



## **THE EARLY YEARS FOUNDATION STAGE**

### **Learning and development requirements: 1.1-1.13**

At Forest Park Day Nursery and Pre-school our aim is to present and follow the Early Years Foundation Stage (EYFS), when educating all our children, as recommended by the government from September 2012. We aim to do this in partnership with parents/guardians to enable all our children to become life long learners.

There are four themes to the curriculum and then four commitments within these themes. Below are listed all the themes and the relevant commitments.

The first theme is *unique child* and the commitments are:

- Child development
- Inclusive practice
- Keeping safe
- Health and well being

The second theme is *positive child relationships* and the commitments are:

- Respecting each other
- Parents and partners
- Supporting learning
- Key person

The third theme is *enabling environments* and the commitments are:

- Observation, assessment and planning
- Supporting every child
- The learning environment
- The wider context

The fourth theme is *learning development* and the commitments are:

- Play and exploration
- Active learning
- Creativity and critical thinking
- Areas of learning and development
- 

Each child's progress and development will be closely monitored to enable us to provide relevant, tailored and specific learning opportunities for each individual child. This also enables us to identify any difficulties and for these to be addressed. This will be completed through regular observations by practitioners (staff) and by the regular written reports to parents/guardians.

Parental involvement is key. We will encourage this and by using regular informal and formal contact with parents/guardians, we can work together to educate and support each child. We hope that the positive impact of this will enable every child to feel supported and guided by the important people in their lives.

The new Early Years Foundation Stage that came into force in September 2012 has 3 Prime areas which are a main focus in our 0-3 year old children but these are enhanced by 4 Specific areas.

The Prime areas are:

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

The Specific areas are:

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

## **PERSONAL, SOCIAL AND EMOTIONAL**

Development in this area is very important for all children and it provides the best opportunity in all areas of learning. Forest Park Day Nursery and Pre-school aim is to provide the experiences and support to enable children to develop a positive sense of them.

Our aim is:

- To develop confidence and develop self respect and self control as is age appropriate
- To encourage independence where appropriate
- To encourage good personal hygiene through care by staff and for self as they grow older
- To give children the opportunity to work alone or as part of a group
- To develop respect for other children and adults and to understand that we all need caring for
- For children to select activities and resources independently at all ages

## **COMMUNICATION and LANGUAGE**

This area of learning depends on a key number of skills. The children need to be confident, given opportunity, encouragement and support.

Forest Park Day Nursery's aim is to encourage and develop communication, speaking and listening skills relating to different situations and purposes.

This will be achieved by:

- Having experience of different types of language in our nursery environment
- Using letters and sounds to encourage the formulation of a babies and toddlers first babbles and words
- Using words such as 'please' and 'thank you' in the correct places and encouraging the children to do the same. To help babies and toddlers and pre-school aged

children understand the structure of language ,listening and the social importance of language

- Giving children the confidence to speak and listen in a range of situations

## **PHYSICAL DEVELOPMENT**

Physical development is about improving skills of co-ordination, control, manipulation and movement. It helps to develop children's confidence in what they do and it enables them to feel the positive benefits of being healthy and active.

We aim to provide activities where physical development is effective and helps children to develop a positive sense of well being.

We aim to achieve this by:

- Planning activities for babies and children that offer appropriate physical challenges and by being active it can cover cross curricular development and promote ideas such as tummy time
- Ensuring there is enough space, indoors and out, to set up relevant games and activities
- Encouraging children to share the use of equipment
- Physical play helps children gain confidence and positive sense of well-being
- Staff encouraging children to catch and throw balls
- Promote through physical development good health to safeguard well being throughout life.
- Introducing games which allow children to roll, steer and balance, by using a variety of equipment

## **LITERACY**

This area of learning depends on a key number of skills. The children need to be confident, given opportunity, encouragement and support.

Our aim is to provide opportunities to link sounds and letters, begin to be aware of language and print in the world around them and understand its context for the early skills needed for reading and writing.

