**EYFS Pathway Long Term Plan 2024-25**

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| **Whole School Cycle 3** **EYFS PATHWAY** | | Ongoing across all topics and taught each term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | |  | Pirates | Climate Change | People Who Help Us | Earth, Space and Beyond | Asia | Sporting Events |
| m  **Communication and language** | **Pre-phonics** | Phonics | All of our students access a pre-phonics curriculum if they are developmentally working below 60 months. These sessions develop skills that are vital for students to be able to access discrete Jolly Phonics teaching.  These skills are embedded across the curriculum and are listed in our pre-phonics curriculum. | | | | | |
| Personalized learning objectives, covering speaking and listening, Reading (word and comprehension) Writing (handwriting, composition & vocabulary. | **Fiction:** Portside Pirates | **Non-Fiction:** What a waste Jess French | **Non-Fiction:** People Who Help Us – A Focus On | **Fiction:** The dinosaur that pooped a planet! | **Non-Fiction:** Lunar New Year | **Fiction:** The Frog Olympics |
| Each term our classes will have a literacy/text focus that develops our student’s access to literacy, understanding of the world and creates cross-curricular links between their sessions. These stories link directly to the topic and are sequenced to ensure students develop their understanding each time they access the topic throughout their Stanton Vale journey. | | | | | |
| All students will access shared reading once a day. This can take many forms, shared reading session, sensory stories, and story massage. | | | | | |
| **Communication skills** | Personalized learning objectives that develop communication with adults and peers, embedded throughout the school day. | Communication Methods used across school are: vocalization, choose boards. PECS, AAC Device’s, Makaton, Intensive Interaction, Eye Gaze, Tassels, and Objects of Reference. | | | | | |
| **Circle Time** |  | **Circle time** is intended to encourage positive group interactions with all the pupils. With our learners, it can be used as a transition from one daily activity to the next, and has a clear structure. **Circle time** encourages positive classroom behaviors such aa taking turns and listening to others. It supports pupils to work on five key skills of thinking, [listening](https://www.theschoolrun.com/improving-childrens-listening-skills), looking, speaking and [concentrating](https://www.theschoolrun.com/concentration-exercises-for-children). | | | | | |
| **Sensory Story** | Personalised learning objectives will be integrated within the story | Sensory story links text with strong sensory stimuli to convey a narrative. They are motivating and engaging for all pupils and have individual learning intentions integrated within the story.  These stories are repetitive allowing the pupils opportunities to predict, expect or associate a stimulus or activity with an event. All stories are personalised with known motivators to ensure the highest level of engagement. | | | | | |
| **Story Massage** | Personalised learning objectives will focus on their individual goals throughout Dance Massage stories | Story Massage is a fun and interactive way of enjoying positive touch through storytelling and simple massage strokes. Benefits will vary depending on the child, situation and where they are. Benefits may include:   * Individual attention * Build on sensory awareness * Relaxation of the body * Increased self-awareness * Experience dedicated ‘calming time’ | | | | | |
| **Communication through touch and music** | Personalised learning objectives will focus on communication with adults. | CTTM is a method of sensory communication through touch and music. These half hour structured sessions are designed to create sensory alignment, and to help people of any age who have sensory impairments, developmental delay, complex learning difficulties, tactile defensiveness, or are minimally verbal.  In CTTM sessions, the music is composed to align with the textures of the objects used. Each CTTM session needs 1 adult to 2 children, using the sensory languages of music and touch to communicate | | | | | |
| **Communication Games** | Personalized learning objectives will focus on communication with adults and peers | Working together as a team to play games using communication as a focus in order to improve and learn new skills. | | | | | |
| **Bucket time** | Personalized learning objectives will focus on communication with adults. | Attention Autism goes through a series of stages that intend to encourage spontaneous communication through visually engaging and motivating activities. These are built upon and developed over time, and as the pupils make progress. Ideally, the resources used will, where possible; reflect the topic, whilst remaining motivating to the pupils. | | | | | |
| **Literacy** |
| **Mark making** | Individual sensory needs will be met by incorporating Personalised learning objectives | Wriggle to squiggle and squiggle, while you wiggle are an exciting, innovative and fun program, which uses music and movement to introduce handwriting and mark making skills. Dance movements are designed to help students feel happy and comfortable with their bodies, improve their motor skills and provide a strong foundation for writing. | | | | | |
| **Structures and unstructured play** | Individual sensory needs will be met by incorporating Personalised learning objectives | Play is important to the development of our pupils; it is one of the crucial ways of learning within a safe and secure environment. For pupils with learning difficulties, whose learning takes so much longer to develop, Play needs to be present throughout their day, with regular opportunities free play. There are five levels of play Sensorimotor Play, Relational Play, Functional Play, Symbolic Play, Socio-dramatic Play which are broadly developmental, which should be enjoyed by all learners regardless of age. The levels of play do not necessarily relate to the levels of social interaction.  Solitary Parallel Shared Turn-taking Co-operative Our pupils do not automatically demonstrate and develop the social interaction of play, therefore we provide daily opportunities to introduce and develop social play, as it is a fundamentally area of learning. | | | | | |
| **Sensory mark making** | Individual sensory needs will be met by incorporating Personalised learning objectives | Exploration of making marks using different tools and sensory stimuli. The activities are designed to support students in making different marks, starting to show awareness of the marks and using the different marks. | | | | | |
