

The Curriculum

The children's learning is based on guidance from the Statutory Framework for the Early Years Foundation Stage 2012.

We look at **how** they learn, as well as **what** they learn.

'Characteristics of Effective Learning' (how they learn)

Throughout the session children will be encouraged to develop **fundamental learning skills** which apply to all types of activity. These will include

- **Curiosity** - being willing to investigate and try something new
- **Concentrating and persevering** to reach their aims
- **Working things out** and thinking of their own ideas
- **Being proud of their achievements**

This will be supported by giving children **time to explore and experiment**, by asking them to **keep trying** or **think of another way** to do it if it is not working and by showing them different techniques. We will also recognise that the **effort and thinking** that has gone into the activity is more important than the end result.

Playing and Exploring, Active learning, and Creating and Thinking Critically support children's learning across all areas

There are **7 Areas of Learning** in the statutory framework for the Early Years Foundation Stage 2012.

These are divided into **3 Prime Areas and 4 Specific Areas (what they learn).**

Prime Areas

Personal, Social and Emotional Development

Communication and Language

Physical Development

Specific Areas

Literacy

Mathematics

Understanding the World

Expressive Art and Design

Personal, Social and Emotional Development

Children need to be a **valued** member of the community with an **enthusiasm for learning** and **confidence in their abilities**. They will be encouraged to be **independent** in their thinking and **responsible** with resources and possessions. They will learn how to **play co-operatively**, treat others with consideration and **respect** and **concentrate** on their own or as part of a group.

Communication and Language

Children will be encouraged to **talk and communicate** freely with adults and other children. Discussion in small or large groups will help them to **listen carefully**, **explain their thinking** and **extend their vocabulary** and use of tenses. Listening to stories will give them opportunities to **join in** with repeated phrases, to suggest what may happen next and to **remember** what they have heard. They will also be encouraged to ask and answer **questions** and to **respond to instructions**.

Physical Development

Children will practise gross motor skills using their **whole bodies** (such as jumping, climbing, running etc) and to develop the **control and coordination** needed for throwing and catching or balancing. They will also practise fine motor skills using mainly their **hands and fingers** (such as cutting, drawing, moulding, joining etc). They will learn about **staying healthy** and how to keep themselves (and others) **safe**.

Literacy (Reading and Writing)

Children may extend their interest in reading by **looking at books** by themselves, or by learning to **recognise their own name** or common logos. They will also learn to recognise **rhymes**, to **hear and say sounds** in words and **begin to link sounds to letters**. There will be many opportunities for **mark-making**, developing the skills needed to create pictures and letters.

Mathematics

Children will develop their understanding of **number, measurement, pattern, shape** and space in a broad range of contexts. They will practise **counting, sorting, matching and problem solving** through games, activities, songs and stories. They will become familiar with the language used to **describe size, shape, position** and number operations such as adding and taking away.

Understanding of the World

Children will have opportunities to **explore and find out** about their **local environment** and the **people and places** that are important to them. Through a wide range of books and other resources children will gain an understanding of how other people live as well as an **awareness of the diversity** within the **natural world**. They will experiment, predict, plan, question and investigate in many different situations and begin to **develop computer skills**.

Expressive Arts and Design

Children will have opportunities to **express and share their own ideas** through **art and design, music and dance, stories, imaginative and role play** - both on their own and as part of a group. They will be encouraged to explore and experiment using many **different materials** and techniques to make **models** or produce craft work, **making choices** and expressing opinions. They will also be encouraged to come up with their **own solutions** to problems.

What are Development Matters and Early Learning Goals?

Development matters are small steps of learning that lead to the ...

Early learning goals which set out what most children are expected to achieve by the end of the Foundation Stage (end of Reception year) and help practitioners who work with children aged 2 - 5 to focus on what children need to learn.

Will these goals put pressure on my child and lead to anxiety?

No! Most of the time the **children will be choosing what they want to do** and the **adults will sensitively support them** to learn new skills or increase their understanding.

How do you record my child's progress?

Staff are **always on the lookout for new achievements** and will write brief post-it notes or take photographs to record them. These will go into your child's learning journey, along with examples of their creations, to give a wonderful picture of their development.

You can help by bringing in photos or artwork that your child has done at home - your child's keyperson can then add them to the learning journey.

This link will take you to **a very good guide for parents** - lots of useful information on children's development and what to expect when!