

## EYFS Pathway Curriculum map Autumn term

### Maths

Activities focus around introducing basic mathematical language. Daily routines include counting and beginning to understand now and next. Sensory exploration allows for a developing interest in shape and space. Interactive number rhymes give number a context.

### Communication and Language

During the autumn term expressive and receptive language skills are assessed in collaboration with the SaLT team. Home visits to each pupil take place and targets are set and shared with home and school. PECS are established where appropriate and incorporated into daily routines. Activities are devised to discover motivators, these are then used to promote communication. Establishing routines through the use of appropriate AAC and transition songs is a focus of this term. Intensive Interaction is used with each child to build trusting and meaningful relationships with staff in order to build communication.

### Literacy

Pupils begin to understand the appropriate use of books through having regular opportunities to listen to and engage with stories through the use of sensory stories, bag books and the school library. Drama games are used to promote language, engagement and repetition. The use of Hand Writing Without Tears early stages support the development of prewriting.

### Understanding the world

Pupils learn to explore the school environment through the use of transition supports and AAC. Community visits take place weekly once children have settled into school and focus on exploring the immediate local environment. Pupils are supported to develop an awareness of danger and expectations when in the community. Pupils explore themselves and those around them through the use of mirrors and dressing up. The cookery room is used to promote exploration of different materials. Switch toys are used to develop an understanding of cause and effect and the light and sound room host exploration of different ICT equipment.

# I can

### Physical development

Activities that focus on baselining fine motor skills such as mark making, posting, threading, inset puzzles and playdough feature in daily self-directed play sessions. Exploring inside and outside spaces and equipment promotes gross motor skills including crawling, climbing, jumping and balancing. Work with families identifies self-help skills and needs and toileting and feeding plans are created and worked on. Taking off and putting on coats and shoes is incorporated into the day.

### Personal, Social and Emotional Development

Home visits for each pupil are used to inform pen portraits. Class teams work with pupils and their families to settle into school. The Autumn term focuses on establishing daily routines and expectations. Boundaries are set and adults model desired outcomes throughout the day. Short hello sessions and circle times promote engagement and parallel interactions. Pupil's achievements are celebrated regularly throughout the day with wow sessions and use of motivators. Pupils learn to participate in the dinner time routine and become familiar with eating lunch with their peers in the shared dining room.

### Expressive Arts and Design

Basic actions are explored through art activities such as rolling, squeezing, shaking and pushing. Pupils tolerance to and appropriate use of messy activities is developed through adult modelling and support. Music is explored through nursery rhymes, instruments and movement which lead into participation into the Carol Concert and Christmas Production. The use of ICT to motivate and generalise the expressive arts is used through the use of action song videos on the IWB or iPads. Pupils are supported to participate in group movement sessions to music through imitating simple actions. Parents are invited to attend music therapy group sessions with their child.

## EYFS Pathway Curriculum map Spring Term 1

### Maths

Activities are based around number rhymes. Pupils begin to use props and number grids to support their number work. In Shape, Space and Measure pupils use shape sorters, inset puzzles and other interlocking shape resources to develop their understanding and identification of shape, colour and size.

### Communication and Language

Communication and Language is an area that is constantly developing over the term. Salt targets are updated and speech therapists conduct home visits. Salt targets are used to inform the pupil's personalised plans. Pupils continue to use PECS with some moving on to use distance and persistence. Some pupils use PECS books while some pupils begin to use communication boards to request and comment on activities throughout the day.

### Literacy

Use of sensory stories develops anticipation, word/symbol recognition and opportunities for sharing and turn taking. The Topic book this term is "Wheels on the Bus". Pupils continue to visit the library regularly. Books are available during self-initiated learning sessions. Pupils continue to take part in Drama games. Hand Writing Without Tears is used alongside sensory mark making opportunities.

### Understanding the world

Community visits continue and become more adventurous. They include tram journeys and trips to the shops. Pupils are supported to develop an awareness of daily activities such as using money, travel and shopping through these visits. Cooking activities include mixing, pouring and tasting different foods. Pupils celebrate Valentines Day with a disco and Chinese New Year with a dragon dance and by exploring traditional foods. The dark tent is used to explore light toys and cause and effect toys. The light and sound rooms give opportunities for turn taking and requesting through PECS.

## Songs and Rhymes

### Physical development

There is a focus on developing fine motor skills through more adult led activities. There are opportunities for fine motor development available on a daily basis during child initiated activities. Gross motor skills are promoted during PE sessions using apparatus and music. Outside play offers Pupils the chance to use slides, bikes, stepping stones and trampolines to improve their gross motor skills. Independence skills are supported for example; putting on shoes, zipping up coats.

