

WHEATLEY NURSERY SCHOOL

Early Years Foundation Stage Policy

Why do we have policies?

Policies give guidance & support about how to teach, address or deliver aspects in a cohesive & consistent manner in school. This policy is intended to help practitioners to teach.

Currently we have a revised EYFS (2012) which gives excellent guidance about best practice. Our priority at this stage (Jan 13) is for all staff to be familiar with *Statutory Framework for the Early Years Foundation Stage & Development matters in the Early Years Foundation Stage (EYFS) 2012*. This policy is mainly a précis of these documents.

“Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.” P2 Development matters in the Early Years Foundation Stage (EYFS) 2012

T h e m e s	Unique Child +	Positive Relationships +	Enabling Environments =	Learning and Development
p r i n c i p l e s	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, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.	Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.
p r a c t i c e	Practitioners <ul style="list-style-type: none"> • understand and observe each child’s development and learning, assess progress, plan for next steps • support babies and children to develop a positive sense of their own identity and culture • identify any need for additional support • keep children safe • value and respect all children and families equally 	Positive relationships are <ul style="list-style-type: none"> • warm and loving, and foster a sense of belonging • sensitive and responsive to the child’s needs, feelings and interests • supportive of the child’s own efforts and independence • consistent in setting clear boundaries • stimulating • built on key person relationships 	Enabling Environments <ul style="list-style-type: none"> • value all people • value learning They offer <ul style="list-style-type: none"> • stimulating resources, relevant to all the children’s cultures and communities • rich learning opportunities through play and playful teaching • support for children to take risks and explore 	They foster the characteristics of effective early learning <ul style="list-style-type: none"> • Playing and exploring • Active learning • Creating and thinking critically

EYFS Key resources

- Statutory Framework for the Early Years Foundation Stage (2012)
- Development Matters in the EYFS (2012)
- www.foundationyears.org.uk
- Adult focused & Child initiated activities
- Family Links nurturing programme
- Displays
- Visitors, Trips & Celebrations
- Books & stories
- ICT equipment: iPad, iPods, Smart board, CD Roms, switches, PCs
- Online learning resources e.g. espresso, education city, etc

P5 statutory Framework for the Early Years Foundation Stage (2012)

Educational programmes must involve activities & experiences for children, as follows:

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Key resources

- Adults as good role models
- Letters & sounds
- The Treasure Chest
- Interesting resources
- Key person time
- Listening station with headphones, Telephones etc
- Rhymes, songs & games

Physical development involves providing opportunities for young children to be active and interactive; and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Key resources

- Mark making tools
- Small/large equipment
- PE trolley
- Snack resources
- Lunch time routine
- Swimming sessions
- Ball pool/sensory room

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Key resources

- *Family Links* programme
- Key worker approach
- Co-operative toys
- Real life situations such as visits & visitors
- Resources to stimulate discussion about cultural identity & diversity e.g. chopsticks, saris
- Daily routines which provide opportunities for social interaction & self care such as lunch & snack time

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Key resources

- Letters & Sounds
- Oxford Reading Tree books
- Sound mats
- Word & sound books
- Letters & Sounds frieze

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Key resources

- Number & Patterns
- Number lines & squares
- Measures & rulers
- Rhymes, songs & games
- Snack table

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Key resources

- Buckets, spades
- Co-operative toys e.g. rickshaw
- Mud kitchen
- Climbing apparatus
- Chalks, paints, brushes
- Gardening tools
- PE equipment
- Large construction sets (e.g. community play blocks)

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Key resources

- Good quality open ended resources such as pens, pencils, card, paints, fabrics, glitters
- Tools to apply materials e.g. brushes, glue, sponges rollers etc
- Musical instruments
- Access to a range of musical styles
- Resources to stimulate imaginative play e.g role play

P6 statutory Framework for the Early Years Foundation Stage (2012)

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

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.

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