



Curriculum Area Overview EYFS

The vision for EYFS

Our School ethos and values

Our school ethos is SURE and underpins all learning and values that parents, pupils and staff share and wish to promote and develop here. SURE stands for 'Achieving Success through Understanding, Respect and Endeavour'.

Our School Mission Statement

We provide the best education for all our children so that when they leave our school they have the skills, knowledge and aspirations to lead fulfilling lives as adults.

Our Vision

We believe that children thrive when encouraged and supported; they respond to being treated in a positive and nurturing manner. The principles that comprise SURE are valued by both children and staff. They reflect our desire to help children to understand their difficulties, support their wellbeing, develop respect for themselves and others and become successful in what they do and achieve throughout their time in school and into adulthood.

Mowbray Curriculum Intent

The intention of our curriculum is to create personalised learning opportunities based around individual EHCP outcomes and academic progress to successfully prepare our pupils for each stage of transition and life after school. At Mowbray School, we believe in providing our children with the best possible start to their education and that we establish the building blocks for their future learning from the moment they start with us. We have high expectations of all children and understand the vital role that early intervention has in providing aspirational outcomes into adulthood.

Our curriculum is based around the principles of Preparation for Adulthood and the themes are woven through the whole curriculum offer, from Early Years through to year 11. Specific strategies are also embedded in the curriculum to enable communication and independence such as a total communication approach, Emotion Coaching, Thrive, TEACCH, Compass Buzz and Attention Autism.

We offer a broad and balanced, curriculum that promotes active engagement, learning and success in generalising skills and knowledge across the curriculum and beyond.

Our Semi Formal and Formal Pastoral pathways focus on developing key skills that equip children and young people for their time in school and life beyond the school. Our Formal pathway curriculum is designed to offer appropriate weighting of subject delivery to meet all needs of the pupils.

Our curriculum is responsive to each learner building on individual strengths and interests.





The vision for EYFS for all our pupils:

At Mowbray School we recognise that the environment plays a key role in supporting and extending each child's development. Learning opportunities, to extend understanding across all key areas of the curriculum, are provided both inside and outside the classroom. We offer stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways across the classroom.

Through play, our children develop their understanding and sense of the world. Activities are set to engage children and always reflect each individual's wide ranging and varied interests. This allows children to be inquisitive, creative, questioning and experimental. At Mowbray, we believe that children engaging and playing with their peers is vital in their personal, social and emotional development. Through careful planning, we provide endless opportunities for this and when communication becomes a barrier, we provide children with the tools needed to break down barriers and build confidence.

Planned interventions are strategically placed throughout the day, which help develop each child's communication and interactions skills whilst also building and developing engagement time. Adults are on hand throughout the day to support, scaffold and model positive play and extend learning, where appropriate.

A large part of curriculum focus at Mowbray is 'preparation for adulthood'. We endeavour to support children in becoming as independent as they possibly can. As part of our routines in EYFS, children are given endless opportunities to become independent learners and thinkers e.g. dressing and undressing themselves and making requests.

All our children are full time between the hours of 8.45am-3.00pm, with regular snacks and lunch time at midday.

Curriculum Intent for EYFS

EYFS

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Our curriculum is based around the principles of Preparation for Adulthood and the themes are woven through the whole curriculum offer, from Early Years.

Our school ethos is SURE and underpins all learning and values that parents, pupils and staff share and wish to promote and develop. This ethos enriches our curriculum and is at the forefront of our minds when planning creative, diverse lessons tailored to meet the ever-changing needs of our pupils.





'SURE stands for 'Achieving Success through Understanding, Respect and Endeavour'

At Mowbray, we follow a EYFS curriculum that is tailored to meet the individual needs of our children. This is broken down into steps, using the SENIT 2021 Developmental Journal. Using this developmental journal, staff complete weekly plans and make termly assessments in each of the seven areas of learning which are:

- Communication
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Whilst there is a focus on the three prime areas all of our planning is cross curricular themed therefore, there are always ample opportunities to continually provide extensions for learning in all activities set, and always cover a breadth of topics, including all those listed above.

We aim to provide a high-quality teaching and learning environment that is committed to raising standards and ensuring appropriate challenge, where necessary, for all our children. At Mowbray, we realise that the way in which children engage with their environment, underpins the learning and development across all areas. The characteristics of effective learning are:

- Playing and exploring, both inside and outside the classroom,
- Active learning, always stimulating the minds of our children,
- Creating and thinking critically, through adult led and child initiated play,

Incorporating these characteristics into our daily plans supports our children to sustain their motivation and effectiveness as learners.

Alongside our curriculum planning, we are continually providing opportunities for children to achieve their EHCP outcomes. From planning additional interventions to promote Speech and Language to running games to introduce turn taking. Children take part in daily activities to promote their individual outcomes and become successful in achieving them.

Curriculum Entitlement

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.





As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to prepare each child for their future at Mowbray, whether it be on the semi-formal, formal-pastoral or formal pathway, in our school.

The features of effective teaching in the EYFS classroom are:

- creating a safe, calm environment that allows children to be happy and feel secure in school,
- understanding each of our children and the complex needs they may have
- following a tailored curriculum to support and scaffold our children, whilst promoting success and achievement,
- using a range of approaches in the classroom to enable all learners to feel included in every activity,
- using a variety of behavioural approaches to ensure children are safe and happy learners
- using visual stimulus to support communication, every day,
- creating a carefully planned, well thought out, day that enables children to succeed in the prime areas of the EYFS framework whilst carefully considering individual EHCP outcomes,
- allowing provision to capture the hearts and minds of our children, enough to inspire play based learning and peer to peer interactions,
- ensuring provision and all activities gives opportunities to build on, extend their interests and develop their social and emotional abilities,
- enriching planning, where appropriate, and giving ample opportunities for indoor and outdoor learning,
- identifying the needs to each individual and noting progress and future learning needs, through detailed observations,
- securing good relationship with staff in our school, so when children progress through the pathway/school, standards remain the same and children continue to thrive,
- setting clear aims and outcomes for all work, whether it be working towards ECHP outcomes or within the prime areas of the EYFS framework.
- continuous professional development of staff, insuring staff are up to date with all regulations and advice

Teaching strategies/interventions that will enrich the EYFS curriculum include:

TACPAC

Sensory stories

Intensive interaction

Attention Autism

Colourful semantics

Phonics Intervention

Augmentative and Alternative Communication (AAC)

Clicker Communicator

Fine motor interventions; including the rainbow trail

Puppets





SALT intervention

Cross curricular links through use of a thematic approach

Educational visits

Farm and nature reserve walks

EYFS Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1- Theme overview and key content	Me, my school and me	People who help me	My local area and beyond- Transport	Watch me grow- Growing plants	Animals and humans around me	My future transition We're going to the seaside
Year 2- - Theme overview and key content	Marvellous me, the human body and my family	Let's celebrate, celebrations around me	The oceans in my world - Artic oceans	Once upon a time - my story world	Amazing Animals! (Farm, Food and Growing)	Come outside! We are off on a journey



