



Greenfields Nursery School and Children's Centre

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Early Years Foundation Stage Curriculum Policy

Date Approved: January 2020

Approved by Policy and Curriculum Committee

Rationale

'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.' Early Years Foundation Stage (EYFS) Statutory framework 1.1

At Greenfields children learn through play using the Early Years Foundation Stage as a tool to ensure a broad and balanced child centred curriculum. The curriculum for children from birth to five is dictated by them through a 'listening to children' approach. It is carefully planned around children's own interests, thoughts and ideas.

Children come to the centre with a wide range of experiences, abilities, cultural diversity and needs. Children learn effectively in a number of different ways, including observing, listening, investigating, exploring, experimenting and problem solving. The centre seeks to respond to children's individual needs in order to ensure progression and continuity of development.

The Early Years Foundation Stage (EYFS)

The EYFS is based around four overarching principles:

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

Learning and development is separated into prime areas and specific areas:

- **Prime Areas:** Personal, Social and Emotional Development; Physical Development; Communication and Language.
- **Specific Areas:** Literacy; Mathematics; Understanding the World; Expressive Arts and Design.

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. 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; and
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Aims:

- Give children equal opportunities to learn and develop through planned play experiences
- Plan appropriate differentiated activities to raise achievement
- Ensure that children are interested, excited and motivated about their learning
- Provide experiences and support which will help children to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn
- Provide children with opportunities and encouragement to use their language and communication skills in a range of situations and for a range of purposes.
- Provide children with opportunities to practise and extend their skills in problem solving, reasoning and numeracy in a broad range of contexts
- Support children in developing their knowledge, skills and understanding that help them to make sense of the world
- Offer children opportunities to explore and use a range of resources, equipment and tools
- Support all children in using all of their senses to learn about the world around them and to make connections between new information and what they already know
- Promote a healthy lifestyle and develop an understanding of the importance of physical activity and making healthy choices in relation to food
- Provide children with opportunities to explore and share their thoughts, ideas and feelings, for example, through a variety of art, music, movement, dance, imaginative and role-play activities
- Establish firm partnerships and communication links with parents/carers
- Promote a policy of inclusion in all aspects of the curriculum

Procedures:

- Medium term and short term planning based on the children's interests and linked to the seven areas of learning and development of the EYFS
- 'In the moment' learning and next steps are documented in learning books and listening stories which enable reflective learning for both children and adults
- A "listening to children culture" provides the basis for project work and listening stories
- One or two planned adult led high profile activities are delivered each day to reflect one of seven areas of the curriculum all underpinned by aspects of the PSE area of development
- The learning environment is carefully planned and set out to cover all seven areas of learning and development and to enable children to develop the characteristics of effective learning.
- Each child has a personal portfolio containing a selection of their work which they are encouraged to take ownership of, celebrating their achievements
- Children work in a variety of targeted small groups to support specific areas of learning e.g. PALS, bucket time, philosophy, speech and language groups
- Practitioners meet at the end of each day to reflect and evaluate and plan next steps
- A keyworker is assigned to be the initial point of contact for the child and his/her family and is responsible for record keeping and monitoring progress
- We provide children with a variety of resources, both natural and man-made
- We provide a stimulating environment for learning both indoors and outdoors where children can access all areas of the curriculum
- The centre uses a range of non verbal learning cues to support children's attainment e.g. makaton, visual timetable, choice board, PECS
- Children and their families are encouraged to make use of our book library on a daily basis
- Parental partnerships are fostered through home visits, induction days, curriculum days, joining story group time, visits to places of interest and worship, international evening, newsletters,

parent consultations, family learning, volunteering and study opportunities, advisory board, centre clubs and meetings

- Multi-agency partnerships to support individual children's pathways
- The centre promotes creativity through a range of expressive projects, many of which are led by the artists from Wimbledon School of Arts
- We have a continuing programme of CPD for all staff and support individual staff with specific further development e.g. EYP, Foundation Degrees, Forest School
- Children's work is celebrated through displays, display books and listening stories
- Group time actively promotes good listening, turn taking and care for resources through adult led exploration of a range of stories, rhymes and games,
- Children are given opportunities and are encouraged to explore the natural environment through Forest School activities.