



Garfield Primary
Today's children, tomorrow's future.



The Early Years Curriculum at Garfield
Child Development and Learning in Nursery

In the Early Years at Garfield we feel it is important to take the child as the focus throughout their early years. We recognise that parents and carers are the child's first educators and value their opinion and input. We feel that the inter-relationship between growth, learning and development and the environment in which children are cared for is very important.

We plan and provide a challenging and broad curriculum, based on our own and parents' observations of their child's individual interests, schemas and developmental needs. The Nursery staff are fully aware of their role as educators and seek to extend children's language and thinking through appropriate activities and opportunities. Staff also use Makaton signs and symbols to support children.

Principles of Early Years Education

We adhere to the principles of the 'Revised Statutory Framework for the Early Years' (DfES 2012).

These principles underpin our philosophy for working with children and families at Garfield. Each principle has a set of commitments which early year's settings can use to help put the principle into practice.

Principles

- **A Unique Child** recognises that every child is competent from birth and can be resilient, capable, confident and self-assured. The commitments are focused around development; inclusion; safety; and health and well-being.
- **Positive Relationships** describes how children learn to be strong and independent from a base of loving and secure relationships with parents/carers and/or a key person; the commitments are focused around respect; partnership with parents; supporting learning; and the role of the key person.
- **Enabling Environments** explains that the environment plays a key role in supporting and extending children's development and learning. The commitments are focused around observation, assessment and planning; support for every child; the learning environment; and the wider context- transitions, continuity, and multi-agency working.
- **Learning and Development** recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected

At Garfield we support the children's learning and development by fostering, promoting and developing **characteristics of learning** and providing for the **Prime** and **Specific** areas of learning.

Characteristics of Learning

Playing and exploring-

This includes supporting children to develop the skills and attitudes

- ❖ to engage with their learning
- ❖ to be curious and explore and experiment
- ❖ to use objects in their play in a variety of ways to represent things
- ❖ to be confident enough to initiate activities seek challenges and take risks.

Active learning-

This includes supporting children to develop the skills and attitudes

- ❖ to be motivated by their learning
- ❖ to be highly involved in their learning and concentrate
- ❖ to persist with their learning
- ❖ to enjoy achievements they have made.

Creating and Critical thinking-

This includes supporting children to develop the skills and attitudes

- ❖ to develop their thinking as they learn and be able to talk their thinking through
- ❖ to develop their own ideas and solve problems
- ❖ to make links in their learning
- ❖ to make predictions.
- ❖ to explore cause and effect
- ❖ to be flexible and adapt their strategies when solving a problem

Prime and specific areas

Prime Areas

- **Personal, Social and Emotional Development**

We promote this aspect of the curriculum by supporting the transition between home and school, promoting an inclusive ethos and providing opportunities for each child to become a valued member of the group and the community so that strong self-image and high self-esteem are achieved. We aim to enthuse children so that they have a positive attitude towards learning and see themselves as successful learners. We also provide opportunities to enable them to learn how to co-operate and work harmoniously alongside others.

- **Language and Communication**

We provide opportunities for children to talk and communicate in a wide range of situations. They learn to respond to adults and to each other, to practise and extend their range of vocabulary and communication skills,

including being able to listen carefully. Children are taught Phase 1 phonics skills through a series of fun games and activities. These include games to support the development of listening skills, to help children distinguish between different sounds and to discriminate between sounds and discriminate speech sounds and words.

- **Physical Development**

Children develop and practise their gross and fine body movements through a variety of activities. Our work in the Nursery also helps children to increase their understanding of how their bodies work and what they need to do to be healthy and safe. Children are given a variety of experiences to develop their fine motor skills through malleable and mark making materials such as large paintbrushes, and playground chalk.

Specific Areas - Only taught when all the prime areas are secure

- **Literacy**

- ***Reading***

- In Nursery we help children further develop a love of books and to explore and enjoy the written word. Children read with adults and are told traditional stories and sing rhymes and songs.

- ***Writing***

- In Nursery children are encouraged to mark make as part of their play. Adults role model the writing process and support children to give meaning to their marks.

- **Mathematics**

There are opportunities for children to develop their understanding of number, measurement, pattern, shape and space. This is achieved by providing a stimulating environment in which they can enjoy, explore, learn, practise and talk about these concepts.

- **Understanding of the World**

Opportunities are created for children to explore and to find out about their environment, including the people and places that are important to them. This involves the children in solving problems, making decisions, experimenting, predicting, planning and questioning in a variety of situations.

- **Expressive Arts and Design**

Children explore and share their thoughts, ideas and feelings through a variety of activities which include art, design and technology, music, movement, dance and imaginative and role play.