

Cornerstone Primary: EYFS Curriculum statement

Learning and Development

At Cornerstone Primary School we recognise that 'play is essential' and children learn and develop in different ways and have their own learning styles. We value all areas of learning and development equally and understand that they are often linked. As a whole school we are working together with all stakeholders to 'grow' successful learners, confident individuals and responsible citizens

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 1 and 2.

We are working to develop the five 'R's; 'resilience, resourcefulness, reflectiveness, risk taking', in children who form quality 'relationships'

In the Foundation stage, resilient children are able to think through difficult challenges and continue their learning without being emotionally challenged.

Resourceful children can find the space, resources and help they need to complete a child initiated or adult led task.

Reflective children consider their own learning and/or experiences, how well they went and how they could improve them.

Risk taking children are not afraid of what is new, different or challenging and embrace what is unknown.

Children who form quality relationships are those who think of others as well as themselves, and communicate openly and effectively.

In the revised EYFS more emphasis has been placed on 'how' children learn rather than 'what' they learn. This has been encapsulated in the 'Characteristics of Effective learning'. There are three areas that we need to develop.

Playing and exploring, engagement.

'Finding out and exploring, playing with what they know and being willing to have a go.' This is about the thrill of learning.

'Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.'

Through play our children explore and develop learning experiences, which help them make sense of the world. They have the opportunity to practice skills, develop ideas and think creatively alongside other children as well as individually. The children communicate with others as they investigate and solve problems. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations.

Active Learning, motivation

'Being involved and concentrating, keeping trying, enjoying achieving what they set out to do'. This is about wanting to learn

'Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.'

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Thinking Critically

'Having their own ideas, making links, choosing ways to do things'

This is about the ability to learn

"When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understanding and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions."

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions or making comments which move the learning on. Children can access resources freely and are allowed to move them around the classroom to extend their learning