

Starting Nursery: EYFS Curriculum



HELLO PARENTS!

This E-book is all about the Early Years Curriculum your child will follow in Nursery.



THE EARLY YEARS CURRICULUM

In Nursery, we follow the Statutory Framework for the Early Years. We also refer to the Development Matters Guidance and Birth to 5 Matters. These are national guidance documents used by early years educators from birth to 5.



It's aim is to educate the 'whole child' through hands on fun experiences and prepare them for their next stage of learning.

Aims of the Foundation Stage

Development of the basic skills to help them learn throughout life.

The Curriculum is divided into 7 areas of learning.

1. Personal, Social and Emotional Development.
2. Communication and Language
3. Physical development
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

“
Education is
the most **POWERFUL**
WEAPON
which *you* can use
to *change*
the **WORLD.**”

-Nelson Mandela

The Three Prime Areas

These areas lay the foundations for children's success in all other areas of learning and of life.

The prime areas are fundamental to children's successful learning in the specific areas so we do a lot of learning around these areas.

These are the areas we will mainly focus on in Nursery



THE THREE PRIME AREAS...

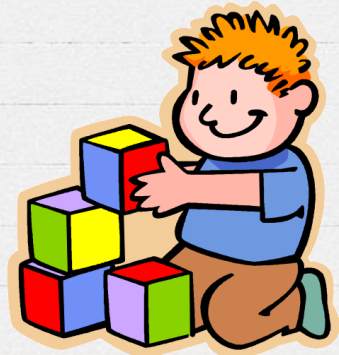
Personal, Social
and Emotional
Development



Physical
Development



Communication and
Language





Development can only
 take place when children are
 actively involved,
 when they are occupied with a
 high, non-stop degree of concentration,
 when they are interested, when they
 GIVE THEMSELVES completely,
 when they use all their
 (mental)
 abilities
 to invent and
 MAKE new things
 and when this gives them a high degree of
 satisfaction and pleasure.

Ferre Laevers

Personal, Social and Emotional Development



PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

This area has three sections:

Building Relationships

Self-Regulation

Managing Self

We support this area of learning in a range of ways:

Adults playing with the children and supporting them to work together

Adults modelling good relationships

Talking about being a good friend

Opportunities to work in pairs and small groups

Our Daily Routines

Our Golden Rules and Rewards

Taking turns, working together and solving differences through play.

We teach and encourage the children how to manage their own self care - putting jumpers on, going to the toilet, using cutlery etc.



The *ability* to
communicate
- is a -
beautiful
gift.

Communication & Language



COMMUNICATION AND LANGUAGE

This area has two sections:

- Listening, attention and understanding
- Speaking

We support this area of learning in a range of ways:

- Talk in play with children and adults
- Read lots of stories and ask questions
- Asking children questions
- Asking children to explain why they think something
- Modelling this
- In our daily routines when we follow instructions
- Encouraging the children to share their views and opinions.
- Encouraging them to talk to other children and adults (this helps them widen their vocabulary)
- Encouraging them to speak in a full sentence (this helps their writing later)



"We see that the development
of the hand is connected with
the development of the
intelligence in man and if we
look at history, it is connected
with the development of
civilization."

MARIA MONTESSORI, THE ABSORBENT MIND



Physical Development

PHYSICAL DEVELOPMENT

This area has two sections:

- Gross Motor
- Fine Motor

We support this area of learning in a range of ways:

We do a lot of Moving and Handling outside whether this be rolling the tyres, balancing on beams or painting with water (this builds core body strength ready to sit and write in later life)

We also provide lots of opportunities to handle small items and objects (this builds up wrist and finger muscles to prepare for pencil hold later)

Using a wide range of outdoor resources, such as balls to develop hand-eye co-ordination

The Specific Areas

These areas provide the range of experiences and opportunities for children to broaden their knowledge and skills.

In Nursery we do this through book topics, such as Dear Zoo or Handa's Surprise, where we plan a range of activities linked to the book or follow the children's interests in the topic.



THE SPECIFIC AREAS...



Literacy

Understanding
the World



Maths



Expressive Arts
and Design



LITERACY

This area has three sections:

- Comprehension
- Word Reading
- Writing

We encourage the children to read and write in their play so it is meaningful to them but we also teach and model specific knowledge and skills through individual and group activities.

To support your child's reading and writing, we begin to develop phonological awareness, helping the children to 'tune their ears in' to hear and differentiate between sounds around us and, when the children are ready, we build on this to help them hear the sound at the start of their name and then in other words. We will give you more information on this in September.

Also, when the children are ready, we have daily adult-led activities to teach specific skills in reading and writing, at an age appropriate level, which focuses on each individual child's next steps.



If you read just one book a day to your child, they will have been read 1825 books by their 5th birthday.

Every Book Counts

Literacy





GO DOWN
DEEP ENOUGH INTO
ANYTHING AND
YOU WILL FIND
Mathematics.

Dean Schlieter

Mathematics



MATHEMATICS

This area has two sections:

- Numbers
- Numerical patterns

Maths is everywhere in the children's provision both indoors and outdoors. Through play, we encourage and teach mathematical language and skills.

5

Is more than a number!



When the children are ready we deliver daily adult-led activities to teach specific skills in mathematics which focuses on each individual child's next steps. This may be as a group or individually.

