

Early Years' Curriculum Handbook





The Early Years (EY)

This is an important stage of children's education in its own right and it has its own guidance and curriculum which span the years from birth to five years of age. Our curriculum was revised following a national consultation and came into effect from September 2021.

The principles which guide our work in the Early Years are grouped into four themes:

A Unique Child – every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships – children learn to be strong and independent through positive relationships.

Enabling Environments – 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 carers.

Learning and Development – children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

Play is of vital importance and the guidance stresses this need.

'Play underpins all development and learning for young children...and it is through play that they develop intellectually, creatively, physically, socially and emotionally.'

(Guidance for the Early Years Early Years – Setting the standards for Learning, Development and Care from birth to five.' DCSF publications 2008)

How do Fairfield Early Years children learn?

The children's learning is centred around the **Characteristics of Learning**

Playing and Exploring - *engagement*

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active Learning - *motivation*

Being involved and concentrating
Keeping on trying
Enjoying achieving what they set out to do

Creating and Thinking Critically - *thinking*

Having their own ideas
Making links
Choosing ways to do things.





What do Fairfield Early Years children learn?

There are seven areas of learning in the revised EYFS.

There are 3 **Prime Areas**, these are:

Personal, Social and Emotional Development

Children are provided with experiences to support them in self-regulation to understand their own and others' feelings. They will learn to manage these feelings through individual control such as waiting for something they want, setting their own goals, and following instructions.

They will learn to manage themselves, be independent, resilient and persevere, knowing right from wrong. They will manage their own hygiene needs; dressing, washing hands and toileting.

These skills will help them in making relationships and attachments with adults and children where they are sensitive to other's needs.

Communication and Language

Children's learning and competence in listening and attention and understanding, as well as speaking is supported and extended. Children are given opportunities, encouragement and confidence to use their skills in a range of situations and for a range of purposes.

Physical Development

Children are given opportunities to be active and interactive and to improve their fine and gross motor skills of coordination, control, manipulation and movement. They practice their self-care skills and develop an understanding of keeping safe and healthy. They must have opportunities to develop an understanding of the importance of physical activity and making healthy choices in relation to food.



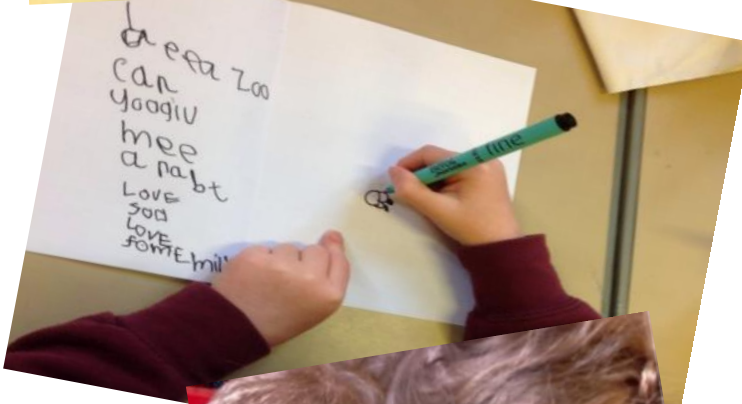


There are **4 specific areas**, these are:



Literacy

Children are supported in developing their reading and writing skills. Children should be read to and encouraged to develop the skills that will enable them to begin to read and write. Children learn to use their phonic knowledge to read and write simple sentences. Children are given opportunity, encouragement and confidence to choose to use their skills in a range of situations and for a range of purposes.



Mathematics

Children are supported in their understanding of numbers, shape, space and measures in a broad range of contexts. They can explore, enjoy, learn, practise and talk about their developing understanding. Children learn to use numbers to 10 and count to 20. They will also use mathematical vocabulary to problem solve, such as more, less, addition and subtraction, halves and doubles. Through practical activities, comparisons of shape, space and measure are made, using vocabulary as well as their ability to question and problem solve.



Understanding of the World

Children are supported in their understanding of past and present, people, culture and communities, as well as the natural world. They will explore stories and directly encounter creatures, people, plants and objects in their natural environments and real-life situations; undertake practical experiments; and work with a wide range of materials.





