

## Madeley Nursery School

### Accounting for the curriculum as it relates to the seven areas of learning and development in the Early Years Foundation Stage (September 2021)

March 2022

If you require a copy of this procedure, for example in large print, please contact the school.

### A broad and balanced curriculum

This policy relates to the Early Years Foundation Stage (September 2021)

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 each area of learning and development including those identified in the Early Years Foundation Stage (EYFS September 2021).

When prefiguring the opportunities available to children at school we take account each child's uniqueness, different personal contexts, and different rates at which they are developing and adjust our practice appropriately. Three characteristics of effective teaching and learning identified in the EYFS are:

*playing and exploring* - children investigate and experience things, and 'have a go'

*active learning* - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

*creating and thinking critically* - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

“Children's learning and development in the early years has been described as arising from the interplay between the 'inter-connected and dynamic facets of the unique child with surrounding relationships and experiences' (Evangelou, 2009: p23). Although there is a sequence of development which all children follow, the way genetic patterns are expressed is influenced by experiences which trigger and shape both neural connections and learned behaviours. Children's development therefore is seen to occur not in a predictable linear progression, but in a web of multiple strands with rates of

progress varying between children, and subject to influences by factors both within and outside of the child.

Children's learning and development from birth to five occurs as the result of a complex interaction between the child and her/his experiences within relationships, and in the environment. This process is described in the literature as occurring "within the 'interactionist tradition' that conceives of development as located within nested social contexts" (Bronfenbrenner in Evangelou et al 2009).

**Excerpt from Tickell Report** (*The Early Years: Foundations for life, health and learning, An Independent Report on the Early Years Foundation Stage to Her Majesty's Government* by Dame Clare Tickell, pp. 85) 2011,

It is the responsibility of a key worker to summarise children's progress and achievement each term and work with parents / carers to identify next steps for each child, this will include accounting for the seven areas of the EYFS. (See Learning, teaching, and assessment policy, SEND policy.)

The short-term planning for the nursery arises from many different influences and considerations which include the requirements of the Early Years Foundation Stage, ensuring learning and teaching opportunities are identified across the seven areas of learning and development.

The EYFS is made up of seven areas of learning and development. All areas of learning and development are important and inter-connected. However, three areas are **prime areas** and *important for building a foundation, for igniting children's curiosity and, enthusiasm for learning, forming relationships and thriving*, these are,

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

There are also four **specific areas** through which the three prime areas are strengthened and applied, these are,

- *literacy,*
- *mathematics,*
- *understanding the world,*
- *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. See appendix 1 for more information about our understanding of holistic learning.

## **The Prime Areas**

### **Communication, Language**

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

- a broad agenda of communication which includes speech, language, and verbal communication,
- how the development of children's spoken language underpins all areas of learning and development, recognising that communication and language is of fundamental importance to learning,
- 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,
- recognising the intrinsic link between social skills and contextual experience and communication and language,
- a rich communicative environment 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 strategy, level of confidence and competence in all aspects of communication and language,
- valuing different types of communication and language,
- celebrating and promoting everyone's first language,
- knowing and valuing that there are a myriad of non-verbal languages including the expressive arts, (See Appendix 1)
- back-and-forth interactions whilst working in groups with other children and adults 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,
- using story-times, drama, and role play to engage actively with fiction, non-fiction, rhymes, and poems
- enjoying the rhyme and rhythm of language,
- 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.

"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

The role of the educator is to

- celebrate and promote communication and language development with parents / carers, and children, individually and in groups,
- be good role models,
- comment on what children show interest in or what they are doing and echoing back what they say with new vocabulary or different language structures added.
- celebrate and promote children's first language,
- intervene in an appropriate and sensitive manner when joining children in their investigations, play and 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.
- demonstrate how important it is 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 pedagogical documentation,
- make up, retell, and read stories, rhymes, and poetry,
- 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.

### EYFS requirements with respect to Communication and Language Development

*The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling, and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary*

and language structures.

### **Early Learning Goals**

The early learning goals are an assessment point at the end of the Early years Foundation Stage, usually at the end of a child's reception year in primary school.

#### ***ELG: Listening, Attention and Understanding***

*Children at the expected level of development will:*

- *Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.*
- *Make comments about what they have heard and ask questions to clarify their understanding.*
- *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.*

#### ***ELG: Speaking***

*Children at the expected level of development will:*

- *Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.*
- *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.*
- *Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher.*

### **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 exploration, creative expression, 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 ourselves.”

