

Lea Nursery School Early Years Foundation Stage (EYFS)

Curriculum Policy and Procedures - Introduction to Early Years Foundation Stage



WE PLAY, WE LEARN, WE SUCCEED!



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Introduction

EYFS Curriculum at lea Nursery School



Welcome to the EYFS Curriculum at Lea Nursery School.

Our policy and procedures aim to provide:

- Information about the Early Years Statutory Framework and foundations of our curriculum.
- Information about the guidance we use to structure and sequence our curriculum.
- Provide you with our aims for each of the 7 areas of learning.
- Provide you with the stages of children's skills progression through each of the 7 areas of learning using our building block format.
- To give an overview of our delivery of the curriculum.
- To give an overview of our curriculum, planning process and documents we use to ensure delivery of a consistent curriculum that meets our individual children's needs.

The early years foundation stage



Introduction

1. 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.
2. The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.
3. The EYFS seeks to provide:
 - **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind
 - **a secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
 - **partnership working** between practitioners and with parents and/or carers
 - **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported
4. The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The **learning and development requirements** cover:
 - the **areas of learning and development** which must shape activities and experiences (**educational programmes**) for children in all early years settings
 - the **early learning goals** that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
 - **assessment arrangements** for measuring progress (and requirements for reporting to parents and/or carers)
5. The **safeguarding and welfare requirements** cover the steps that providers must take to keep children safe and promote their welfare.

EARLY YEARS STATUTORY FRAMEWORK



Department
for Education





STATUTORY FRAMEWORK



Department
for Education

Overarching principles

6. Four guiding principles should shape practice in early years settings. These are:

- 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 parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

7 Areas of Children's Learning & Development

There are 7 areas of learning which lead to the holistic development of a child. These 7 areas shape educational programmes in all early years' settings in the UK. All areas of learning and development are important and inter-connected.

The 7 areas of learning are:

Primes Areas

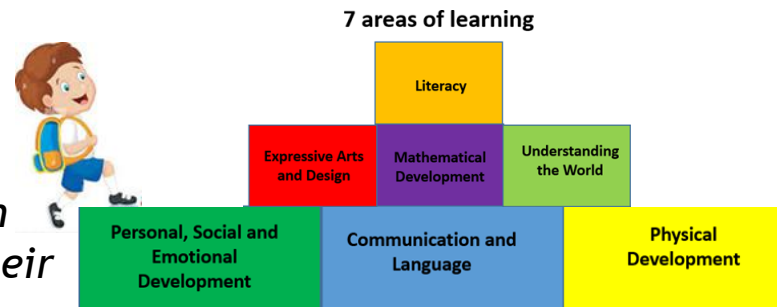
- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Specific Areas

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

Through the curriculum opportunities presented to children at Lea Nursery School (based on the 7 EYFS areas of learning) your children will develop skills which are the foundations of learning and development required to enable them to meet their full potential in education and later life.

Children develop through the Early Years Foundation Stages from birth to 5 years of age. At the end of their reception class year children's progress is checked against the Early Learning Goals.



Learning Development Considerations



Practitioners must consider the individual needs, interests, and development of each child in their care and use this information to plan challenging and enjoyable experiences for each child in all areas of learning and development...

Throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners must discuss this with the child's parents and/or carers and agree how to support the child...

For children whose home language is not English (EAL), providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS...

The statutory framework does not prescribe a particular teaching approach. 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. Children learn by leading their own play, and by taking part in play guided by adults.

At Lea Nursery School, our curriculum is planned and produced by qualified teachers in line with the statutory EYFS framework. We also use Development Matters and Birth to 5 Matters guidance to inform our planning and assessment. All these documents focus on the stages of children's skills development. Each stage of learning is a building block needed for children to learn and develop key skills for life and academic progression.



Characteristics of Effective Learning

Statutory framework for the early years foundation stage (1/09/2023 2021- updated 4/09/2023)

Characteristics of effective teaching and learning - used to underpin our planning and delivery of the curriculum

Playing and Exploring – Engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active Learning – Motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and Thinking Critically – Thinking

- Having their own ideas
- Making links
- Choosing ways to do things



Key Person



Statutory framework for the early years foundation stage (1/09/2023 2021- updated 4/09/2023)

Each child must be assigned a key person (also a safeguarding and welfare requirement 3.27)

- **At Lea Nursery School**

Your child will be assigned a suitably qualified staff member as their key person. We ensure all families have regular contact with the key person. We also have formal meetings during each academic year.

When you join us you and your child will be invited to attend an induction meeting with your assigned key person. This allows you to tell us about your child, let your child meet their key person and get to know our environment. This is our first step in forming our united working relationship to support your child's learning and development.

At the end of the Autumn and Spring Term you will be invited to have a parent and key person meeting to allow you to look through your child's paper copy learning journal and discuss your child's progress and next steps.

At the end of the summer term our N2 children, who are leaving for primary school, will be presented with their learning journal and a formal leavers report. This takes place at a graduation ceremony which parents are invited to attend. Our 2-Year-Olds and N1 children will invite their parents to attend a workshare/stay and play session where they can share their learning journal with their parents and parents can stay and play.

Our key workers are supported and guided by two fully qualified teachers. The Headteacher is the third qualified teacher with a Degree Specifically in Children's Learning and Development.



Sources and useful links

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

<https://www.gov.uk/government/publications/development-matters--2>

<https://birthto5matters.org.uk/>

<https://www.lea-nursery.slough.sch.uk/>

<https://www.facebook.com/LeaNurserySchoolWexhamSlough/>

<https://help-for-early-years-providers.education.gov.uk/>

<https://monsterphonics.com/>

<https://masterthecurriculum.co.uk/nursery-maths-scheme/>

<https://jigsawpshe.com/pshe-eyfs-england>

Linked Policies
Behaviour Policy
Healthy Schools Policy
Pupil Premium Policy
SEND Policy
Outdoor Learning Policy
Display Policy
Safeguarding Policy

