



# **Iminster Avenue Specialist Nursery School and Children's Centre**

## **Early Years Foundation Stage Policy**

**Date Agreed: 6<sup>th</sup> December 2016**

**Review Date: December 2017**

**Signed by:**

**Signature:**

**Governing body free to determine**

**Role of Signatory:**

## 1. Rationale

Ilminster Avenue Specialist Nursery School and Children Centre (IASNSCC) provides learning that works within the statutory framework for the early years foundation stage (EYFS), which sets out the standards that all early years providers must meet to ensure children develop well and are kept healthy and safe.

The EYFS states that:

‘Every child deserves the best possible start in life and the support that enables them to fulfill their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.’

The EYFS seeks to help children become ‘school ready’ and gives them a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Through the EYFS, IASNSCC seeks to provide:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind;
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- **partnership working** between practitioners and with parents and/or carers;
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

This policy should appear on the Setting’s website.

The EYFS specifies requirements for learning and development requirements and safeguarding and welfare. This policy therefore works in accordance with the Setting’s Behaviour, Equalities, Safeguarding and Child Protection and SEN policies.

## 2. Principles

EYFS adheres to these principles which are fully supported by our Setting:

- Every child is a unique child, who is constantly learning and can be resilient, capable, 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 there is a strong partnership between practitioners and parents and/or carers; and
- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.
- Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We will strive to create a high quality setting which is welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence. We will therefore safeguard our children; ensure the suitability of adults who have contact with our children; promote good health; manage behaviour; and maintain safeguarding records, policies and procedures.

### **3. Foundation Stage Curriculum Area: Communication and Language**

**National Curriculum Subject: KS1 English**

#### **Rationale**

We as a school recognise that the ability to communicate is fundamental to the development of every child's confidence and skills in expressing themselves, and to speak and listen.

#### **Aims**

Listening and attention

- To develop children's listening and attention skills in a range of situations

Understanding

- To give children the ability to follow instructions involving several ideas or actions

Speaking

- To support children to communicate effectively either verbally or non-verbally, and enjoy communicating with both adults and peers

#### **Guidelines**

Listening and attention

- We will provide a rich and stimulating environment.
- We will use a wide variety of teaching styles.
- We will engage children in rhyme songs and role play to help develop peer interaction, social skills and confidence.

Understanding

- We will help children develop their understanding through modelling, imitation and intervention.
- We will provide open-ended activities that prompt discussion and questioning.
- We will ask thought provoking questions giving them time to respond.

Speaking

- We will provide a total communication environment using object, pictures, symbols, signs, gestures and speech as appropriate.
- We will use a variety of different strategies e.g. thinking time, OWLing (observe, wait, listen) and mirroring.
- We will provide a communication rich environment to enhance the development of vocabulary
- We have a language support practitioner who works with children experiencing speech and/or language difficulties. Identified children will have additional support from a speech and language therapist.

#### **4. Foundation Stage Curriculum Area: Physical Development**

**National Curriculum Subject:** KS1 in Physical Education

##### **Rationale**

To provide opportunities for active and interactive experiences that engage children to develop their co-ordination, control and movement, both fine and gross motor. We will build an understanding of the importance of physical activity and self-help and encourage healthy choices in relation to food.

##### **Aims**

###### Moving and Handling

- To provide an inclusive physical environment for all children to explore freely.
- To develop confidence by providing challenging experiences in a supportive environment.
- To engage children through varied physical experiences.
- To encourage, motivate and practice physical skills.
- To stimulate children's intrinsic need to be active in their own learning.

###### Health and Self-Care

- To provide a safe, comfortable and warm environment that promotes sensitive physical contact and care.
- To encourage an understanding of the importance of good practice with regard to exercise, eating, sleeping and hygiene.
- To teach the safe use of resources and equipment.
- To promote and support the individual natural progression of toilet training.

##### **Guidelines**

###### Moving and Handling

- We will observe, assess and plan experiences with specific physical focus.
- We will encourage children to develop their physical skills in order to make marks (see our Literacy Policy)
- We will work in partnership with professionals to follow individual programmes.
- We will use a multi-sensory environment both inside and outside, with a variety of opportunities to promote physical development.
- We will provide the opportunity for children to experience forest school.
- We will use Sherborne Developmental Movement sessions for physical education in the Nursery School.

