



TWO-YEAR-OLD CURRICULUM

The Eden SDA School's Early Years Nursery class utilises the development matters in the Early Year Foundation Stage (EYFS) along with the Creative Curriculum, a research-based early childcare and education curriculum. At this age, your child is learning at a rapid rate, and as they grow and develop. The Early Year Practitioner (EYP) teachers adapt the curriculum, as well as the environment to meet both your child's needs as well as their interests. Each area has an activity planned, which is created by the EYP in their themed weekly lessons. These are accompanied with activities, individualised to the specific needs of each child in the class. Each activity on the weekly plan is purposeful and intentionally planned based on the teachers' observations of each child in the class. Your child will have a progress check upon their 2nd birthday to find out where they are in the Early Year foundation stage. 2 Year old Progress checks are now embedded into the Eden EY curriculum and policy and reported back to our parent/carers.

Foundation Stage development. This is done in a non-stressful way via EYP taking observations via notes, photographs or your own family, friends, parents/carers feedback through the moments that WOW!! you of your child's accomplishments.

The Early Years Foundation Stage will be continued throughout the Early Years Department from 3-5 after the 2 year progress checks are completed as an initial assessment. Assessments will then be done through the stage. See the Early Years Policy below for more details. These areas of learning and development has

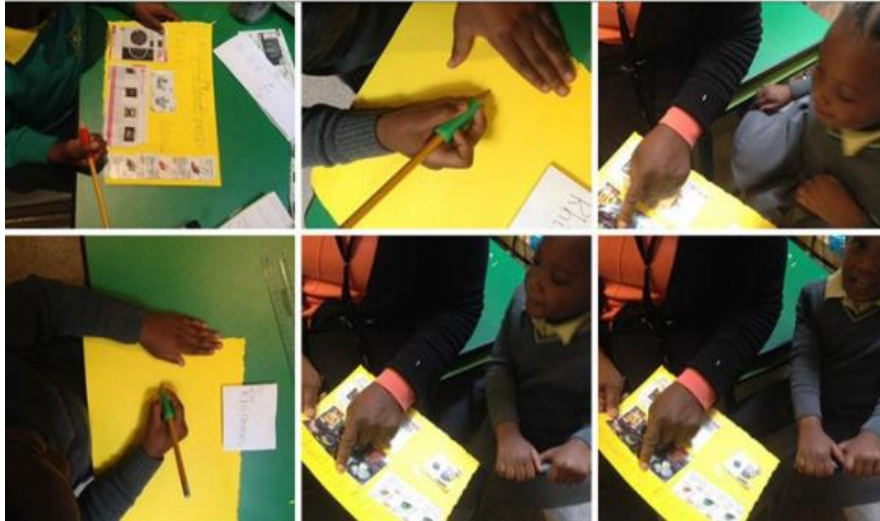
3 prime areas:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

4 specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Toddlers are always absorbing language, which is why a classroom rich in language is important.



To help develop language and literacy skills, teachers:

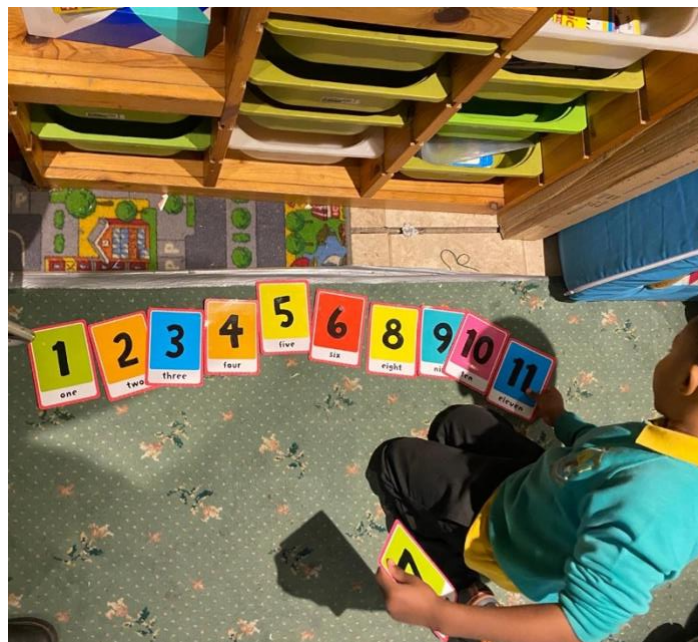
- Describe what they are doing as well as what the child is doing, so that children will hear more language and connect words to actions.
- Create a print-rich classroom environment with labelled materials to allow children to begin to understand that print conveys meaning.



