



BROOKLANDS COVE
NURTURING & HOLISTIC CHILDCARE

CURRICULUM & PEDAGOGY

WHY DO WE NEED A NEW CURRICULUM?

THE UPDATE TO THE EARLY YEARS FOUNDATION STAGE IS THE MOST DRASTIC CHANGE THAT I HAVE SEEN SINCE I BEGAN WORKING WITH CHILDREN 10 YEARS AGO. IT IS MANDATORY FOR ALL EARLY YEARS SETTINGS TO FOLLOW THE GUIDANCE SET OUT IN THE EYFS, HOWEVER THE EYFS FOR 2021 OFFERS A GREAT DEAL MORE FLEXIBILITY TO PRACTITIONERS WITH REGARD TO HOW THEY PLAN AND DELIVER THEIR TEACHING. THERE ARE SO MANY METHODS AND APPROACHES TO TEACH CHILDREN IN THEIR EARLY YEARS AND BEYOND THAT THE DEPARTMENT FOR EDUCATION NOW RECOGNISE THAT THERE IS NO RIGHT OR WRONG IN HOW WE TEACH CHILDREN. WHEN OUR SETTING IS INSPECTED BY RUTLAND EARLY YEARS, WE WILL BE EXPECTED TO DEMONSTRATE HOW WE EFFECTIVELY TEACH THE CHILDREN IN OUR CARE. I HAVE DECIDED THAT THE BEST WAY FOR ME TO COMMUNICATE HOW WE IMPLEMENT A RANGE OF TEACHING METHODS, IS TO PUT TOGETHER A CURRICULUM FOR OUR SETTING. THIS WILL BE A VERY BROAD GUIDE TO THE APPROACHES, THEORIES AND GUIDANCE WE INCORPORATE INTO OUR EVERYDAY PLANNING, TEACHING AND ASSESSMENT.

LEARNING THROUGH PLAY

"PLAY IS THE HIGHEST FORM OF RESEARCH" ALBERT EINSTEIN

THE MOST IMPORTANT THING YOUR CHILD CAN DO IS PLAY, THROUGH PLAY THEY WILL LEARN TO EXPLORE, INVESTIGATE, PLAN, DISCUSS, DEBATE, OVERCOME FAILURE, SHARE, MAKE FRIENDS AND HAVE FUN. THROUGH PLAY, CHILDREN HAVE TIME TO STRENGTHEN THEIR MUSCLES, BUILD CONNECTIONS IN THEIR BRAIN AND ULTIMATELY TEACH THEMSELVES THINGS THROUGH TRIAL AND ERROR.

TO ALLOW CHILDREN THE MOST FLEXIBILITY AND USE OF THEIR IMAGINATION, PLAY WITH LOOSE PARTS, OPEN ENDED TOYS AND EVERYDAY OBJECTS IS ESSENTIAL. WE PROVIDE A WIDE RANGE OF RESOURCES FROM ANIMAL FIGURES, TO WOODEN BLOCKS TO GRAVEL IN THE GARDEN. WE ALLOW CHILDREN THE OPPORTUNITY TO EXPLORE THE RESOURCES AS THEY SEE FIT AND UNDERSTAND THAT ALTHOUGH WE MAY FEEL THAT BUILDING A TOWER OVER AND OVER AGAIN IS BORING OR EVEN IRRITATING, THE CHILD IS LEARNING RESILIENCE, TO KEEP ON TRYING, THEY ARE EXPLORING THE SOUND THE BRICKS MAKE AS THEY HIT THE FLOOR, THEY ARE CREATING PATTERNS WITH THE BRICKS, THEY ARE WONDERING IF THEY CAN BUILD THE TOWER HIGHER NEXT TIME AND HAVING FEELINGS OF ANTICIPATION AND EXCITEMENT. OUR JOB AS PRACTITIONERS IS TO ENSURE THAT THE CHILDREN IN OUR CARE HAVE AS MUCH ACCESS TO A WIDE RANGE OF SAFE, FUN AND STIMILATING PLAY AND LEARNING OPPORTUNITIES AS POSSIBLE.

