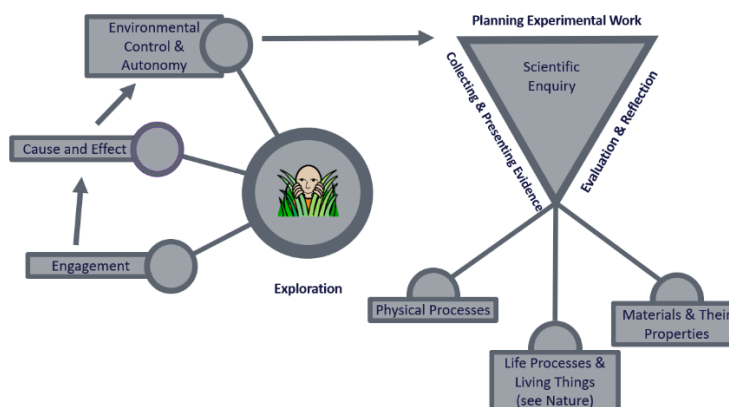


The Exploration Intent:

Our intent is that all children, regardless of background or ability, will acquire skills to explore their environment, develop the inquisition skills and curiosity to positively engage with the world around them.

Furthermore, we have established a curriculum that will enable the children to have opportunities to make thoughtful estimations and broaden their horizons with new sensory experiences. As Exploration can be seen as the precursor to Science with a thread of enquiry and curiosity, we understand that good engagement and varying response to stimuli will help prepare our learners for adulthood and promote independence as they move on to become a meaningful part of their community.

Our aim is for ALL learners to achieve their full potential. A secure basis in exploration will enable learners to leave with a desire to carry on learning about their environment, challenge their own thinking and remain curious .



What Exploration looks like on the:	
EYFS Pathway	On an Early Years Pathway, learners will engage with activities that encourages questioning the 'why' their action has caused that specific effect. This will be done through role play, small world, art, design and technology and science using the EYFS framework.
Pre-Formal Pathway	Learners will engage with activities that stimulate their senses and develop their cognitive skills through the routes for learning map. Learners will explore play through group interaction, cause and effect play, and outdoor learning. Maximising engagement will be the driving force behind exploration.
Semi-Formal Pathway	Semi-formal learners will explore through a curriculum that encourages questioning and enquiry through both creative and subject specific knowledge. Learners will have the confidence explore in more complex ways, problem solving and building on their independence and ability to control their environment.
Formal Pathway	Formal learners use subject specific language and begin to gain mastery of topics through questioning and reasoning. Learners will be able to gather evidence from the topic content to inform hypothesis and create coherent reasoning to support their theories. Scientific inquiry will enable them to learn about physical sciences relating to aspects of the national curriculum such as physics, and chemistry.
Post 16 Pathway	Learners will develop the confidence and the independence skills to explore their local community and beyond, understanding where their strengths and personal skills will facilitate career choices and social, moral and cultural development.