



# Explorer's Overview

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Feb 2024

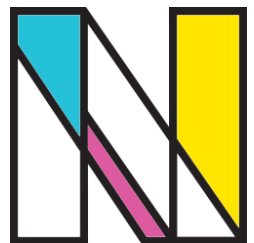


In Explorer's we recognise the importance of building the foundations of our learner's skills and knowledge. Explorer's draws from the three areas of effective teaching and learning within the EYFS Framework to enhance our offer to our youngest learners, as it is developmentally appropriate for them all.

Classes in Explorer's are mixed EYFS/KS1 classes, and the curriculum ensures a rich and appropriate coverage of the EYFS and key stage one curriculums. Teachers adapt the curriculum to ensure planning is appropriate to each individual based on their own personal development. The Explorers Framework supports teachers to assess pupils' progress and inform next steps for learning, alongside a focus on working on pupils' EHCP outcomes.

The Explorer's provision supports an integrated approach moving from EYFS through to year two. The EYFS Framework and Key Stage One National Curriculum has informed our curriculum and approach used within the provision, giving pupils an opportunity to form positive relationships and learn self-regulation skills. So, by the end of year two, they can be streamlined into either pre-formal, or semi-formal pathways.

## Overview & Intent



# Key Information

- The children within EYFS have access to all the statutory regulations for EYFS (E.g. reception baseline assessments, completing an EYFS Profile at the end of reception). Additionally, children in key stage one also have access to age specific assessments and expectations (e.g. year one phonics screenings, pre key stage standards).
- The curriculum runs on a three -year cycle and covers skills from the EYFS Framework and the national curriculum which is adapted to ensure it is developmentally appropriate.
- There are 7 areas of Learning, 3 Prime areas and 4 specific areas.
- Explorer's provision uses play based learning as a core element to the teaching pedagogy.
- Although EYFS approaches are used, this is not an extended EYFS provision. Explorer's is Newfield's own response to the pupil's needs. It applies best practices and pedagogy about early childhood development and ensures pupils up to year 2 are able to access this provision to suit their learning needs.



# Explorers Curriculum Areas

Communication & Language - Core

Literacy

Mathematics

Physical Development - Core

Personal, Social & Emotional  
Development - Core

Understanding the World

Expressive Arts





# Characteristics of Effective Teaching & Learning

Following the  
key principles  
to guide  
the Explorer's  
provision

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust/adapt their practice appropriately.

Three characteristics of effective teaching and learning are:

- playing and exploring – children investigate and experience things, and ‘have a go’
- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Development Matters



# Playing and Exploring

Children investigate and experience things and 'have a go'.

I can recognise that my actions have an effect on the world, so I like to repeat them.

I can make choices and explore different resources and materials.

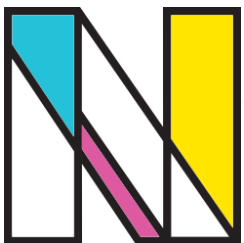
I can plan and think ahead about how I will explore or play with objects.

I can guide my own thinking and actions by talking to myself as I play.

I can make independent choices.

I can bring my own interests and fascinations into early years settings.

I can respond to new experiences when they are brought to my attention.



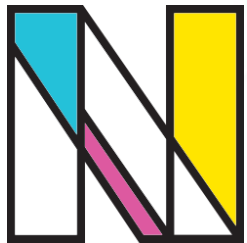
## What this looks like in Newfield Explorers

**Playing and Exploring – children are encouraged to explore their environment with as much independence as possible. Some children require additional support to be able to handle objects or explore them safely, so staff aim to do this while enabling children to 'have a go' and explore as freely as possible.**

- Play Provisions provides opportunities for pupils to explore a range of high-quality resources
  - Development of outdoor provisions
- Adults support in provision for children to make choices, have a go at new and favoured activities. Adults model vocabulary and play skills whilst giving pupils opportunities to be independent in their play
  - Using pupil's interests to guide provision
  - Curiosity Approach

# Active Learning

Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.



## What this looks like in Newfield Explorers

**Active Learning – staff create opportunities for active learning to take place by planning activities and providing resources that are accessible for the children. They may be involved in a range of therapy programmes which are integrated into their learning experience to create opportunities for them to be actively involved in their learning activities.**

- Clear routines and structures – predictable for pupils supported through total communication approaches
  - Positive, Nurturing relationships with familiar staff so pupils feel supported and able to make mistakes
    - Making learning fun
    - Opportunities to explore freely
- Pace of learning to be individualized, opportunities for repetition so pupils become confident and have secure deeper knowledge and understanding
- Staff modelling & support where needed but opportunities to have a go first
- Supporting emotional regulation – individualized plans, sensory diets



# Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

I can take part in simple pretend play.

I can sort materials.

I can review my progress as I try to achieve a goal and check how well I am doing.

I can solve real problems.

I can use pretend play to think beyond the 'here and now' and to understand another perspective.

I can feel confident about coming up with my own ideas.

I can make more links between my ideas.

I can concentrate on achieving something that is important to me.

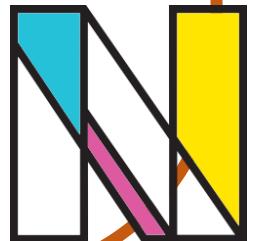
I can give my attention to tasks and ignore distractions with increasing control.