CHILD DEVELOPMENT THEORIES

CHILD DEVELOPMENT THEORIES HELP PRACTITIONERS TO UNDERSTAND CHILDREN'S BRAIN FUNCTIONS SO THEY CAN SUPPORT CHILDREN TO THRIVE. MANY THEORIES ARE SIMILAR OR EVEN SLIGHTLY CONTRADICTORY, BUT IT IS IMPORTANT TO REFLECT ON A RANGE OF THEORIES.

VYGOTSKY'S SOCIOCULTURAL THEORY

VYGOTSKY'S SOCIOCULTURAL THEORY EMPHASISES THE IMPORTANCE OF SOCIAL INTERACTION ON CHILDREN'S DEVELOPMENT. HE BELIEVED THAT CHILDREN'S UNDERSTANDING OF CULTURE, RELIGION, SOCIAL PRACTICES AND LANGUAGE COULD ONLY DEVELOP FROM SOCIAL INTERACTION. THIS THEORY UNDERPINS TODAY'S UNDERSTANDING THAT CHILDREN SHOULD SPEND TIME WITH OTHER CHILDREN AND ADULTS FROM AN EARLY AGE AS THEY LEARN SO MUCH FROM OTHERS.

PIAGET'S COGNITIVE DEVELOPMENTAL THEORY

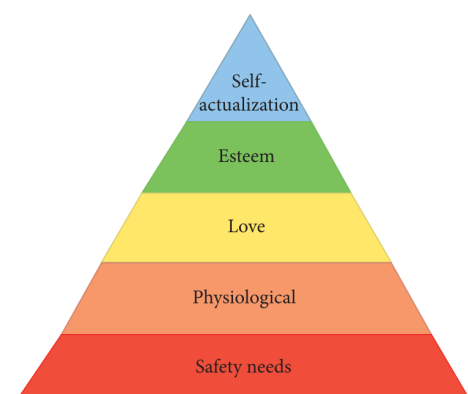
JEAN PIAGET'S COGNITIVE DEVELOPMENTAL THEORY FOCUSES ON THE IDEA THAT CHILDREN CAN ONLY DEVELOP IN STAGES LINKED TO THEIR AGE. HE BELIEVED THAT THE NEXT STAGE COULD ONLY BE REACHED ONCE THE PREVIOUS STAGE WAS COMPLETED, BUT THE SPEED AT WHICH THIS COULD HAPPEN WOULD DEPEND ON THE CHILD. THE EYFS CONTINUES TO FOCUS ON THE 'AGE AND STAGE' APPROACH FOR CHILDREN, ALTHOUGH WE BELIEVE THAT CERTAIN MILESTONES WILL BE MET WITHIN AN AGE BRACKET THERE IS NO HARD AND FAST RULE TO THE RATE OF AN INDIVIDUAL CHILD'S DEVELOPMENT.

BOWLBY'S ATTACHMENT THEORY

JOHN BOWLBY'S ATTACHMENT THEORY EXPLAINS THAT CHILDREN ARE BORN WITH A BIOLOGICAL INSTINCT TO FORM ATTACHMENTS WITH OTHER PEOPLE IN ORDER TO SURVIVE. 'MONTROPY' ATTACHMENT IS THE MOST IMPORTANT FORM, AS THIS IS WITH THE PRIMARY CAREGIVERS (USUALLY THE PARENTS) HOWEVER BOWLBY THEORISED THAT ADDITIONAL STRONG ATTACHMENTS WITH OTHERS SUCH AS FRIENDS, FAMILY MEMBERS, TEACHERS WOULD ONLY ENRICH A CHILD'S DEVELOPMENT. THE MOST SENSITIVE TIME FOR THE ATTACHMENT THEORY TO BENEFIT A CHILD IS UP TO THE AGE OF 5, AFTER THIS HE BELIEVED IT MAY NOT HAPPEN AT ALL.

