

Early Years Foundation Stage

EYC360 on a page

Intent: Why? To deliver the content of the Early Years Foundation Stage statutory framework, giving children an excellent foundation and enabling them to flourish as **Explorers and Active Learners, Creative and Critical Thinkers, Relationship Builders, Carers of our World** and ultimately flourish as **Inspiring Changemakers**.



CREATIVE AND CRITICAL THINKERS IMPLEMENTATION:

- Open ended resources are available which encourage creativity and problem solving.
- Children are encouraged to set goals, make plans and review their own progress and successes.
- The environment allows for children to take controlled/ safe risks, testing out ideas and evolving ideas.
- Photographs, digital learning journals and displays encourage children to reflect on their learning.
- Quality interactions enable children to extend their ideas through sustained discussion.
- Staff help children explore ways in which they can come up with their own ideas and explanations.
- Children are offered many experiences and opportunities to play freely, explore, investigate and experiment.
- Independent thoughts and explorations are recognised and celebrated through displays.

IMPACT: Children are confident to try new activities, take risks and think creatively. They practise and consolidate their growing knowledge through planned, focused learning and child-initiated play. They develop their own ideas, solve problems and reflect on outcomes.

CARERS OF OUR WORLD IMPLEMENTATION:

- Children are given opportunities to learn about people and places.
- Stories and resources reflect a diverse society.
- Planned themes allow children to learn about the traditions and lifestyles of people from other backgrounds and cultures.
- Children visit the local community through planned trips.
- Children are given opportunities to meet with and speak to people within the community.
- Links are made with charities such as Edukid.
- Vocabulary linked with the diverse world is used and modelled.
- Adults model how to care for living things.
- Children take part in fundraising events and activities to support the local community.
- Children explore a range of interesting artefacts and natural objects to foster curiosity and respect diversity.
- Children have access to globes, atlases and books about people and places around the world.
- Children reduce, re-use and recycle, e.g. junk modelling, composting and have access to the garden and outdoor environment to learn about the natural world.

IMPACT: Children understand what it means to belong to home, school, local and national communities. They know how to care for and protect our world. They recognise the importance of taking their learning outside and exploring the natural world with all their senses.

EXPLORERS AND ACTIVE LEARNERS IMPLEMENTATION:

- High quality interactions enable children to actively explore processes, develop language and meet their next steps. Staff model how to be motivated, active learners by investigating, exploring and asking questions.
- High quality provision and stimulating resources promote curious child-initiated learning where new skills and knowledge are developed..
- Practical experiences are implemented to engage and inspire learning and Changemaker Challenges are planned to give children new experiences.
- Topics are planned to encourage awe and wonder and to ensure progression towards meeting and mastering the ELG's.
- Indoor and outdoor spaces are zoned and ranges of resources are arranged to encourage independent, curious learning where children can plan and design their own activities.
- Resources are open-ended to encourage active learning and exploration

IMPACT: Children are independent, curious learners who love to explore. They engage in new experiences and respond by asking meaningful questions.

RELATIONSHIP BUILDERS IMPLEMENTATION:

- Children are loved and nurtured and celebrated as unique and valuable individuals and positive relationships are established with families.
- The language of character is used to encourage positive conduct and relationships with others.
- Children are recognised when they demonstrate character virtues.
- Children are supported to help them understand and manage their feelings. And clear and appropriate boundaries and routines are established.
- There are high expectations for positive behaviour and courtesy. Staff help children play alongside others and build positive relationships with their peers.
- Children are taught how to resolve conflicts.
- Displays enable children to celebrate their achievements.
- A range of books allow children to develop an understanding of people, relationships and emotions.
- The environment enables children to follow their interests so that they feel they are valued and that they 'belong'.
- Children are involved in planning the environment and provisions.

IMPACT: Children develop awareness of themselves and of how they learn, play and live alongside others. They are aware of their personal positive strengths (virtues) and are able to put these into practice.