### Personal, Social and Emotional Development

Pupils begin to transition in class and around the school more independently. They begin to develop their tolerance of their peers; both playing and working alongside each other. Pupils continue forming meaningful relationships with adults and their peers. At lunchtime some pupils begin to collect their lunches and clear their plates when they have finished. Activities such as Intensive Interaction and Tac Pac support pupils's social skills. Inclusion with Gilbert Scott School begins to take place. Small groups of Red Gates pupils go to Gilbert Scott and that class then comes to Red Gates.

### Expressive Arts and Design

Class music therapy sessions continue. These sessions develop attention skills, rhythm and social skills. They encourage independence and turn taking. Parents continue to be invited to group music therapy sessions with their children. Pupils make their own Chinese dragon and perform a dragon dance for Chinese New Year. Pupils use a variety of different materials to create art reflecting our topic, 'Songs and Rhymes'. For example; play dough-Pat-a-cake or puffy paint – Baa Baa Black Sheep.

## EYFS Pathway Curriculum map Spring Term 2

### Maths

Activities reflect the Colour topic. In Shape, Space and Measure pupils identify colours, shapes, sizes and amounts through sorting, posting, stacking and filling activities. Drama games such as Ford Granada support this learning in an engaging and fun way. Number sessions focus on ordering numbers and comparisons for example; 1 and lots. Pupils continue to use number rhymes to support counting on and back. Rhymes and songs are also used to identify 1 more or less.

### Communication and Language

Class visits take place, parents are invited in to join an activity in either the morning or the afternoon. Home/school books are used and reviewed. These books are used for parents to contact the class team and for the team to inform the parents about what has happened on a school day and advise of upcoming events. Pupils continue to use appropriate AAC. Where it is suitable word lists are created to record a pupil's developing speech. Filming takes place for Intensive Interaction. Understanding of routines and timetables becomes more embedded.

### Literacy

Sensory story this half term was 'We all go travelling by' Props and sensory media were used to enhance the story and build pupils engagement. Reading sessions increase the pupils book knowledge; develop their ability to turn pages and handle books correctly; discriminate print from illustrations and identify key words within the text [supported by AAC]. Handwriting without Tears sessions continue with some pupils beginning to use handwriting sheets to support their letter formation.

# Colours

### Understanding the world

Science week provides opportunities for exciting activities which engage and delight the children. Pupils watch coke fountains and make giant bubbles and skittle rainbows. Easter allows pupils to use their maths skills to find and match Easter eggs during the Easter egg hunt. Pupils make Easter nests. Pupils make cards for Mother's Day and think about why mothers are special to us. On community visits the children look for signs of Spring as they walk.

### Physical development

PE sessions continue to be used to develop gross motor skills such as throwing, catching and kicking. Pupils develop their ability to join in with social games such as Tag and follow instructions e.g. sit down, make a circle. Fine motor skills are developed using one-handed tools such as scissors and threading activities. In Art based activities children continue to learn to use tools e.g. glue spreaders, brushes and pencils. Children are encouraged to wash their hands independently using a visual sequence if needed.

### Expressive Arts and Design

Our topic was Colour so lots of our activities involved colours and colour mixing. Pupils have created rainbows using collage to utilise different shades and textures. Colour mixing has been completed using powder paints, food colouring and ready mixed paints. Pupils used salad spinners and pipettes to create vivid process art. Pupils were exposed to a wide range of media in their art work. The pupils took part in an Irish dance workshop, where they listened to traditional Irish music and were encouraged to take part in the dancing. They used different instruments and were encouraged to dance in a circle.

### Personal, Social and Emotional Development

Personalised plans are updated and the targets form part of the planning process. Pupils are encouraged to develop their tolerance of others during whole school activities e.g. Assembly. Turn taking is developed through drama games, attention autism activities and small group work. Exciting activities like the Bouncy Castle for Science week encourage children to share their space with others and be resilient. Family learning activities create opportunities for parents to develop skills and strategies to support their child's learning and development.

## EYFS Pathway Curriculum map Summer Term 1

### Maths

In Shape, Space and Measure pupils explore through carousel learning. A variety of activities are set up at different points and pupils move from one to another either independently or supported by an adult. The carousels include Water play [using funnels, sieves, pumps and jugs]; building [magnetic blocks, duplo and wooden blocks] and Sand play [using moulds, scoops and sandwheels]. These activities provide opportunities for sorting, fine motor skills and cooperative play. In Number pupils use number grids to count and sequence farm animals. Counting is also generalised throughout the day.

### Communication and Language

This term the pupils continue to develop their use of AAC. Pupils are encouraged to move to an adult with the symbol or photo of their choice for a motivating object or activity. Some pupils use communication boards which with adult support allows language and sentence structure to be modelled. The boards are used in a variety of situations from requesting during snack to commenting on their enjoyment of an activity. Pupils continue to explore and play with sounds through songs and action rhymes, early phonics and reading.