Initially we focus on recognising the numbers to 5 and ensuring that the children have all the mathematical understanding, which goes with this, such as knowing 5 objects will always be the same even if they are arranged differently, knowing 5 is more than 2 etc. Counting accurately one to one. Knowing the important concepts of more, less and the same.



The **wider** the range
of **possibilities**
we offer **children**,
the more **INTENSE** will be
their **MOTIVATIONS**
and the **RICHER** their
EXPERIENCES

Loris Malaguzzi



Understanding the World

UNDERSTANDING THE WORLD

This area has three sections:

- Past and Present
- People, Culture and Communities
- The Natural World

We support this area of learning in a range of ways:

Talking about things that happened in the past and comparing them to the present.

Carpet times when we learn to speak in a group and listen to others

Through our Topics

Through stories

Through our talk with the children

Exploration outdoors, planting seeds

“**CREATIVE** people
are **CURIOUS**, **f(lexible)**,
PERSISTENT,
and **independent** with a
TREMENDOUS SPIRIT
of *adventure*
& a *love of play.*”

HENRI MATISSE

Expressive Art and Design



EXPRESSIVE ART AND DESIGN

This area has two sections:

- Creating with Materials
- Being imaginative and Expressive

We often see this area of learning throughout the children's play.

The children have access to a wide range of craft media and materials to plan, make and create.

Children talking about their creations.

This area interweaves skills from lots of different areas including physical development, communication and language, literacy and mathematics.

LEARNING...

Not all children learn in the same way or at the same rate.

They will have the opportunity to learn through:-

Adults intervening in their play and adult directed tasks.

From their peers and their own ideas.

From exploring and investigating independently



We plan weekly our adult-led activities as well as the indoor and outdoor provision based on the topic and the children's interests and next steps.



Outdoor Learning

OUTDOOR LEARNING...

In Nursery, the children will have a daily outdoor experience. This may be in a specific play area or perhaps by taking part in nature walks or a focused literacy or maths tasks.



*Creativity:-
You would be amazed what a stick can be - a wand, a sword, a broom. The possibilities are endless!*

The children will also have the opportunity to guide their own learning through personal interests which may become evident in the outdoors.



OUTDOOR LEARNING...



Playing and **learning outside** helps children to understand and respect nature, the environment and the interdependence of humans, animals, plants, and lifecycles. ... Our **outdoor** environment offers enough space and therefore is particularly **important** to those children who **learn** best through active movement.

Children need to remain active throughout the day; promoting **outdoor play** allows them to get fresh air and explore their environment more. Hands-on **learning**, the natural environment and loose parts in the **outdoors** stimulate **children's** senses through what they can see, hear, feel and smell.

The Characteristics of Effective Learning

'What children learn is important, but how children learn is even more important if they are to become learners in today's society.' Helen Moylett

The characteristics focus on the process of learning and empowers children to be confident, life-long learners.

The characteristic underpins our Growth Mind Ethos at West End.



The Characteristics of Effective Learning

Playing and exploring – children investigate and experience things and are willing to have a go.

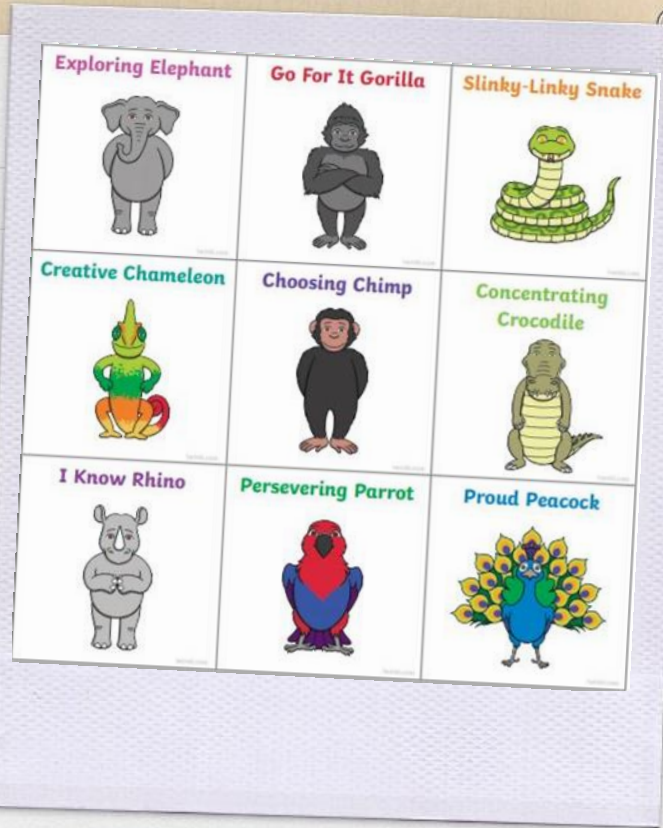
Active learning – children concentrate and keep on trying when they encounter difficulties and enjoy their achievements.

Creating and thinking critically – children have and develop their own ideas, are able to make links between ideas and develop a range of strategies for doing things.

We use our Growth Mindset animals to help the children understand how they are learning and what skills they are using.

Don't be surprised if your child comes home and says I am a Persevering Parrot.

It's good news and you can be a Proud Peacock!



GOODBYE FOR NOW...

We hope this E-book has given you some understanding of the EYFS Curriculum and what your child will be learning with us. We will share more information on the curriculum when your child starts.

Thank You

Miss Porter, Miss Nancekivell and Mrs
Graham