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 building 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 verbal language to describe 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,

## EYFS requirements with respect to Physical Development

*Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy, and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination, and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility.*

*Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control, and confidence.*

### **Early Learning Goals**

The early learning goals are an assessment point at the end of the Early years Foundation

Stage, usually at the end of a child's reception year in primary school.

*ELG: Gross Motor Skills*

*Children at the expected level of development will:*

- *Negotiate space and obstacles safely, with consideration for themselves and others.*

- *Demonstrate strength, balance and coordination when playing.*
- *Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.*

*ELG: Fine Motor Skills*

*Children at the expected level of development will:*

- *Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.*
- *Use a range of small tools, including scissors, paint brushes and cutlery.*
- *Begin to show accuracy and care when drawing. EYFS 2021*

## **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,
- 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 self-regulate,

“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.

“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

"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 2008

The role of the educator is to

- develop their essential key person role with children and their parents / carers
- get to know each child and value them for who they are,
- be always a good role model in manner, courtesy, and care,
- treat all children consistently and fairly,
- work closely and supportively with parents and carers,
- foster the self-esteem and confidence of everyone,
- 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 people's 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,

## Requirements with respect to Personal, Social, and emotional Development

*Children's personal, social, and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world.*

*Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.*

## Early Learning Goals

The early learning goals are an assessment point at the end of the Early years Foundation

Stage, usually at the end of a child's reception year in primary school.

### *ELG: Self-Regulation*

*Children at the expected level of development will:*

- *Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.*
- *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.*
- *Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.*

### *ELG: Managing Self*

*Children at the expected level of development will:*

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.*
- Explain the reasons for rules, know right from wrong and try to behave accordingly.*
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.*

### *ELG: Building Relationships*

*Children at the expected level of development will:*

- Work and play cooperatively and take turns with others.*
- Form positive attachments to adults and friendships with peers.*
- Show sensitivity to their own and to others' needs.*

*EYFS 2021*

## **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 everyday 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,

Further detailed information on this area of development at Madeley Nursery School is in the Literacy Policy

### Requirements with respect to the development of Literacy

*It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems, and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).*

### Early Learning Goals

The early learning goals are an assessment point at the end of the Early years Foundation

Stage, usually at the end of a child's reception year in primary school.

#### *ELG: Comprehension*

*Children at the expected level of development will:*

- *Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.*
- *Anticipate – where appropriate – key events in stories.*
- *Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.*

#### *ELG: Word Reading*

*Children at the expected level of development will:*

- *Say a sound for each letter in the alphabet and at least 10 digraphs.*
- *Read words consistent with their phonic knowledge by sound-blending.*
- *Read aloud simple sentences and books that are consistent with their*

- phonic knowledge, including some common exception words.*
- *ELG: Writing*
  - *Children at the expected level of development will:*
  - *Write recognisable letters, most of which are correctly formed.*
  - *Spell words by identifying sounds in them and representing the sounds with a letter or letters.*
  - *Write simple phrases and sentences that can be read by others. EYFS 2021*

## **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, 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 is as 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,

Further detailed information on this area of development at Madeley Nursery School is in the Mathematics Policy

## EYFS requirements with respect to the development of Mathematics

*Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space, and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.*

### Early Learning Goals

The early learning goals are an assessment point at the end of the Early years Foundation Stage, usually at the end of a child's reception year in primary school.

#### *ELG: Number*

*Children at the expected level of development will:*

- *Have a deep understanding of number to 10, including the composition of each number.*
- *Subitise (recognise quantities without counting) up to 5.*
- *Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.*

#### *ELG: Numerical Patterns*

*Children at the expected level of development will:*

- *Verbally count beyond 20, recognising the pattern of the counting system.*
- *Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.*
- *Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.*

## 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, we see it in terms of three pressing responsibilities – to provide, to organise and to value (Drummond 1996). First, it is the educator’s 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

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
- 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 other's 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,

EYFS 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. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting*

*important members of society such as police officers, nurses, and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.*

### Early Learning Goals

The early learning goals are an assessment point at the end of the Early years Foundation

Stage, usually at the end of a child's reception year in primary school.