- Read aloud multiple times a day, as well as allow independent exploration of books.
- Ask questions about books and encourage interaction during reading.

- Allow children opportunities to tell a story.
- Sing songs/rhymes daily.
- Encourage pretend play and participation with other children.
- Allow opportunities to experiment with writing materials, and valuing scribbles through mark making.
- Encourage children to dictate a story or description of what they are creating.

Math is more than counting and recognizing numbers – teachers incorporate math into everyday activities.



To introduce early math concepts, teachers:

- Use math words such as heavy and light, big and small, long and short, and more or less to help children begin to understand math concepts.
- Provide opportunities to count while touching a variety of objects. For example, “How many cows do we have in the block area?”
- Provide opportunities to explain if something is: more or less, first or last. For example, “Is that more or less than the number of sheep we have in the block area?”

- Provide opportunities to complete simple patterning activities with materials like lacing beads or pop beads.
- Allow independent exploration of puzzles and sorting materials.
- Allow measurement using materials in the classrooms. For example, “How many blocks does it take to match how long _____ is?”
- Encourage persistence even when children get frustrated.



Young children are natural scientists who explore their world whenever the opportunity arises.



EYP's guidance and structure expands their curiosity and activities into something more scientific, to practice science. As children investigate, they acquire knowledge that explains the world around them in a process known as scientific inquiry.



To introduce science concepts, teachers:

- Provide opportunities to explore a variety of materials and tools in a sensory table and ask questions that encourage children to predict what will happen if ____?
- Provide opportunities to use active exploration to solve a problem and discuss if the solution was successful.
- Provide opportunities to explore light and shadows.

- Provide opportunities to observe and describe weather and seasonal changes.
- Introduce activities and conversations that help children name and describe body parts.

We include creative arts in our programming to provide a range of activities for children to express themselves



Our children will practice scenes for the annual Motherland play.

Creative arts engage children's minds, bodies, and senses. The arts invite children to listen to, observe, discuss, move, and imagine.

To encourage creative arts exploration, teachers:

- Offer a variety of recorded music to listen and move freely to.
- Allow opportunities to explore a variety of musical instruments independently.
- Allow ongoing exploration of a wide variety of age-appropriate art materials and tools including crayons, markers, paint, glue, play dough, etc.
- Offer opportunities to participate in pretend or imaginative play in the dramatic play area, as well as with puppets and other people or figures.
- All children take parts in the annual Motherland Performance, which include singing in various languages, acting, dancing and mime.

Social emotional skills are essential in school.



- Self-regulation and conflict resolution skills lead to a positive sense of self and makes it easier for children to build relationships with others. To develop strong social-emotional skills, teachers:
 - Model empathy and encourage children to imitate comforting behaviours.
 - Model impulse control, and validate children's emotions, as well as model alternative reactions that will allow children to self-soothe in the future.
 - Provide children with the words to express both positive or negative emotions.
 - Allow children opportunities to demonstrate independence and do some self-care routines themselves.
 - Provide a consistent daily schedule and routine.
 - Model conflict resolution and provide children with words to use instead of physical actions.



Large muscle development is important at this age, to practice skills and to lay the foundation for an active, healthy lifestyle.



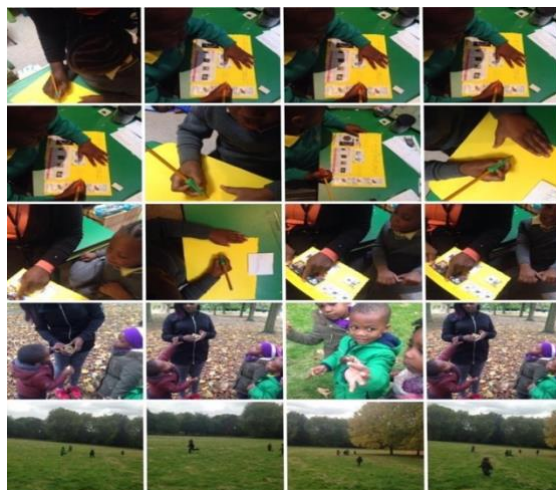
Small muscle development is important as well, to develop hand-eye coordination and to ensure their hand muscles are strong as they begin to write. To boost physical growth, teachers:

