

# EYFS Pathway

## Intent – What are we trying to achieve through our curriculum?

We aim to provide a largely play-based curriculum that is non-directive and progressively developing the children's interests holistic with all areas of learning interconnected.

### Our curriculum aims to ensure:

- The best for every child – all children deserves to have an equal chance at success
- High quality care – the child's experience is central to the thinking of every early year's practitioner
- Access to communication, offering opportunities for children to interact and to respond to the actions of others.
- Children's complex physical and sensory needs are met – working closely with their families and therapists to further develop an understanding of children's strengths and how to meet their access needs.

We aim to provide a developmental curriculum which will play a diagnostic role in establishing which of the three Brookside Academy Specialist Curriculum pathways the learner will begin in Year 1, Pre-Formal, Semi-Formal or Formal.

### EYFS Profile:

- The EYFS profile assessment is carried out in the final term of Foundation
- The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

### Characteristics of Effective Learning:

- A child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment.
- Children are assessed against the Characteristics of Effective Learning at the end of the year and this is reported to parents in the general statement section of their end of year report.

## Implement – How will we deliver the EYFS pathway

There are 7 areas of learning and development identified in the EYFS framework:

### • Communication and language (CL)

CL supports children to develop their understanding and expressive language. A language rich environment is provided and differentiated to meet each child's individual needs. Developing communication skills linked to speaking and listening is a key part of the work we do within the department.

### • Personal, social and emotional development (PSED)

PSED helps children to develop a positive sense of themselves and others. We aim to support children to be as confident and as independent as possible. Activities support children to develop their social skills, a respect for others and the curiosity to want to explore and learn.

### • Physical development (PD)

- PD helps children to learn by being active. This helps children to gain confidence, develop their coordination and movement.

#### • **Literacy**

We provide many activities to support the development of reading and writing skills. We have a wide range of books and other reading materials within the department which children can access independently and with others. The development of writing skills is supported not only via traditional writing activities but creatively through, for example the use of computers and messy activities.

#### • **Mathematics (MD)**

Children are provided with a wide range of activities to help them to develop an understanding of number, using number and shape, space and measures.

#### • **Understanding of the World ( UoW)**

Brookside Academy provides children with the opportunity to develop the knowledge, skills and understanding that help them to make sense of the world. To help children to do this we enable them to use a range of tools and technology safely. We provide opportunities for them to encounter creatures, people, plants and objects in their natural environments and in real life situations. Children are supported to participate in practical 'experiments' and to explore a wide range of materials.

#### • **Expressive Arts and Design (EAD)**

EAD enables children to explore and play with a wide range of media and materials. Children are also provided with opportunities and support to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance imaginative and role play activities, design and technology.

The Early Years Foundation Stage curriculum is holistic and delivered through a cycle of termly classroom cross-curricular topics that provide engaging opportunities for learning and enable children to actively participate in inclusive whole school activities.

## **Impact – What difference is our curriculum making?**

EYFS profile data is used to:

- Inform parents about their child's development against the early learning goals (ELGs) and the characteristics of their learning.

Children in foundation are assessed against the Prime and Specific areas of Learning in the EYFS profile. Assessments are based on observation of daily activities and events. At the end of Reception for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

- Emerging, not yet reached the expected level of development
- Expected
- Exceeding, beyond the expected level of development for their age

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