



# EYFS

## **Personal safety and well-being**

As part of the EYFS for Health and self-care: children learn the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They learn to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. The children are also taught to understand the importance of physical activity, and to make healthy choices in relation to food. In Personal, social and emotional development children 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.

Every term, the children are given the opportunity to explore new environments and experiences on school trips. These range from local walks to visits further afield such as the beach and the theatre. This gives us the chance to teach the children a range of life skills including how to be safe when out and about.

Circle times are used as an opportunity to explore emotions and share their thoughts and feelings.

## **Creativity**

The child-initiated approach in the early years promotes the children's creativity and capacity to learn. The children are extended by the provision of support for their curiosity, exploration and play. They are provided with opportunities to explore and share their thoughts, ideas and feelings, for example, through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics, and design and technology. The children have access to rich stimulating environments which fosters the children's creativity.

## **Independence & confidence**

An induction program is in place for when children begin nursery and reception in order for the children to settle quickly and confidently. The provision extends the choice and control that children have over their learning and the freedom they enjoy and fosters confidence and self-esteem. The children are confident to try new activities, and say why they like some activities more than others. They become confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. In the Foundation Stage

children learn to be strong and independent through building positive relationships with other children and members of staff.

### **Responsibility**

We believe it is the responsibility of the children to make good choices at all times. This will lead to the children behaving well and building up and maintaining good relationships. The children are also encouraged to take responsibility for equipment within the early years setting. Children follow the schools behaviour system that is displayed and actively used in each classroom. The children are given age appropriate responsibilities within class life. These include classroom helper roles which include; tidy team monitors and emptying the recycling bin.

### **Pride**

Our aim is to provide a lively, stimulating, exciting environment in which our children can learn. To this end, all staff regard the learning environment and displays to be of vital importance. We believe that one of the aims of classroom and school displays is to encourage children to have pride in their work and achievements by demonstrating that we value their work and learning. There are many prominent displays in the school which showcase and celebrate individual achievements across the school. These include, Writer of the Week, A Sports Notice Board, A Home Learning Board and Pupil Leadership Board.

### **Team work**

As part of the early year's curriculum the children are taught to play co-operatively, taking turns with others. They learn to take account of one another's ideas and about how to organise an activity. They develop the skills to show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. The provision in the early year's classrooms fosters children's respect for others and offers opportunities for social interaction. The children in nursery and reception are in mixed gender groups which encourage and team work.

### **Resilience & determination**

The early year's staff teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development. They foster the characteristics of effective early learning; playing and exploring, active learning and creating and thinking critically.