

Linchfield Academy

Early Years Foundation Stage Rationale:



We use a triad approach to learning in the Early Years to meet the needs of all of our children, supporting them to develop a love of learning. These themes interlink within our broad and balanced curriculum which is designed to allow opportunities to revisit and build on previous learning.

Our children benefit from opportunities that are engaging and inspire awe and wonder. This is important as many children do not have wider opportunities for first hand encounters. We always try to ensure that children have 'real' experiences through trips, visitors, forest school and throughout our provision. We incorporated this by celebrating through a variety of theme days. We build on children's early experiences by providing new opportunities to be curious, explore, try new things and experiences.

Purposeful Play offers the structure and support needed to ensure our children develop a desire to learn, are inquisitive, resilient, problem solvers, show initiative and independence. The outcomes from learning through plan-do-review are the same crucial building blocks for early development referred to as Executive Function and Self-Regulation. Executive Function refers to the development of cognitive and social capacities including working memory, recall activation, arousal and effort, controlling emotions, internalising language and complex problem solving all of which occur naturally in active participatory learning through Purposeful Play.

Language development is an area of learning that is consistently assessed as low for our children. Expressive and Receptive language is developed through 'Talk Through Stories' and the use of the 'Big Draw' alongside targeted language support during provision. We specifically teach targeted vocabulary which is identified in our planning and shared with all staff so that our children can be supported to use this within their play.