“A nurturing environment where we all learn and aspire together”

“To be the best we can”
The United Nations Convention of Rights of the Child (CRC) is at the heart of our schools planning, policies, practice and ethos. As we work towards becoming a Rights Respecting school as we not only teach about children’s rights, but also model rights and respect in all relationships. Linked to articles 3, 19, 32, 33 (CRC).

This area of knowledge is all about young children exploring and making discoveries about the immediate world around them. The classroom environment will provide a practical atmosphere to encourage children to investigate systematically in order to learn more about themselves and the everyday things they find around them. This area forms the foundation for later work in science, design and technology, history, geography and computing within the new national curriculum.

**Early Years experiences will:**

a) Be based on first-hand experiences, that encourage observation, discrimination, problem solving, prediction, critical thought, decision making and recognition of similarities and differences using natural and man-made materials, from the surrounding environment (focused groups in reception/finding out in the nursery)

b) Give opportunities for sorting, comparing, ordering and grouping.

c) Support children in anticipation and prediction.

d) Provide opportunities for handling and investigating all materials.

e) Generate discussion ensuring that every individual has opportunities to talk about their experiences. Recognising that through the development of specific language children are helped to make sense of skills, concepts and attitudes.

f) Promote an awareness of the five senses.

g) Include opportunities for independent investigations and group work.

h) Ensure that every individual has equal access to the science curriculum.

i) Provide an environment with a wide range of activities, indoors and out, that stimulate children’s interest and curiosity.

j) Provide opportunities to help children become aware of, and question, issues of differences in gender, language, religion and culture and of any special educational needs.
k) Involve a large amount of experiences in the outdoor environment both planned and unplanned where children are fully involved in a very practical and meaningful way.

l) Make children aware and give them the opportunity to explore and use a range of technology and ICT.

m) PROMOTE LANGUAGE DEVELOPMENT.

**Provision will include:**

A variety of resources will be used to help young children develop ideas about:

- A wide variety of living things, humans, plants and animals.
- Their bodies: what they can do, how they grow, move and take care of themselves.
- How plants, trees, and animals need care to grow and change.
- Taking care of the environment.
- Mapping.
- Using all their senses to discover what things are made of and what they can do through observing and handling a wide range of materials.
- Materials that change e.g. through cooking, heating.
- Changes in the weather and the seasons (hot and cold).
- The passage of time e.g. past/present/future
- What causes things to start moving - pushes and pulls, forces and magnets.
- Which sounds can be heard, recognised, made and played.
- Mirrors and simple reflections.
- Torches and simple light sources.
- Colours.
- Day and night/night and dark.
- Stability and balance.
- Language to tell us about all of these things.
- A range of ICT/technological resources

The provider will recognise that opportunities occur across the whole Early Years Curriculum and that children need to play, test things out and talk about all their experiences.