Our Planning

The EYFS was revised in September 2020 and was legally effective from 1st September 2021 for all providers of early years education and care.

**The Government’s two key aims for the changes to the EYFS;**

* **To improve outcomes at age five, particularly in early language and literacy**
* **Reduce workload so that practitioners can spend more time interacting with children in their care.**

Please click on the link below.

* [EYFS Statutory Guidance 2020](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

The **Development Matters** offers a top-level view of how children develop and learn for all early years practitioners, including:

* childminders
* staff in nurseries
* nursery schools
* school nursery and reception classes in school

The guidance can help meet the requirements of the [early years foundation stage (EYFS) statutory framework](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2).

Please click on the link below to find out more.

* [Development Matters](https://www.gov.uk/government/publications/development-matters--2) Non-statutory curriculum guidance for the early years foundation stage. We use this guidance to help us design our curriculum.

<https://www.gov.uk/government/publications/development-matters--2>

**Planning Our Early Years Foundation Stage Curriculum**

Our Nursery School considers the all round development of your child. We provide opportunities which enable your child to; exercise options and express ideas, reflect on experience and information, share thoughts, make decisions, make discoveries and explore and engage in first hand experiences. Our curriculum is designed to be accessible for all children, regardless of any special educational need or disability.

Our allocation of time, space and equipment will provide opportunities for your child to develop to their potential, physically, linguistically, intellectually, emotionally, socially and morally. Through carefully planned activities we support and enhance your child's learning ensuring they make at least good progress over time. We plan themes on an annual basis (long term plans) but these are not 'set in stone' and are fluid to address the ever growing and changing needs of all our children. We seem them as more of a 'working document'!

Plans for the medium term (monthly or half term) and short term (bi-weekly) are displayed in school. If you would like a hard copy to take home, please just ask.

Our curriculum is designed around the needs of our young children and is organised into seven areas of Learning and Development.

These are:

* Communication and Language
* Personal, Social and Emotional Development
* Physical Development
* Literacy
* Mathematics
* Understanding the World
* Expressive Arts & Design

Here are the main components of each of the seven areas.

**Communication and Language experiences are about:**

* Listening, attention and Understanding
* Speaking

**Personal, Social and Emotional experiences are about:**

* Self Regulation
* Managing Self
* Building Relationships

**Physical Development experiences are about:**

* Gross Motor Skills
* Fine Motor Skills

**Literacy experiences are about:**

* Comprehension
* Word Reading
* Writing

**Mathematics experiences are about:**

* Number
* Numerical Patterns

**Understanding the World experiences are about:**

* Past and Present
* People, Cultures and Communities

**Expressive Arts & Design experiences are about:**

* Creating with Materials
* Being Imaginative and Expressive

We plan through a topic based approach. We will keep you informed by providing a hard copy or electronic copies (email or website)

Throughout the year we will organise several exciting activities, outings and visits/visitors to enhance the children’s learning.

Letters and Sounds

We use the Letters and Sounds Phase 1 materials to promote, encourage and enhance children's early phonics skills. There are a series of games and activities included in the document which can be used 1-1 or in small groups.  It is very important that children are able to discriminate between different sounds before being able to sound them out verbally.  There are seven aspects to Phase 1 which we plan to cover during your child's time with us.

Throughout Phase 1 of Letters and Sounds children will:

* •**develop their language structures;**
* **• increase their vocabulary;**
* **• begin to distinguish between sounds in words;**
* **• speak clearly and audibly;**
* **• become familiar with rhyme, rhythm and alliteration;**
* **• listen attentively;**
* **• explore and experiment with sounds and words;**

Activities to support learning in Phase 1 include:

* • **storytelling;**
* **• singing songs;**
* **• listening to rhymes and repeating patterns and refrains;**
* **• playing alliterative games;**
* **• using creative language in role play, drama and dance;**
* **• identifying sounds in names, words in the environment etc.**

 Follow the link to find ‘Letters and Sounds’ document

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf>