

Tiggers Nursery Early Years Curriculum Policy

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Early Years Curriculum Policy

At Tiggers Nursery School we follow the National Early Years Foundation Stage (EYFS) Framework 2012 and aim to provide high quality education that supports the development of well-rounded individuals who have a thirst for learning. Our curriculum is designed to meet the needs of all children, whatever their ability. We aim to help our children to achieve well, to become confident, mature and caring, and to take their love of learning on throughout their lives.

- **Nursery** children attend school two, three, four or five mornings per week alternatively they are able to stay for the full day Monday – Thursday. The sessions run from 9.00am to 12.00pm, full day from 9.0am to 3.00 pm. As far as possible, parents’ preferences for which days children attend are taken into account.
- We encourage children to attend at least one afternoon session per week before moving to the Reception class to ease the transition between part-time and full-time school.
- Children self-register on arrival at school. Teachers complete the register within 20 minutes of the start of a session..
- We urge parents to be punctual so that children receive their full entitlement and other children are not disturbed by latecomers.

Early Years Foundation Stage Curriculum Overview

At Tiggers Nursery we follow the national EYFS Framework. The majority of schools (both state and independent) are required to follow the EYFS Curriculum which includes the four guiding principles and seven areas of learning discussed below. The values which underpin all provision are grouped into four guiding principles which form the context for the seven areas of learning. These are carefully planned for by teachers and form our EYFS curriculum. At Tiggers Nursery we follow the principles of the EYFS while extending and enriching the curriculum to best suit our children.

Four Guiding Principals

A Unique Child

At Tiggers Nursery we recognise that each child is an individual and competent learner. We encourage children to become capable, resilient, confident and self-assured by ensuring each individual is valued for their unique character, abilities, interests and cultural heritage. We believe that every area of children’s development is equally important and provide an environment where children’s needs and interests are central. We take into account children’s range of life experiences when planning for their learning. By working closely with parents, we aim to provide a safe environment where children feel secure and are able to trust that an adult is available to meet their needs and support their development, whether at home or school. Children’s health impacts enormously on their emotional, mental, social, environmental and spiritual well-being. We encourage children to develop healthy practices and support their independence.

Positive Relationships

Each child at Tiggers Nursery has a Key Person who respectfully acknowledges and supports their learning, needs and feelings, and those of their family. This system helps us provide an environment so that children learn to be strong and independent through the formation of secure, warm and trusting relationships with each unique child and their family.

Enabling Environments

At Tiggers Nursery we believe that stimulating and safe indoor and outdoor environments which encourage children's independence are central to their learning and development. We observe children in order to tune into their interests, needs and abilities and use these to underpin our planning. A rich and varied environment is carefully planned to ensure all children learn and develop well, are engaged and making progress at their own pace. Children develop the confidence to explore in the safe, yet challenging environment that Tiggers offers. We believe that working as a team with external agencies and professionals is essential and benefits the children significantly. We are committed to supporting children to progress towards the outcomes of the national children's agenda, 'Every Child Matters': i.e. being healthy, staying safe, enjoying and achieving, making a positive contribution and becoming prepared for future work and economic well being.

Development and Learning

The EYFS curriculum is made up of seven areas of learning and development. At Tiggers Nursery we plan for each of the seven areas and are committed to supporting each individual child, including children with special educational needs and disabilities, to learn through play and exploration as well as by setting appropriate tasks to challenge each child in their learning journey. We encourage creative and critical thinking by making sure a wide range of resources is available to the children and that links are made between the areas of learning so children are able to transfer and generalise their knowledge and skills.

The Seven Areas of Learning and Development

There are seven areas of learning and development that shape educational programmes in the Early Years. All areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These areas are:

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

Staff must also support children in **four specific areas**, through which the three prime areas are strengthened and applied. The specific areas are:

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

We welcome parents' involvement in their children's education, for example through frequent discussions (formal and informal), their contribution to the EYFS Profile, and by providing photographs and information about their children's home life, which we can build upon at school.

The curriculum is reviewed annually to ensure that it remains fresh and up-to-date.

Planning

The seven areas of learning support, foster, promote and develop children's learning and development. At Tiggers Nursery, we plan for the seven areas taking into account the children's interests, needs, abilities and diversity as well as current events and broad topics. These are delivered through topics and themes, as outlined in our weekly timetables.

1. **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.
2. **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
3. **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.
4. **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.)
5. **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers and to describe shapes, spaces, and measures.
6. **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.
7. **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.

In planning and guiding children's activities, staff always reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective planning 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.

- The children are given opportunities to explore, learn, and make sense of the world through structured play. They practise and build up ideas, and learn how to control themselves and understand the need for rules. Children have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.
- Activities to promote play, learning and development are planned for both indoors and outside which encourages children to be active, enthusiastic learners. The children make their own selection of the activities on offer as this encourages independent learning.

- We expect our children to reach standards above those expected for their age in relation to the age-related criteria of the EYFS framework, and so we provide work that challenges and inspires them while being careful that it does not 'hot-house' them.

Assessment

Assessments take place throughout the year. The everyday process of teaching and learning necessitates on going assessment for learning, as teachers check on the children's skills, knowledge and understanding. Each Key Person will monitor their children's learning and development through observations and tick sheets

- Evidence towards the completion of the EYFS Profile is compiled on an on-going basis and is passed on to the next School at the end of each year. The information is also used to report on the progress in each of the seven areas of learning to parents at our informal and formal parents meetings.

Sometimes, children may experience particular on-going difficulties. The school always discusses these with parents, and extra support can be offered in the form of resources, additional ideas of how to support children's learning and development at home or referral to external agencies or services at children's centres in the community.