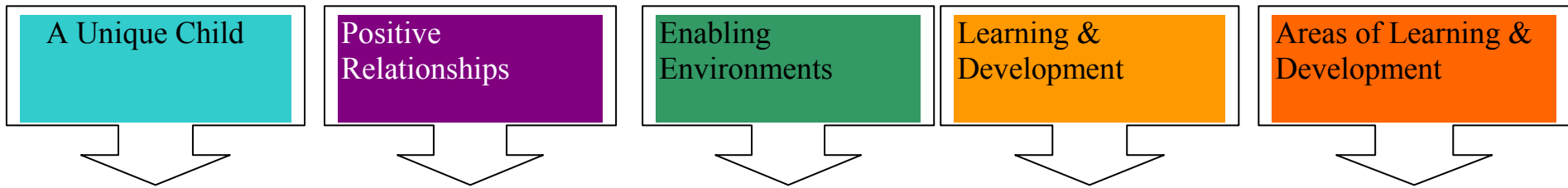


City College Early Years Foundation Stage Long Term Plan



A Unique Child

Child Development

Competent Learner:
Every child is a unique individual. Development is a continuous process. Child initiated play.
Skilful Communicator:
What children **can** do is the starting point for learning.
Supportive learning, interaction.

Inclusive Practice

Early recognised support, parental partnership, external agencies. Actively promote equal opportunities and anti-discriminatory practice. Information in pictures, words and signs.

Keeping Safe

Effective policies in place. Explaining boundaries, rules and limits; consistency. Allowing safe, supported choices in safe environment. Key person really 'knowing' their children.

Health & Well Being

Clean and safe environment; mental stimulation; access to the outdoors, loving & nurturing relationships. Meet the needs and interests of the individual children. Healthy eating policy. Fresh drinking water.

Positive Relationships

Respecting Each Other

Encourage children to understand & manage their feelings with support from the adults around them. Respecting different needs, views & cultures. Open communication to ensure that everyone's views are listened to and considered fairly, keeping the needs of the children firmly in mind.

Parents as Partners

Professional development in diversity, equality and anti-discriminatory practice. Welcoming atmosphere with approachable staff. Effective communication between parents and practitioners. Parents evenings, notice board, newsletters. Home diaries/visits.

Supporting Learning

Build respectful and caring relationships with all children and families. Observing and listening. Support children and increase their motivation with friendly, approachable staff. Know where the child's starting point is. Friendly & interesting environment.

Key Person

Developing a genuine bond with children and offering a settled, sensitive & close relationship. Records of the child's development are shared. Close parental partnership.

Enabling Environments

Observation, Assessment & Planning

Observe children to find out about their needs, what they are interested in and what they can do. Observe, analyse, and plan next steps. Develop records of learning and development, allowing for parental contributions.

Supporting Every Child

The needs of every child recorded in individual 'Learning Journeys'. Parents and professionals work together to identify individual child's needs. Provide experiences that build on children's interests. Sensitive, knowledgeable adults offering support & encouragement.

The Learning Environment

Warm and accepting staff & environment. Link between the indoor and outdoor environments so older children can move freely between them. Separate outdoor space for different age groups. Recognise benefits of outdoor play and the experience of the natural world.

The Wider Context

Effective communication between settings during transition times. Valuing the local community with visits; walks, projects to extend learning. 'Settling In' policies, links with parents.

Learning & Development

Play and Exploration

Interesting, exciting environment where children's play can be supported and extended. Flexible resources that can be used in many different ways to facilitate children's play and exploration. Observe children's play, intervening when & where appropriate.

Active Learning

Environment where children are keen to learn and are interested in finding things out for themselves. Low level toys promoting independence and freedom of choice. Opportunities and activities to extend and challenge children's learning.

Creativity & Critical Thinking

Enthusiastic staff support children's interests with sustained shared thinking. Offering a balance of adult-led and child-initiated play. Recognising that being creative is not necessarily about making an end-product such as a picture, song or play.

Areas of Learning & Development

Six areas of Learning and Development are of equal importance and are underpinned by the principles of the EYFS.

Areas of Learning & Development

PSED

Dispositions and attitudes. Self Confidence, self esteem. Making relationships, key person. Self-care, develop independence, motivation to learn. Sense of community.

CLL

Listen & carry out instructions. Linking sounds and letters. Enjoy books, stories & music. Experiment with writing/mark making. Converse with adults & peers. Speak with confidence.

PSRN

Mathematical concepts in a variety of contexts and meaningful situations. Indoor & outdoor activities. Problem solving activities, making predictions.

KUW

To observe, question, investigate and explore. Designing and making. ICT, time & place. Family, past and present. Communities.

PD

To move with imagination, safety and confidence to a range of stimuli. Health and bodily awareness, dressing and undressing. Using equipment and materials.

CD

Designing, exploring texture, respond to experiences. Expressing & communicating ideas. Exploring media and materials. Creating music and dance. Developing imagination and imaginative play.

