



Chadsgrove Curriculum Long Term Planning: Adventurers Curriculum Pathway

Curriculum Intent

The Adventurers Curriculum Pathway is designed for pupils accessing the Early Years Foundation Stage through a highly personalised and inclusive approach that reflects the wide range of developmental needs within the pathway. The curriculum recognises that pupils may learn in very different ways, from those engaging within sensory learning approaches through to those accessing more typical Early Years learning experiences.

The pathway aims to provide a safe, nurturing and engaging environment in which pupils can develop curiosity, confidence and positive relationships. Learning is centred around play, exploration and meaningful first-hand experiences, supporting pupils to develop communication, interaction, physical development and early thinking skills at a pace appropriate to their individual needs.

The curriculum draws upon the principles of the Early Years Foundation Stage and recognises the importance of the Characteristics of Effective Learning in supporting pupils to become increasingly engaged, motivated and independent learners. Through carefully planned opportunities for exploration, pupils are encouraged to investigate the world around them, develop preferences, make choices and build increasing awareness of themselves and others.

Learning is highly responsive to pupils' interests, developmental stages and individual strengths. Alongside curriculum learning, pupils work towards meaningful outcomes linked to their Education, Health and Care Plans and Individual Education Plans, including areas such as communication and interaction, cognition and learning, sensory and physical development and social and emotional development. Through this approach, we aim to support pupils to develop the foundations for future learning, independence and participation both within school and beyond.

Curriculum Implementation

The Adventurers curriculum is delivered through a play-based, exploratory and highly personalised approach to learning. Teaching is informed by the Early Years Foundation Stage framework and adapted to meet the diverse developmental and learning needs of pupils across the pathway, including those accessing Pre-Formal learning approaches.

Learning opportunities are planned around broad themes and meaningful experiences, while remaining flexible and responsive to pupils' interests and engagement. Themes are adapted where appropriate to reflect the needs and motivations of each cohort, alongside seasonal changes, cultural events and celebrations throughout the year. The curriculum is underpinned by the Characteristics of Effective Learning, supporting pupils to develop engagement, motivation, curiosity, creativity and early problem-solving skills. Pupils are encouraged to explore, investigate and interact with their environment through sensory experiences, structured play, routines and practical activities.

Learning takes place through a combination of adult-led and child-led experiences, with staff using responsive interactions to extend communication, thinking and social development. Opportunities for repetition and familiar routines are embedded throughout the curriculum to support pupils to develop confidence, anticipation and increasing independence over time.

Other learning opportunities can be selected according to pupils' individual needs and preferences, and planned on a rolling programme according to the following themes:

	Autumn		Spring		Summer	
	Characteristics of Effective Learning: Engagement Finding out and exploring		Characteristics of Effective Learning: Motivation Being involved and concentrating		Characteristics of Effective Learning: Thinking Having their own ideas (creative thinking)	
	2025	All About Me Nursery Rhymes	2026	Transport Shapes	2026	People Who Help Us Pets
	2026	All About Me Materials	2027	Light & Sound Colours	2027	Food Keeping Fit
	2027	All About Me Clothes	2028	Animals Living Things	2028	Water Holidays

Curriculum Impact

Pupils' progress is assessed using the Early Years Support Framework, which provides a structured approach to tracking development across the Prime and Specific Areas of Learning. This framework enables staff to build a detailed and holistic picture of each pupil's developmental stage and learning profile, ensuring that assessment is appropriately responsive to a wide range of needs and starting points.

Each pupil follows an individual learning journey which captures ongoing progress towards personalised targets and learning intentions. These targets are closely linked to pupils' EHCP outcomes and are reviewed regularly to ensure they remain relevant, meaningful and appropriately ambitious.

Assessment information is gathered through structured observation and play based learning experiences. Staff use these observations to identify strengths, emerging skills and next steps in learning, which then directly inform future planning and the adaptation of provision.

Evidence of progress is recorded within pupils' Learning Journeys through written observations, photographs and annotations. This ensures a rich record of achievement over time and supports moderation and shared understanding across the team.

Assessment outcomes are used formatively to guide day to day teaching and learning. Teachers use ongoing assessment information to adjust adult interactions, learning environments and resources so that pupils are supported to make the best possible progress.

As pupils develop, the Early Years Support Framework supports staff to develop a clearer understanding of each child's readiness for future learning pathways. This ensures that progression is carefully considered and that pupils are well supported as they move through the school, with a strong emphasis on communication, independence, social interaction and early cognitive development.

