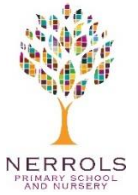


The Early Years



The Early Years



Intent

Every child at Nerrols deserves the best possible start in life with support that enables them to fulfil their potential. Our children learn to be strong and independent through developing positive relationships. Our curriculum is underpinned by the principles of the Early Years Foundation Stage (EYFS). Child development is the most rapid between birth and age five and experiences at this young age shape a child's future. At Nerrols Primary School and Nursery we want to give the children in our setting the freedom, ability and encouragement to succeed across all areas of learning.

The EYFS framework consist of seven areas of learning and development that must shape the way we teach children at Nerrols in our early years setting. All areas of learning and development are important and interconnected. 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 three areas, the prime areas, are:

- communication and language;
- physical development; and
- personal, social and emotional development

Teachers and practitioners 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; and
- expressive arts and design.

Our curriculum is progressive and child centred enabling us to provide a stimulating environment, which is reflective of our children's interests and provides the surroundings in which our children can grow and learn. By spending time with our children we can draw on their knowledge and interests to help build upon skills, extend and develop their learning. We understand and cherish that all children will develop at their own pace, so we take the time to develop each child in their own unique way; our ability to respond to in the moment interests enables children to follow their passions as and when they occur, meaning that they are engaged and fulfilled. We have fully embed the three characteristics of effective teaching and learning which are:

- playing and exploring - children investigate and experience things, and 'have a go,'
- active learning - children concentrate, keep on trying if they encounter difficulties and enjoy achievements,
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Our philosophy is to nurture every child's curiosity and enthusiasm for learning, developing both skills and confidence as they take their first steps on their own unique journey of lifelong learning. As our children progress through the EYFS the frequency of adult led activities increases as they prepare to transition to Year One.

Implementation

Our methods to develop a child's learning are through the implementation of a wide range of experiences, encompassed within a calm, stimulating and curiosity driven environment. Practitioners lead and facilitate learning opportunities through spending time with the children, developing their skills and knowledge, responding to questions and initiating opportunities for children to extend their learning. We maximise the use of our outdoor provision to engage all of our learners and to enhance opportunities for children to ignite curiosity and enthusiasm for learning. The development of gross and fine motor skills through gymnastics, physical play, tools, bikes and funky fingers activities, is promoted through a free flow approach enabling children to choose where they would like to learn. Our environment gives children the space, freedom and resources to learn, a space where they feel safe to form relationships and thrive.

A love of reading and a language rich environment underpins all of our learning. Daily opportunities for children to engage in listening to stories, non-fiction, rhymes and poems, enables them exposure to a rich range of language structure providing ample opportunity to learn new vocabulary and words in a range of contexts. Practitioners implement and guide children's learning through communication and modelling language, questioning, showing, explaining, demonstrating and encouraging. They provide a narrative, as well as facilitating and enabling children to become competent in using a varied range of vocabulary. We provide children with a weekly online story to be shared at home. This initiates discussion, embeds new vocabulary, deepens their understanding of the text and promotes a love of literature.

Children learn about maths through play and their daily experiences. Our intention is for all children to develop a firm understanding of number and numerical patterns appropriate to their age and stage. Activities are practical, hands on and linked to the children's interests so that their learning is meaningful to them. Adult led activities are well planned which then enables children to explore their learning in a child led environment using a range of resources.

Impact

Our highly skilled practitioners provide high quality teaching and provision and have an in depth knowledge and understanding of the children in our care. All staff within the foundation stage know the children's next steps. Through continual observation, provision is adapted to extend and support the development of children's knowledge, skills and understanding.

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs and to plan activities and support. At Nerrols we use Family to record observations and to communicate with parents, helping to build positive relationships and engage parents in their child's learning. We refer to Development Matters Guidance to support our assessment and to inform practice. When a child is aged between two and three practitioners review children progress and

provide parents with a short written summary of their child's development. Upon entering Reception class children are observed to ascertain their strengths and areas of development at that time and practitioners use this to plan the child's next steps. Children are statutorily assessed against the Early Learning Goals at the end of Reception but our curriculum is broader than the Early Learning Goals. It aims to exemplify, broaden and balance the curriculum and in many cases, deepen it - encompassing key life skills, experiences and expectations.

Through quality teaching and provision, we aspire for all children to reach the Early Learning Goals by the end of the Early Years Foundation Stage.