

## CURRICULUM

### The Early Years Foundation Stage Curriculum

From September 2012 a new EYFS curriculum was introduced. This guidance sets out the statutory framework for provision in all settings for children from birth to five years.

There are four guiding principles that should shape our practice:

- ♣ Every child is unique, and is constantly learning and can be resilient, 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 where there is a strong partnership between practitioners and parents
- ♣ Children develop and learn in different ways and at different rates.

### The areas of learning and development

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly important 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**
- ♣ **Personal, social and emotional development**

Providers must also support children in four *specific* areas:

**Literacy** (reading and writing)

**Mathematics** (counting, understanding and using numbers, shapes and measures)

**Understanding the world** (finding out about people, places, technology and the environment)

**Expressive arts and design** (art, music, movement, dance, role-play, design and technology).

We operate a key-worker system in The Orchard. Each half term your child will be allocated a key-worker who will take responsibility for tracking your child's progress. This enables us to undertake some small group work such as discussions, stories, number and phonics. Each child will be allocated to a class and class teacher in the normal way who will

have overall responsibility for planning and leading the learning, but we feel the key-worker system allows us to provide opportunities for the children to access learning in a more appropriate way.

### **What will my child do in the Early Years Foundation Stage?**

Our firm belief is that young children learn best through play, but we also provide opportunities for them to gather as a group or class to undertake focused activities and listen to stories, sing songs, play games, etc. This work is often linked to the themes. The children also have an opportunity to select their own play activities throughout the session and we particularly encourage them to consolidate further any new experiences that have inspired them i.e. hearing the story of the 'Three Billy Goats Gruff' may promote the children's desire to build bridges with the planks and bricks. During the session the children have the opportunity to break for fruit and drink. They are brought together at the end of the session to discuss their learning and share their successes.

*Very carefully planned transition arrangements between EYFS and KS1 enable children to make a smooth move between the two key stages.*