

Madeley Nursery School

Bridle Road, Telford, TF7 5ET, UK



Delivering the Seven Areas of Learning and Development **July 2017**

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Early Years Foundation Stage – seven areas of learning and development

At Madeley Nursery School we ensure that all children have access to a broad and rich curriculum that gives them opportunity to reach their potential in all areas of learning and development identified in the Early Years Foundation Stage.

It is the responsibility of each key worker to summarise children's progress and achievement in each of the seven areas every term and work with parents / carers to identify next steps for each child. (See assessment policy, SEN policy statement) The senior leadership team and governors analyse the data generated by these summative assessments and use this to ensure that future learning, teaching and planning promote excellent standards of achievement, attainment and progress for all children in each area of the curriculum through targeted school improvement activity.

The short term planning for the whole nursery is considered against the requirements of the Early Years Foundation Stage to ensure learning and teaching opportunities are identified in each of the seven areas of learning and development.

Within this policy text that is in *italics* within a border is taken directly from the statutory framework of the Early Years Foundation Stage, and development matters practice guidance.

The EYFS is made up of seven areas of Learning and Development. All areas of Learning and Development are connected to one another and are important, however there are three prime areas crucial to provide a strong basis for all learning and development, these are;

- communication and language;
- physical development; and
- personal, social and emotional development.

There are also four specific areas, through which the three prime areas are reinforced and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

Although these are presented as separate areas, it is important to remember that for children everything links and nothing is compartmentalised.

The Prime Areas

Communication, Language

At Madeley Nursery School we believe that Communication and Language Development is about:

- a broad agenda that includes speech, language and communication,
- building on children's inherent drive to communicate and make sense of the world,
- building effective respectful partnerships with parents and carers where understandings, aspirations and ideas about children's developing communication and language skills are shared and discussed, (see statement on parental involvement).
- recognising that communication and language is of fundamental importance to learning,
- recognising the intrinsic link between social skills and experience and communication, language and literacy development,
- a rich communicative environment is best to promote communication and language,
- appreciating children's theories and perspectives which may be different from those of an adult,
- knowing and building upon every child's unique level of confidence and competence in all aspects of communication and language,
- valuing different types of communication and languages,
- celebrating and promoting everyone's first language,
- knowing and valuing that there are a myriad of non-verbal languages including the expressive arts,
- developing reasoning skills; forming explanations, clarifying ideas, justifying views and actions, making choices and decisions,
- developing evaluation skills; evaluating ideas, developing and applying criteria, making confident judgements about their own work and that of others,
- being able to listen well,

- having confidence to experiment with new ideas and communicate with others in small and larger groups without fear of making mistakes,
- enjoying the rhyme and rhythm of language, the process of communication,
- understanding the developmental stages of speech, language and communication development and to recognise and support any specific areas of speech, language and communication development that are at risk of delay,

The role of the educator is to

- celebrate and promote communication and language development with parents / carers, children and each other,

"It is that communication and language are best learned in a rich communicative environment. In effective early years settings practitioners will be good communicators themselves and will ensure that communication between children and between children and adults is purposeful and related to children's interests and needs. In these settings children have as many opportunities as possible to initiate and maintain communication, and their communication is acknowledged and respected. Their voices are listened to and welcomed. Most of all, these are settings in which educational practices do not, even unintentionally, close down opportunities for communication, restrict what children are allowed to say and leave practitioners with too little time to hear what children are saying."

Communicating Matters – Sure Start, Primary National Strategy 2005

- be good role models,
- celebrate and promote children's first language,
- intervene in an appropriate and sensitive manner when joining children in their conversations,
- know the developmental stages of communication and language,
- support communication and language in an unhurried environment that ensures adequate time for listening, thinking, responding and initiating,
- know that speech is an important tool in learning and is closely linked to understanding and making sense of the world. It is important for all children from birth

to hear and respond to talk, acknowledging that the responses they make will not always reflect the depth of their understanding,

- use children's own language wherever possible to support their work and thinking, collecting children's words in learning and teaching documentation,
- make up, retell and read stories,
- use their 'own writing' for a purpose; explicitly with children,
- promote active listening and appropriate responses,
- promote the development of listening and responding as part of a group, between children and between children and adults,
- undertake professional development, through a research approach to children's learning, visits, courses, and reading to improve our own knowledge, skills and understanding of effective learning and teaching,

thereby enabling children to make progress towards, meet and exceed the early learning goals for Communication and Language by the end of the Foundation Stage.