MASLOW'S HIERARCHY OF NEEDS

MASLOW'S HIERARCHY OF NEEDS IS A 5 TIERED THEORY (BELOW) THAT STATES THAT IN ORDER TO REACH SELF-ACTUALISATION OR FULFILMENT, HUMANS NEED TO HAVE BOTH THEIR BASIC AND PHYSIOLOGICAL NEEDS MET. HE THEORISED THAT IN ORDER TO ALLOW CHILDREN TO THRIVE, WE MUST ENSURE THAT THEY ARE FED AND WATERED APPROPRIATELY, THEY ARE COMFORTABLE, THERE IS ENOUGH TIME FOR REST AND SLEEP, CHILDREN MUST FEEL SAFE AND SECURE, THEY MUST FEEL LOVED AND THEIR SELF WORTH AND CONFIDENCE MUST BE NURTURED.



EARLY YEARS EDUCATION METHODS & APPROACHES

THE REGGIO EMILIA APPROACH

I HAVE ALWAYS BASED MY OWN PRACTICE UPON THE REGGIO EMILIA APPROACH, THE KEY VALUES OF THE APPROACH ARE:

- CHILDREN ARE CAPABLE OF TAKING AN ACTIVE ROLE IN THEIR LEARNING, EVERY CHILD IS ABLE TO TAKE THE LEAD AND CONSTRUCT THEIR OWN LEARNING.
- CHILDREN POSSESS 100 LANGUAGES AND SHOULD BE ENCOURAGED TO EXPRESS THEMSELVES, BECAUSE CHILDREN LEARN AND DISCOVER THE WORLD AROUND THEM IN MANY DIFFERENT WAYS, THEY SHOULD BE ENCOURAGED TO USE A VARIETY OF MATERIALS, RESOURCES AND STRATEGIES IN THEIR EDUCATION.
- AN EMERGENT OR CHILD INITIATED CURRICULUM IS IMPORTANT IN ORDER TO MAINTAIN THE CHILD'S FASCINATION WITH LEARNING AND ENSURE THAT IT IS ENJOYABLE.
- THE IMPORTANCE OF EDUCATIONAL DOCUMENTATION - EMILIA BELIEVES IT IS IMPORTANT TO BE ABLE TO LOOK BACK UPON A CHILD'S PROGRESS AND CELEBRATE SUCCESSSES.
- COMMUNITY INVOLVEMENT AND BUILDING RELATIONSHIPS IS SEEN AS VITAL IN A CHILD'S DEVELOPMENT. SOCIAL INTERACTION IS IMPORTANT FOR CHILDREN'S COMMUNICATION AND SOCIAL SKILLS. THE PARENT-SETTING RELATIONSHIP IS ALSO REGARDED VERY HIGHLY AND HELPS CHILDREN TO BUILD A SENSE OF COMMUNITY.
- TEACHERS ARE EQUAL LEARNERS WHO GUIDE AND NURTURE CHILDREN'S LEARNING AND GROWTH - THE TEACHER'S ROLE IN THE REGGIO EMILIA APPROACH LEARN ALONGSIDE THE CHILD, TO CLOSELY LISTEN, OBSERVE AND INVOLVE THEMSELVES IN THE CHILD'S LEARNING.
- THE ENVIRONMENT AS THE 'THIRD TEACHER': THE SETTING ENVIRONMENT IS ACCESSED DAILY, IT PROVIDES CHILDREN WITH A WEALTH OF LEARNING OPPORTUNITIES THAT ENCOURAGES THEM TO EXPLORE, DISCOVER AND PROBLEM-SOLVE ON THEIR OWN. ALL RESOURCES AND MATERIAL IN THE CLASSROOM AND OTHER AREAS OF EACH SETTING ARE THOUGHT-PROVOKING AND INVITING TO INSPIRE CHILDREN TO THINK OUTSIDE THE BOX.

THE MONTESSORI METHOD

MONTESSORI IS A CHILD-LED TEACHING METHOD WHERE CHILDREN CAN FREELY CHOOSE THE ACTIVITIES THEY WANT TO DO TO. THE IDEA IS THAT THIS ALLOWS CHILDREN TO MAKE THEIR OWN CHOICES, LEARN AT THEIR OWN PACE TO BUILD CONFIDENCE, INDEPENDENCE AND SELF-ESTEEM AND TO CREATE A FOUNDATION FOR LEARNING.

