

EYFS 2025/26		Autumn 1 – This is me	Autumn 2 – What a wonderful world!	Spring 1 - Watch me grow	Spring 2 – Tremendous transport	Summer 1 – Awesome animals	Summer 2 – Our super senses
Prime areas of learning	<p>Communication and Language</p> <p>Intent: Pupils will explore a range of motivating activities to encourage communication skills, cognitive development, and sensory awareness. These sessions will be flexible, sensory-based activities tailored to their individual needs, ensuring that every child has a functional way to express themselves and understand the world.</p> <p>Implementation: Lessons will use high-interest sensory provocations, environmental stimuli, and a variety of communication aids (including AAC, PECS, Makaton, and vocalizations). This approach helps pupils make choices, follow simple instructions, and interact with others in a structured, predictable way, allowing them to build confidence in their preferred method of communication.</p> <p>Impact: Learners will show increased engagement, improved communication of preferences, and enhanced cognitive and social skills. Pupils will feel more confident using communication aids and will make measurable progress toward their individual communication goals, resulting in more meaningful interactions with the world around them.</p>	<p>In our first half-term, we focus on establishing identity, routine, and a sense of belonging within our classroom community.</p> <p>Building Community: We begin our daily Circle Time to foster social interaction and group cohesion.</p> <p>Early Literacy: During our morning routine, children develop phonological awareness by listening for their names and identifying initial letter sounds.</p> <p>Communication Pathways: To support all learners, we are embedding the use of Objects of Reference and Destination Books, providing a clear, predictable structure for our daily transitions.</p>	<p>This half-term, we expand our horizons by exploring the sensory richness of the world around us through storytelling, music, and the development of personal agency.</p> <p>Sensory Storytelling: We are diving into immersive narratives like We're Going on a Bear Hunt, encouraging pupils to explore and recreate environmental sounds using their voices, bodies, and instruments.</p> <p>Musical Engagement: Using Song Boards, we provide visual scaffolding to help pupils navigate our musical curriculum. This supports auditory processing as they learn to respond to various rhythms, songs, and rhymes.</p> <p>Empowerment & Communication: A core aim for this term is Self-Advocacy. We are creating structured opportunities for pupils to make choices and express clear preferences, ensuring their voices (via verbal or alternative means) are at the centre of their learning experience.</p>	<p>As we move into the New Year, our focus shifts toward social interaction, the mechanics of conversation, and developing independence in following instructions.</p> <p>Social Interaction & Turn-Taking: Through dynamic Circle Time games, pupils are moving beyond simple listening to active participation. We use collaborative activities—such as rolling balls and rhythmic clapping—to reinforce "Your turn/My turn" concepts and name recognition.</p> <p>Early Vocalisation & Mimicry: We are implementing Intensive Interaction techniques, focusing on copying sounds and facial expressions to build the fundamental building blocks of communication and social connection.</p> <p>Receptive Language: A key goal this term is the mastery of single-word instructions. These are embedded naturally into our daily routines to help pupils develop the cognitive links between verbal cues and physical actions.</p>	<p>This half-term, we utilize the theme of transport as a vehicle for broadening functional communication and expanding the pupils' descriptive vocabulary.</p> <p>Descriptive Language & Vocabulary: We are introducing contrasting linguistic concepts through the lens of transport. Pupils will explore and distinguish between descriptors such as fast vs. slow and big vs. small, focusing on how these words change the meaning of their requests and descriptions.</p> <p>Functional Communication Expansion: A primary focus is the generalization of single-word use. By integrating communication boards, PECS, and AAC, we are supporting pupils to use their primary communication methods across a wider variety of social and environmental contexts.</p> <p>Social Communication: We are moving toward intentional peer interaction. Through structured games, pupils are encouraged to not only respond to adults but also to acknowledge and respond to the communication attempts of their peers.</p> <p>Active Listening & Discrimination: Using Transport "Choose-It" games, pupils refine their auditory processing skills. This involves listening to specific verbal cues and making a purposeful, communicative response to select the correct item or action.</p>	<p>Continuing with the narrative style, here is the entry for Summer 1. The focus here remains on Communication and Language, specifically highlighting how we move from listening to active vocal participation and sentence building.</p> <p>Summer 1: Awesome Animals This half-term, we use the engaging theme of animals to bridge the gap between listening and expressive language, encouraging pupils to find their voices through play and repetitive storytelling.</p> <p>Interactive Vocalisation: Through Puppet Play, we encourage pupils to experiment with their voices in a low-pressure, imaginative setting. This focuses on mimicking animal sounds and intonations, which are vital precursors to more complex speech patterns.</p> <p>Auditory Discrimination: We are introducing Animal Sound Lotto and Bingo. These games challenge pupils to listen carefully to specific sounds and match them to visual representations, sharpening their ability to filter and identify specific linguistic and environmental information.</p> <p>Narrative Participation: Using the classic text "Dear Zoo," we are working on "filling in the gaps" and joining in with repetitive refrains. A key goal is for pupils to use single words or short phrases (e.g., "They sent me a...") to predict and participate in the storytelling process.</p>	<p>In our final half-term, we explore the mechanics of communication through sensory based exploration, focusing on how we perceive, produce, and process sounds in our environment.</p> <p>Exploration of Voice & Sound: We are introducing microphones and voice-modulating tools to help pupils explore their own vocal capabilities. This encourages an awareness of volume, pitch, and tone, allowing pupils to experiment with how they can change their voices to communicate different feelings or sounds.</p> <p>Complex Auditory Association: Pupils will engage in "Listen and Match" challenges. By hiding instruments under cloths or using assistive switches to trigger recordings, pupils must rely solely on their hearing to identify and match sounds to corresponding objects or toys (e.g., matching a "bark" to a dog).</p> <p>Independent Communication: We are continuing to embed the use of switches and AAC devices, empowering pupils to take the lead in "starting" a communication exchange by triggering sounds and identifying them for their peers and teachers.</p>

Physical Development

Intent:

Pupils will engage in a variety of stimulating physical challenges designed to enhance gross and fine motor skills, spatial awareness, and core strength. These sessions will offer a flexible, movement-rich environment tailored to individual developmental stages, ensuring every child builds the physical coordination and confidence needed to navigate their world independently.