Requirements with respect to Communication and Language Development

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Early Learning Goals

Listening and attention: *children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.*

Understanding: *children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.*

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events

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Physical Development

At Madeley Nursery School we believe that Physical Development is about:

- improving skills of co-ordination, control, manipulation and movement. It supports children to gain confidence, feel the benefits of being healthy and active, developing a sense of well-being,
- providing opportunities for challenge, making judgements, risk taking and solving problems,
- having time to explore, experiment and refine movements and actions both inside and outdoors, within Nursery and in the wider community,
- embodying thinking skills and intellectual development,
- body movement and body language supporting non-verbal and verbal communication and expressiveness,
- developing hand-eye co-ordination,

"Young children learn about themselves and their environment through movement. Jean Piaget and Jerome Bruner and Margaret Donaldson – great and influential psychologists – say that for our youngest children, movement is 'thought in action.' Children have first to experience the world actively through all their senses before they can think in the abstract and hold thoughts or the memory of those things in their heads as pictures, concepts or symbols."

Marjorie Ouvry – Exercising Muscles and Minds

"The more closely we consider the elaborate interplay of brain and body, the more clearly one compelling theme emerges: Movement is essential for learning. Movement awakens and activates many of our mental capacities. Movement integrates and anchors new information and experience into our neural networks. And movement is vital to all the actions by which we embody and express our learning, our understanding and our selves."

Carla Hannaford Ph.D. - Smart Moves Why learning is not all in your head. 1995

The role of the educator is to:

- notice children's interests and competencies planning and learning to build on them, whilst considering the balance and range of opportunities inside and outdoors,
 - introduce unexpected or provoking opportunities for children to develop their physical skills,
 - provide graduated challenges that enable children to take risks within their own level of competence,
 - support children who are hesitant in meeting new challenges therefore developing personal confidence,
 - provide opportunities for physical activities outside in all weather conditions,
 - ensure all equipment is appropriate to the activity and that it is well maintained and risk assessed,
 - give all children access to a broad and rich range of learning experiences that promote physical development,
 - promote a positive attitude towards physical activity and healthy lifestyles,
 - promote imaginative and creative movement,
 - promote children's awareness of space: their own and others,
 - enable children to develop manipulative skills working with a range of tools, equipment and materials promoting safe and appropriate use,
 - give sufficient time for repeating, practising and consolidating movements and skills,
 - use the language of movement alongside children's physical activity,
 - undertake professional development, through a research approach to children's learning, visits, courses, and reading to improve our own knowledge, skills and understanding of effective learning and teaching,
- thereby enabling children to make progress towards, meet and exceed the early learning goals for Physical Development by the end of the Foundation Stage.

Requirements with respect to Physical Development

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Early Learning Goals

Moving and handling: *children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.*

Health and self-care: *children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.*

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Personal, Social and Emotional Development

At Madeley Nursery we believe that Personal, Social and Emotional Development is about:

- developing secure relationships between the child their family and the key person,
- children growing and developing as a person and as part of society,
- learning dispositions, self esteem, confidence, rights, responsibility, relationships and respect,

"Personal, social and emotional development is about how young children grow into people who feel good about themselves, have positive relationships with others and can express feelings and behave in appropriate ways. Each aspect overlaps as the child grows and matures."

Children Learning – Personal, Social and Emotional Development

– by Jean Ensing & Brenda Spencer.

