



THE SHRUBBERIES SCHOOL EARLY YEARS FOUNDATION STAGE (EYFS)



Children are born ready and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process.

Our Lower School Department incorporates nursery aged children extending to Year 3 (2-8 years of age)

Many children after their Reception year continue to follow the EYFS curriculum as this is more appropriate to their needs.

CONTENT	APPROACH	USE OF ICT	RESOURCES
The Shrubberies Lower School curriculum is drawn from the Early Years Foundation Stage with its Areas of Learning and Development. The four themes of the EYFS underpin all the guidance; A Unique Child: We recognise every child as a competent learner who can be resilient, capable, confident and self-assured. Our children develop in individual ways and at varying rates and their attitudes and dispositions are influenced by others. Positive Relationships: Our children learn to be strong and independent through our positive relationships. Enabling Environments: We recognise that all children develop well when environments give experiences responding to individual needs. There is a strong partnership between practitioners and parents and carers. Learning and Development: Our children develop and learn in different ways. We teach children by ensuring challenging, playful opportunities across the Prime and Specific areas of learning and development. Prime Areas of Learning; • Personal, Social and Emotional Development • Physical Development • Communication and Language Specific Areas of Learning; • Literacy • Mathematics • Understanding the World • Expressive Arts and Design None of these areas can be delivered in isolation from the others. Within our Lower School department we focus substantially on the Prime Areas, as these underpin all learning. For more information please go to the following website; http://www.foundationyears.org.uk/early-years-foundation-stage-2012/	As a department we are guided by the Development Matters in the Early Years Foundation Stage. This is a non-statutory guidance material, which supports practitioners in implementing the statutory requirements of the EYFS. We also refer to the Differentiated Learning Outcomes from Bristol City Council. We are very much led by individual needs, interests and stage of development of each child, and we use this information to plan challenging and enjoyable experiences for each child in all the areas of learning and development. In planning and guiding children's activities, we reflect on the different ways that children learn and reflect these in our practice. Characteristics of effective teaching and learning: 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; and Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. Within the department there is a balance between adult led taught activities, adult supported activities and child led activities.	ICT is used within the Lower School department to broaden and enhance all Areas of Learning. Our children need to be stimulated; they need to be interested in the first place. We are always thinking; Is the technology appropriate, is it accessible, is it being used in an appropriate context, is it being modelled by adults and other children? Our children need opportunities to play and freely explore technology. Once our children have explored a particular piece of technology they need opportunities for repeated practice in order to consolidate what they know, work out how sequences of actions work together and build their confidence and sense of achievement. After free exploration and plenty of rehearsal our children will be ready to use the technology for a purpose. Children will go through each of the above stages as they come across new technology. Internet safety is crucial to support our children from a young age focusing on keeping safe. For more information on how ICT benefits your child's learning in school please go to the following website; http://ictearlyyears.e2bn.org/ All children have home access to Planet Sherston and Espresso.	Resources provide opportunities for children to learn, develop and progress within the EYFS Areas of Learning. Alongside general play resources, we provide some specialist provision. Communication and Language; resources include ICT equipment, such as Big Mac's, Go Talks, iPads, Bee-bots, cause and effect toys. Communicate in Print and widget symbols are used widely across the department to aid understanding. We have skilled staff that use Makaton signing. Literacy; Phonics: Letters and Sounds and Jolly Phonics are the schemes used. Reading Scheme: we use Dandelion Launchers and Dandelion Readers. The department has access to specialist people that will aid individual children's learning; Speech and Language Therapist, Occupational Therapist, Physiotherapist, Music Therapist, Hearing/Visual Impaired Advisor.