Implementation:

Lessons will feature high-energy indoor and outdoor play, sensory-integrated movement circuits, and a range of specialized equipment (including balance beams, manipulatives for pincer grip, and tactile mark-making tools). This approach encourages pupils to take calculated risks, follow multi-step physical instructions, and refine their hand-eye coordination in a safe, structured setting, allowing them to master fundamental movement patterns at their own pace.

Impact:

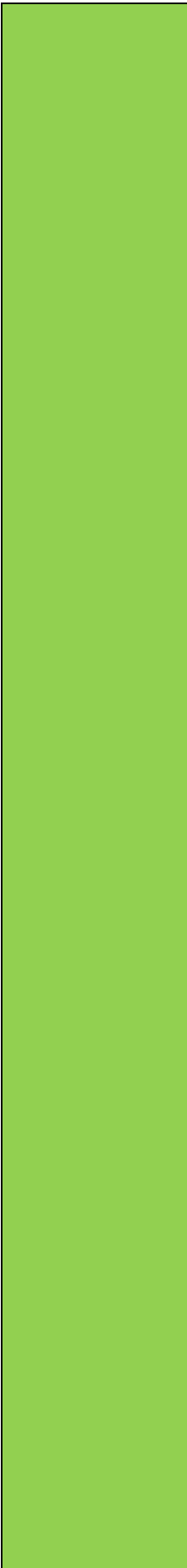
Learners will demonstrate increased physical stamina, improved postural control, and enhanced dexterity in functional tasks. Pupils will show greater confidence in exploring physical boundaries and will make measurable progress toward their Early Learning Goals (ELGs), resulting in a strong foundation for health, self-care, and the physical readiness required for future learning.

At Forest Way, we believe that physical development is the foundation of a child's all-round growth, impacting their health, well-being, and future academic success. Our curriculum is designed to be energetic, adventurous, and carefully structured, ensuring children develop the **gross motor strength** and **fine motor precision** needed to navigate the world with confidence and control.

Our Approach to Physical Development Throughout the Year

We follow a developmental trajectory that moves from core stability and large-scale movement to the refined dexterity required for writing. Physical activity is not restricted to outdoor play; it is an integral part of every session.

- **Gross Motor Coordination:** We begin by focusing on "core strength and balance," helping children master fundamental movements like crawling, jumping, and climbing. This builds the physical stamina required for sitting and concentrating in later years.
- **Refined Movement:** We transition from whole-body movements to "coordinated agility," where children learn to negotiate space, change direction safely, and use equipment like tricycles and scooters with increasing skill.
- **Fine Motor Precision:** As the year progresses, we introduce activities that strengthen the "pincer grip" and hand-eye coordination. This includes malleable play with dough, threading, and using tools like tweezers and scissors to prepare for mark-making.
- **Healthy Habits and Self-Care:** Physical development is brought to life through practical independence, such as learning to manage buttons and zips, understanding the effects of exercise on their bodies, and making healthy choices during snack times.