- knowing that parental support for their children is a key factor for children's educational success; creating effective partnerships with parents / carers is vital,
- becoming independent and responsible for yourself, including self-help skills,
- being able to relate and communicate with each other,
- mutual respect for individual needs and cultural difference,
- understanding a range of feelings in yourself and in others,
- being able to control emotional outbursts,

The role of the educator is to:

- develop their essential key person role with children and their parents / carers

"The key person approach is a way of working in nurseries in which the whole focus and organisation is aimed at enabling and supporting close attachments between individual children and individual nursery staff. The key person approach is an involvement, an individual and reciprocal commitment between a member of staff and a family. It is an approach that has clear benefits for all involved."

Peter Elfer (EYFS)

- get to know each child and value them for who they are,
- be a good role model at all times in manner, courtesy and care,

- treat all children consistently and fairly,
- work closely and supportively with parents and carers,

"Emotional well being derives from feelings of security (feeling individually well known, thought about and understood; and able to participate with some influence in predictable and well organised routines);"

Peter Elfer 2008

- foster the self esteem and confidence of each individual,
- develop a positive attitude towards learning for self and others,
- develop children's curiosity, concentration and perseverance to complete a task,
- develop the ability of children to work and play as part of a group,
- enable children to make decisions and take responsibility,
- enable children to be aware of the causal effect of their actions,
- promote children's emotional literacy,
- promote caring, tolerance and fairness amongst children,
- develop children's understanding of the difference between right and wrong and to demonstrate this in their behaviour, (see behaviour policy)
- promote children's independence in personal skills including hygiene and dressing,
- develop children's respect for their surroundings and other peoples property,
- encourage children to respond positively to a range of cultural and religious events,
- promote diversity and equality including respect for people of other races, cultures and beliefs, gender difference and differing abilities,
- undertake professional development, through a research approach to children's learning, visits, courses, and reading to improve our own knowledge, skills and understanding of effective learning and teaching,

thereby enabling children to make progress towards, meet and exceed the early learning goals for Personal, Social and Emotional Development by the end of the Foundation Stage.

Requirements with respect to Personal, Social and emotional Development

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Early Learning Goals

Self-confidence and self-awareness: *children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.*

Managing feelings and behaviour: *children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.*

Making relationships: *children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.*

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The Specific Areas

Literacy

At Madeley Nursery we believe that development in literacy is:

- nurturing the love of reading and writing,
- understanding that lifelong high standards of literacy competence is underpinned by rich, sustained development of communication and language skills,
- promoting an appreciation and enjoyment in the rhyme and rhythm of words,
- promoting phonetic awareness and understanding,
- providing a wide range of texts in the form of books, leaflets, documentation, labels that respond to and extend children's interests,
- promoting respect for and enjoyment in books,
- promoting understanding that information can be gained from written material, pictures, symbols, in the environment and using ICT,
- promoting book borrowing from nursery to home,
- promoting and celebrating emergent writing,
- teaching and supporting letter formation,
- understanding the importance the physical skills of gross motor development and co-ordination in the process of becoming a writer,
- providing daily opportunities for children to write in a variety of contexts; during role play, to label their work, make lists and tally charts, contribute to learning and teaching documentation, creating messages,
- make visible their strategies for reading and writing,
- celebrating scripts / writing from around the world.

"This research indicates unequivocally that trusting, caring relationships with known adults generate the neurological activity (connections) which are the foundation for all future growth and

development. Literacy development is enhanced when adults provide a safe and stimulating environment, and communicate with and respond to children, from birth, with excitement, support and challenge.

Any approach to literacy development, then, must value family and community literacy practices, including the development and maintenance of a child's first language, and build on these in early learning settings. Young children acquire literacy knowledge as they participate in activities where literacy is used to meet every day needs."

Inquiry into the teaching of reading – Early Childhood Australia

The role of the educator is to

- aspire highly for every child to develop literacy skills in reading and writing,
 - to continually develop their own knowledge and skills in teaching literacy,
 - offer regular discrete teaching sessions of pre-phonics activities leading to systematic phonics activities (using Jolly Phonics materials),
 - ensure the environment is filled with stimulating, relevant and diverse examples of writing and scripts, fiction and non-fiction books,
 - offer daily experiences for mark-making and writing,
 - teach correct letter formation (pre-cursive),
 - work with parents and carers to support the development of literacy skills for each child,
 - create an environment in which every child feels excited and enthusiastic about reading and writing with confidence to have a go,
 - promote book borrowing and sharing at home,
 - to assess each child's level of literacy knowledge and development and scaffold learning to their next steps,
- thereby enabling children to make progress towards, meet and exceed the early learning goals for Literacy by the end of the Foundation Stage.

