



## **EARLY YEARS FOUNDATION STAGE CURRICULUM POLICY**

### **Introduction**

Our Early Years Department follows the Early Years Foundation Stage. This is the curriculum that is set by the British government which all schools in England must follow.

The Early Years Foundation Stage (EYFS) is for children from birth to age 5.

This is an important part of a child's life as it sets a foundation for their future learning and will prepare them for Primary school when they turn five years old.

The EYFS supports a child's development and their experiences should be happy, safe and exciting, allowing children to develop at their own rate and pace.

### **Aim and objectives**

In our Early years department, we understand the importance of children's personal, emotional and social development. Our aim is to help all the children to work together, become independent, to be enthusiastic learners and take on new challenges.

At the BST We will

- Provide challenging activities that will ensure the children are happy, safe and stimulated.
- Provide opportunities that enable choice and self confidence that will help further learning and development in Key stage 1.
- Help each child progress at their own rhythm. We observe children's individual needs and what they can do enabling us to focus on the children's next steps. We use Tapestry as an assessment tool and use ongoing and formalised observations enabling us to focus on children's next steps.
- Build positive partnerships with parents to ensure good relationships when supporting their child.
- Provide learning provisions within the setting which are sensitive to all children's individual needs including those who have additional needs.

## **Learning and developing**

The 7 areas of learning are divided up in prime areas and specific areas, to begin with the children will focus on these 3 prime areas:

### **Communication and language;**

Listening and attention  
Understanding  
Speaking

### **Physical development;**

Moving and handling  
Health and self-care

### **Personal, social and emotional development**

Making relationships  
Self-confidence and self-awareness  
Managing feelings and behaviour.

The prime areas will help them to develop skills in 4 specific areas. These are:

### **Literacy;**

Reading  
Writing

### **Mathematics;**

Numbers  
Shape, space and measure

### **Understanding the world;**

People and communities  
The world  
Technology

### **Expressive arts and design.**

Exploring and using media and materials  
Being imaginative

Activities and the learning environment are carefully planned for around the children's own interest and needs.

Learning is done through play, enabling children to learn and gain their knowledge and understanding, in a mixture of adult-initiated and adult led activities.

The child's development is observed and assessed throughout their time in the Early Years department. If at any point a child is not making progress in any of the prime areas this will be discussed with the child's parents and steps to support them put in place.

## **Characteristics of effective learning**

Children learn in lots of different ways and the EYFS recognises this. So, it is important that we consider this when we are planning the learning environment. We take into consideration that all children are different and know when it is necessary to support individual children as well as groups of children.

The Statutory framework for the Early Years foundation stage identifies three Characteristics of effective Teaching and learning. These are:

## **PLAYING AND EXPLORING**

### **Finding out and exploring, children may do the following>**

Show curiosity about objects, events and people.

Use their senses

Engage in open ended activity

Show interests in particular things

### **Playing with what they know, children may do the following;**

Pretend objects are things from their experience.

Take on a role in their play

Act out experiences with others.

### **Being willing to have a go, children may do the following:**

Initiate activities and experiences

Seek Challenges

Demonstrate a can-do attitude.

Take risks

## **ACTIVE LEARNING**

### **Being involved and concentrating**

Maintain focus for a period of time.

Show high levels of energy

Concentrates without distractions.

Pay attention to detail.

### **Keep on trying**

Show persistence with an activity when faced with challenges.

Demonstrates aspects of problem solving.

Bounce back after difficulties

### **Enjoying achieving what they set out to do**

Proud of their accomplishments when faced with challenges.

Enjoys meeting challenges for their own sake.

## **CREATING AND THINKING CRITICALLY**

### **Having their own ideas.**

Find ways to solve problems

Find new ways of doing things

### **Making Links**

Make links and noticing patterns in their experience

Make predictions

Test their ideas

Develop ideas of grouping, sequences, cause and effect

### **Choosing ways to do things**

Plan, make decisions about how to approach a task, solve a problem and reach a goal

Check how well their activities are going

Change strategy as needed

Review how well the approach worked

## **Planning**

In the Early Year department planning is based on themes around initial themes or stories but is then allowed to develop in one way or another, considering the interests of children, enabling us to focus on the children's next steps.