# The Farm

### Literacy

Sensory story this term is 'Spot goes to the Farm'. Pupils continue to access the stories with a sensory focus. Some pupils engage more with the story, using symbols or pictures in place of missing words in the familiar text. Some pupils match props in the story with symbols or request their favourite part using PECS. Pupils continue to practise handwriting and fine motor skills. Some pupils begin to use journals to comment on what they have enjoyed in the week.

### Understanding the world

The Bubble Workshop visits and pupils have the opportunity to make and blow their own bubbles. They stand in a huge bubble either by themselves or with a friend and pop smoky bubbles. In ICT the pupils use a carousel with activities such as using software on the IWB or iPad; using switch toys or the dark tent. Pupils grow different foods from seeds and then taste them. Pupils experience a variety of tastes sweet/sour, hot/cold in Science activities. Pupils make a variety of different foods in cooking.

### Physical development

Pupils explore Dance with a dance coach this term. They are learning to move their bodies to different music using fabrics and other props to extend this. Pupils have the opportunity to copy and improvise different movements. In P.E. pupils use the large apparatus in the hall. This develops balance and coordination; it also helps to build confidence. Pupils are encouraged to take on and put on shoes and socks for a P.E. or Soft Play session.

### Personal, Social and Emotional Development

Pupils are encouraged to select and use resources more independently to develop their independence and their confidence. Pupils play cooperatively with adults and with some peers; often in play or free choice sessions. Class routines continue to be maintained and pupils are encouraged to make positive choices and help the class throughout the day, for example helping to tidy up, setting up the dinner hall, knowing they need time away from peers to self-regulate. Pupils continue to work in small groups but come together to reflect on their learning throughout the day.

### Expressive Arts and Design

The pupils printed animal tracks using small world animals, tractor tracks, welly prints and vegetable prints. They made choices for colours, tools and techniques e.g. big brushes, pipettes or stampers. In music the pupils sang farm songs and used props and actions to support this. The pupils explored a variety of different instruments and looked at how sounds could be changed-playing more loudly/softly, quicker/slower.

## EYFS Pathway Curriculum map Summer Term 2

### Maths

In Number pupils are looking at 1 and lots. Pupils chose from sensory media, counters, cars etc making a choice using symbols, photos or speech to identify which they want and the quantity. Pupils continue to count in a range of situations e.g. hello session, play time, ICT to generalise their counting skills and number recognition. In Shape, Space and Measure pupils sort and order objects by size, shape or colour. Sessions focus on generalising and developing shape recognition and fine motor skills.

### Communication and Language

Pupils continue to use a range of communication, some develop their use of PECS with PECS books which they access independently across the school day, other use communication boards in a variety of situations. In activities pupils are encouraged to use their preferred communication method to request the resources or to ask for missing resources; for example, the cars to go with the garage. During assemblies pupils are encouraged to sign along to the songs and adults model this. Pupils begin to show a greater understanding of simple instructions and key words.

## You and Me

### Literacy

Pupils explore different books, making choices between favourite books. They consolidate their book skills e.g. looking at the text or illustrations, finding missing words and holding books carefully and correctly. Pupils use Handwriting Without Tears to write the initial letter of their names, they use Jolly Phonics to practice the sound of the letter and some begin to write the letters of their name. Pupils use different writing tools to mark make and to write with. They explore different sensory media and textures to support their mark making.

### Understanding the world

This term is when class trips take place. Parks, child-friendly farms and soft play venues are all popular with pupils. This gives pupils an opportunity to explore different and exciting places at their own pace and with a level of interaction they are comfortable with. Pupils reflect on activities they have done and what they have enjoyed and succeeded at. In play sessions Small World and imaginative play take more of a focus. Outdoor areas are explored more often with water added. In cooking pupils explore changes that happen for example making jelly, or ice lollies.

### Physical development

Sports day occurs this term. Pupils use the completion of a simple obstacle course to show the skills they have learnt. They show balance, ball skills and increased confidence. Pupils use bikes, scooters and balance toys with increased confidence. They move more confidently in different ways, negotiate obstacles and stop/start when asked more consistently. Sand and water play encourages fine motor skills through pouring, opening/closing and operating different tools.

### Personal, Social and Emotional Development

Pupils become more aware of and interested in each other's play and some cooperative play amongst peers emerges. Some pupils begin to develop friendships. Pupils are more confident to express preferences and to take risks with more unfamiliar activities. Pupils become aware that their behaviour can affect others at times. Pupils can use different methods of communication to show they are happy/sad etc. Pupils come together for Celebration of Achievement.

### Expressive Arts and Design

Pupils look at their friends through art frames and use art materials to mark make on the frames. They use different Perspex filters to see the world and their friends in different colours. Pupils explore different textures in art activities-salt painting, finger painting or ice cube painting. Pupils explore activities together; using cars in paint with long trays to make make, squeezing paint from droppers to add splashes of paint to the paper.