

Early Years Foundation Stage,

The EYFS (2017) is a statutory framework for early years that sets the standards for learning, development and care for children birth to five. There are 7 areas of learning, with 17 'Early Learning Goals' of attainment which children should attain by the end of their reception year. The document outlines 3 key elements:

- characteristics of effective teaching and learning
- prime areas
- specific areas

Characteristics of Effective Teaching and Learning

Children learn and develop through playing and exploring, active learning and creating and thinking critically. These are called the "characteristics of effective learning" and are one part of the Early Years Foundation stage.

- **playing and exploring**- finding out and exploring, playing with what they know and being willing to 'have a go'.
- **active learning**, - being involved and concentrating, persevering and enjoying achieving,
- **creating and thinking critically**- having own ideas, making links in learning and developing strategies for ways of doing things.

Prime areas

Personal, Social and Emotional Development: making relationships and getting along with other children and adults, having confidence and self-awareness, and being able to manage their feelings and behaviour.

- forming meaningful relationships with other children and adults

- having respect for other people
- being an individual and also belonging to a community
- being able to express and cope with your feelings and emotions
- becoming independent and helping others
- being able to make choices and taking responsibility
- developing a sense of fairness, what is right and wrong
- understanding appropriate behaviour
- respecting and being able to empathise with others
- having feelings of wonder and joy
- sharing and celebrating festivals, traditions and special occasions.

Communication and Language: developing good listening and attention skills, to have good understanding and also speak and express themselves clearly.

- developing confidence to be able to express your opinions and make your own choices
- talking, listening, discussing and recalling experiences in a range of different situations
- being able to describe and explain things in your own words, using your own ideas
- listening to stories, anticipating what might happen and responding appropriately to the story
- listening and following instructions, and being able to answer questions appropriately.

Physical Development: using large and small movements in a variety of ways, having good control and co-ordination, handling different tools and equipment well. It also covers health and self-care, looking at ways to keep healthy and safe.

- developing confidence and independence through achievement
- learning to use tools competently
- learning co-ordination and control
- building confidence, stamina, energy and strength
- learning to move in a variety of ways
- expressing yourself through movement
- understanding the importance of exercise
- learning to make healthy choices about food, and taking care of ourselves and our healthy body

Specific areas

Literacy: stories, rhymes, books and reading, and also mark making/writing.

- developing the skills to become a reader and writer
- enjoying stories and a wide range of reading
- learning to recognise letters and the sounds they make
- learning to make marks and give meanings to those marks.

Mathematics: numbers, counting, shape, space and measure.

- understanding pattern, and relationships in mathematics
- logical thinking
- exploring, comparing and describing shapes, quantities, height, etc.
- finding ways to solve mathematical problems e.g. estimating, measuring
- learning to use and understand mathematical language
- understanding and using number
- counting, understanding and using numbers

- calculating simple addition and subtraction problems

Understanding the World: learning about people and communities and understanding about the world including ICT.

- exploring the local environment
- finding out about the past
- developing an understanding of travelling to other places, distance and maps
- using technology - making models in a variety of ways
- planning, making and designing things
- exploring and solving problems
- using I.C.T. for a range of purpose
- exploring, experimenting and having ideas
- being curious - wondering why, how, what if ?
- understanding why and how things happen
- observing carefully and closely
- experiencing and changing materials
- sharing the joy of finding things out with your friends

Expressive Arts and Design: developing different forms of expression, exploring music, dance and song, encouraging children to be creative in all respects. It also focuses on media and materials and imaginative/pretend play.

- representing and communicating your thoughts, ideas and feelings in a variety of ways e.g. art, music, movement dance, language and design and technology
- expressing yourself through a wide range of media e.g. paint, clay, drawing, 3D materials
- experiencing and enjoying beauty

- imagining, expressing and creating
- having original ideas and thoughts

Special Educational Needs and Disabilities (SEND)

At Valley Nursery School children with SEND are fully included and their needs are met and supported in a variety of ways - through one to one support and small group activities. The key person for each SEND child will decide how everyday activities and experiences within the curriculum can be adjusted to ensure their child is fully involved at the appropriate level.

We respond to all needs of the child and the families at Valley Nursery. We engage with external agencies and seek support and guidance wherever needed. For a child with specific special educational need, medical need or disability we can apply for additional support from the Local Authority to ensure these children with 'additional needs' are receiving the 'over and above' individual support they need.

These children are supported by a 1:1 key person who knows them well and through observations and working with them can tailor and differentiate the curriculum to meet the developmental stage, interests and enthusiasms of each child using methods of delivery that are appropriate to their needs. All support is based on their needs, closely focussed on their next steps and small steps of achievement and progress. These are celebrated in their individual learning journey.