- Encourage children to use spoons or forks to feed themselves instead of fingers.
- Offer opportunities to participate in physical play both indoors on climbers or tunnels, and outdoors on playground equipment.
- Support children to dress or undress themselves, both when needed with their own clothes, as well as in the dramatic play centre.



Introduce different writing materials like crayons or markers for children to practice making marks on paper.

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Qualification of EYP:

Mrs Laura Osei - Proprietor - Level 6+QTS

Ms Sharon Davis - Governor - Level 6+QTS

Ms Maxine Davis - Senior EYP Level 5

Ms Jeannette Satney - Senior EYP Level 4

Ms Helena Pegado - EYP Level 3

Miss R. - TA Level ½

Mr Joshua Clarke – TA - Level 3

Paediatric First Aiders:

Helena Pegado – up to date

Jeannette Satney – up to date

Age Range Ratios

Years 2-3 1:4

Year 3-4 1:6

Year 4-5 1:6

Measurement of Setting

The Early Years Department measurement are:

Measurements from Mr AAG and LWS

The Early Years Department allocation see below:

Age Range	Allowed
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2-3 Year olds	
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3-5 Year olds	
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Current Enrolment

0-1	1-2	2-3	3-4	4-5
None	None	None	None	5

The EDEN SDA SCHOOL

Early Years Foundation

Stage (EYFS) Policy

Eden Early Years
Department

Approved by:	<u>Ms Sharon Davis</u>	Date: <u>31st July 2020</u>
Last reviewed on:	<u>22nd July 2022</u>	
Next review due by:	<u>July 2023</u>	

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

The Eden SDA School Early Years Department:

This policy is based on requirements set out in the 2017 statutory framework for the Early Years Foundation Stage; updated September 2021

<https://www.gov.uk/government/publications/changes-to-the-early-years-foundation-stage-eyfs-framework/changes-to-the-early-years-foundation-stage-eyfs-framework>

Non-statutory curriculum guidance for the early years foundation stage. Updated 23rd July 2021

<https://www.gov.uk/government/publications/development-matters--2>

“Working Together to Safeguard Children 2018”

Last updated July 2022

[Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/working-together-to-safeguard-children-2018/working-together-to-safeguard-children-2018)

What to do if you are worried a child is being abused.2015

[Child abuse concerns: guide for practitioners - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/child-abuse-concerns-guide-for-practitioners/child-abuse-concerns-guide-for-practitioners)

Best Practice in Ealing

Providers **must** have **written** policies and procedures in relation to safeguarding and child protection.

As an Independent Private Early Years Setting: This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

In the Early Years Department at The Eden SDA School it is structured into 3 classes: Nursery for the 2-3 year old, Pre-school for the 3-4 year olds and Reception for the 4-5 year olds. However, all the Early Year children play and learn together. The setting is open from 8:50 – 3:15 and an after-school club and breakfast club will be in operation upon request and applying. Please see the Early Years Co-ordinator form more details. Currently in the Global Pandemic and in line with The Eden School Risk Assessment, Breakfast and After school club is not in operation. We accept the Government 15 hours free childcare for 2, 3 and 4 year olds. All 3 to 4 year olds in England can get 570 free hours per year. It's usually taken as 15 hours a week for 38 weeks of the year, but you can choose to take fewer hours over more weeks. Some 2, 3 to 4 year olds are eligible for 30 hours free childcare a week. This funding stops when your child starts in reception class (or reaches compulsory school age, if later). You will be eligible to pay for extra costs like meals, swimming lessons and trips. Contact your local council or the Head Teacher for further information. The fees are as follows:

Age Range	Monthly Fee
2 Year olds	£1100.00
3 Year olds	£950.00
4 Year olds	£850.00

