



## Activities Policy

Phoenix Education Day Nursery undertakes to provide a wide range of activities for your child that not only fulfil the Early Years Foundation Stage Statutory Framework requirements but also ensures that your child is engaged, happy and has fun. We strongly believe that children thrive in a relaxed, friendly environment where they learn through play.

As a childcare provider, the nursery is required by government to follow a statutory framework called the 'Early Years Foundation Stage'. This framework details many goals and expectations for most children to have reached by the age of five.

Children are competent learners from birth and develop and learn in a wide variety of ways. Our staff are professionally trained at how to look carefully and make observational assessments relating to childhood development. They consider the children's needs, their interests, and their stages of development. This information is then used to help plan a challenging and enjoyable experience across all areas of learning and development.

Our activities are structured and planned to ensure your child develops to their maximum potential. Of course, there will be plenty of time set aside for 'free play' where children choose their own activities. The nursery will also ensure that all activities are age appropriate, safe and supervised at all times.

With this framework in the mind all children will have the opportunity to participate in activities that incorporate the following 'Prime' and 'Specific' areas of learning and development:

### **Prime**

#### **1. Personal, social and emotional development**

Encourage children to work as part of a group, to co-operate, take turns and share fairly and understand what is right and wrong. To form good relationships with adults and peers. For example, encouraging children to talk about what they have done and about themselves, recounting their own experiences.

#### **2. Physical development**

To develop coordination and move with confidence, imagination and in safety. To recognise the importance of keeping healthy and what contributes to this. To handle objects and materials safely and with increasing control. For example, sorting, modelling, drawing, painting etc. as well as taking part in dance, music and ball games, sand and water play, outdoor play.

### **3. Communication and language**

Extend their vocabulary, interact with others and take turn in conversation. Sustain attentive listening and listen with enjoyment. To link sounds to letters and attempt writing, including their own names. For example, encouraging children to listen to and participate in music, stories, poems and explanations about the world around them.

#### **Specific**

##### **1. Literacy**

Encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials, both fiction and factual.

##### **2. Mathematics**

To count reliably up to ten and introduce language such as 'more than' and 'less than', to recognise and recreate simple patterns. For example, sorting shapes, colours and patterns, weighing, counting and sorting.

##### **3. Understanding the world**

To enquire about why things happen and how things work, to build and construct with a wide range of objects. To learn about the natural world and discuss past and present events in their own lives and other people they know. For example, nature trails, investigating man made and living things and pet care. Learning about different countries and cultures.

##### **4. Expressive arts and design**

To explore colour, texture, shape, form and space in two or three dimensions. To use their imagination in art and design, music, dance, role play and stories. For example, opportunities for imaginative play through dressing up, home corner, mirrors, music and movement. Also, the production of art work and displays using a wide variety of materials and subjects.

#### **General**

All staff will encourage children to be confident and independent. They will aim to ensure that children continue to be interested, excited and motivated to learn, whilst also encouraging and developing their self- esteem.

Positive images will be used of people, both male and female, from a range of ethnic and cultural groups with and without disabilities. Prejudices will be challenged and children will be encouraged to understand that people have

different needs, views, cultures and beliefs, that need to be treated with respect, and that in return, they can expect others to treat their needs with respect. Staff will reinforce this as suitable role models.