

## Care, Learning and Play

### **Summary:**

- Early Years Foundation Stage
- What do children need to learn?

### **Early Years Foundation Stage**

Beechwood School follows the guidance as laid out in the "Practice guidance for the early years foundation stage" which details all aspects of ensuring effective practice across the themes of the EYFS and how we at Beechwood School can support the development, learning and care of young children and observing the four principles which guide the work of all early years practitioners:

- a unique child
- positive relationships
- enabling environment
- learning and development

Enjoyment and achievement tend to go hand in hand. If children enjoy learning, enjoy good, supportive relationships with their teachers and peers, enjoy a rich variety of learning experiences and enjoy their leisure time, they are more likely to engage and achieve high standards.

Enjoyment is not just about having fun - it is also about looking back at a 'job well done'. Every child has gifts and talents to be uncovered and developed. The challenge for settings is to ensure that all children see themselves as successful learners and are able to live fulfilling lives.

### **What do children need to learn?**

Children need to learn:

- how to work imaginatively and creatively to develop new ideas, insights and ways of doing things
- how to assess their skills, achievements and potential in order to set personal goals and achieve their best the joy to be gained from successful learning

This demands a curriculum full of surprise and challenge. If children are to enjoy learning they need to investigate deeply and widely, build on their own interests and aptitudes, confront the big ideas that shape the world and have the chance to make a difference and take on responsibility.

Beechwood School considers the specific needs of all their children before designing appropriate learning experiences across every aspect of the EYFS curriculum. Beechwood School plans for individual children based on their observations and their knowledge of the child.