Requirements with respect to the development of Literacy

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Early Learning Goals

Reading: *children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.*

Writing: *children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.*

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Mathematics

At Madeley Nursery School we believe that mathematics is about:

- working with parents / carers to identify, support and extend children's mathematical interests and skills,
- developing appropriate mathematical ideas, methods, skills, principles and vocabulary,
- information processing skills; including collecting and using information, sorting and sequencing, comparing and contrasting,
- stimulating lasting curiosity, interest and enjoyment in mathematics,
- developing understanding of numerical ideas and methods to solve practical problems,
- using mathematical concepts in play and learning,
- understanding mathematics in its widest context and seeing how it relates to everyday life,
- working independently and as part of a group in a variety of activities, so as to develop the ability to talk about their experiences and listen attentively to others,
- knowing and using the appropriate vocabulary during both practical activities and discussion,
- Problem Solving, Reasoning and Numeracy being creative as well as functional,
- relevant skills being taught within a variety of curricular contexts by meaningful and relevant activities,

The role of the educator is to:

- Know that learning and development of a child is a partnership between parents, teachers and the child and that this principle applies to the area of problem solving, reasoning and numeracy,
- teach in a meaningful context whilst providing opportunities for the children to use their skills creatively through problem solving and investigation,

- provide a variety of provocations, experiences, resources and activities to promote and support mathematical development,
 - develop mathematics in a cross-curricular context where relevant skills are taught within a variety of curricular contexts by meaningful and relevant activities,
 - actively involve the children in their learning to foster independent thinking and informed planning,
 - make references of how mathematics is used in everyday life and provide experiences which develop this,
 - encourage discussion as an aspect of problem solving, practical work and group work,
 - encourage children to develop conclusions based on evidence found within their work,
 - to enable children to understand the processes they are using, and to be able to apply them constructively in a variety of situations,
 - ensure activities have a balance between independent and group work,
 - ensure activities consist of a variety of experiences, e.g. doing, observing, talking and listening,
 - ensure that over time activities require the use of mental arithmetic and some simple recorded work,
 - provide activities that use a range of related tools where children are given a chance to select equipment and skills,
 - provide opportunities for children to ask and answer questions, give instructions, information, and give and receive clear or simple explanations, developing reasoning skills, and making predictions,
 - undertake professional development, through a research approach to children's learning, visits, courses, and reading to improve our own knowledge, skills and understanding of effective learning and teaching,
- thereby enabling children to make progress towards, meet and exceed the early learning goals for Mathematics by the end of the Foundation Stage.

Requirements with respect to the development of Mathematics

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Early Learning Goals

Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

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Understanding the World

At Madeley Nursery School we believe that Understanding the World is:

- exploring and understanding the environment using the senses,
- children encountering the world, being curious and investigating what they encounter to make sense of their experience,
- children questioning where they fit in, figuring out Am I like this? Or That? Is that like me?
- developing enquiry skills; asking questions to focus ideas, clarify problems, plan what to do, how to research, predict outcomes and consequences,
- providing foundations for later learning in science, design technology, history, geography and ICT,
- observing differences and similarities, acknowledging and celebrating them,
- investigating by developing hypotheses and testing them,
- asking questions, experimenting, designing and making, and solving problems,
- manipulating a wide range of materials using their hands and other tools making, shaping and representing their ideas and hypotheses in many contexts,
- making decisions about appropriate tools and techniques,
- using new technologies (ICT) purposefully as a tool or to record learning and ideas,
- expressing ideas, preferences and findings,
- developing joy and awe in the natural world and foundations for lifelong awareness of our responsibility to care for it,

The role of the educator is to:

- provide an environment which stimulates and challenges children's curiosity,
- introduce and use specific vocabulary to support all areas of knowledge and understanding of the world,
- provide opportunities for children to become aware of and question issues of

differences in gender, ethnicity, language, religion and culture,

- plan activities that are based on first hand experiences so that skills and knowledge are taught through practical experiences,
- encourage problem solving, predictions, decision making and discussion,
- provide a range of ICT used to support learning through the curriculum,
- extend children's experiences and interests beyond the nursery working in partnership with parents and carers and the wider community,
- highlight fundamental aspects of the world, for examples, the seasons, light, water, decay

“the role of the educator, we see it in terms of three pressing responsibilities – to provide, to organise and to value (Drummond 1996). First, it is the educators responsibility to provide the curricular food that will nourish and strengthen children's powers, their second responsibility is to organise children's enquiries and experiences so that they are actively and emotionally engaged, exploring those aspects of the world that really matter to them, for themselves, with their own hands and eyes and ears and voices, with their own observations, theories, experiments, discoveries and critical questions.”

First hand experience What Matters to Children – Diane Rich et al

- provide a wide range of tools, materials and equipment, sensitively supporting their safe and appropriate use,
- provide an environment which gives opportunities for children and adults to exchange information, listen and value each others contributions and sustain shared thinking,
- model open-ended questions and curiosity,
- sensitively challenge racial, religious, disability and gender stereotypes,
- provide reference materials to support children's lines of enquiry,
- undertake professional development, through a research approach to children's learning, visits, courses, and reading to improve our own knowledge, skills and understanding of effective learning and teaching,

thereby enabling children to make progress towards, meet and exceed the early learning goals for Understanding the World by the end of the Foundation Stage.

Requirements with respect to Development of Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Early Learning Goals

People and communities: *children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.*

The world: *children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.*

Technology: *children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.*

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Expressive arts and design

At Madeley Nursery School we believe Expressive arts and design is:

- providing a foundation for shaping and refining ideas,
- making connections between one area of learning and another thus extending children's understanding,
- developing a creative approach to all aspects of learning,

"Creativity should not be considered a separate mental faculty but a characteristic of our way of thinking, knowing and making choices. "

The Hundred Languages of Children- Advanced Reflection

Edited Edwards et al

- cognitive as well as expressive abilities,
- accessing unique forms of representation,
- exploring the elements and vocabulary of the performing arts of music, dance / movement, drama and storying,
- exploring the elements and vocabulary of the visual arts of drawing, painting, printmaking, collage, photography, clay, sculpture, installations,
- associative qualities that allow children and adults to make significant connections between objects, ideas and processes,
- encouraging and valuing intuitive and spontaneous responses to a range of sensory stimuli,

"One of the most important kinds of developmental progress that pre-school children are making is in their ability to represent their knowledge of the world in many different modalities and media. Many of these are not dependent on language at all, or are only partly infused with Language."

Young Children in Action – Weikart et al

- developing creative thinking skills; suggesting and extending ideas, making basic hypotheses, using their imagination to find alternative or original outcomes,

The role of the educator is to:

- provide an environment where creativity and expressiveness are valued,
 - give children time to develop their ideas and revisit them with new understandings and skills,
 - provide a wide range of media for children to develop ideas in 2 and 3 dimensions,
 - facilitate an environment indoors and outside that encourages children to respond to a range of sensory impressions and experiences in a variety of contexts,
 - extend children's core skills based in handling a range of materials, processes and equipment including ICT,
 - provide a range of contexts that will enable children to extend their competencies and reapply earlier learning, sustaining and deepening enquiry,
 - encourage children to make commentaries about their experiences and creations,
 - undertake professional development, through a research approach to children's learning, visits, courses, and reading to improve our own knowledge, skills and understanding of effective learning and teaching,
 - promote group work as well as individual responses, introduce children to artists, artefacts, music and other resources from their own and other cultures,
- thereby enabling children to make progress towards, meet and exceed the early learning goals for Expressive Arts and Design by the end of the Foundation Stage.

Requirements with respect to the development of Expressive Arts and Design

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Early Learning Goals

Exploring and using media and materials: *children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials,*

tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

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Signature:	Wet signature copy held in school.
Role in school:	