



at Aughton Christ Church C.E. Primary School

## Newsletter - January 2012

Happy New Year! We hope you all had a lovely Christmas and a well deserved rest. It's great to see all the children on top form after all the illnesses we had before the Christmas break. The staff would like to thank you once again for all the lovely cards and gifts.

### Welcome

We welcome all new children and families into our nursery. We are always here to answer any questions and queries you may have.

### Step into Quality Award

We are pleased to let you know that the nursery was awarded the 'Step into Quality Award' before the Christmas holidays. We will soon be attending an awards ceremony to receive our award. We are all extremely proud of this and thank you for your input in helping us to achieve this award. We are now going to be working towards a Lancashire Quality Award.

### School Applications

Please don't forget that you only have until Sunday 15<sup>th</sup> January to apply for a school place if your child is due to start in a reception class in September 2012. You can apply by logging onto [www.lancashire.gov.uk/e-admissions](http://www.lancashire.gov.uk/e-admissions)

### Chinese New Year

Monday 23<sup>rd</sup> January is Chinese New Year - the year of the Dragon!

During the day we will be sampling some Chinese food, learning a dragon dance and taking part in various activities. The children are more than welcome to come dressed up if they wish or bring something in from home to share at circle time.

### Signing in and out

Please can we remind you that you **MUST** sign in and out everyday. This is an Ofsted requirement and we cannot stress how important this is.

### Healthy heroes

Please continue to enjoy our weekly challenges at home. This week's challenge is:

*'Get active with your families'*. A letter from Miss Allen will be sent home this week.

### Menus

New lunch and teas menus for this term have been added to our website [www.learningcurvesnursery.co.uk](http://www.learningcurvesnursery.co.uk)

### Toys

Please can we ask that the children do not bring toys in from home? We are finding that it is causing a few conflicts with the other children. We are happy for the children to bring in books or items of interest for 'show and tell' but not toys. Thank you

*Each month we attach a new policy to our newsletter for parents to view.*

This month's policy is our **Early Years Foundation Stage Curriculum**



## Early Years Foundation Stage Curriculum

At Learning Curves Nursery we aim to assist all children to attain their maximum potential. We believe that a child's experience in the early years has a huge impact on their future. A secure, safe and happy childhood is important and it provides the foundation for children to make the most of their abilities and talents as they grow up.

All children at Learning Curves nursery will follow a framework to support their learning and development. This framework is called the '**Statutory Framework for the Early Years Foundation Stage**'.

The aim of the Early Years Foundation Stage curriculum is to help young child achieve the five **Every Child Matters** outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well being.

The Early Years Foundation Stage curriculum is grouped into four themes, these are:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

These four themes are divided into *commitments* describing how the principles can be put into practice.

**THESE ARE SHOWN ON THE FOLLOWING PAGES**

## The Early Years Foundation Stage: Themes and Commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
<p><b>1.1 Child Development</b> Babies and children develop in individual ways and at varying rates. Every area of development – physical, cognitive, linguistic, spiritual, social and emotional – is equally important.</p>	<p><b>2.1 Respecting Each Other</b> Every interaction is based on caring professional relationships and respectful acknowledgement of the feelings of children and their families.</p>	<p><b>3.1 Observation, Assessment and Planning</b> Babies and young children are individuals first, each with a unique profile of abilities. Schedules and routines should flow with the child's needs. All planning starts with observing children in order to understand and consider their current interests, development and learning.</p>	<p><b>4.1 Play and Exploration</b> 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.</p>
<p><b>1.2 Inclusive Practice</b> The diversity of individuals and communities is valued and respected. No child or family is discriminated against.</p>	<p><b>2.2 Parents as Partners</b> Parents are children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning.</p>	<p><b>3.2 Supporting Every Child</b> The environment supports every child's learning through planned experiences and activities that are challenging but achievable.</p>	<p><b>4.2 Active Learning</b> 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.</p>
<p><b>1.3 Keeping Safe</b> Young children are vulnerable. They develop resilience when their physical and psychological well-being is protected by adults.</p>	<p><b>2.3 Supporting Learning</b> Warm, trusting relationships with knowledgeable adults support children's learning more effectively than any amount of resources.</p>	<p><b>3.3 The Learning Environment</b> A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.</p>	<p><b>4.3 Creativity and Critical Thinking</b> 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 understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.</p>
<p><b>1.4 Health and well-being</b> Children's health is an integral part of their emotional, mental, social, environmental and spiritual well-being and is supported by attention to these aspects.</p>	<p><b>2.4 Key Person</b> A key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents.</p>	<p><b>3.4 The wider Context</b> Working in partnership with other settings, other professionals and with individuals and groups in the community supports children's development and progress towards the outcomes of <i>Every Child Matters</i>: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic well-being.</p>	<p><b>4.4 Areas of Learning and Development</b> The Early Years Foundation Stage (EYFS) is made up of six areas of Learning and Development. All areas of Learning and Development are connected to one another and are equally important. All areas of Learning and Development are underpinned by the Principles of the EYFS.</p>

Each half term we plan a focused topic through our medium term planning, which we are then able to plan themed weeks and daily adult initiated activities to help each child develop within the six areas of Learning and Development. We are also guided by children's wishes and interests.

The six areas of Learning and Development recognise that children develop and learn at different rates, and that all areas are equally important and are inter-connected:

### **Area of Learning and Development**

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Knowledge and Understanding of the world
- Problem solving, Reasoning and Numeracy
- Physical development
- Creative development

Each child is supported individually to make progress at their own pace. Children are competent learners and develop and learn in a wide variety of ways. We look carefully at the children in our care, consider their needs, their interests and their stages of development and use all of this information to help plan a challenging and enjoyable experience across all the areas of learning and development.

We are able to track each child's progress and identify areas that need to be developed further. This tracking sheet can be found at the beginning of each child's *'Special Book'*.