

# EYFS Curriculum



## Intent

At Mabel Prichard, our EYFS curriculum aims to develop the essential skills for future life, with a strong emphasis on play based learning. Our prime areas of learning are: Communication and Language, Personal, Social and Emotional Development and Physical Development. We equip our students to be as independent as possible gaining essential skills to set them up for their learning journey at Mabel Prichard School.

### Playing and Exploring

We encourage all children to show curiosity through their play, engaging in new activities and being willing to 'have a go'.

### Active Learning

Through Active Learning children learn concentration, motivation and are encouraged to persevere in tasks.

### Creating and Thinking Critically

All children are given opportunities to make choices, try out ideas and problem solve.

## Implementation

Lessons	Community	Communication	Personalised learning	Behaviour	Environment
A play based approach to learning with small personalised group times throughout the school day.	Educational visits related to the curriculum. Work related learning and preparation for adulthood.	Makaton. Symbols & PECS. Visual aids. Objects of reference. Language of choice. Positive language. Assistive technology. Total communication environment.	Individual learning profiles. Reflective pupil progress meetings. Review of progress towards EYFS outcomes 3 times per year.	Positive behaviour policy. Patterns identified through MyConcern	Enables independence; encourages reflection; enables physical development.

### We teach pupils to apply skills learnt through:

Communication and Language	Personal, Social and Emotional Development	Physical development	Literacy	Mathematics	Understanding the world	Expressive Arts and Design
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Through topics of: Me and My Family, Journeys and Transport, Light and Dark, Once Upon a Time, Out and About, How Does Your Garden Grow?, People Who Help Us, Food and Festivals.

## Impact

### We evaluate our impact to ensure we can review, replan and continue to make progress with:

Learners, parents, teachers and governors.	A meaningful, personalised assessment system.	A plan, do review approach to evaluation.	A policy of verbal feedback with clear next steps. Visual feedback to indicate success and next steps.	A variety of evidence types to inform assessment.	Meaningful data to inform improvements.
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### We are accountable through:

Attainment and progress	Behaviour and attendance	Positive, healthy life choices	Destinations of leavers
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