#### *ELG: Past and Present*

*Children at the expected level of development will:*

- *Talk about the lives of the people around them and their roles in society.*
- *Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.*
- *Understand the past through settings, characters and events encountered in books read in class and storytelling.*

#### *ELG: People, Culture and Communities*

*Children at the expected level of development will:*

- *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.*
- *Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.*
- *Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.*

#### *ELG: The Natural World*

*Children at the expected level of development will:*

- *Explore the natural world around them, making observations and drawing pictures of animals and plants.*
- *Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.*
- *Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.*

EYFS 2021

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

*“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*

*“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*

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,

## EYFS requirements with respect to the development of Expressive Arts and Design

*The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe.*

### Early Learning Goals

The early learning goals are an assessment point at the end of the Early years Foundation Stage, usually at the end of a child's reception year in primary school.

### *ELG: Creating with Materials*

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt, and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.

EYFS 2021

|                     |  |
|---------------------|--|
| Status              | DRAFT / FINAL  |
| Agreed at:          | Curriculum committee   |
| Effective from:     | May 2022   |
| To be reviewed by:  | Curriculum committee   |
| Date of review:     | 2026, unless changes occur in the national requirements for EYFS |
| Responsible person: | Louise Lowings   |
| Signature:          | Wet signature copy held in school.                               |
| Role in school:     |  |

Appendix 1

## **Trans-contextual Learning is Learning in relationship**

Making the Parts Whole

Ours is an ecological and systemic perspective on learning, it is not only applicable to education but to any ecologies in nature or complex human-systems.

It situates the arts and creativity as coexisting with logic and science as a

vibrating inter- relational whole.

It validates multiple perspectives as an essential quality for learning to take place.

It positions diversity as an essential value.

Stephen Nachmanovitch brings Gregory Bateson's theory into the practicalities of daily life,

"This way of seeing is not an abstraction, but a tangible experience that can be cultivated by practice. His fundamental message, of a reality compounded of relationship, communication, and a fused scientific / aesthetic truth."

Bateson and the Arts; Stephen Nachmanovitch; Free Play Productions, Ivy, Virginia, USA

Veia Vecchi, in her book 'Art and Creativity in Reggio Emilia':

'It is as well to clarify from the beginning that for us educators in Reggio each discipline - or rather language - is made up of rationality, imagination, emotion and aesthetics...Rationality without feeling and empathy, like imagination without cognition and rationality, build up partial and incomplete human knowledge.'" (p6: 2010)

Appendix 2

## **The One Hundred Languages of Children**

Loris Malaguzzi

**Wednesday, March 21, 2007**

**Loris Malaguzzi (1920-1994) was the pedagogical leader of the Reggio Emilia early years philosophy. He believed passionately that all children are competent and capable thinkers and learners as well as creative communicators and conversationalists. Malaguzzi wrote 'The One Hundred Languages of Children' in recognition of the multitude of ways in which they can express their ideas, thoughts, feelings or frustrations.**

Loris Malaguzzi (1920-1994) was the pedagogical leader of the Reggio Emilia early years philosophy. He believed passionately that all children are competent and capable thinkers and learners as well as creative communicators and conversationalists.

Malaguzzi wrote 'The One Hundred Languages of Children' in recognition of the multitude of ways in which they can express their ideas, thoughts, feelings or frustrations.

Take time to think about the poem and have conversations with others about it. The possibilities for the 'languages' are endless - dancing, dreaming, playing, questioning, singing, reasoning, imagining, listening, laughing, crying, loving, hating, painting, sculpting, exploring, experimenting.

### **THE ONE HUNDRED LANGUAGES OF CHILDREN**

The child is made of one hundred.

The child has a hundred languages a hundred hands a hundred thoughts a hundred ways of thinking of playing, of speaking.

A hundred always a hundred ways of listening of marvelling of loving a hundred joys for singing and understanding a hundred worlds to discover a hundred worlds to invent a hundred worlds to dream.

The child has a hundred languages (and a hundred hundred more) but they steal ninety- nine.

The schools and the culture separate the head from the body.

They tell the child: to think without hands to do without head to listen and not to speak to understand without joy to love and to marvel only at Easter and Christmas.

They tell the child: to discover the world already there and of the hundred they steal ninety- nine.

They tell the child: that work and play reality and fantasy science and imagination sky and earth reason and dream are things that do not belong together.

And thus they tell the child that the hundred is not there. The child says: No

way. The hundred is there.

**Loris Malaguzzi**

Nursery World March 2007

<https://www.nurseryworld.co.uk/news/article/the-one-hundred-languages-of-children>

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