

## Early Years at The Milestone School

- The four guiding principles must be embedded throughout our provision
- Observation is used to identify where children are in their development pathways. This information is used to ensure that learning is planned that is:
  - Challenging and enjoyable
  - Considers individual's needs, interests and stages of development
  - Focusses strongly on the three prime areas but covers all seven areas of learning and development.
  - Is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.
  - Responds to children's emerging needs and interests.
  - Takes into account knowledge of the typical development and characteristics of learning of children.
  - Considers the content, sequencing and progression of the curriculum in the context of the different ways that children learn (Characteristics of Effective Learning), recognising that this underpins learning and development across all areas, and is reflected in practice.
  - Considers ways to support, strengthen and deepen children's current learning and development.
  - Communication is developed through singing songs, nursery rhymes and playing games.
  - Children's love of reading is developed through reading aloud and telling stories and rhymes.

Therefore, as children's needs and interests are considered, practice may not be topic-led.

Interests should be identified through observation of 'what' children access (toys, sensory play, stimulation needs) and 'how' children engage with the environment (for example, through identifying their schemas)

For the 'youngest children', identified in the context of their stage of development and characteristics of learning, rather than their physical age, there is a strong emphasis on the three prime areas of learning.

Learning is implemented through play which combines both child-led, and adult-guided, activities.

Ongoing judgements are made about the balance between activities led by children, and those led by adults. The weighting of this balance may only shift over the course of several years, as children continue to learn and their learning characteristics develop.

Timetables should:

- Display a balance between child led and adult led activities. The weighting of this balance must be made by the teacher, taking into account children's learning characteristics.
- Identify how all seven areas of learning and development are covered through a broad range of activities.
- Recognise that opportunities to work towards EHCP outcomes need to be embedded throughout the week, utilising different activities to support different outcomes, as appropriate.
- Incorporate activities that develop children's communication and language through singing songs, nursery rhymes and playing games.
- Develop a love of reading through opportunities to read aloud to children, and tell stories and rhymes.
- Identify where groups are if not in the classroom.