| **Informal Learning & Trays** | Individual sensory needs will be met by incorporating Personalized learning objectives | Trays provide activities the students can access at their own free will with demands taken away in order to improve engagement. Trays are set out with purpose and ways to learn new skills or refine old ones. Trays are supported by staff, and created to develop play skills. Staff can model new skills and model to the student how to learn those new skills. This creates opportunities to experience a range of sensory items using pupils preferred methods. Exploration, investigation and problem solving are encouraged throughout the session at the individuals personalized level. | | | | | |
| **Expressive and Creative arts** | **Sensory art** | Individual sensory needs will be met by incorporating Personalized learning objectives | Sensory Art activities help to improve pupil’s sensory processing skills in an enjoyable and messy manner. Pupils will experience a great variety of sights, scents and textures to manipulate; they will develop purposeful actions, skills in manipulating and functional use of tools and combining materials. Art activities are linked to the topic theme and explore a variety of different mediums | | | | | |
| **Music** | Individual sensory needs will be met by incorporating Personalized learning objectives | All skills to work on a spiral of development, which are revisited throughout the year during music lessons. Not all students will achieve all outcomes but opportunities must be presented**.**  **Singing:** Explore vocal sounds. Adapt their mouth shape to add more definition to the sound. Developing intentional sounds using rhythm and pitch variation. Give a consistent response to familiar songs. Explore different vocal sounds for different types of songs.  **Composition:** Make simple choices when creating a musical sound. Explore different sounds to inform a more detailed choice. Select sound to play in a chosen order. Make a score for their composition (e.g. Using PECS cards)  **Performance:** Explore the sound of a musical instrument. Initiate sound using cause and effect. Control an instrument or sound maker. Perform within a musical structure. Follow a conductor.  **Listening and Responding:** Respond physically or emotionally to music from variety of styles, traditions and genres. Show an awareness of where the sound is coming from. Anticipate the sound which is about to happen. Express a preference of if they want to hear the music again. | | | | | |
|  | **Sensory Circuits/Diet** | Individual sensory needs will be met by incorporating Personalized learning objectives | **Sensory Circuits** help pupil’s [arousal](https://www.griffinot.com/arousal-attention-sensory-processing-adhd-autism/)to prepare them for learning, sensory seekers and pupils who are slower to process sensory information. A sensory circuit will typically include different activity or movement stations. Routinely carried out before learning.  **Sensory diet** is a program that helps organize sensory input activities a child needs in order to fully function throughout the day. It is personally tailored, based off a pupils preferences or tendencies and is implemented, as they need it. Following a sensory diet helps pupils get back on track because their bodies feel better and they feel more regulated and in control. | | | | | |
| **MOVE** |  | A framework that enables children and young people to gain functional movements to the best of their ability. A programme designed to ensure that | | | | | |
| **Physio** | All students Physiotherapy programs will be written to challenge and support individual targets | The main aims of Physiotherapy for Children in our EYFS pathway are to:   * Increase core stability * Increase and maintain the range of movement * To learn early movement patterns, e.g., crawling * To promote the use of standing and walking equipment   All students will follow their own physiotherapy programs written by the child’s named physiotherapist. | | | | | |
|  | **Swim** | Students will be working at their own individual pace/prograame | Using more of a child led approach  Discovery Duckling 1, 2 and 3  Introduction To Halliwick  Using more of a child led approach  Discovery Ducking 1.  Halliwick first steps. | | | | | |
| **Understanding the world** | **Forest School** | Individual sensory needs will be met by incorporating Personalized learning objectives | Forest school enables students to build confidence & resilience and explore the natural world. | | | | | |
| **Structures Play/ Outdoor learning** | Personalized learning objectives will focus on their individual goals throughout all Outdoor activities | Structured play (games) is product based, structured, rule bound, adult led and adult modelled. The vast majority of structured games playing is automatically social and co-operative in nature. Play is important to the development of our pupils; it is one of the crucial ways of learning within a safe and secure environment. For pupils with learning difficulties, whose learning takes so much longer to develop, Play needs to be present throughout their day. Play will be present at break times, as activities/games will be played modelled and shared with peers and staff. During lessons where activities/ games can form part of the learning of the session.  These sessions will give the pupils opportunities to access learning outside of the classroom. Although it may be timetabled, it is encouraged to capitalize on good weather conditions to explore and engage in the outside environment. These sessions could include tuft spot wet activities, bubbles, wind socks, sensory walks and proprioceptive activities | | | | | |
| **Maths** | **Cognition** | Counting amounts, number recognition, shape recognition, matching and sorting activities, Mathematical vocabulary, colour, size, ordinal numbers…. | This is taught through cross-curricular sessions – we use the vocabulary throughout sessions such as parachute games, communication games, trays and informal learning, structured and unstructured play. Cognition linked to mathematical language will be ran every day when trays are out. | | | | | |
| **Psed** | **PSHE** | Individual sensory needs will be met by incorporating Personalized learning objectives | Self-help skills pupils are encouraged to be as independent as possible, with pupils being able to care for their personal needs, time and support is given to enable pupils to practice self-care skills, dressing skills and basic hygiene practices taught in context that is relevant to the student.  Primary years - skills taught in context across session. 2 trays will run each week to support PSHE in a cross curricular way | | | | | |

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| Things we are good at SA1 Kind and Unkind behaviours SA2 | Taking Care of ourselves SS1  Trust SSS3 | Playing and working together SA3  Getting on with others SA5 | Baby to Adult CG1 Changes at Puberty CG2 | Money WWLI 6 | Keeping Healthy HL1 |