###### Health and Self Care

- We will have a shared ethos through training and quality of practice where supportive relationships are fostered.
- We will follow structure and routine with regard to exercise, eating, sleeping and hygiene.
- We will act as positive role models showing children how to, for example, wash hands.
- We will provide repeated opportunities to practice and develop techniques and skills when using resources and equipment.
- We will give time and praise to promote a positive experience when learning to use the toilet.

**5. Foundation Stage Curriculum Area:** Personal, Social and Emotional Development  
**National Curriculum Subject:** Personal, Social and Health Education, and Citizenship

**Rationale**

Personal, social and emotional development involves helping children:

- to develop a positive sense of themselves and others;
- to form positive relationships and develop respect for others;
- to develop social skills and learn how to manage their feelings;
- to understand appropriate behaviour in groups and independently;
- to have confidence in their own abilities

**Aims**

Making relationships

- To develop skills to allow children to play co-operatively and take turns with others.
- To develop an awareness of others ideas and how to work together.
- To show sensitivity to others needs and feelings
- To form positive relationships with adults and children.

Self confidence and self awareness

- To develop confidence and a feeling of safety to try new activities.
- To express preferences in activities through verbal and non-verbal communication, for example the confidence to communicate ideas, when they do or don't need help and how to access resources.

Managing feelings and behaviour

- To understand their own feelings and express them appropriately.
- To understand the feelings of others (empathy).
- To understand their own and others behaviour, and how it affects others.
- To understand how to work as a group/setting in different situations, and develop a sense of right and wrong.

**Guidelines**

- We will develop trusted and supportive relationships with children and families through the key person role.
- We will acknowledge and celebrate children's achievements.
- We will create opportunities for sharing and working together, and foster a sense of co-operation and trust.
- We will answer children's curiosity frankly and honestly.
- We will ensure positive behaviour in our relationships with children and one another.
- We will acknowledge children's emotions, teaching them and allowing them to express them in an appropriate manner.
- We will help children to develop an awareness of others feelings.
- We will foster an understanding that people have different needs, views, cultures and beliefs both in the school environment and wider community which should be respected.
- We will have consistent boundaries of behaviour which are and are not acceptable and explanations of why.

- We will encourage children to contribute to their own well-being and self-control, build resilience and problem solve.
- We will help children progress along the continuum from dependence with dignity towards independence.
- The children will learn to care for resource, i.e. using equipment appropriately and tidying it away.
- We will provide the appropriate support to enable children to cope with different events, social situations and changes in routine, e.g. PECS, symbols, verbal encouragement.
- Staff will treat all children with dignity and respect when assisting with personal needs.

## **6. Foundation Stage Curriculum Area: Literacy**

**National Curriculum Subject:** KS1 English: Reading, Writing

### **Rationale**

We, as a setting, recognise the importance of giving every child the best possible start with the development of early reading and writing skills.

### **Aims**

#### Writing

- To provide the opportunities to access activities to develop mark making/writing using a range of media both in the indoor and outdoor environment..  
Early mark marking skills are linked to physical development (see Policy for Physical Development: Moving and Handling)

#### Reading

- To provide a visually rich and stimulating environment in order to promote children's enjoyment of books and early reading skills.

### **Guidelines**

#### Writing

- We will provide a breadth of opportunities to develop early mark making/writing skills during adult and child initiated times.
- We will ensure children have exposure to the written word.  
Modelling of writing by adults is paramount in helping children to develop their writing skills.
- We will motivate children to make marks/write and celebrate their achievements.
- We will use letters and sounds as a tool to develop these skills

#### Reading

- We will provide a language rich environment using a broad range of media.
- We will provide a stimulating range of resources including Makaton symbols, computer generated and hand written text, sensory books, magazines and story sacks
- We will provide children with opportunities to listen to stories with both adults and peers, and model the process of reading.
- We will provide a book share and book club scheme to support reading at home.

## **7. Foundation Stage Curriculum Area: Mathematical Development**

**National Curriculum Subject:** KS1 in Mathematics

### **Rationale**

- Mathematics is fundamental to a child's understanding of the world.
- Mathematics provides children with opportunities to develop their skills in investigating number and shape, space and measure.
- Mathematics enables children to explore problem solving.