WALDORF/STEINER EDUCATION

STEINER EDUCATION PROMOTES THE IDEA THAT CHILDREN LEARN THROUGH IMITATION OF SIMPLE, EVERYDAY TASKS. CHILDREN ARE CARE FOR IN A LOVING ENVIRONMENT THAT ACCEPTS EVERYONE FOR WHO THEY ARE AND RESPECTS INDIVIDUALITY. THERE IS AN EMPHASIS ON CREATIVITY, MUSIC, MOVEMENT AND IMAGINATION.

SCHEMAS

WHAT IS A SCHEMA?

A SCHEMA IS A PATTERN OF BEHAVIOUR WHICH IS REGULARLY REPEATED DURING CHILDREN'S SELF-INITIATED PLAY. THE CHILD HAS LEARNED TO DO SOMETHING AND FINDS THEY ENJOYS DOING IT SO THEY REPEAT IT OVER AND OVER AGAIN. OFTEN, THE SCHEMA HELPS A CHILD TO DEVELOP A PARTICULAR SKILL WHICH THEY WILL USE TO DEVELOP THEIR PLAY. SOME CHILDREN MAY HOP FROM ONE SCHEMA TO ANOTHER WHILE OTHERS HOLD ONTO A SCHEMA IN THEIR PLAY FOR MONTHS OR YEARS.

ENVELOPING

CHILDREN ARE LEARNING ABOUT HIDING AND THAT THINGS CAN APPEAR AND THEN DISAPPEAR. AS THEY DEVELOP THEIR PLAY THEY WILL BE ABLE TO PREDICT WHERE THINGS ARE HIDDEN WHICH IS AN IMPORTANT SKILL FOR MATHS.

TRANSFORMING

A CHILD WITH A TRANSFORMING SCHEMA IS INTERESTED IN HOW THINGS CHANGE AND IN LEARNING ABOUT SHAPES AND SIZES AS THE CATERPILLAR BECOMES A BUTTERFLY OR JELLY CHANGES FROM LIQUID TO SOLID AS IT SETS

POSITIONING

CHILDREN PUT THINGS IN ROWS (LIKE A TRAJECTORY SCHEMA) BUT ARE MORE INTERESTED IN ARRANGING THEM BY SIZE OR SHAPE OR HEIGHT OR NUMBER OF LEGS. THEY WILL USE STRAIGHT LINES DURING THEIR PLAY, CRAFTS, WHEN MAKING PATTERNS.

TRANSPORTING

CHILDREN ARE LEARNING ABOUT CAPACITY AND WEIGHT AS THEY FILL AND EMPTY CONTAINERS AND CARRY THEM AROUND. THEY ARE ALSO EXPLORING SHAPE, SIZE, SPACE AS THEY WORK OUT WHERE THEY CAN TAKE THEIR BAGS AND WHAT THEY WILL USE THEM FOR.

ENCLOSING

CHILDREN ARE LEARNING ABOUT SIZE AND SHAPE AND HOW TO FIT ONE THING INSIDE ANOTHER. WHEN THEY MAKE A DEN, THEY ARE THINKING ON A LARGE SCALE WHETHER TO INCLUDE THEIR FRIENDS INSIDE AND HOW BIG THE DEN SHOULD BE.

TRAJECTORY

CHILDREN WITH TRAJECTORY SCHEMAS ARE LEARNING ABOUT HEIGHT, SPEED AND DISTANCE. AS THEY LOOK AT THINGS THAT GO UP AND DOWN AND REPEAT PLAY IN STRAIGHT LINES. TRAJECTORY CHILDREN OFTEN LOVE TO THROW!

ROTATION

CHILDREN WITH A ROTATION SCHEMA ARE LEARNING ABOUT SPACE AND WHAT MAKES THINGS GO ROUND. THEY OFTEN COMBINE THEIR LEARNING WITH MOVEMENT AND LEARNING ABOUT HOW TO USE SPACE SAFELY.

