



Early Years Foundation Stage Curriculum Policy

The British School of Tenerife

Introduction

Our Early Years Department follows the **Early Years Foundation Stage (EYFS)** - the curriculum set by the British government which all schools in England must follow (*Statutory Framework for the Early Years Foundation Stage*, DfE, 2021).

The EYFS is designed for children from birth to age five and provides the foundation for their future learning. It prepares children for primary school, supporting their development through happy, safe and exciting experiences that allow them to progress at their own pace.

We seek the highest standards of attainment for all our children and aim to foster creativity, independence and a love of learning. Above all, we believe that learning should be fun.

Core Values

Our school curriculum is underpinned by the values we hold dear at The British School of Tenerife. The curriculum enables us to educate children in the knowledge, skills, and understanding they need to lead fulfilling lives.

The four values upon which our curriculum is based - The Four Pillars of The British International School of Tenerife - are:

- Commitment
- Kindness
- Honesty
- Respect

Aims and Objectives

In the Early Years Department, we recognise the importance of personal, emotional, and social development. Our aim is to help all children work collaboratively, develop independence, and become enthusiastic learners ready to take on new challenges.

At The British School of Tenerife, we will:

- Provide challenging and stimulating activities to ensure children are happy, safe and engaged.
- Offer opportunities that encourage choice, independence and self-confidence, supporting smooth progression to phase 2.
- Help each child progress at their own pace by observing individual needs and focusing on next steps.
- Use Tapestry as an assessment tool, combining ongoing and formal observations to support individual progress.
- Build positive partnerships with parents to ensure a consistent approach to supporting each child's development.

- Provide learning environments that are inclusive and responsive to individual needs, including those with additional support requirements.
- Enable all children to learn and develop their skills to the best of their ability.
- Promote a positive attitude towards learning to foster enjoyment and a lifelong love of education.
- Teach the fundamental skills of literacy and numeracy
- Encourage creativity and independent thinking.
- Celebrate and value the contributions of all cultural and ethnic backgrounds in our multicultural community.
- Promote truth, fairness, and equal opportunities for all.
- Encourage self-respect, high self-esteem, and cooperative learning.

Staffing and Organisation

Our Early Years Department consists of:

- **Playgroup/Toddlers** (18 months-3 years)
- **Nursery** (3-4 years)
- **Reception** (4-5 years)

Playgroup/Toddlers

- Dedicated bathroom and changing area.
- Separate dining/sleeping room and outdoor play area with access to the main Early Years playground.
- One full-time teacher and one or two full-time assistants (depending on the number of children)

Nursery

- Two classrooms sharing a bathroom, with easy access to the main playground and dining in the school dining room.
- Two full-time teachers supported by one assistant.

Reception

- One classroom with a dedicated outdoor learning area and use of the main playground twice daily.
- Children eat in the school dining room.
- One full-time teachers supported by one assistant.

Staff are organised to ensure a balance of adult-led and child-initiated experiences throughout each session. Children have free-flow access to both indoor and outdoor environments.

Our experienced team plans a variety of exciting learning opportunities each day, while also responding to unplanned interests and themes that arise from the children's curiosity.

Teaching and Learning in the EYFS

In Early Years, children learn through play - independently, in small groups and alongside adults. Adults model new skills, extend play and scaffold learning to help children progress from what they know to what they can learn next.

Scaffolding involves modelling, questioning and providing clues to support children as they attempt new skills, gradually reducing assistance as confidence increases.

The EYFS framework emphasises that:

“Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems.”

(Statutory Framework for the EYFS, DfE 2021)

EYFS Framework Overview

Prime Areas of Learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Specific Areas of Learning:

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

All activities and environments are planned around the children’s interests and needs, incorporating both adult-led and child-initiated learning. Children’s progress is continuously observed and assessed, with additional support implemented if needed.

[Click here](#) to view the *Early Learning Goals*.

Characteristics of Effective Learning

These characteristics underpin all learning and development across the EYFS and help children become motivated, resilient learners:

- **Playing and Exploring** - Engagement
- **Active Learning** - Motivation
- **Creating and Thinking Critically** - Independent Thinking

We plan learning environments that recognise each child’s individuality and support both independent and group learning.

Planning

Our planning begins with broad themes and stories but remains flexible to follow children’s interests.

We plan across three stages:

- **Long-term:** Annual overview of topics for each year group.
- **Medium-term:** Termly or half-termly guidance on objectives and strategies.

- **Short-term:** Weekly or daily activity plans detailing resources, provision, and next steps.

Planning ensures coherent coverage of all Early Learning Goals with clear progression in each area.

Effective Teaching and Learning

We actively involve children in shaping their learning experiences by following their interests and questions. Our learning environments are stimulating, inclusive and adaptable to different learning styles.