We also focus on planning a stimulating environment inside and outside that takes into account the children's interests and needs. We plan a variety of activities that aim to meet the objectives in the foundation stage, giving the children the opportunities to learn through a mixture of child-led and teacher-initiated play.

In our Reception classes there is more of a focus on Literacy and maths planning to ensure the children are ready for a smooth transition to Key Stage 1 and its more formal methods of teaching.

## **Assessment**

In our Early Years department children's progress is assessed continuously through an online system called Tapestry. This enables our teachers to observe and record children's learning, tracking each child's progress as it happens. This system also enables parents to see their child's progress.

When children join our Early Years department in the first half-term a baseline assessment is carried out by the child's keyworker, this allows us to gain knowledge about each child's level of development, enabling us to plan for their future needs.

At the end of each term a summary of each child's progress is produced and added to progression forms to ensure each child is making progress. At the end of each year a report is written about progress made in each area of learning.

Parents can access Tapestry so they can see their child's progress. Teachers are available on a daily basis to speak to staff about their child's day. Meetings are called with parents if we have any cause for concerns. Parents are also encouraged to ask for meetings if there is anything they would like to discuss.

For playgroup and Nursery parent's consultations are held once a year and for reception twice a year where targets are set and then revised.

## **The Learning Environment**

At different times of the day the children have access to the inside and outside environment, ensuring that all children explore and learn safely. There are areas where children can be creative, be quiet and be active.

Each of our outside areas have sand and water, writing opportunities, investigation areas and role play. Our main outside area has all of the above as well as a construction area, climbing equipment, bikes, reading corner, Maths area and chill out area. All Areas of the curriculum can be explored outside.

Our classrooms all have a reading/quiet area, funky fingers table, art area. Playdough and writing equipment is accessible throughout the day.

**Early Years planning and assessment overview.**

<b><u>Planning</u></b>	<b><u>To be completed</u></b>	<b><u>When to be completed</u></b>	<b><u>To be completed by</u></b>	<b><u>Classes</u></b>
Long Term overview	Yearly	In whole staff meeting.	All of Early Years	Early Years
Planning Overview	Weekly	In weekly planning meetings	Teachers and Assistants	Playgroup Nursery Reception
Provision area plan	Weekly	In weekly planning meetings	Teachers and Assistants	Playgroup Nursery Reception
Outside area plan	Weekly	In weekly planning meetings	Assistants to complete. Teachers to check	Playgroup Nursery
Phonics planning	Weekly	In weekly planning meetings	Both teachers	Reception
Maths planning	Weekly	In weekly planning meetings	Both teachers	Reception
Objectives next step planning	Half termly- Reception Fortnightly PG and Nursery	In planning meetings	Teacher to complete	Playgroup Nursery Reception

<b><u>ASSESSMENT</u></b>	<b><u>To be completed</u></b>	<b><u>When to be completed</u></b>	<b><u>To be completed by</u></b>	<b><u>Classes</u></b>
Baseline assessment	End of first half-term	In class	By keyworker	Playgroup Nursery Reception
Tapestry Observations	Ongoing	In class	By both Teacher and Assistants	Playgroup Nursery Reception
Long Observation	1 per half- term for each child	In Class	By Keyworker	Playgroup Nursery Reception
Next steps observations-implications for next planning	Weekly	Ongoing-Form on planning wall to be completed	By both Teacher and Assistants	Playgroup Nursery Reception
Print of overview from tapestry	Half Termly		Jenni	Playgroup Nursery Reception
Tracking- Progression form. Info from Tapestry	Termly	Non-contact	By Teacher	Playgroup Nursery Reception
Literacy Profile	Termly	Class time	By Teacher	Reception
End of year report	Yearly	June	By Teacher	Playgroup Nursery Reception

Jenni Garnett

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