### **Aims**

- To promote a positive attitude towards mathematics that will enable children to enjoy their learning experiences.
- To develop children's confidence in their mathematical play and understanding.
- To provide opportunities for enquiry based learning, and to explore concepts that are meaningful for the children.
- To develop and extend children's knowledge and skills in counting, understanding and using numbers, and calculating.
- To develop and extend children's knowledge and skills in shape, space and measure, using and creating patterns, and comparing quantities.

### **Guidelines**

- We will value all children's contributions to mathematical learning.
- We will model and encourage mathematical learning and play.
- We will provide a safe and secure environment that enables children to participate without fear of failure.
- We will celebrate children's engagement in the process of problem solving.
- We will offer a variety of everyday objects and resources which allow children to investigate mathematical reasoning.

## **8. Foundation Stage Curriculum Area: Knowledge & Understanding of the World**

**National Curriculum Subject:** KS1 in History, Geography, Science, Design Technology, ICT

### **Rationale**

Understanding the world involves guiding children to make sense of the world in which they live. To develop a sense of the physical world and their community through opportunities to explore, observe and find out about people, places and technology, passage of time, technology and the environment.

### **Aims**

- To enable children to communicate about past and present events in their own lives and in the lives of family members.
- To nurture an enthusiasm for exploration, discovery and to develop observation and enquiry skills.
- To help children appreciate and empathise with the similarities and differences between themselves and others.
- To recognise and talk about similarities and differences in relation to places, objects, material and living things.
- To encourage curiosity and questioning about why things happen and how they work.
- To be aware of and use a wide range of technology selected for different purposes.
- To extend each child's understanding of the world through staff modelling vocabulary, using appropriate questioning techniques to encourage children to explore and develop their thinking.

### **Guidelines**

#### People and Communities

- We will build strong relationships with our children and families, and provide plentiful opportunities to invite them into school to share their cultures, traditions and celebrations.
- We will encourage an awareness of the passage of time through daily/weekly routines and familiar events.
- We will model appropriate words and phrases related to time and the passing of time and give children regular opportunities to recall and anticipate events.
- We will invite a range of interesting visitors from the local community to visit our school.
- We will make the school environment welcoming to all, with a variety of resources reflecting diversity.
- We will provide opportunities for children to share their learning and memories through display, class books, video, photographs and role play.

#### The World

- We will provide a stimulating environment that encourages each child to engage with the natural world.
- We will continue to develop and follow the Forest Schools Programme to allow children to experience many elements of the natural world.
- We will provide many opportunities for each child to plant and care for things that grow.
- We will give opportunities for the children to explore and investigate changing materials such as cooking activities and messy play.

#### Technology

- We will provide a range of materials and objects to play with that work in different ways for different purposes, e.g. egg whisk, torch, other household implements, pulleys, construction kit and tape recorder.
- We will provide a range of programmable toys, as well as equipment involving ICT, such as iPads, SMART boards and computers.

## **9. Foundation Stage Curriculum Area: Expressive Arts and Design**

**National Curriculum Subject:** KS1 in Art and Design, Music

### **Rationale**

We, as a setting, recognise that expressive arts and design is important to:

- Enable children to explore and play with a wide range of media and materials, and techniques.
- Provide opportunities and encouragement for children to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play and design & technology.

### **Aims**

- To experience and participate in a range of artistic, musical and imaginative experiences.
- To provide practical experiences encouraging the use of gesture, signing, symbols and the use of descriptive language to enable children to express feelings.
- To provide children with opportunities to use their skills, and explore concepts and ideas through their representations.
- To offer a range of different experiences in music styles and art, and how to reflect their cultural heritage.
- To make children aware of the need for safety and care when selecting and using media and materials.
- To stimulate and extend children's thinking to expand the use of their imagination.
- To enable children to express and enjoy their creativity.

### **Guidelines**

- We will model techniques and skills so children become independent and competent, selecting and using resources safely.
- We will provide a range of experiences to support role-play, story-telling, sensory and world music.
- We will give constructive feedback about children's work, encouraging evaluation of their own and others contributions.
- We will give them the opportunity to re-visit their work.

### **10. Review**

This policy should be reviewed annually.