You may also be eligible for the 25% Education Grant if you are a member of a Seventh-day Adventist Church, you may be able to receive additional help from your church via application for a termly Education Grant approved by your local church board or Area. Please refer to The Eden SDA School prospectus for further information and charges on page 16 - School Finance.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

4.1 Planning

At The Eden School we love to learn having fun, using our 5 senses and being as creative as we can. So we encourage our children to be outside as much as possible as well as making learning relevant, practical and fun for the children. We believe that the learning should be child centered and so our activities are in line with the observation we take daily. Our Practitioners must ensure that

the curriculum is delivered in unique differentiated ways for the children taking into account the following:

1. **Intent** - why are you teaching this?
2. **Implementation** – how are you teaching it ?
3. **Impact** – what is the relevance to the child?

See 2 Year old Curriculum above for some examples and evidence and observation photographs.

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

Teaching examples are given above in the examples in the 2 Year old curriculum. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Use of Whole School Resources

- The Early Years class use the hall for dance, drama, physical education, and assemblies when required.
- Use of outside local parks, playground, adventure playground and courtyard.
- Forest School area used on according to planning.
- The kitchen for a range of cooking activities.
- The ICT use of Early Years class laptop, for use in classrooms.
- Large range of musical instruments.
- Libraries visited in local vicinity.
- Shops and local community.

5. Assessment

In the Early Years Department, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

When a child is aged between 2 and 3, practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed. This is an initial assessment, known as the 2 Year old progress check.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development

- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

5.1 Language and Literacy Supporting the Reception Child

- Early in the first half term at school, children will begin to learn our phonic program and that will be supported by the Granny Riley Phonic. Parents will get the opportunity to learn along with their child with our specialist English Teacher and our in-house phonic curriculum workshops. This will enable our parents/carers to support their child/ren with the sounds he/she has learnt at school. This will be explained in detail at the Autumn meeting for parents.
- The first books that children bring home to share with parents/carers will be picture books and then books with simple repetitive text and rhymes and leading onto CVC words, blending and decoding. (See Phonic Curriculum)
- During the year, each child will take home independent reading books that have been shared at school.
- Each child may also take home a range of reading games or activities that involve matching sounds and pictures; making, reading and writing simple words that can be practised at home.

6. Working with parents

Parents/carers are the child's first and most enduring educators. When Parents/carers and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge, and expertise. We aim to develop this by:

- Assigning your child to a key person within the Early Years Department
- Outlining how the EYFS is being delivered to Parents/carers during the new parents meeting in September, to enable them to understand the value of supporting their child's learning at home and how they can access more information.
- Curriculum letters are sent home periodically to keep parents informed of their child's current curriculum and learning needs, with an outline of activities which could be undertaken at home to support this.
- Operating an "open door" policy, whereby parents/carers can come and discuss concerns and developments in an informal manner, and also to view children's work.
- Sharing progress at school through annotated photographs and observations in 'Learning Journeys' which are sent home termly, and to use home observations and 'Wow booklets' to record any special moments or achievements at home.
- Inviting parents/carers to help in the Early Years class or other classes in the school and to accompany children on school / class visits.
- In the Autumn term, there will be an evening meeting for parents to further explain the curriculum, with a particular focus on phonics and reading, and to share ideas on how parents can be involved.
- Discussing individual next steps and progress with parents/carers at parents' evening in Autumn and Spring terms.

- Providing an interim report at the end of each term and an annual written report to parents/ carers summarising the child's progress against the early learning goals and EYFS assessment scales.
- All parents will be invited to join the Eden PTFA, Parent Teacher and Friends Association Friends, which exists to facilitate social occasions so that families can get to know one another and feel part of the school, to raise money to provide extras that enhance the education of all children in school and to contribute to the ethos of the school by providing support for staff e.g. on special occasions by organising refreshments and making new-comers feel welcome.
- Any concerns over special needs will be discussed with parents and the Special Needs Co-ordinator (SENCO) for the whole school.
- EY in-line with Dfe update now has a online system Blossom. EYP are able to share with parents the progress of their children, plan lesson and upload observations onto each child's profile.

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

6.1 Induction and Home Visits

We are connected to The Eden SDA School, and have close links with other SDA Schools and their Early Years settings. We meet regularly to plan and do teacher inset days and arrange day trips together throughout the year. This allows the Early Year children and the Key Stage 1 teacher to become familiar with each other before the transition period begins.

