

Early Years Foundation Stage Curriculum

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

(Statutory Framework for the Early Years Foundation Stage
Department for Education – 2017)

Introduction

- The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their Reception school year.
- At the Rookeries we offer part time Nursery provision and full time school in Reception.
- Our curriculum is based upon first hand experiences and is presented in an integrated way to encourage the children’s natural curiosity and spontaneity.
- Great emphasis is placed on the value of structured play and talk as the means by which children learn, through observing, listening, exploring and interacting.

Our Primary Aims

- Achieving a high level of well-being in order for children to be able to access their learning independently.
- Nurturing children’s positive dispositions and attitudes.
- Creating an environment which fosters independence where children are encouraged to explore and express their ideas – knowing that they are valued.
- Provision of valuable, purposeful and, above all, enjoyable learning experiences appropriate to the child’s stage of development.

The Early Years Curriculum

The curriculum within the Rookeries Early Years Foundation Stage is planned around four themes:

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
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<p>Every child is a competent learner from birth who can be resilient, capable, confident and self assured.</p>	<p>Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.</p>	<p>The environment plays a key role in supporting and extending children's development and learning.</p>	<p>Children develop and learn in different ways and at different rates. All areas of Learning and Development are equally important and inter-connected.</p>
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Unique Child

We recognise every child is born ready, able and eager to learn, and actively reaches out to interact with others in the world around them.

Positive Relationships – Parents as Partners

We recognise that children learn to be strong and independent from secure relationships.

We aim to promote and foster positive home school links and share a common sense of purpose by:

- Inviting our parents/carers to an induction meeting with their children in the half term before they start in Nursery and Reception
- Offering a home visit in the half term before they start in Nursery and/or Reception
- Visiting children who join us from a different setting in their provision in the half term before they start in Reception
- Assigning children a Key Person
- Encouraging parents/carers to talk with practitioners, whenever concerns arise
- Holding Stay and Play sessions(Nursery) each term to keep parents/carers informed of progress
- Holding parents consultation meetings where Key Persons keep parents/carers informed of progress
- Encouraging regular communication through Reading Records
- Inviting parents/carers to record their children' learning achievements at home on Tapestry

Enabling Environments

We recognise that both the indoor and outdoor environments play a key role in supporting and extending the children's learning and development. We aim to:

- Create welcoming, attractive and stimulating learning environments which encourage children to explore, investigate and learn through first hand experiences

- Provide happy, caring and secure environments where children are challenged to develop their independence
- Plan activities where the children have the opportunity to move between the indoor and outdoor environments throughout the day.

Learning and Development (Characteristics of Learning)

We recognise that children learn and develop in different ways. We ensure children have challenging opportunities which encourage them to:

<p>Play and explore (engagement)</p> <p>Finding out and exploring Playing with what they know Being willing to 'have a go'</p>	<p>Be active learners (motivation)</p> <p>Being involved and concentrating Keep on trying Enjoying achieving what they set out to do</p>	<p>Think creatively and critically (thinking)</p> <p>Having their own ideas Making links Choosing ways to do things</p>
<p>Explore, develop and represent learning experiences that help them to make sense of the world</p> <p>Express fears to relieve anxieties in a controlled and safe situation</p> <p>Take risks and make mistakes</p> <p>Learn how to control impulses and understand the need for boundaries</p>	<p>Practise and build up concepts, ideas and skills</p> <p>Be alone, be alongside others as they talk, listen and co-operate with each other</p> <p>To keep trying and not give up</p> <p>To be proud of achievements and aspire to do even better next time</p>	<p>Communicate with others as they investigate and solve problems</p> <p>To observe and make links with other experiences and areas of learning</p>

Supporting Play

We will support play by:

- Planning and resourcing a stimulating environment




- Supporting children’s learning through planned play
- Extending and supporting children’s spontaneous play
- Extending and developing children’s language and communication within their play
- Listening to all forms of children’s communication and their ideas, taking these into account when developing play and planning
- Narrating children’s play
- Asking questions about children’s play.

The Areas of Learning and Development

There are seven areas of Learning and Development.