CONNECTING

CHILDREN ARE PRACTICING THEIR PROBLEM-SOLVING SKILLS AS THEY LINK THINGS TOGETHER, MAKING TOWERS OR TRAIN TRACKS. THEY ARE USING COMPLEX SKILLS TO WORK OUT HOW TO MAKE SURE THINGS DON'T FALL DOWN.

UK GOVERNMENT GUIDANCE

DEVELOPMENT MATTERS

THE DEVELOPMENT MATTERS DOCUMENT IS FOR ALL EARLY YEARS PRACTITIONERS, FOR CHILDMINDERS AND STAFF IN NURSERIES, NURSERY SCHOOLS, AND NURSERY AND RECEPTION CLASSES IN SCHOOL. IT FOLLOWS THE EARLY YEARS FOUNDATION STAGE STATUTORY 7 AREAS OF LEARNING AND IS BANDED INTO AGE GROUPS: BIRTH TO 3 YEARS, 3 & 4 YEAR OLDS AND CHILDREN IN RECEPTION. THERE ARE 'OBSERVATIONAL CHECKPOINTS' WITHIN EACH AREA TO HELP PRACTITIONERS ENSURE THE CHILDREN IN THEIR CARE ARE ON THE RIGHT TRACK, BUT THERE ARE NO 'TICK LISTS' OR DEFINED MILESTONES. THE DEVELOPMENT MATTERS ALSO INCLUDE THE 'CHARACTERISTICS OF EFFECTIVE LEARNING' WHICH HELP PRACTITIONERS TO REFLECT ON THE RATE OF A CHILD'S LEARNING: ACTIVE LEARNING, CREATING AND THINKING CRITICALLY AND PLAYING AND EXPLORING. THE DEVELOPMENT MATTERS OUTLINES THE FOLLOWING AS THE KEY FEATURES OF EFFECTIVE PRACTICE:

1. THE BEST FOR EVERY CHILD - ALL CHILDREN DESERVE TO HAVE AN EQUAL CHANCE OF SUCCESS.
2. HIGH-QUALITY CARE - THE CHILD'S EXPERIENCE MUST ALWAYS BE CENTRAL TO THE THINKING OF EVERY PRACTITIONER.
3. THE CURRICULUM: WHAT WE WANT CHILDREN TO LEARN
4. PEDAGOGY: HELPING CHILDREN TO LEARN
5. ASSESSMENT: CHECKING WHAT CHILDREN HAVE LEARNT
6. SELF-REGULATION AND EXECUTIVE FUNCTION
7. PARTNERSHIP WITH PARENTS

BIRTH TO FIVE MATTERS

THE PURPOSE OF THE GUIDANCE INCLUDES REAFFIRMING CORE PRINCIPLES WHICH RECOGNISE:

- THE CHILD AT THE CENTRE OF PRACTICE
- THE CHILD'S CONNECTIONS WITHIN FAMILY, COMMUNITIES, CULTURES AND THE NATURAL WORLD
- THE NEED TO CONSIDER THE WHOLE CHILD: PHYSICAL, SOCIAL AND EMOTIONAL WELLBEING, HEALTH, AND LEARNING
- THE CHILD'S RIGHTS AS A MEMBER OF SOCIETY UNDER THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC), INCLUDING: NON-DISCRIMINATION (ARTICLE 2), BEST INTEREST OF THE CHILD (ARTICLE 3), GOALS OF EDUCATION (ARTICLE 29), RIGHT TO BE HEARD (ARTICLE 12), RIGHT TO PLAY (ARTICLE 31), RIGHT TO FREEDOM OF EXPRESSION (ARTICLE 13), RIGHT TO FREEDOM OF THOUGHT, BELIEF AND RELIGION (ARTICLE 14), RIGHT FOR CHILDREN WITH A DISABILITY TO LIVE A FULL AND DECENT LIFE (ARTICLE 23), RIGHT TO LEARN AND USE THE LANGUAGE, CUSTOMS AND RELIGION OF THEIR FAMILY (ARTICLE 30), THE SECTOR'S RESPONSIBILITIES UNDER THE UNITED NATIONS SUSTAINABILITY GOALS AND UNESCO EDUCATION FOR SUSTAINABLE DEVELOPMENT, THE STATUTORY REQUIREMENTS OF THE SEND CODE OF PRACTICE.