Expressive Arts and Design

Children are provided with opportunities to be use materials and to be imaginative and expressive – to explore and share their thoughts, ideas and feelings through a variety of media and materials, including art, music, dancing, imaginative and role-play activities, mathematics, and design and technology.



How will my child learn?

Throughout the Early Years we aim to provide a happy, caring and stimulating environment where children have the opportunity to mix with other children and adults, become increasingly independent and continue to develop a positive attitude to themselves and learning. We want them to enjoy school! Our expectations for all behaviour and we aim to ensure that all children reach their full potential.



Continuous Provision

Children work and play in carefully resourced and organised areas which are planned to develop all seven areas of learning. The children may choose where and what to work with and they will also be encouraged to take part in some activities led by adults. In all cases the adults use their knowledge of the Early Years' curriculum, how children learn and their knowledge of the individual children and their needs to support their learning and development.

These areas of provision will be enhanced at times, adding materials and prompts to support development of deeper learning. This approach begins in Nursery and continues in Reception where the children extend their learning through play and carefully planned provision.





The Focus Curriculum

Both Nursery and Reception follow a cycle of Focus Books. These books are linked to whole school strategies for teaching Literacy through *Talk for Writing*. All children follow a cycle of Maths planning which allows for skills to develop in a natural order and in a practical and fun way through linking maths to other learning.

The Outdoor Curriculum

At Fairfield Primary School we believe that outdoor play has many benefits for young children. The children have access to a secure outside area where all areas of the curriculum are developed; extending the learning that takes place indoors. This has a positive impact on children's sense of well-being and helps all aspects of children's development.



Some things can only be experienced directly and are, therefore, best learned outside; being outside gives children first-hand contact with weather, seasons and patterns in our exciting natural world.

Outdoor learning supports children who learn best through activity or movement. It supports the development of healthy and active lifestyles. It offers opportunities for doing things in different ways and on different scales other than when indoors.



Children have the freedom to explore, use their senses, and be physically active and exuberant. It allows children the freedom to make their own decisions and experiment within limits, develop their creativity and problem solving skills and provides opportunities for imagination, inventiveness and resourcefulness.





All children at Fairfield School also experience **Forest School** each year.

Our Early Years children use a small area of the top field which has been designed to introduce the underlying principles of forest school in a space on the school site. This is led by a member of Early Years staff and undertaken in very small groups to prepare the children for safe use of our sites in Set Murphy Woods.



We believe an outdoor environment should be:

- Welcoming
- Exciting and stimulating.
- Safe, secure and accessible so that children can move freely between the indoor and outdoor environments.
- Offer protection from extreme weather conditions through the provision of shade and shelter.

Parent and family Learning



We encourage parents and families to be part of our learning. In the first term you are invited to a Stay and Play session to share play with your child and meet their friends. We may invite you in to share special skills or experiences with the children so they learn about how people have different interests and roles in life. We also have a Mystery Reader slot most weeks where you may come to read your child's favourite book to the children.

Observational Assessment and Planning

Throughout the Early Years, staff will observe the children as they play and we use our observations to plan suitable experiences and learning opportunities for the children both as groups and as individuals. This is recorded on Class Dojo using the Class Story for whole class news as well as within a personal Portfolio section on Class Dojo. You are encouraged to add your own photos and observations too so a picture of the whole child is built by school and family in partnership. This allows us to recognise and celebrate successes outside school too. If there is something you do not understand, please do not hesitate to ask. The overall aim is to build a process which allows us to work more closely with families.

We take photographs of the children when working and playing. These are used for learning journals, displays in the classroom and to make books and slideshows on the computer. The school website photos of the children are also displayed here. (www.fairfieldprimary.co.uk). you will be asked to complete a consent form for 'Photography and the use of images of pupils' and your wishes regarding photographs of your child will be respected.





How will I know if my child is making progress?

All of Fairfield pupils have a Class Dojo account. You will be able to view this all times. You will see learning taking place through the *Class Story* as well as individual suggested activities and celebrations of successes on your child's *Portfolio*. Once in Reception, there will be weekly activities provided.

In addition, you will receive a settling in report, be invited to two Parents meetings, receive half termly summaries showing areas of learning where your child is "on track", or not yet "on track" and an end of year report.