	<p>Personal, Social and Emotional Development</p> <p>Intent: Pupils will explore a supportive environment designed to nurture self-regulation, emotional resilience, and positive relationships. These sessions provide flexible, social-emotional learning opportunities tailored to individual temperaments, ensuring every child develops a strong sense of self, learns to manage their feelings, and builds the confidence to interact kindly with others.</p> <p>Implementation: Lessons will utilize collaborative play, restorative practice circles, and a variety of emotional toolkits (including "Zones of Regulation," visual emotion cards, and mindfulness activities). This approach helps pupils recognize their own emotions, practice turn-taking and sharing, and navigate social conflicts in a guided, predictable way, allowing them to build secure attachments and a sense of belonging within the school community.</p> <p>Impact: Learners will show increased empathy, improved ability to follow classroom boundaries, and enhanced independence in self-care routines. Pupils will feel more secure in expressing their needs and will make measurable progress toward their PSED Early Learning Goals, resulting in socially confident individuals who can form meaningful friendships and approach new challenges with a positive mindset.</p>	<p>In our first half-term, we focus on helping children understand their unique identity while building the positive relationships necessary for a secure sense of belonging.</p> <p>Building Relationships: We prioritize making friends and engaging in mirror play to explore the question "What do I look like?" fostering a strong and confident sense of self.</p> <p>Establishing Boundaries: During our daily interactions, children learn the essential boundaries of the EYFS setting, ensuring they feel safe and supported as they navigate their new environment.</p> <p>Social Foundations: To promote group cohesion, we focus on collaborative play and early social skills, enabling children to form the meaningful connections that underpin all future learning.</p>	<p>In our second half-term, we transition into exploring our place in the wider environment as we discover the wonders of the world around us.</p> <p>Developing Interests: We provide opportunities for children to express their individual preferences and curiosities, helping them to identify and share what makes them happy.</p> <p>Classroom Culture: During our collaborative play, we focus on the essential skill of turn-taking and the reinforcement of class rules, ensuring a respectful and harmonious learning space.</p> <p>Emotional Well-being: To support personal growth, we encourage children to reflect on their own joy and the interests of others, deepening their social connections and sense of community.</p>	<p>In our first half-term of the Spring term, we focus on personal growth and emotional resilience as we encourage the children to gain independence and "watch me grow."</p> <p>Building Confidence: We empower children to try new things and articulate their specific likes and dislikes, fostering the self-assurance needed to make independent choices in their learning.</p> <p>Social Autonomy: During child-initiated play, we support children in the social process of choosing a friend to play with, helping them to navigate and deepen their peer relationships.</p> <p>Emotional Intelligence: To develop empathy and self-regulation, we explore the concept of what makes us sad and discuss practical strategies for how to feel better, ensuring children have the tools to manage their emotions effectively.</p>	<p>In our second half-term of the Spring term, we use the theme of transport to explore the mechanics of collaboration and the importance of supporting our peers.</p> <p>Working Together: We focus on purposeful team building, encouraging children to value one another's contributions while learning how to give and receive praise and encouragement.</p> <p>Collaborative Skills: During group projects and play, we emphasize the importance of sharing resources and ideas, helping children to understand how collective effort leads to success.</p> <p>Community Values: To strengthen our social bonds, we guide children in recognizing the strengths of their classmates, fostering a culture of mutual respect and positive reinforcement across all activities.</p>	<p>In our first half-term of the Summer term, we use the theme of animals to focus on increased independence, responsibility, and the dynamics of group participation.</p> <p>Becoming Responsible: We introduce the role of weekly register monitors working in pairs, encouraging children to take ownership of classroom duties and develop a sense of accountability toward their peers.</p> <p>Empowered Decision-Making: During our daily activities, we support children in making choices and self-selecting their favorite toys or tasks, whether through verbal communication, gesturing, or eye pointing.</p> <p>Team Dynamics: To build social coordination, we engage in structured team games that require children to follow group rules and work together toward a shared goal in a fun, active environment.</p>	<p>In our final half-term of the Summer term, we explore the world through our senses while preparing for the exciting transitions ahead as the school year draws to a close.</p> <p>Promoting Independence: We focus on empowering children to manage their own needs and navigate the classroom environment with confidence, celebrating the autonomy they have developed throughout the year.</p> <p>Cultivating Kindness: During our social interactions, we introduce the concept of kindness by asking "how can we make other people smile?", encouraging children to perform small acts of care that positively impact those around them.</p> <p>Supporting Transitions: To ensure a smooth path toward new beginnings, we dedicate time to discussing change and visiting new environments, providing the emotional security needed for a successful transition to the next stage of their journey.</p>
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Specific areas of learning	<p>Literacy</p> <p>Intent:</p> <p>Pupils will immerse themselves in a language-rich environment designed to spark a love for storytelling, mark-making, and phonological awareness. These sessions aim to bridge the gap between sensory play and formal literacy, ensuring that every child develops the foundational oracy and fine motor skills necessary to become confident communicators and emerging readers.</p>	<p>At Forest Way we know the love for reading and writing is the gateway to all future learning. Our curriculum is designed to be language-rich, imaginative, and systematic, ensuring children develop the phonological awareness and early literacy skills necessary to become confident communicators, enthusiastic readers, and creative writers.</p> <p>Our Approach to Literacy and Phonics Throughout the Year</p> <p>We follow a developmental trajectory that moves from oral storytelling and sound discrimination to the formal mechanics of reading and writing. Literacy is not just a desk-based activity; it is brought to life through performance, play, and print-rich environments.</p> <ul style="list-style-type: none"> • Phonological Awareness: We begin with "Foundations of Phonics," focusing on environmental sounds, rhythm, and rhyme. We help children tune their ears to the sounds around them before moving on to oral blending and segmenting. • Systematic Synthetic Phonics: We introduce letter-sound correspondences (GPCs) in a clear, scaffolded sequence. Children learn to "sound talk" words and blend them for reading, while simultaneously learning to form letters correctly to represent those sounds. • Reading for Pleasure: As the year progresses, we move from word-level reading to "comprehension and prosody." Through daily "Story Time" and "Talk through Stories," children develop a deep understanding of narrative structure, vocabulary, and the joy of a shared book. • Purposeful Writing: Literacy is brought to life through "mark-making with meaning." Whether it is writing a shopping list in the role-play area, labelling a masterpiece in the creative zone, or composing a letter to a favourite character, we ensure writing always has a clear and exciting purpose. 					
	<p>Implementation:</p> <p>Lessons will be delivered through high-quality picture books, interactive storytelling, and "Talk for Writing" strategies. Practitioners will provide diverse opportunities for physical mark-making—ranging from sensory trays (sand, foam) to traditional tools—to develop gross and fine motor control. Phonics will be introduced through playful, sound-rich activities (Phase 1 focus), while a print-rich environment will encourage pupils to recognize symbols, labels, and their own names in meaningful contexts.</p>	<p>Suggested texts and activities</p>					
	<p>Impact:</p> <p>Learners will demonstrate a growing curiosity about books and a developing ability to retell familiar stories using their preferred communication method. There will be a measurable increase in vocabulary acquisition and phonemic awareness, such as identifying initial sounds or rhyming patterns.</p> <p>As pupils gain confidence in their mark-making and letter recognition, they will make significant progress toward their Early Learning Goals (ELGs) in Reading and Writing.</p>	<p>I am absolutely too small for school Ten little fingers, ten little toes</p> <p>Sharing stories in the reading garden</p> <p>Exploring lift the flap and feely books</p>	<p>We're going on a bear hunt Handa's surprise</p> <p>Choosing a story from a choice of 2</p> <p>Understanding the orientation of a book – modelling and practice</p>	<p>Jack and the beanstalk The very hungry caterpillar</p> <p>Introducing tracking a text L-R</p> <p>Joining in with rote phrases and repetitive refrains e.g. 'Fee, fi, fo fum'</p>	<p>Whatever next The train ride</p> <p>Talking about pictures, introducing pointing and 'Where is?' questions</p> <p>Matching words to pictures pairs games (adult reads word 'car' and child finds picture)</p>	<p>Dear Zoo Noisy farm Walking through the jungle</p> <p>Story sequencing – e.g. what animals did the zoo send/in what order?</p> <p>Exploring 1 word per page books – animals - Link to reading records</p>	<p>Don't put your finger in the jelly, Nelly Ketchup on your cornflakes</p> <p>Exploring logos and signs – environmental walks and picture games.</p> <p>Introducing rhyme and rhythm in stories – jelly/Nelly, shake/Jake Link to sensology exploration using their senses</p>

