



## Aims and Objectives

At Oakley Kindergarten our aim is to implement the Early Years Foundation Stage (EYFS) curriculum. We follow the statutory framework for the EYFS 2021 which sets the standards for learning, development and care for children from birth to age 5. The framework covers the education and care of all children in early year's provision, including those with special educational needs and disabilities.

The EYFS has four guiding principles; the unique child, positive relationships, enabling environments and acknowledging that children develop and learn in different ways and at different rates.

At Oakley Kindergarten we believe that every child is a Unique child who is constantly learning and can be resilient, capable, confident and self-assured; that children learn to be strong and independent through positive relationships; that children learn and develop well in enabling environments in which their experiences respond to their individual needs and where there is a strong partnership between practitioners and parents and/or carers.

When planning in the moment with young children we recognise that children live in the here and now and if adults are to make a positive impact on their learning, they need to seize the moments that children show curiosity and interest and support their next steps immediately. We take into consideration that children learn in different ways. Three characteristics of effective teaching and learning 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.

We use on-going formative assessments and observations as part of our effective early years practice. Parents are involved with their children's learning and we exchange information with them on a regular basis to ensure that we plan for the "unique child".

We aim to provide activities and experiences for the children that cover all of the areas of learning and development.

There are seven areas of learning and development that shape our curriculum. All areas are important and interconnected.

There are three prime areas which we consider particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form positive relationships and thrive. These prime areas are:

**Communication and Language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

**Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

**Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

We also support children in four specific areas through which the prime areas are strengthened and applied. The specific areas are:

**Literacy** development involves encouraging children to link sounds and letters and to begin to develop pre-reading and writing skills. Children must be given access to a wide range of reading materials (books, poems, comics and other written materials) to ignite their interest.

**Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

**Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

**Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

We believe that transition between settings requires careful planning, with all those involved having a "voice" that needs to be heard. Children do best when they are well prepared for change. At Oakley Kindergarten we make sure that planning for transition is a priority and that the children are familiar with the people, places and routines that will be involved in transition. The majority of our children go on to Oakley Primary Academy. We visit the new setting and the teachers/carers from the new setting visit us. The child's key person supports their key children and families and make sure that they feel involved and supported throughout the transition. With children going onto other settings we liaise with the settings by telephone and invite them in to visit the child and pass on information via the transition document.

The kindergarten resources are stocked and maintained by staff to ensure maximum benefit. Resources are adjusted appropriately to meet all needs and the children are encouraged to self-select from a range of resources. At the end of play they are also encouraged to put them back where they go.

Our daily timetable is flexible and allows spontaneity and impromptu changes. All practitioners know their key children well, they know and are able to discuss their likes, interests and next steps and ensure that activities support the children's learning and development. All activities and learning opportunities are evaluated and considered for next steps use.