

14. Early Years Foundation Stage Framework and Our Curriculum

Statement of intent

At Polesden Lacey Playschool we follow the Early Years Foundation Stage (EYFS). This sets out the statutory requirements for learning, development and care for children from birth to five. In addition, we follow Development Matters in the Early Years Foundation Stage which is a non-statutory guidance tool that supports practitioners to implement the statutory requirements of the EYFS.

Aim

We will provide a broad and balanced curriculum, differentiated to meet each individual child's needs to develop personally, socially, emotionally, creatively and physically to reach their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates and have differing needs.

Practice

At Polesden Lacey Playschool children learn best when they experience learning first hand, through meaningful interactions with others, through physical activity and through play. Our early years practice is based on on-going observation and assessment of the children and their interests.

Our curriculum statement

Children will learn in a holistic child centered curriculum through play with adult engagement. We provide a rich language environment where children can confidently ask for support and share experiences with us and their peers. We provide a safe and nurturing space for children to thrive in, we measure the children's learning through observing the impact. This helps us understand every child's needs.

The Early Years Foundation Stage - Areas of Development

All of the areas are important as they are all interconnected. The 7 areas are used by early years settings to shape their education programmes and to determine what children should learn and how children's learning and development will be supported through each of these 7 areas. The areas are divided into two

Prime areas of Learning

The prime areas lay the foundations upon which all further learning can develop. The prime areas are also extremely important for 'igniting children's curiosity and enthusiasm for learning, forming relationships and thriving', as stated in the statutory framework for the early years foundation stage. The prime areas are dependent on each other and are universal in that they occur within cultures and social backgrounds. The three prime areas of learning and development are:

- personal, social and emotional development (PSED)
- communication and language development
- physical development

Specific areas of learning

These are considerably less time sensitive than the prime areas, but cannot be developed alone as they build on the development gained through the prime areas. The specific areas reflect individual children's life experiences including their cultural and social background. Practitioners will be able to plan for children's next steps in the specific areas through their observations and knowledge of children's likes, dislikes and family background.

The four specific areas of learning and development are:

- literacy
- mathematics

- understanding the world
- expressive arts and design

What we want children to learn before they leave Polesden Lacey Playschool to go to school.

Personal, Social and Emotional Development (PSED)

- To be able to develop positive relationships with adults and peers.
- To start to be able to manage their own emotions and recognize other children's feelings.
- For children to develop their own confidence in their own abilities and try new activities.
- For children to be kind, take turns and to help others when needed.
- For children to learn and understand our rules and routines.

How do we teach this?

Key person system, small groups work, talking about children's feelings, praise the children to boost self-confidence, discussing our rules and why we have them, modelling language and play skills.

Communication and Language

- To listen attentively in a range of situations. (To listen to peers and stories)
- To extend their vocabulary and encourage children to use past, present, and future forms of communication.
- Enrich children's learning with adult conversations, mindfully questioning and repeating their words.
- For children to follow instructions.
- Developing their attention skills.

How do we teach this?

Adult-led conversations, small group conversations, adult model language when read and discussing stories, using open ended questions. Use rhymes. Giving clear, simple instructions.

Physical Development

- For children to be independent (getting themselves dressed, pouring their own drinks, using the toilet).
- For children to understand the benefits of healthy eating and looking after their bodies.
- Develop fine motor skills and gross motor skills.
- Confident in taking appropriate risks.
- Children to be confident in the way they move and their spatial awareness.

How do we teach this?

Adults model putting on a coat, encourage children to use the toilet, sing songs to help wash their hands. Child given time to rehearse and practice new skills. Discuss contents of their lunch boxes, adults to encourage children to be active in meeting their own needs. Adults planning and setting up activities with appropriate levels of risk whilst encouraging and supporting children to have a go.

Literacy

- Have an enjoyment of listening to stories and rhymes whilst being able to sit and listen for short periods.
- Be able to join in with singing nursery rhymes and engage in nursery games.
- Recognise their own name and familiar letters.
- Children are encouraged to develop their mark making skills.

How do we teach this?

Adults to read in small groups or 1-1, circle time, interest books, modelling language, finding their own names for various items in different fonts.

Mathematics

- For children to recognize numbers 0-10

- For children to understand shapes, space and measure.
- For children to have some comprehension of positional language.

How do we teach this?

Adults using numbers/counting throughout the session, adults using that positional language in children's play. Encourage children to problem solve – what could you do? How could we? Adults questioning what shapes they can see in the environment.

Understanding The World

- Having an awareness of different cultures of our society, (celebrating different celebrations and festivals).
- For children to demonstrate care for living things and the world around us.
- For children to share with us significant & special days.

How do we teach this?

Adults discuss special events with children and share books and pictures, we encourage children to try new foods from different countries, demonstrate how we handle bugs and look at books together for reference.

Expressive Arts and Design

- To be able to confidently explore different media, tools and techniques to express themselves.
- For children to express themselves through music.
- For children to develop their imaginations.

How do we teach this?

Adults to support children using scissors and other tools that we have, adults to discuss how and what might happen if we....., listening to a variety of musical instruments and music, providing props and role play and the adult demonstrating this type of play.

Characteristics of learning

Characteristics of Effective Learning (CoEL) are a key element in the Early Years Foundation Stage. They detail the ways in which children at Polesden Lacey Playschool should be learning from our environment, experiences and activities. CoEL are split into three main areas and then three subsections within each area. These are:

- 'playing and exploring' show how the child is engaging
- 'active learning' which shows the motivation behind the child's learning
- 'creative and critical thinking' this shows the thought processes behind learning and new achievements.

Our early years principles are based on statutory guidance and the four overarching principles of good practice:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parent and/or carers.
- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Key person

Children thrive from a base of loving and secure relationships. This is normally provided by a child's parent/guardian but it can also be provided by a key person. A key person is a named member of staff with responsibilities for a small group of children who helps those children in the

group feel safe and cared for. The role involves the key person responding sensitively to children's feelings and behaviours and meeting emotional needs by giving reassurance, such as when they are new to Playschool, and supporting the child's well-being. The key person supports physical needs helping with issues like nappy changing, toileting and dressing. They will be a familiar figure who acts as a point of contact and builds relationships with the child and the parent/guardian.

Records of development and care are created and shared by the key person, the parent/guardian and the child. Small groups foster close bonds between the child and the key person. Allowing the key person to better 'tune into' children's play and their conversations and to get to know the children well. As a result, children feel settled, happy, more confident to explore and become more capable learners.

Cultural capital

Cultural capital is the essential knowledge that children need to prepare them for future success; giving them opportunities and skills for what comes next in their lives. We recognise we have a significant role to play in giving them the best possible start to their early education. Some children may arrive at Polesden Lacey Playschool with different experiences from others, in their learning and play. We will use the EYFS curriculum to enhance the experience and opportunities available for children. It is therefore important that we create a curriculum, interactions and environment which presents awe and wonder of the world through the seven areas of learning.

British values

British values are about promoting a tolerant, democratic society where freedom of speech lives comfortably alongside respect for all. By teaching the children British Values, this will help them grow into well rounded adults. The broader a child's experiences, the more confident and effective they are likely to be at contributing to Britain's diverse society.

The fundamental parts of British Values:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of different faiths and beliefs.

Policy Review

As part of Polesden Lacey Playschool monitoring of the early years curriculum this policy will be subject to periodic review.

Policy adopted by: Ellie Pragnell (Chair), Caroline O'Leary (Manager)

Date: September 24

Policy Review Date: September 25