<p style="text-align: center;">Mathematics</p> <p style="text-align: center;">Intent:</p> <p>Pupils will engage in a mathematically rich environment that fosters curiosity, problem-solving, and a deep "number sense." The aim is to build a secure foundation in mathematics through hands-on exploration, ensuring children develop the fluency to manipulate numbers, recognize patterns, and understand spatial relationships in their everyday world.</p> <p style="text-align: center;">Implementation:</p> <p>Lessons will be delivered through a "concrete-pictorial-abstract" approach, utilizing high-interest manipulatives such as Numicon, loose parts, and sensory counting trays. Practitioners will integrate mathematical thinking into daily routines—such as snack time counting or measuring water play—to make concepts tangible. Activities will focus on the composition of numbers to 10, subitizing (recognizing quantities without counting), and exploring the properties of shapes and measures through active, physical play.</p> <p style="text-align: center;">Impact:</p> <p>Learners will demonstrate a "can-do" attitude toward mathematical challenges and show an increased ability to use mathematical language to describe their world. Pupils will show measurable progress in subitizing up to 5 and recalling number bonds to 5 and 10. This foundational mastery will result in children who can confidently explain their reasoning and apply mathematical concepts to solve real-life problems during independent play.</p>	<p>At Forest Way, we believe that developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Our curriculum is designed to be purposeful, playful, and deeply embedded in daily routines, ensuring children develop a "number sense" that allows them to understand not just how to count, but what numbers truly represent.</p> <p>Our Approach to Number Throughout the Year</p> <p>We follow a developmental trajectory that moves from concrete experiences to abstract understanding. Number work is not a standalone lesson; it is woven into the fabric of our day.</p> <ul style="list-style-type: none"> • Subitising and Quantity: We begin by exploring "one and lots" and "exploring changes in quantity," helping children recognize small amounts without counting. • Active Counting: We move from finger counting and number rhymes to "pointy finger" counting, where children learn to line up objects for accuracy. • Mathematical Concepts: As the year progresses, we introduce complex concepts like "more," "less," and "ordering numbers," eventually matching numerals to their physical quantities. • Real-World Application: Mathematics is brought to life through role-play (shops/pennies) and practical scenarios like counting people on a bus or using balance scales to weigh food. 					
	<p style="text-align: center;">Number</p> <p>Subitising and Quantity: We begin by exploring "one and lots" and "exploring changes in quantity," helping children recognize small amounts without counting. Active Counting: We move from finger counting and number rhymes to "pointy finger" counting, where children learn to line up objects for accuracy. Mathematical Concepts: As the year progresses, we introduce complex concepts like "more," "less," and "ordering numbers," eventually matching numerals to their physical quantities. Real-World Application: Mathematics is brought to life through role-play (shops/pennies) and practical scenarios like counting people on a bus or using balance scales to weigh food.</p>	<p style="text-align: center;">Geometry and Measuring</p> <p>Spatial Awareness and Shape: We begin by exploring "big and small" and 2D shapes through sensory play, using feely bags and songs to help children recognize properties like sides and corners. Active Exploration: We move from identifying shapes in the environment to using them purposefully, using 2D and 3D shapes for printing in paint and building complex structures in the construction area. Concepts of Measure: As the year progresses, we introduce language for comparison and position, exploring "full and empty" through water play and using prepositions during active maths games. Real-World Application: measurement is brought to life through practical scenarios, such as using balance scales to weigh food in the kitchen and introducing the concept of time through races, routines, and games</p>	<p style="text-align: center;">Looking at money</p> <p>Recognition and Value: We begin by exploring the physical properties of coins, identifying different sizes and colors, and introducing the concept of "giving and exchanging" during small-world play. Active Exchange: We move from simply handling coins to purposeful transactions, using pennies to "buy" food during snack time or within our dedicated shop role-play area. Mathematical Concepts: As the year progresses, we introduce the idea of cost and quantity, encouraging children to match a specific number of pennies to the price of an item or a tasty treat. Real-World Application: Money is brought to life through practical scenarios, such as linking mathematical marks to price tags and practicing the social turn-taking required to be both a shopkeeper and a customer.</p>	<p style="text-align: center;">Time</p> <p>Anticipation and Routine: We begin by learning and anticipating the times of our day, using daily songs and visual cues to help children understand the sequence of events and what happens "now" and "next." Active Timing: We move from following routines to experiencing duration through active maths, using races, stopwatches, and games to feel the passage of time in a physical way. Mathematical Concepts: As the year progresses, we introduce formal language and tools, exploring clocks and singing traditional rhymes like "Hickory Dickory Dock" to familiarize children with the clock face and the movement of hands. Real-World Application: Time is brought to life through interactive play and group challenges, such as playing "What's the Time Mr. Wolf?" and using timers to manage turn-taking or tidy-up challenges.</p>	<p style="text-align: center;">Fractions</p> <p>Whole and Parts: We begin by exploring how single objects can be broken apart and put back together, using "one and lots" to distinguish between a whole item and its various pieces. Active Sharing: We move from exploration to purposeful "fair sharing" during snack times and group play, ensuring each child or "puppet" receives an equal portion of a resource. Mathematical Concepts: As the year progresses, we introduce the language of division and halves, using "filling and pouring" with a range of media to see how a container can be half-full or half-empty. Real-World Application: Fractions are brought to life through practical scenarios, such as cutting playdough food in the home corner, splitting a "pizza" for a friend, or using inset puzzles to see how 2D and 3D shapes fit together to make a whole.</p>	<p style="text-align: center;">Problem solving/ Life skills</p> <p>Trial and Error: We begin by exploring how things work through sensory play, using puzzles and construction to help children understand how parts fit together and how to fix a "problem" when a tower falls. Active Reasoning: We move from exploration to active decision-making, such as sorting and categorizing objects by their properties or deciding how many chairs are needed so everyone has a seat at the snack table. Mathematical Concepts: As the year progresses, we introduce logic and prediction, encouraging children to use "more" or "less" to solve problems, such as using balance scales to figure out how to make two sides equal. Real-World Application: Life skills are brought to life through practical scenarios, such as managing a shop role-play where children must exchange pennies, following a recipe to weigh food, or using "Ready, Steady, Go" races to coordinate movements, timing, and turn-taking with others.</p>

