

Early Years Foundation Stage Curriculum Policy

By the age of 5 many children have already learnt a majority of life skills. Taking steps, early speech and self-care skills are usually developing. The Centre recognises that the children who attend this setting may have some delay with these early learning skills. It is for this reason that the multi-disciplinary team from Birth and Beyond we work in partnership with the parents/guardians of each child to provide a framework of care and learning in which they can develop independent self care skills to the best of their ability.

Although we follow the Early Years Foundation Stage Curriculum and the 7 areas of learning we have a very strong emphasis on social and self-care skills. We feel that our children, with the Specific needs that they have, need that extra guidance at an early age. The Early Years Foundation Stage Curriculum is an important stage of learning and a big stepping stone for each individual. It is the foundation on which children can build upon, not only for the National Curriculum but for their lives ahead.

The Early Years Foundation Stage Curriculum operates for children aged 0-5, the needs of our children whom are continuing to develop and grow at their own speed, our whole Centre approach is through the EYFS. It incorporates Birth to Three Matters and the Foundation Stage Curriculum in one framework. Its main aim is for children to achieve in the areas of learning and development as set out by the DfES in the new 2008 document, 'The Early Years Foundation Stage'. These areas of development are expected to be achieved by most children by the end of the Early Years Foundation Stage pending personal ability. Many of the Children at the Centre have physical difficulties, learning or behavioural needs. Some children also have communication difficulties and some have visual or hearing impairment.

Our aims as a school is to provide the Early Years Foundation Stage Curriculum in our All of our formal classroom settings, to provide a new topic plan each term to cover the seven areas of learning and to provide Individual Education Plans to promote the individual needs of each child.

The overall aims for each child are: -

- Develop independence to the best of their ability.
- Develop personal, social and emotional skills by providing an environment in which he/she can gain skills by positive role models.
- Develop early learning skills to help deal with day-to-day challenges.
- Gain skills to communicate their needs, feelings and experiences through speaking, signing or symbols.
- Feel valued as an individual and to develop a positive self image
- Experience personal achievement and appreciate the achievement of others.
- Be given access to a fun and stimulating environment.
- Develop the inquisitive mind and promote thought process.
- Enjoy learning through play.
- Be given opportunities to make their own choices.
- Learn the concept of basic rules and instructions.
- Learn attention skills by listening to others.
- Have an awareness of the culture and beliefs of others.
- Promote inclusion into a mainstream setting (if and when appropriate) and to ease the process of transition.



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Parents play a vital role in helping us assess the children. We have devised a 'Parents as First Educators' booklet which gives parents the opportunities to record observations they have made of their own children in the seven areas of learning.

Mainstream Inclusion

The Centre has a strong belief in inclusion. From the outset we encourage attendance at mainstream pre-school provision that will provide good opportunities for social inclusion. When a child reaches milestones we will work alongside parents to ease the transition of the inclusion process into mainstream education. We will also build up strong links with each mainstream setting by offering training and advice as and when needed and providing daily class newsletters to give an insight into activities being covered at The Centre. An Individual Education plan will be exchanged between schools so that both schools can work together in the best way possible to provide an overall education plan.

The Early Years Foundation Stage Curriculum is an important process in the development of the young individual. It is the initial step in becoming an independent young person.

Through the continuation of good links with both the parents and mainstream settings; we at the Centre aim to provide the very best in early education for each child.

Early Years Foundation Stage Curriculum

Seven areas of learning are: -

Personal, Social and Emotional Development

Communication, Language

Physical Development

Literacy

Mathematics

Understanding of the World

Expressive art and Design

Learning objectives for these curriculum areas -

Personal, Social and Emotional Development

This is the backbone of all the curriculum areas in the Early Years Foundation Stage. Early learning is based upon social environment and the opportunities and experiences we provide to each young individual. Personal, Social and Emotional Development helps each child become as independent as possible and will boost confidence to enable them to form good relationships with other children and adults within their environment.

Children will learn social skills and will begin to work as part of a group as well as independently. Children at The Centre are made to feel valued and emphasis is always put on what they **can do** and not what they are unable to do. Each child will gain self-esteem and be proud of their achievements. They will have opportunities to express their ideas and feelings, learn to take turns and learn to show respect to those around them.