This will be achieved by:

- Reading a wide range of books to the children and showing them everyday texts
- Promoting the enjoyment of language both written and spoken through listening
- Using letters and sounds to encourage the development of rhyme and a knowledge of phonics
- To encourage them to recognise their name in print
- Teaching print carries meaning and that English is read left to right top to bottom but beginning to provide an understanding that not all languages are the same. Children with English as an Additional Language will be fully supported, respected and involved with their cultural background recognised and praised.
- Looking at and learning nursery rhymes, poems and rhyming words
- Having a variety of different ways for children to mark make/ write with a variety of tools and equipment.

## **MATHEMATICS**

Under this area of learning, our aim is to bring simple Mathematical principles into all areas of play. Maths is everywhere and is in everyday activities.

We will encourage children to:

- Sort objects in to labels and classifications
- Participate with a variety of number songs, rhymes and games
- To begin to recognise shapes, colours and numbers up to 10
- Recognise and name 2D and 3D shapes
- Develop their concentration span
- Be able to use number names e.g. count to three, recognise number groups by looking at them
- Use the correct mathematical language such as more or less ,heavier or light

## **UNDERSTANDING THE WORLD**

In this area of learning, our children will be developing knowledge, skills and understanding, to help them make sense of the world.

Through a variety of activities following their interests, children will learn about the environment around them. They will be encouraged to question 'why' things happen and to discuss their thoughts on this.

We aim to:

- Listen and observe children's ideas and discuss their likes and dislikes
- Give children knowledge of the weather and let them discuss how it affects us globally and locally
- Let children identify the features of living things, by use of an interest table, pets in their surroundings and other observations they have made
- Allow exploration for babies and children through a variety of sources, including families, media and through what they see and hear
- Children should be helped to learn respect and value for all people and avoid negative attitudes to others
- Give children the chance to investigate different objects, materials and life cycles
- Give children the opportunity to use ICT through computers, CD players computers and programmable toys
- Find out about people in their local community

## **EXPRESSIVE ART AND DESIGN**

Creativity is a very important part of children's learning. Being creative helps children to make connections between one area of learning and another. This includes art, music, dance, role-play and imagination.

We aim to provide activities to encourage children's creativity. Examples of these are:

- Sharing materials, ideas and helping others
- Providing a wide range of activities that children can respond to using many senses and this is a unique and valuable personal experience
- Providing a stimulating environment in which creativity, originality and expressiveness is valued

- Creativity allows children to take risks and make connections strongly linked to play
- Allows children to initiate their own learning and making choices and decisions
- Giving children opportunities to express their ideas and explore colour, texture shape and form
- Give children the opportunity to use ICT through computers, CD players computers and programmable toys



## **Assessment**

### **Learning and Development requirements: 2.1-2.5**

At Forest Park Day Nursery and Pre-school assessment is an important part of every child's time with us. It is carried out by each child's Key Person and is a way for them to really get to know each child, find out their interests, levels of development and areas of need, so they can then plan for their learning and development effectively.

Staff will keep a profile of each child's development that is accessible for each parent/guardian to see and add to. A big part of assessment in the Early Years is about strong parent partnership so we can through our observations understand together their learning styles, interests, achievements and plan for next steps.

The Key Person will liaise with Parents/guardians regularly for the Unique Child profiles, learning journeys or other paperwork required to be filled in about each child. If necessary we can liaise with other professionals should the need arise.

Forest Park Day Nursery and Pre-school will carry out a Statutory Progress check between the ages of two and just before the child's 3<sup>rd</sup> birthday. It is about reflecting on their strengths and any area where there has not been so much progress. It looks at the 3 Prime Areas.

If there are significant emerging concerns or special educational need or disability a plan will be written to support the child's future learning and development. On the plan it may also note liaising with outside agencies such as Speech Therapist and we can all work together.

If a child joins our setting and has already had a Progress Assessment we will ask parents/guardians to pass a copy onto the Key Person to help consistency of knowing where that child is in their development and to help with future planning. If a child attends two settings we will carry out our own Progress Check but will want to be given a copy of the other progress Assessment to again to help with future planning.

After a Progress Check has been completed it will be discussed with parents/guardians at a convenient time to see how the summary of development can be used to support learning at home. This document can be shared with other professionals such as health Visitor and parents/guardians should be encouraged to do this. If the Progress Check needs to be shared with other agencies parental permission must be sort.