



Registered Charity No: 1130840
School Mead, Abbots Langley, Hertfordshire WD5 0LB

Curriculum

The Early Years Foundation Stage

From September 2012 the EYFS sets the standards for learning, development and care for children from birth to five.

The aim of the EYFS is to provide quality and consistency, a secure foundation, partnership working and equality of opportunity.

The learning and development requirements cover the areas of learning and development, the early learning goals and assessment arrangements.

The EYFS sets out the minimum safeguarding and welfare requirements.

Everyone who works with children in the early years will be working towards the EYFS themes and principles, providing consistency between all childcare settings.

EYFS Themes and Principles

- A Unique Child

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

- Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

- Enabling Environments

The environment plays a key role in supporting and extending children's development and learning.

- Learning and Development

Children develop and learn in different ways and at different rates, all areas of learning and development are equally important and interconnected.

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Learning and Development (curriculum)

The Childcare Act 2006 provides for the EYFS Learning and Development requirements to be made up of the following elements:

1. Early Learning Goals:

The knowledge, skills and understanding which young children should have acquired by the end of the academic year in which they reach the age of five.

2. The Educational Programmes:

The matters, skills and processes that are required to be taught to young children.

3. The Assessment arrangements:

Assessing young children to ascertain their achievements.

There are six areas covered by the Early learning Goals: These are split into three prime areas and four specific areas.

The Prime Areas:

1. Personal, Social and Emotional development - self confidence and self-awareness, managing feelings and behaviour, making relationships
2. Communication and Language - Listening and attention, understanding, speaking
3. Physical development - Moving and Handling, health and self-care

The Specific Areas:

1. Literacy – reading and writing
2. Mathematics – Numbers, shape, space and measures
3. Understanding the world – people and communities, the world, technology
4. Expressive arts and design – exploring and using media and materials, being imaginative

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None of these areas are delivered in isolation; they are equally important and depend on each other to support a rounded approach to child development.

At Breakspeare Pre-school we achieve this through planned, purposeful play with a mix of child initiated play and adult led play.

Each week we provide a range of different toys and activities for children to experience. Including mark making, small world, role play, malleable, physical and creative activities.

Ideas and activities the children suggest are recorded and where possible incorporated into the following weeks plans.

Daily we have a snack time, a tidy up time, a singing time, a circle time and a story time.

Within each activity there are many learning goals that can be achieved and extended with the help of staff and other children.

With sensitive interaction and questioning staff will help each child work towards these goals.

Staff plan these goals each half term.

Observations are regularly made and recorded against an assessment sheet in a child's scrap book. We use photographs and written notes to record children's achievements.

Each week there is an adult led focus activity that children are encouraged to participate in.

Plans for activities and next steps for each child are recognised and planned for each half term at the Medium Term Planning meeting.

Further information about the EYFS can be found at www.everychildmatters.gov.uk

This policy was adopted at a meeting of Breakspeare Community Pre-School held on:

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Signed on behalf of the Committee:

(name):

Signature:.....

Pre-School Leader (name):.....

Signature:.....

This policy will be reviewed annually in September

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