THE EARLY YEARS FOUNDATION STAGE 2021

STATUTORY GUIDANCE

EARLY YEARS PROVIDERS MUST GUIDE THE DEVELOPMENT OF CHILDREN'S CAPABILITIES WITH A VIEW TO ENSURING THAT CHILDREN IN THEIR CARE COMPLETE THE EYF5. THERE ARE SEVEN AREAS OF LEARNING AND DEVELOPMENT THAT MUST SHAPE EDUCATIONAL PROGRAMMES IN EARLY YEARS SETTINGS. THREE AREAS ARE PARTICULARLY IMPORTANT FOR BUILDING A FOUNDATION FOR IGNITING CHILDREN'S CURIOSITY AND ENTHUSIASM FOR LEARNING, FORMING RELATIONSHIPS AND THRIVING. THESE ARE THE PRIME AREAS: COMMUNICATION AND LANGUAGE, PHYSICAL DEVELOPMENT AND PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT. PROVIDERS MUST ALSO SUPPORT CHILDREN IN FOUR SPECIFIC AREAS, THE SPECIFIC AREAS ARE: LITERACY, MATHEMATICS, UNDERSTANDING THE WORLD, EXPRESSIVE ARTS AND DESIGN.

COMMUNICATION & LANGUAGE DEVELOPMENT

THE DEVELOPMENT OF CHILDREN'S SPOKEN LANGUAGE UNDERPINS ALL SEVEN AREAS OF LEARNING AND DEVELOPMENT. LISTENING AND UNDERSTANDING IS ALSO KEY TO CHILDREN'S COMMUNICATION SKILLS.

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

CHILDREN'S PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (PSED) IS CRUCIAL FOR CHILDREN TO LEAD HEALTHY AND HAPPY LIVES, AND IS FUNDAMENTAL TO THEIR COGNITIVE DEVELOPMENT.

PHYSICAL DEVELOPMENT

PHYSICAL ACTIVITY IS VITAL IN CHILDREN'S DEVELOPMENT, ENABLING THEM TO PURSUE HEALTHY AND ACTIVE LIVES. GROSS AND FINE MOTOR EXPERIENCES DEVELOP THROUGHOUT EARLY CHILDHOOD

LITERACY

IT IS CRUCIAL FOR CHILDREN TO DEVELOP A LIFE-LONG LOVE OF READING. READING CONSISTS OF TWO DIMENSIONS: LANGUAGE COMPREHENSION AND WORD READING. CHILDREN DEVELOP THROUGH STORIES, SONGS AND RHYMES.

MATHEMATICS

DEVELOPING A STRONG GROUNDING IN NUMBER IS ESSENTIAL SO THAT ALL CHILDREN DEVELOP THE NECESSARY BUILDING BLOCKS TO EXCEL MATHEMATICALLY. CHILDREN WILL EXPLORE NUMBER, SHAPE, SPACE, WEIGHT, SIZE AND PATTERN.

UNDERSTANDING THE

WORLD

UNDERSTANDING THE WORLD INVOLVES GUIDING CHILDREN TO MAKE SENSE OF THEIR PHYSICAL WORLD AND THEIR COMMUNITY. CHILDREN DEVELOP KNOWLEDGE OF THEMSELVES, EARLY SCIENCE AND HISTORY.

EXPRESSIVE ARTS &

DESIGN

THE DEVELOPMENT OF CHILDREN'S ARTISTIC AND CULTURAL AWARENESS SUPPORTS THEIR IMAGINATION AND CREATIVITY. IT IS IMPORTANT THAT CHILDREN HAVE REGULAR OPPORTUNITIES TO ENGAGE WITH THE ARTS.

BROOKLANDS COVE PEDAGOGY

WHAT IS PEDAGOGY?