	<p style="text-align: center;">Understanding the World</p> <p style="text-align: center;">Intent:</p> <p>Pupils will develop a natural curiosity about the world around them through hands-on exploration of their physical, social, and cultural environments. The aim is to provide a broad range of experiences—from feeling the changing textures of the seasons to recognizing the familiar faces within their community—ensuring every child has a functional way to express what they observe and build a meaningful connection to the living world.</p> <p style="text-align: center;">Implementation:</p> <p>Lessons will utilize sensory-rich provocations, such as “Forest School” mud play, gardening, and tactile science (like exploring “cold” with ice or “wet” with water). Practitioners will use total communication strategies (including objects of reference, symbols, and Makaton) to label physical sensations and environments. By visiting local landmarks and interacting with “People Who Help Us,” pupils will use their preferred communication method to notice and respond to the people and places that make up their daily lives.</p> <p style="text-align: center;">Impact:</p> <p>Learners will show an increased engagement with the natural world and a growing comfort in different environments. Rather than just technical terms, pupils will gain functional language and signs to describe what they see and feel (e.g., signing “grow,” “hot,” or “tree”). This results in pupils who are more confident in expressing their needs and interests, showing a measurable increase in their ability to interact with and make sense of their immediate surroundings.</p>	<p>In our first half-term of the Autumn term, we focus on exploring our immediate environment and the personal histories that connect us to one another.</p> <p>Building Connections: We spend time getting to know each other by sharing photos from our summer, discussing ourselves, and introducing our families to foster a deeper understanding of our diverse backgrounds.</p> <p>School Explorations: To build confidence within our setting, we take exploratory walks and visit new rooms, ensuring children feel secure and knowledgeable about their school as they practice navigating different transitions.</p> <p>Cultural Awareness: During our seasonal studies, we learn about special events such as Harvest, allowing children to observe changes in the world around them and begin to understand the traditions that bring communities together.</p>	<p>In our second half-term of the Autumn term, we broaden our horizons by exploring the traditions of our local community and the diverse celebrations that take place during this season.</p> <p>Community Connections: We take local walks to the shops to help children engage with their immediate surroundings and develop a practical understanding of the people and places that make up our neighborhood.</p> <p>Cultural Celebrations: During our seasonal studies, we explore special events such as Diwali, Bonfire Night, and Christmas, allowing children to experience the stories, symbols, and customs associated with these significant festivals.</p> <p>Celebrating Diversity: We continue our "Getting to know me" focus by sharing photos of our special places, encouraging children to discuss how their experiences and homes are similar or different, fostering mutual respect and curiosity.</p>	<p>In our first half-term of the Spring term, we focus on developing a sense of time and community through the exploration of traditions and the mastery of everyday routines.</p> <p>Cultural Traditions: During our investigation of special events, we explore Chinese New Year, introducing children to the vibrant customs and stories that mark this global celebration.</p> <p>Growing Independence: We utilize destination books and visual prompts to help children travel through the school with increased confidence, fostering the spatial awareness and self-assurance needed to navigate their environment independently.</p> <p>Reflecting Home Life: Through purposeful role play with babies—engaging in tasks such as washing, feeding, and dressing—children have the opportunity to copy actions from home, allowing them to process their own experiences and understand the care routines that help us grow.</p>	<p>In our second half-term of the Spring term, we explore the roles of people in our community and begin to investigate how technology helps us navigate the world around us.</p> <p>Community Roles: During our transport-themed studies, we invite firefighters and police officers into the classroom to discuss their occupations, allowing children to learn firsthand about the important jobs people do and the vehicles they use to help others.</p> <p>Celebrating Family and Traditions: We observe special events such as Mother’s Day and Easter, providing opportunities for children to understand the significance of these milestones and how they are celebrated within different families and cultures.</p> <p>Early Technology: To develop computational thinking, we introduce Beebots on transport mats to explore directional language, alongside switch work and ICT games that allow children to make choices and interact with technology through transport-related sounds and images.</p>	<p>In our first half-term of the Summer term, we focus on the natural world and the diverse creatures that inhabit it, fostering a sense of wonder and responsibility for the environment.</p> <p>Living Things: We encourage children to show interest and care for animals through hands-on experiences, including a farm trip, observing chicks in school, and making bird feeders to support the local woodland wildlife.</p> <p>Animal Life Cycles: To build foundational biological knowledge, we introduce basic animal lifestyles by comparing mummy and baby animals, focusing on their appearances and matching them to understand how living things grow and change.</p> <p>Cultural and Imaginative Exploration: During our study of special events, we celebrate Eid to learn about the traditions of our community, while using diverse small world play—from the zoo to the arctic—to explore different habitats and the animals that live within them.</p>	<p>In our final half-term of the Summer term, we focus on sensory discovery and the use of technology to deepen our understanding of the physical world.</p> <p>Sensory Exploration: We encourage children to observe and describe their environment by making comments through verbal language, gestures, or communication boards, specifically focusing on what they can see, hear, taste, touch, and smell in the natural world.</p> <p>Conceptual Understanding: During our investigative play, we explore the concept of opposites—such as light and dark, soft and rough, or sweet and savoury—helping children to categorize their physical experiences and develop descriptive vocabulary.</p> <p>Early Technology: To develop an understanding of cause and effect, we use technology to create different sights and sounds, allowing children to explore how their actions can trigger digital responses.</p> <p>Celebrations: We mark the special event of Father’s Day to celebrate the important people in our lives, providing an opportunity for children to reflect on their families and the relationships that matter to them.</p>