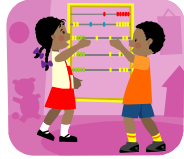


The Prime Areas:

- Personal, Social & Emotional Development (PSED)
- Communication & Language (C&L)
- Physical Development (PD)

Personal, Social and Emotional Development 	Communication and Language 	Physical Development 
<p>This area of learning and development is about how your child ...</p> <ul style="list-style-type: none"> ➤ Is confident and self assured ➤ Manages feelings and behaviour ➤ Makes friends ➤ Shares and takes turns 	<p>This area of learning and development is about how your child ...</p> <ul style="list-style-type: none"> ➤ Listens and pays attention ➤ Understands what is being said ➤ Communicates with others ➤ Develops vocabulary and speech 	<p>This area of learning and development is about how your child ...</p> <ul style="list-style-type: none"> ➤ Moves and uses gross motor skills ➤ Develops fine motor skills ➤ Learns about healthy living ➤ Manages self care independently

The Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

<p>Literacy</p> 	<p>Mathematics</p> 	<p>Understanding the World</p> 	<p>Expressive Arts and Design</p> 
<p>This area of learning and development is about how your child ...</p> <ul style="list-style-type: none"> ➤ Enjoys reading books ➤ Likes making marks ➤ Learns to write ➤ Starts to explore phonics and letter sounds 	<p>This area of learning and development is about how your child ...</p> <ul style="list-style-type: none"> ➤ Learns about numbers and counting ➤ Explores space, shapes and measures during play 	<p>This area of learning and development is about how your child ...</p> <ul style="list-style-type: none"> ➤ Talks about people and their local community and learns about similarities and differences ➤ Finds out about nature and the world around them ➤ Learns to use ICT equipment 	<p>This area of learning and development is about how your child ...</p> <ul style="list-style-type: none"> ➤ Enjoys being creative ➤ Sings, dances and makes music ➤ Plays imaginatively ➤ Uses colour to express themselves

While these seven areas provide a framework for the early years curriculum, children’s learning does not easily divide into distinct areas. A particular experience may develop learning over several of the areas at any one time.

All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of EYFS (Reception).

Talking is a key aspect of the learning environment

Children are encouraged to express themselves clearly to individuals, groups, the whole class and to a wider audience. We provide opportunities for:

- Development of thinking skills which are used during group and carpet times
- Development of questioning skills
- Singing rhymes and songs – using phonics and alliteration
- Experimenting with sounds and words
- Story telling
- Sequencing stories and events
- Role play
- The introduction of new vocabulary
- Extending vocabulary

Phonics

- We embody the teaching of phonics within a language rich curriculum that is aimed to give rise to high quality standards of reading and writing.
- Discrete sessions are planned which engage children's interests and involves them in multi-sensory activities.
- Sound books support children's learning at home.

Emergent Writing

- Signs and labels are placed around the classroom, conveying messages to the children.
- Some signs are handwritten and we display children's emergent writing within the environment.
- The mark making/writing area is a prominent area. A variety of writing materials (paper, card, pens, envelopes etc) are supplied from which the children can select.
- Writing is modelled; children's comments, thoughts, ideas and stories are scribed.
- Small group and independent work enables children to apply their developing phonic knowledge to their emergent writing.
- Children have the opportunity to write for a variety of purposes through role play and other independent activities.

Emergent Reading

- Children are encouraged to be readers from the start, for example through role play, sharing books at home, at school, individually, in small groups or all together.
- Parents/carers are actively encouraged to support their child's reading development at home.

Planning

- We plan in a flexible way so that children's ideas are valued and may determine the direction of subsequent learning.
- We recognise that the objectives of the EYFS areas of learning are most effectively delivered when children are engaged in tasks that have meaning for them.
- When children see that we listen to them, they gain confidence and will express further ideas, knowing that they are valued and taken account of.
- We encourage children to make connections with previous learning and link ideas in a cross curricular way.

Assessment

- Our formative assessments inform our everyday planning and are based on on-going observations of each child's achievements, interests and learning styles.
- Formative assessment may take the form of anecdotal and focused narrative, targeted assessments, annotated examples of work, photographs and information from parents.
- Assessments are recorded on Tapestry as part of the children's Learning Journey books.
- Children are assessed against the EYFS Development Matters. This is a nationally employed assessment tool. This is informed by the formative assessments undertaken and makes statements about the child's achievements against seventeen aspects. It summarises children's progress towards the Early Learning Goals and is used for the end of year report.