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What this looks like in Newfield Explorers

**Creating and Thinking critically – a thematic approach helps children make links and begin to develop the skills of thinking critically and creatively. Staff provide experiences that optimise the children being able to think through problems and find solutions for themselves. Some children may have significant cognitive difficulties so all experiences will be accessible to them at an appropriate level.**

- Open ended resources
- Regular uninterrupted play opportunities
- Working towards Goals – individualized EHCPs and celebrating successes through photographs, sharing work, parental involvement
- Role play/ Pretend Play skills as a key focus through play provision
  - Breath of play experiences
  - Imaginative play – staff modelling, exemplars







## Core Play Provision Areas

Pupils have access to these play -based learning activities regularly throughout each day as part of the core provision:

- Reading Area
- Construction/ Small World
- Sand/ Water
- Role Play
- Creative Area/ Mark Making/ Fine Motor – linked skills
- Provision beyond the classroom – sensory spaces, play areas , outdoor provision

This core provision should be regularly explored throughout each day – pupils need to have familiarity in this, but it can be presented in a way that works for individual classes.



# Additional Enhancements Supporting Play:

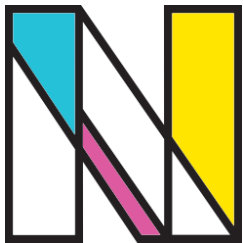
MATHS – Is embedded throughout all provision areas but also has set areas to enhance learning

Investigation Area – Is part of other areas/ enhancements in other areas but can also be stand alone.

ICT – Can be embedded in other areas (switches, cause and effect toys etc.)

Sensory trays (maybe investigation area)

Each core provision area can have enhancements to link to topics, or particular teaching focuses across a few weeks.



# Long Term Thematic Curriculum



Explorer Curriculum EYFS/Key Stage One	Autumn Term	Spring Term	Summer Term
	<b>Year A</b>		
<b>Topic Title</b>	<b>Noisy Celebrations</b>	<b>People Who Help Us</b>	<b>The Seaside</b>
<b>Key Themes Explored</b>	<ul style="list-style-type: none"> <li>Music and Sound</li> <li>Comparing Cultural &amp; Religious Celebrations</li> <li>Comparing Environments</li> <li>Harvest Time and Healthy Eating</li> <li>Light and Dark</li> <li>Bonfire Night</li> <li>Diwali, Hannukah, Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Significant People and events from the Past</li> <li>Helping each other</li> <li>Being Kind and Good</li> <li>Significant people, places and vehicles</li> <li>Healthy Bodies</li> </ul>	<ul style="list-style-type: none"> <li>Climates &amp; Weather</li> <li>Summer</li> <li>Clothing</li> <li>Water and Sand</li> <li>Animals and their Habitats</li> <li>Changing states/ materials – wet &amp; dry, solids &amp; liquids</li> </ul>
	<b>Year B</b>		
<b>Topic Title</b>	<b>All About Me</b>	<b>Colour My World</b>	<b>Come Outside</b>
<b>Key Themes Explored</b>	<ul style="list-style-type: none"> <li>Humans – Our Bodies, Senses &amp; Keeping Healthy</li> <li>Similarities and Differences</li> <li>Cultural Diversity</li> <li>Birthdays and family celebrations</li> <li>Human Life Cycles</li> <li>My House</li> <li>My Family and my pets</li> </ul>	<ul style="list-style-type: none"> <li>Weather – Water and Rainbows</li> <li>Animals</li> <li>The Wonderful world of Eric Carle</li> <li>Food</li> <li>Colour and pattern</li> <li>Changing states – colour mixing and materials</li> <li>The festivals of Easter and Holi</li> <li>Clothing</li> </ul>	<ul style="list-style-type: none"> <li>Minibeasts</li> <li>Weather and Seasons</li> <li>Plants &amp; Plant life Cycles</li> <li>Woodlands</li> <li>Bears/ Teddy Bears Picnic</li> </ul>
	<b>Year C</b>		
<b>Topic Title</b>	<b>Terrific Transport</b>	<b>Amazing Animals</b>	<b>Let's Create</b>
<b>Key Themes Explored</b>	<ul style="list-style-type: none"> <li>Journeys</li> <li>Exercise</li> <li>Vehicles</li> <li>Land, Sea and Air</li> <li>Space</li> <li>Famous Explorers</li> <li>Pirates</li> </ul>	<ul style="list-style-type: none"> <li>Animals and their Habitats</li> <li>Animal Life Cycles</li> <li>On The Farm</li> <li>Wild Animals</li> <li>Contrasting environments - Hot and Cold</li> <li>Climates</li> <li>Foods from different countries</li> </ul>	<ul style="list-style-type: none"> <li>Buildings and Builders</li> <li>Materials</li> <li>Traditional Tales</li> <li>How things work</li> <li>Technology</li> <li>Cooking</li> <li>Robots</li> </ul>



# Timetables in Explorer's include...

- Daily Phonics
- Daily story time / Drop Everything and Read
- Continuous Learning Opportunities in Outdoor and indoor Provision
- Weekly slots in studio and halls for physical development focused activities. This is enhanced by outdoor learning and regular use of sensory garden and outdoor spaces.
- High focus on Communication opportunities across the week (embedded in Play Provision and planned learning activities)
- Planned Adult input – focused on curriculum areas – see Medium Term Plans for each term's focus
- Predictable Structured day – e.g. circle time then provision with adult directed focus, opportunities to cue pupils in via music – tidy up song etc.
- Regular free and open-ended play where children can form positive relationships and develop the PSED skills.