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	<p style="text-align: center;">Expressive Arts and Design</p> <p style="text-align: center;">Here is the updated framework for Expressive Arts and Design, specifically adapted for EYFS learners with SEN, focusing on sensory exploration and creative agency.</p> <p style="text-align: center;">Intent:</p> <p>Pupils will explore their creativity through a multi-sensory approach to art, music, and imaginative play. The aim is to provide a "process-over-product" environment where children can experiment with media and materials at their own pace. By focusing on sensory expression, we ensure that every child—regardless of their fine motor or verbal abilities—has a platform to share their ideas, feelings, and unique perspective on the world.</p> <p style="text-align: center;">Implementation:</p> <p>Lessons will be centred around open-ended "Invitation to Create" sessions, using a variety of tactile media such as finger paints, textured clay, and scented playdough. Practitioners will incorporate sensory soundscapes and "Resonance Boards" to make music accessible, using vibration and rhythm to encourage physical response. To support imaginative play, practitioners will use "Prop Boxes" and visual scripts, allowing pupils to use their preferred communication method (such as Makaton or AAC) to take on roles and explore storytelling in a low-pressure, supportive setting.</p> <p style="text-align: center;">Impact:</p> <p>Learners will demonstrate increased confidence in making independent choices and exploring new textures or sounds without hesitation. Pupils will show a growing ability to use tools and materials to express their preferences, moving from accidental discovery to intentional creation. This results in learners who feel a sense of pride in their creative output and can use art and design as a functional, joyful way to communicate their internal world to others.</p>	<p>In our first half-term of the Autumn term, we focus on self-expression and physical coordination through music, movement, and creative art.</p> <p>Musical Foundations: We establish a daily routine by playing songs linked to our topic, such as "This is Me," to build a shared sense of identity; we further enhance this through the Charanga Music scheme, which provides a structured approach to exploring pulse, rhythm, and vocal expression.</p> <p>Creative Arts: To explore self-representation, children create a class set of self-portraits using mirror work, colour mixing, and collage techniques, allowing them to experiment with different textures and media while observing their own features.</p> <p>Movement and Rhyme: We introduce "Sticky Kids" as a way to explore movement to music, alongside basic action rhymes like "Heads, Shoulders, Knees and Toes" to develop physical coordination and a stronger awareness of the body.</p>	<p>In our second half-term of the Autumn term, we focus on exploring global cultures and sensory experiences through creative expression and large-scale art projects.</p> <p>Musical Exploration: We utilize the Charanga Music scheme alongside our daily topic song, "What a Wonderful World," to introduce instruments from around the globe; children are encouraged to express their likes or dislikes and discuss how different sounds make them feel.</p> <p>Artistic Expression: To bridge music and movement, children engage in making marks to music, using both gross and fine motor movements to explore how different rhythms link with specific colours and emotions.</p> <p>Creative Construction: We develop sculptural skills by making 3D globes using papier-mâché, balloons, and painting, which are then displayed to enhance our classroom environment and represent our shared world.</p>	<p>In our first half-term of the Spring term, we use creative arts and physical expression to explore the concepts of growth and the changing seasons.</p> <p>Movement and Mindfulness: We integrate yoga into our daily routine to explore big, dramatic, and stretching movements, helping children to physically represent the process of growth while developing their core strength and flexibility.</p> <p>Musical Appreciation: Through the Charanga Music scheme and focused listening sessions, we explore music linked to the changes in seasons, encouraging children to identify how different sounds and tempos reflect the natural world as it wakes up.</p> <p>Expressive Art and Scale: To visualize personal growth, children create a class set of sunflowers where each flower is made as tall as the individual child; by drawing around their bodies, we create a meaningful height chart and display that celebrates their physical development.</p> <p>Creative Construction: We develop our design and making skills by constructing rain catchers, helping children understand the practical relationship between water and the environment as they create functional objects to help plants grow.</p>	<p>In our second half-term of the Spring term, we use music and design to explore the world of transport, focusing on rhythm, sound creation, and engineering.</p> <p>Musical Expression: We integrate the Charanga Music scheme to explore pulse and rhythm through transport-themed songs such as "5 Little Trains," "The Wheels on the Bus," and our daily pre-lunch song, "Row, Row, Row Your Boat." Children are encouraged to use their voices and various instruments to experiment with and mimic the sounds of different vehicles.</p> <p>Design and Technology: To develop creative planning skills, children engage in a comprehensive "Go-Kart" project. This involves creating mood boards for inspiration, building their own models using various materials, and eventually participating in races to see their designs in action.</p> <p>Collaborative Performance: Through group singing and movement, children practice coordinating their actions with others, helping them understand the steady beat of travel and the social aspects of working together on a shared creative goal.</p>	<p>In our first half-term of the Summer term, we bring the world of "Awesome Animals" to life through rhythmic storytelling, physical movement, and tactile art projects.</p> <p>Musical Expression and Literacy: We utilize the Charanga Music scheme alongside our daily topic song, "The Animals Went in Two by Two," to explore steady pulse and narrative in music. We further link these sounds to literature through the book <i>Walking Through the Jungle</i>, encouraging children to use their voices to mimic jungle sounds and animal calls.</p> <p>Movement and Physicality: To bridge the gap between creative arts and physical development, we explore "Animal Yoga" and chase games. Children experiment with how different animals move—running, slithering, hopping, and crawling—helping them develop gross motor coordination and an understanding of animal traits through their own bodies.</p> <p>Tactile Art and Design: Inspired by the <i>That's Not My...</i> book series, children explore soft and furry textures to create animal collages, eventually making their own pages for a class book. We also focus on fine motor precision by having children design and make their own animal puzzles, practicing their cutting skills before laminating them to create a permanent class resource.</p>	<p>In our final half-term of the Summer term, we focus on sensory-rich creative experiences, using "Our Super Senses" to guide our artistic and musical exploration.</p> <p>Musical Expression and Hearing: Building on the Charanga Music scheme, we use the "5 Senses Song" by The Kidboomers to frame our daily musical routines. We specifically investigate the sense of hearing by exploring volume, speed, and pitch, helping children understand how to control instruments to create different auditory effects.</p> <p>Visual Arts and Sight: To explore the sense of sight, children engage in purposeful colour mixing. We encourage them to predict and observe how new colours are formed, using their eyes to identify subtle changes and describing the vibrant results of their experimentation.</p> <p>Culinary Arts (Taste and Smell): In a practical design and make task, children plan and create their own fruit salads or smoothies. This activity focuses on the senses of taste and smell, allowing children to identify their preferences and make independent choices about the ingredients they enjoy most.</p>