The Key Stage 1 teacher will visit Early Years to meet the children, play alongside them indoors and outdoors, and share stories and songs for several whole morning sessions in their worship time and Motherland practice throughout the year.

The Early Years also attend the annual whole school outdoor bike ride in Cambridge. Take part in practice and annual Motherland School Performance. These interactions help our children to feel a part of the whole school and creates a family feel helping the children to be able to negotiate their own space, voice their feelings and speak up as advocates for their friends in a safe environment with their teacher's support.

A transition meeting to discuss children's transition records is held between the Early Year Co-ordinator of the Early Years Department and The Eden Primary Head in July.

Between July and September, a meeting is held by the Headteacher and Early Years Department to introduce parents/carers to the school, reception procedures and curriculum. Parents/carers are given a school prospectus which outlines the curriculum and school routines, along with a document pack to be completed and returned to school.

We conduct home visits with our prospective children and parents at their home. This is to allow our EYPs to get to know the child in their own environment. EYP report of what the child likes and dislikes and the ways the parent/carers support the child in their learning and comforts. Through these observations seen from the home visit, the EYP can put in place a settling week

or more if required. All these strategies are then used to help settle the child and initiates to help the child become accustom to a face from their new school.

* Covid-19 home visit was discouraged and on-line meeting was initiated. Precautions are still in place.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in The Eden SDA School safeguarding policy. Safe training is updated annually. EYP are apart of the Ealing Partnership and can book onto on-going training via Ealing EYs. See list of course available annually.

8. Monitoring arrangements

This policy will be reviewed and approved by Eden Early Years Co-ordinator, Governance and Head of provision annually.

At every review, the policy will be shared with the governing board to be ratified at the next scheduled Board Meeting.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
<p>Safeguarding policy and procedures</p> <p>For referrals around concerns: Ealing's Children's Integrated Response Service</p> <p>ECIRS: 0208 825 8000</p> <p>For referrals around concerns around a professional of volunteer:</p> <p>Your Local Authority Designated Officer (LADO) for Allegation Against staff or volunteers (ASV)</p> <p>LADO: 020 8825 8930</p> <p>Child Protection Advisor line: 020 8825 8930</p> <p>Please review contact details to ensure you have the correct named people and ensure documentation reflects up to date details.</p> <p>Safeguarding children and protecting professionals in early years settings online safety considerations 2019</p> <p>Online Safety Considerations (GOV.UK)</p>	<p>Working Together to Safeguard Children 2018"</p> <p>Last updated July 2022</p> <p>Working together to safeguard children - GOV.UK (www.gov.uk)</p> <p>What to do if you are worried a child is being abused.2015</p> <p>Child abuse concerns: guide for practitioners - GOV.UK (www.gov.uk)</p> <p>Best Practice in Ealing</p> <p>Providers must have written policies and procedures in relation to safeguarding and child protection.</p> <p>Best Practice in Ealing</p> <p>Ealing Safeguarding Children GuidancePolicy and Procedures for Voluntary, Community, Faith, and Private Organisations, 2022 ('Yellow Book')</p> <p>All providers must have a sound knowledge of this guidanceESCP publications Ealing Directory (ealingfamiliesdirectory.org.uk)</p> <p>Link to Ealing Safeguarding Children Partnership / ESCP Home Ealing Directory (ealingfamiliesdirectory.org.uk)</p> <p>Please also refer to: The Eden SDA School child protection and safeguarding policy</p>
Procedure for responding to illness	Please refer to: The Eden SDA School health and safety policy
Administering medicines policy	Please refer to: The Eden SDA School supporting pupils with medical conditions policy
Emergency evacuation procedure	Please refer to: The Eden SDA School health and safety policy
Procedure for checking the identity of visitors	Please refer to: The Eden SDA School child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	Please refer to: The Eden SDA School child protection and safeguarding policy
Procedure for dealing with concerns and complaints	Please refer to: The Eden SDA School complaints policy
Non statutory curriculum guidance for Early Years Foundation stage.	Please refer to Development Matters Updated July 2021
Early Years Curriculum	Please refer to EYFS.