



## Charlwood Village Primary School Early Years Foundation Stage Curriculum



The Early Years Foundation Stage is a special and important part of every child's "learning journey". It allows time for children to explore and engage with the world at their own pace. It supports children as they make connections, build relationships and become confident in themselves and their skills. It provides new experiences and challenges. It encourages children to develop their own ideas and follow their own initiative. It also lays the foundation of key literacy and numeracy skills, which are necessary for future learning.

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.

### A Unique Child

At Charlwood Village Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as Good Learning assemblies and rewards, to encourage children to develop a positive attitude to learning.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural promote the welfare of children.

## Enabling Environment

At Charlwood Village Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

The Planning within the EYFS is based around half termly themes. These plans are used by the EYFS teacher as a guide for weekly planning, but the teacher may alter these Medium Term Plans (MTPs) in response to the needs (achievements and interests) of the children. This will be indicated on the weekly planning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in children's individual 'Learning Journey' folders/Tapestry app. They also contain information provided by parents and other settings.

## *The Learning Environment*

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS class has its own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children a chance to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors on a free-flow basis, that help the children to develop in all seven areas of learning.

## *Play*

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They 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. They express fears or re-live anxious experiences in controlled and safe situations.