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<p>Enrichment</p>	<p style="text-align: center;">Forest School</p> <p style="text-align: center;">Intent:</p> <p>Pupils will develop holistic growth through regular, hands-on outdoor sessions in a woodland or natural environment. The aim is to foster resilience, physical confidence, and emotional well-being by allowing children to take supported risks and lead their own learning. For our SEN learners, these sessions provide a unique sensory landscape that encourages social interaction and a deep, non-verbal connection with nature.</p> <p style="text-align: center;">Implementation:</p> <p>Lessons will follow a learner-led flow, utilizing "low-demand" provocations such as mud kitchens, dens, and sensory trails. Practitioners will facilitate "risky play"—such as climbing low branches or using simple tools—with 1:1 support where necessary to build gross motor strength. Communication is supported through outdoor-specific visual schedules and "natural" objects of reference (e.g., a pinecone to signal the start of a session). Every activity, from bug hunting to campfire cooking, is scaffolded to match individual sensory profiles and mobility needs.</p> <p style="text-align: center;">Impact:</p> <p>Learners will show a measurable increase in their self-regulation and physical coordination as they navigate uneven terrain and open spaces. There will be a visible growth in "functional independence," such as pupils initiating their own play or using Makaton to request "more" of a sensory experience. Ultimately, these sessions result in calmer, more confident children who feel a sense of belonging and agency within the natural world.</p>	<p>To make this explanation applicable to a whole cohort or a general EYFS (Early Years Foundation Stage) framework, I have shifted the focus from an individual case study to the broader developmental benefits for all children.</p> <p>Forest School: A Holistic Approach to Learning Forest School is a child-centred process that provides regular opportunities for growth in a natural environment. By moving the classroom outdoors, we support children's development through a mix of structured activity and self-directed play, fostering resilience, confidence, and a deep connection to the world.</p> <p>1. Personal, Social, and Emotional Development (PSED) The Aim: To build self-regulation, confidence, and independence. Self-Care & Autonomy: Children develop growing independence by learning to manage their own gear, such as putting on waterproofs and boots, which fosters a sense of responsibility and self-reliance. Managing Risk: Through activities like working toward a "Fire Lighting" badge, children learn to respect safety boundaries. Using equipment like fire gloves helps them manage sensory comfort while participating in essential community safety practices. Confidence: The transition from adult-led activities, such as group storytelling, to independent exploration of sensory gardens allows children to build a strong, autonomous sense of self.</p> <p>2. Physical Development The Aim: To improve gross and fine motor skills and overall physical health. Gross Motor: Navigating natural terrain—such as running and rolling on grass mounds—develops core strength, balance, and coordination in ways a flat indoor floor cannot. Fine Motor: Manipulating small objects like firelighters, using water sprays, and handling musical instruments refines the small muscle movements and hand-eye coordination required for future writing and tool use.</p> <p>3. Communication and Language The Aim: To provide a rich, sensory-driven environment that sparks conversation. Vivid Vocabulary: Sensory experiences, like a "barefoot walk," provide children with physical references for descriptive language. They learn to use words like rough, prickly, or soft with genuine understanding. Listening and Attention: The "fire circle" environment encourages high levels of focus. Children learn to follow complex, multi-step instructions and respond to social cues during technical demonstrations, such as using a flint and steel.</p> <p>4. Understanding the World The Aim: To foster curiosity about the natural environment and how things work. The Natural World: Observing the effect of wind on trees and leaves encourages "Working Scientifically"—noticing patterns, seasonal changes, and the characteristics of living things. Processes: Learning how to safely start and extinguish a fire helps children understand cause, effect, and the properties of different materials (such as the relationship between water and fire).</p> <p>Characteristics of Effective Learning (CoEL) Forest School is a primary vehicle for developing how children learn, focusing on the process rather than just the end result:</p> <p>Playing and Exploring (Engagement): Children demonstrate this by "finding out and exploring" their surroundings, using their senses to bring stories and imaginative play to life.</p> <p>Active Learning (Motivation): Through a "can-do" attitude, children show persistence—whether it is increasing their tolerance for safety gear or mastering the art of toasting a marshmallow. This demonstrates a high level of involvement and pride in their achievements.</p> <p>Creating and Thinking Critically (Thinking): Children make links between their actions and outcomes, such as identifying that a water spray is a "tool" to solve the problem of extinguishing a fire.</p>
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Characteristics of Effective Learning	Playing and Exploring Engagement	<p>Finding out and exploring Being willing to “have a go”</p>	<p>To effectively encourage children's initiative and exploration, staff should promote open-ended exploration of the environment and materials rather than always directing play; this includes observing children using natural materials or engaging in activities like Mirror Play/Self-Portraits, which encourage them to initiate activities and use their senses to explore different textures. It is crucial to allow children to take safe risks with materials, such as getting messy with wet sand or cornflour, and adults must actively model and praise the action of 'having a go,' reinforcing the value of trying. Furthermore, using interactive resources like Lift-the-Flap/Feely books helps engage their senses and curiosity.</p>	<p>Staff should directly encourage finding out and exploring by challenging children to use all five senses (sight, sound, taste, touch, smell) to investigate materials and should promote curiosity about how materials change during play. Crucially, adults must praise the action of 'having a go,' thereby promoting safe sensory risk-taking and exploration. Furthermore, children should be encouraged to use their bodies and materials to express their reactions to music from around the world, playing with known movements and sounds, and to engage in symbolic play by mimicking the sounds and movements from stories, demonstrating imaginative representation of familiar experiences using their voices and bodies.</p>	<p>Children actively make sense of the world through symbolic play, which includes recreating familiar home routines like washing or feeding a baby. Staff can stimulate curiosity about the wider world by introducing new cultural items and objects, encouraging children to find out and explore new textures, sounds, and props. Promote safe sensory exploration by encouraging children to have a go at manipulating dough or writing tools, allowing them to use their senses to investigate texture and movement without the pressure of a perfect finished product. Activities should also promote open-ended exploration of natural items, challenging children to investigate how water collects or how conkers feel and move, demonstrating curiosity about natural phenomena. Furthermore, providing scissors and varied tools (brushes, sponges, rollers) allows children to find out and explore how each tool affects a material. Finally, children satisfy their curiosity about cause-and-effect by actively choosing options in technology or games, and visits from community services (firefighters, police) foster curiosity about real-life transport and equipment.</p>	<p>Children are encouraged to use their senses to explore the world, investigating sound (volume and pitch) and its effect on their voice, and engaging in cause-and-effect games (switch/sound/toy). Both directed sessions and continuous provision activities should link to the senses and encourage open-ended exploration. Staff should prompt children to initiate actions and improvise movements. Children further use their senses to explore materials, choosing and manipulating textures to create representations (often based on knowledge of animals). Food-related exploration is valuable for finding out about textures, tastes, and smells, and children should be supported in actively initiating choices based on their likes and dislikes.</p>