Self-care skills such as personal hygiene and dressing and undressing are focussed on in this area and children are encouraged to become as independent as possible in these areas.

Children will have some awareness of various cultures and world celebrations. An important part of the Personal, Social and Emotional Development is the inclusion process into mainstream education and by promoting and supporting this at The Centre; we believe that we are providing the very best in this area of development.

Children will have opportunities to listen and respond to stories, rhymes, poems, songs and music. They will have opportunities to create their own stories, which will promote development of their imaginative skills. They will learn that words carry meaning and will begin to become familiar with their names and early key words.

Physical Development

Physical Development in the Early Years Foundation Stage is about improving skills of coordination, control, manipulation and movement. It enables children to have a better understanding of how the body works and what they need to do to be a healthy and safe individual. This area of development is of particular importance to us at The Centre. The children here are committed to making the most of their individual skills and to develop a better awareness of their capabilities. Each child at The Centre is very much valued as an individual and their abilities will always outweigh their disabilities. We believe in building a positive self-image and will help to develop self-confidence in each child, making them aware of their achievements and valuing themselves as important individuals.

Literacy

Books will be made available to each child to share in a group setting or on a 1:1 basis. They will learn to enjoy books and communicate their thoughts on shared stories. Each child will be given a Centre book bag to encourage borrowing a book from school. This enables each child to learn the concept of respecting the property of others. Each child will begin to communicate meaning by developing speech, writing and using symbols.

Mathematics

This area of learning includes counting, sorting and matching and enables children to further their understanding of number, measurements, pattern, shape and space. Mathematical understanding will be developed through stories, songs, games and imaginative play. Learning through play is an important factor in the early years and this is focussed on very much when learning mathematical skills. Simple number games and counting songs make learning maths an enjoyable experience. Water play and cooking activities are also very good for the development of mathematical skills, giving children an insight into weights, measures and capacity.

Understanding of the World

This area of learning focuses on children developing knowledge, skills and understanding to help them make sense of the world. Each child will be given opportunities to solve problems, make decisions, experiment, predict, plan and question. They will be able to explore and make discoveries about their environment, people and places. Information and Communication Technology is used in a variety of forms. The children have access to a computer with a variety of software to suit individual needs. Cameras are sometimes used by the children to take photographs and record information. Communication aids such as Big Macks and other augmentative aids are also used on an individual basis and in group settings such as story time. We value the outdoor environment and acknowledge the importance of allowing each child the opportunity to explore the wider environment. This could be on our sensory trail or educational visits.

This area forms the foundation for later work in science, design and technology, history, geography and information and communication technology (ICT).

Creative Development

This area of learning includes art, music, dance, role-play and imaginative play. Creative Development allows children to express their feelings in a personal and individual way. It is important for them to be able to express their imagination, whether it is through drawing, painting, movement or any other creative activity.



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Observations can be simple snap shots or they may be slightly longer observations. They can happen at any of time of the day. The observations are reviewed by the class teacher who marks which areas of the curriculum the child has achieved. The observations help the teacher fill out Development Matters (for Nursery Children and for Reception children who are not achieving on the profile) and the E- Profile. For some children it maybe also be necessary to complete the Developmental Journal. Any data completed should be shared with the child's mainstream setting.

Audience

This document relates to children in Key Stages 1 and 2. The children in the Early Years Foundation Stage follow the Areas of Learning and Development, which can be found in the school's Policy for the Early Years.

This policy document, after presentation to, and agreement by, the staff and Governing Body, is available to all teaching and non-teaching staff and the School Governors

Further Information

Useful Documents and Resources

DfES/QCA The National Curriculum Handbook for Primary Teachers 2000

DfES/QCA The Early Years Foundation Stage (planning) Ref:00012-2007PCK-EN

DfES/QCA Early Years Foundation Stage Profile Handbook (assessment) QCA/08/3657

DfES/QCA Supporting the Target Setting Process (revised March 2001)

QCA Planning, teaching and assessing the curriculum for pupils with learning difficulties

DfES Primary National Strategy 2006 Framework for Literacy & Mathematics