PEDAGOGY IS A GREEK TERM THAT ROUGHLY TRANSLATES AS 'TO LEAD OR GUIDE A CHILD', WHILST CURRICULUM IS LATIN FOR 'COURSE'. A CURRICULUM IS THE CONTENT OR SUBJECT MATTER THAT IS BEING TAUGHT, WHEREAS A PEDAGOGY IS THE TECHNIQUES AND TEACHING METHODS USED. MOVING FORWARDS, THE EARLY YEARS FOUNDATION STAGE PLACES GREATER IMPORTANCE ON QUALITY TEACHING AND GUIDED LEARNING RATHER THAN RIGID EXPECTATIONS OF CHILDREN'S OUTCOMES. THE CURRICULUM IS PROVIDED FOR US IN THE FORM OF THE DEVELOPMENT MATTERS AND BIRTH TO 5 MATTERS, IT IS OUR JOB AS A SETTING TO DEVELOP AN EFFECTIVE PEDAGOGY TO DELIVER THIS. WE WILL REFLECT UPON OUR KNOWLEDGE THAT CHILDREN ARE PERFECTLY CAPABLE OF LEARNING THEMSELVES IF THEY ARE PROVIDED WITH THE PROPER TOOLS AND GUIDANCE. WE WILL PROVIDE A RICH AND INTERESTING INDOOR AND OUTDOOR LEARNING ENVIRONMENT WITHIN OUR SETTING. WE WILL PROVIDE PURPOSEFUL RESOURCES, TIME AND SPACE TO EXPLORE AND BE IMAGINATIVE. WE WILL ENSURE THAT THE ENVIRONMENT IS ACCESSIBLE FOR ALL CHILDREN AND THAT THEY ARE ABLE TO PLAY INDEPENDENTLY. WE WILL BE AVAILABLE FOR CHILDREN TO ASK FOR HELP, REST AND RECHARGE, TO OFFER SUPPORT AND GUIDANCE AND WHEN APPROPRIATE, TO EXTEND AND ASK QUESTIONS.

ADULT LED ACTIVITIES VS CHILD LED PLAY

ALTHOUGH THE MAJORITY OF OUR APPROACH DOES PROMOTE CHILD INITIATED PLAY AND ACTIVITIES, THERE IS STILL A PLACE FOR ADULT INITIATED PLAY. CHILDREN MAKE AMAZING DISCOVERIES AND FORM NEW CONNECTIONS IN THEIR BRAINS ALL BY THEMSELVES, BUT EARLY YEARS EDUCATORS CAN OFFER NEW AND UNDISCOVERED EXPERIENCES THAT FOLLOW THE CHILD'S INTERESTS. WE WILL INCORPORATE GROUP ACTIVITIES, ADULT LED OUTINGS AND INVITATIONS TO PLAY ALONGSIDE FREEPLAY OPPORTUNITIES TO ENSURE THAT CHILDREN ARE OFFERED WIDE AND VARIED LEARNING EXPERIENCES. HOWEVER, IT IS IMPORTANT TO BE RESPECTFUL OF A CHILD'S CHOICE NOT TO PARTICIPATE AS LONG AS THIS DOES NOT AFFECT THE GROUP'S ABILITY TO EXPLORE AND LEARN.

INVITATIONS TO PLAY

IN BETWEEN ADULT LED ACTIVITIES AND CHILD LED FREE PLAY, LIES 'INVITATIONS TO PLAY'. THIS IS WHERE EARLY YEARS EDUCATORS PLAN AND PREPARE ACTIVITIES THAT ARE DESIGN TO GRAB CHILDREN'S ATTENTION BUT CAN ALSO BE FULLY ACCESSED INDEPENDENTLY. THESE ARE PARTICULARLY USEFUL FOR CHILDREN UNDER 3 WHO ARE NOT DEVELOPMENTALLY READY FOR FORMAL ACTIVITIES. CHILDREN CAN BE GUIDED TO USE THE RESOURCES IN A PARTICULAR WAY THROUGH ADULT MODELLING AND ADDING RELEVANT BOOKS TO THE INVITATION. CHILDREN SHOULD ALSO BE SUPPORTED AND ENCOURAGED TO USE THEIR OWN CREATIVITY AND IMAGINATION, WE WILL FOLLOW THEIR LEAD AND OBSERVE THE CHILDREN TO SCAFFOLD THEIR LEARNING. FROM SEPTEMBER, WE WILL PAY MORE FOCUS TO INVITATIONS TO PLAY.