Teaching in the EYFS:

- Provides a well-planned curriculum aiming for all children to achieve the Early Learning Goals.
- Combines adult-initiated and child-initiated opportunities for exploration and discovery.
- Develops the Characteristics of Effective Learning.
- Uses a multi-sensory, play-based approach.
- Recognises and adapts to each child's pace and style of learning.
- Promotes positive behaviour and emotional well-being.
- Encourages outdoor learning and child ownership of experiences.

Observation and Assessment

During the first half term, staff assess each child's development using *Development Matters* and the *Early Learning Goals*.

Observation is central to assessment. Staff record "wow moments" and progress using Tapestry, a secure online journal that allows parents to see and contribute to their child's learning journey.

Parents are asked to sign an agreement acknowledging Tapestry's online use and data security standards.

Assessment methods include:

- Photographs, notes, and videos of learning
- Observations during play and structured activities
- Professional judgement to identify next steps

Parents receive:

- **Daily updates** through informal conversations
- **Termly meetings** to review progress
- **An annual report** summarising development in each learning area and the child's Characteristics of Effective Learning

The Learning Environment

Our environment is designed to be enabling, inclusive, and stimulating. Resources reflect a range of cultures and learning styles to encourage curiosity and challenge.

Indoor and outdoor spaces are equally valued and accessible throughout the day, with dedicated areas for creativity, quiet reflection, and active play.

Each classroom includes:

- Reading/quiet area
- Funky Fingers (fine motor) table
- Art and playdough stations
- Writing area with freely accessible materials

Outdoor Learning

Outdoor learning is fundamental to the EYFS and promotes physical activity, exploration, and connection with nature. It allows children to experiment, problem-solve, and work on a larger scale.

Our outdoor spaces are carefully designed to include opportunities from all areas of learning and are used daily throughout the year.

(See also our Sun Cream Policy and Outdoor Learning Policy.)

Teaching of Phonics

At The British School of Tenerife, we follow the Letters and Sounds phonics framework, supported by a range of interactive resources.

In Reception:

- Phonics sessions take place daily for 20 minutes.
- Two new sounds are introduced weekly.
- Children practise blending, segmenting, and recognising “Action Words.”
- Parents receive weekly sound sheets to reinforce learning at home.

Children are assessed at the end of each half term to ensure mastery before moving on.

Working with Parents and Carers

We recognise the importance of partnership with parents and carers and promote open communication through:

- Induction meetings before children start school
- Monthly assemblies and end-of-term performances
- Family mornings and workshops
- Formal parent meetings and informal discussions
- Regular sharing through Tapestry

We believe that consistent collaboration between home and school supports each child’s learning journey.

Transition

Starting school can be an emotional and significant step. We plan transitions carefully to ensure children settle happily and confidently.

Playgroup/Toddler (18 months-3 years)

- Day 1: 9:30-10:30
- Day 2: 9:30-11:30
- Day 3: 9:00-12:30 (including lunch)
- Day 4: 9:00-14:30 (including nap)
- Day 5: 9:00-15:00 (full day)

Nursery (3-4 years)

- Day 1: 9:30-11:30
- Day 2: 9:00-13:30 (including lunch)
- Day 3: 9:00-15:00 (full day)

Reception (4-5 years)

- Day 1: 9:30-12:00
- Day 2 onwards: Full day (adjustments made as needed)

Inclusion

We value all children as individuals, regardless of ethnicity, culture, religion, language, background, ability, or gender.

Our curriculum is inclusive and adaptable to meet individual needs. Early identification of additional needs allows us to provide targeted support in partnership with parents and external professionals.

(See our Whole School Inclusion Policy.)

Safeguarding

“Children learn best when they are healthy, safe, and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.”

(Statutory Framework for the EYFS, DfE 2014)

At The British School of Tenerife, we are committed to safeguarding and promoting children’s welfare by:

- Providing a safe, welcoming, and stimulating environment
- Promoting health and well-being
- Managing behaviour appropriately
- Ensuring all staff and volunteers are suitably checked
- Maintaining a safe, well-equipped setting
- Keeping up-to-date policies and records

All staff receive regular safeguarding and child protection training and follow the school’s Safeguarding Policy. Any concerns or disclosures are reported immediately to the Designated Safeguarding Lead (DSL).

Keeping Safe

We teach children about personal safety, boundaries, and responsible risk-taking. Through discussion and practice, children learn to recognise hazards, make safe choices, and build confidence.

Our aim is to protect both the physical and emotional well-being of every child.

(See the British School of Tenerife Safeguarding Policy for further details.)

Written by:	Jenni Garnett		
Agreed Date:	October 2025		
Board of Governors			
	Print Name:	Signed:	Date:
Academic Director:			
	Print Name:	Signed:	Date:
Review Date:	October 2027		