

Curriculum

The new Foundation Stage

Here at Broughton pre-school we follow the framework referred to as the 'The Early Years foundation Stage' set up by the DfES to support the learning of children aged 0-5 years (if you wish to obtain a copy of the framework you may do so by telephoning 0845022260 quoting 00012-2007PCK-EN or you can see an online version at <http://www.standards.dfes.gov.uk/eyfs/>)

'The quality of teaching and learning is outstanding. Staff have an excellent understanding of the Foundation Stage and attend training to update their knowledge.'

Ofsted 2007

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.	Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.	The environment plays a key role in supporting and extending children's development and learning.	Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
<p>1.1 Child Development Babies and children develop in individual ways and at varying rates. Every area of development – physical, cognitive, linguistic, spiritual, social and emotional – is equally important.</p>	<p>2.1 Respecting Each Other Every interaction is based on caring professional relationships and respectful acknowledgement of the feelings of children and their families.</p>	<p>3.1 Observation, Assessment and Planning Babies and young children are individuals first, each with a unique profile of abilities. Schedules and routines should flow with the child's needs. All planning starts with observing children in order to understand and consider their current interests, development and learning.</p>	<p>4.1 Play and Exploration Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.</p>
<p>1.2 Inclusive Practice The diversity of individuals and communities is valued and respected. No child or family is discriminated against.</p>	<p>2.2 Parents as Partners Parents are children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning.</p>	<p>3.2 Supporting Every Child The environment supports every child's learning through planned experiences and activities that are challenging but achievable.</p>	<p>4.2 Active Learning Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.</p>
<p>1.3 Keeping Safe Young children are vulnerable. They develop resilience when their physical and psychological well-being is protected by adults.</p>	<p>2.3 Supporting Learning Warm, trusting relationships with knowledgeable adults support children's learning more effectively than any amount of resources.</p>	<p>3.3 The Learning Environment A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.</p>	<p>4.3 Creativity and Critical Thinking When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.</p>
<p>1.4 Health and Well-being Children's health is an integral part of their emotional, mental, social, environmental and spiritual well-being and is supported by attention to these aspects.</p>	<p>2.4 Key Person A key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents</p>	<p>3.4 The Wider Context Working in partnership with other settings, other professionals and with individuals and groups in the community supports children's development and progress towards the outcomes of <i>Every Child Matters</i>: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic well-being.</p>	<p>4.4 Areas of Learning and Development The Early Years Foundation Stage (EYFS) is made up of six areas of Learning and Development. All areas of Learning and Development are connected to one another and are equally important. All areas of Learning and Development are underpinned by the Principles of the EYFS</p>

Personal, Social and Emotional Development

Learning how to work and play, co-operate with other and function in a group beyond their family. We believe that relationships, exchanges and communication are the basis of education



Communication, Language and Literacy

Talking and listening skills, enjoyment of books, songs, rhymes, poems, pre-reading and mark making skills. The use of drawing, writing, dance and drama encourage children to express their thoughts and feeling about a topic/theme.



Problem Solving, Reasoning and Numeracy

Recognizing patterns/ shapes, number, counting games/ song, sorting, matching etc. Children will gain these skills by hands on activities, enabling them to confident and confident in an exciting and stimulating curriculum.



Knowledge and Understanding of the World

All the experiences which help children to find out about the world in which they live in e.g. outings to the zoo, farm etc. pre-school themes, interest tables, craft and information communication technology. Pre-school provides an environment that provokes and supports a sense of wonder, experimentation, thinking, socialization and connections with nature and culture.



Physical Development balancing, hopping, using small and large equipment to climb, cycle etc. also included hand and finger control needed to paint, mark make and control scissors.



Creative Development

The devolvement of children imagination and their ability to communicate and express ideas creatively via music, dance, stories, rhymes, craft work etc.

