are given opportunities to learn to self-regulate and express their emotions in a safe space. Exhall's EYFS promotes a sensory diet within the classroom that is tailor-made for the pupil. Pupils are given the opportunity for movement breaks, expressive art and design, reading, and play-based activities they enjoy, to channel their feelings into something they get comfort from. We use the Tapestry platform to inform parents/carers of learning taking place or the successes of the pupil. This creates a cohesive and supportive network for pupils and allows them to reflect at home about their learning.

**INNER**