BROOKLANDS COVE PEDAGOGY

DAY TO DAY

OUR APPROACH TO TEACHING AND LEARNING WILL ADAPT TO THE AGES, INTERESTS AND PERSONALITIES OF THE CHILDREN IN OUR CARE. AS A LARGER SETTING WITH 3 MEMBERS OF STAFF, WE ARE LUCKY TO BE ABLE TO HAVE A GOOD DEAL OF FLEXIBILITY. WE ARE ABLE TO ENJOY PLENTY OF SOCIAL INTERACTION AS A WHOLE GROUP AS-WELL AS FOCUS ON AGE RELATED OR INDIVIDUAL INTERESTS IN SMALLER GROUPS. WE ARE ABLE TO TAILOR OUR DAY TO INCLUDE OUTINGS, FOCUSED ACTIVITIES AND FREE PLAY SIMULTANEOUSLY. DAY TO DAY, WE WILL ENSURE THAT WE INCORPORATE THE FOLLOWING TECHNIQUES AND METHODS IN OUR PEDAGOGY:

- AN INTERESTING AND VARIED ENVIRONMENT - WE WILL INCORPORATE OUR GARDEN INTO OUR FREE FLOW ENVIRONMENT, WE WILL REGULARLY ROTATE RESOURCES THAT ARE OFFERED TO THE CHILDREN BASED ON THEIR INTERESTS, WE WILL OFFER VARIED INVITATIONS AND ACTIVITIES AND OBSERVE CLOSELY TO SEE WHEN CHILDREN NEED ADULT INTERVENTION.
- REGULAR EDUCATIONAL OUTINGS - EVEN A 15 MINUTE VISIT TO THE PARK WILL HAVE HUGE EDUCATION VALUE TO A YOUNG CHILD. WE WILL ENSURE THAT EVERY CHILD HAVE PLENTY OF OPPORTUNITIES TO EXPLORE THE LOCAL COMMUNITY.
- EFFECTIVE DELIVERY OF THE CURRICULUM - WE WILL ENSURE THAT THE STATUTORY CURRICULUM IS CONSIDERED WITH EVERY LEARNING OPPORTUNITY, ACTIVITY, OUTING AND RESOURCE. WE WILL MOSTLY USE THE DEVELOPMENT MATTERS DOCUMENT FOR GUIDANCE TO ENSURE WE GUIDING THE CHILDREN APPROPRIATELY.
- CONTINUOUS OBSERVATION & ASSESSMENT OF LEARNING - WE WILL BE SPENDING LESS TIME DOCUMENTING THE CHILDREN'S LEARNING, WHICH WILL GIVE US MORE TIME TO OBSERVE AND ASSESS THEIR DEVELOP EVERY DAY.

DOCUMENTATION

FROM SEPTEMBER 2021, THE FOLLOWING DOCUMENTATION WILL BE COMPLETED FOR EACH CHILD:

- BI-ANNUAL LEARNING STORY UPDATES - THESE WILL BE SENT OUT EVERY SUMMER AND EVERY CHRISTMAS. I WILL UPDATE THESE REGULARLY TO MONITOR CHILDREN'S PROGRESS & IDENTIFY GAPS.
- 2 YEAR DEVELOPMENT CHECK - THIS IS A MANDATORY REPORT. YOU WILL ALSO HAVE AN APPOINTMENT WITH YOUR HEALTH VISITOR, I WILL COMPLETE THE REPORT IN LINE WITH YOUR APPOINTMENT (USUALLY AROUND 27-30 MONTHS)
- TRANSITION REPORT - THIS WILL EITHER BE COMPLETED WHEN YOUR CHILD LEAVES FOR SCHOOL (IT WILL FORM THEIR FINAL BI-ANNUAL REPORT) OR IF YOUR CHILD MOVES TO ANOTHER SETTING.