	Active learning Motivation	<p>Being involved and concentrating Keep trying Enjoying achieving what they set out to do</p>	<p>Staff promote collaboration by encouraging children to work and engage with peers rather than immediately fixing problems for them. Praise effort and persistence during positive interactions. Develop concentration through focused activities like Circle Time or Listening for Name, using visual cues and modelling focused listening. Encourage skills that require repeated effort. For example, basic Action Rhymes (like <i>Heads, Shoulders, Knees, and Toes</i>) promote concentration and enjoyment as children keep trying to match actions to words and achieve the sequence.</p>	<p>To cultivate concentration and persistence in children, staff should consistently focus on praising the effort rather than demanding perfection, particularly when they are coordinating gross motor movements or engaged in focused fine motor tasks. For fine motor activities, adults must structure the tasks to ensure children experience small successes and encourage them to keep trying after setbacks, such as missing a bead or a piece not fitting immediately. Similarly, puzzles require sustained effort, and children should be encouraged to revisit the puzzle, thereby 'bouncing back after difficulties' and developing persistence, which allows them to find genuine pleasure in completing the challenge themselves.</p>	<p>Developing personal care skills, such as handwashing, requires significant persistence and concentration. Staff should always acknowledge the effort involved in maintaining focus during these routines; for instance, praise the child for persisting in scrubbing for the required time, rather than just praising the cleanliness of the hands. Similarly, adults should praise sustained effort in tricky tasks like fastening clothes, noting, "You kept trying with that zipper, even though it was tricky!" Furthermore, successfully sharing and working together demands high levels of concentration and effort to manage feelings and navigate social rules; therefore, staff must praise children who keep on trying to collaborate even when facing social challenges. Finally, structured activities and games like 'Your turn/my turn' or 'Choose-It' are valuable as they require children to concentrate intensely on their peer or a prompt, successfully fostering high involvement and focused participation.</p>	<p>Giving children responsibility and encouraging self-selection promotes high involvement and concentration on their assigned role, helping them enjoy achievement through independent action and feel they are contributing to the class community. Team Games and Turn Taking activities are essential for developing persistence in waiting, following rules, and strong self-regulation (Managing Self ELG). Staff should praise the effort involved in showing kindness and keeping on trying to resolve minor social friction. In physical development, Athletics requires intense concentration and the application of control; staff should praise children who adjust their pace and maintain balance, reinforcing the importance of keeping on trying to master a movement sequence. Children must persistently keep trying and adjusting their technique to achieve a target, and staff must promote celebrating the enjoyment of achieving their goal.</p>
	Creating and thinking critically Thinking	<p>Having their own ideas Making links Working with ideas</p>	<p>Staff effectively promote making predictions and choosing ways to do things by posing open-ended questions, such as, "What would happen if we put one more counter in?" or "How could we make this tower taller?" Introducing Objects of Reference or Destination Books is vital for developing symbolic thinking, as children must make a link between a tangible item and an abstract event (e.g., a park photo means "outside play"). To develop grouping and comparing ideas, staff should facilitate discussions where children make links between their own family and peers' families, recognising similarities and differences by asking, "How is your family the same/different?" Throughout all activities, staff should observe children as they choose ways to do things and develop strategies to solve problems.</p>	<p>Staff should prompt children to articulate their reasoning by asking questions like, "How did you decide which pile to put that in?" or "Can you sort them another way?" which develops ideas of grouping and sequencing. To encourage making predictions and having their own ideas about cause and effect, staff can ask children to predict how different instruments might sound or feel, such as, "This instrument is made of wood; how do you think it will sound?" Furthermore, staff can promote planning and reviewing strategy by encouraging children to choose ways to do things during activities like walks, asking them to remember the route, anticipate what they will see, and discuss the best way to walk "Which way should we go back?"</p>	<p>Adults promote critical thinking by using stories to develop sequencing and cause-and-effect skills, asking, "What happened next?" or "Why did the beanstalk get so tall?"; they also encourage making links between spoken words and images by asking "Where is?" questions. In Maths, children are encouraged to have their own ideas about representing quantity, such as asking, "How can we show 'more'?", and they make links between spatial language and physical action when using prepositions for counting, thus developing strategies for organising information. Children choose ways to do things and test ideas when building models, deciding which 2D/3D shapes are best for a wheel or roof and adjusting their strategy. Furthermore, sorting objects by size or speed encourages making links between qualities to build early grouping and classification skills, and using visual aids for daily routines helps children choose ways to do things and make links between a picture and the required action, supporting independence.</p>	<p>Staff should support children to develop strategies for ordering events from stories logically, asking "what animal was sent first?" to demonstrate understanding of narrative structure. When engaging with jigsaw puzzles, children must choose ways to do things, planning and have their own ideas about breaking down an image; using scissors to cut pieces requires them to check how well their activity is going and change their strategy if needed. Hands-on learning like exploring shapes in feely bags encourages children to make links between 3D objects and 2D representations, developing early ideas of grouping based on properties. Finally, Shop Role Play promotes practical critical thinking as children must make links between quantity and numerals, test ideas about heavy and light using scales, and understand the concepts of exchange and money.</p>