

## Early Years Foundation Stage

Children in Nursery and Reception are in the Early Years Foundation Stage.

There are seven areas of learning and development that must shape educational programmes in early years. All areas are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

For more information, read: [DfE - Early Years Outcomes](#) (pdf)

## Early Years Education at Tiverton Academy.

We hope that all of our children will find the curriculum and their school experience interesting and enjoyable, and that they will develop a love of learning that will stay with them throughout their education and into adult life.

**At Tiverton Academy we:**

- Recognise and understand that children develop rapidly during the early years - physically, intellectually, emotionally and socially. Our curriculum is a broad, balanced, relevant and creative curriculum that sets firm foundations for future learning and development in Key Stage 1 and beyond;
- Believe that all of our children are entitled to an education that builds on what the children already know and can do. We aim to support and

extend their knowledge, skills, understanding and confidence, and help them to overcome any disadvantage.

- Aim to ensure that all of our children feel safe, included, secure and valued. We believe that no child should be excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability.
- Understand that parents are their child's first educator and we strive to build positive relationships with parents and carers in order to work effectively with them and their children. Parents and practitioners should work together in an atmosphere of mutual respect within which children can have security and confidence.

## **Effective Early Years Education**

Above all, effective learning and development for young children requires high-quality care and education.

At Tiverton Academy we believe that to be effective, the early year's curriculum should be carefully structured.

In that structure, there should be:

- provision for the different starting points from which children develop their learning, valuing and building on what they can already do; assessing their individual needs and helping each child to progress and achieve their full potential.
- relevant and appropriate content that matches the different levels of young children's needs and interests;
- planned and purposeful activity that provides opportunities for teaching and learning, in a caring, stimulating, challenging environment, both indoors and outdoors.

**At Tiverton Academy children will be given opportunities to engage in activities planned by adults and also those that they plan or initiate themselves.** Children do not make a distinction between 'play' and 'work' and neither should practitioners. Children need time to become engrossed, work in depth and complete activities.

**Practitioners work closely with the children, sharing in their play or playing alongside them.** Practitioners observe and respond appropriately to children's play, informed by knowledge of how children develop and learn and a clear understanding of possible next steps in their development and learning.

**We offer a wide range of meaningful, well-planned, purposeful activities built on the children's own interests.** Through appropriate intervention by practitioners we engage children actively in the learning process and help them make progress in their learning and development.

**For children to have rich and stimulating experiences, the learning environment is well planned and well organised.** It provides the structure for teaching within which children can problem solve, explore, investigate, experiment, be creative, plan and make decisions for themselves, thus enabling them to develop curiosity, independence, self-confidence and a love of learning.