



CELT Early Years Ethos and Curriculum

Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. Development Matters 2023

Our CELT Early Years ethos prioritises a play-based curriculum offering a mix of child-led and adult led learning opportunities. Our EYFS (Early Years Foundation Stage) ethos is driven by the goal of offering children genuine opportunities for authentic, relevant, and interest-based experiences that connect them with the real world.

Our CELT EYFS curriculum is based on the principles of Development Matters and Birth to 5 matters: supported by the four guiding aspects of a 'unique child', 'positive relationships', 'enabling environments', leading to 'learning and development'. It draws on inspiration from Froebelian principles of self-direction, self-expression, and creative exploration.

Learning and Development

We teach some aspects of Maths and English discretely. The Read, Write, inc. programme empowers our teachers to follow a systematic and synthetic scheme which forms a consistent approach in which children excel in reading.

Number talk is used to develop children's ability to articulate their thinking and reasoning skills.

The inclusion of the basic skills of reading, writing and mathematics are integral to both direct and child-led learning. Children will have the opportunity to develop and use these basic skills daily in addition to the planned focussed English and Maths teaching.

It is essential that children are given enough time to engage in and develop purposeful play as well as practise and consolidate taught skills. The adults in the setting also need time to engage in co-play, supporting and developing children's play, oracy skills and identifying next steps.

Teachers use formative assessment to monitor progress within the Early Years Framework. Assessments are in the form of observations of learning as it happens and key learning episodes are evidenced in each child's Tapestry or online Learning Journal with termly assessments tracked on Insight. Assessments inform the focus for provision and next steps in learning.

Environments are planned and adapted to reflect children's needs. Children have extended periods of free-flow time to follow their own interests, engaging in play, developing creative and critical thinking, and learning within a well-equipped and thoughtfully planned learning environment, both indoors and outdoors.



A Unique Child

In our CELT EYFS ethos and curriculum, we prioritise the cultivation of independent thinking and learning abilities. We believe that each child is a unique and active agent in their own development journey. Ensuring the emotional wellbeing of children is our foremost priority, recognising it as the essential foundation for effective learning. We place great importance on play and child-led activities as they provide ideal opportunities to nurture the Characteristics of Effective Learning.

Positive Relationships

In fostering positive relationships, we acknowledge the pivotal role parents play in shaping children's outcomes. We firmly believe in welcoming and actively listening to each unique family, valuing their perspectives. Recognising the importance of different levels of engagement, we aim to maximize our interactions with parents. Our CELT EYFS teachers are dedicated to collaborating with all families, understanding that this responsibility is paramount. Online tools such as Tapestry, Seesaw and Class dojo are used as tools for sharing a child's learning in school as well as allowing families to share achievements from home. PSHE learning, such as The Jigsaw Scheme, are used to support the development of strong relationships between children and their peers as well as helping children to develop trusting relationships with the adults who care for them in school.

Enabling Environments

Our CELT EYFS ethos is to create environments that cater to each child's unique developmental needs. These environments offer security, choice, engagement, and opportunities. Effective learning is fostered through movement, creativity, independence, and collaboration. Time outdoors and open-ended resources are essential for holistic growth. Our inclusive spaces nurture all children. Knowledgeable practitioners work to optimise each child's development and learning potential within these environments.

The classroom environment will be organised to enable children to access a wide range of resources independently during their play; this is called 'Busy Learning' - this 'Busy Learning' allows children's development to continue and grow when they are working without an adult's support.

Adults in the setting constantly observe children's interests and learning behaviours. They use this information to improve and stimulate learning by adding enhancements and provocations to the 'Busy Learning'.



Our CELT EYFS teachers recognise the vital role of outdoor learning spaces. These environments are not just places for play; they are crucial for children's holistic development, fostering curiosity, physical activity, and social interaction. CELT EYFS teachers understand that outdoor exploration in natural settings enhances children's creativity, problem-solving skills, and overall well-being. By valuing and prioritising time spent outdoors, educators enrich the learning experiences of young children, nurturing their sense of wonder and connection with the world around them.

"Play is central to young children's development and learning. It is through play that children find out about themselves and the world. Play is not a 'break' from learning - it is the way young children learn."

Grenier, J. (2021). *Working with the Revised Early Years Foundation Stage: Principles into Practice*. Julian Grenier.

Key Points

- Play is the way young children learn. Children and adults must have time to engage in purposeful indoor and outdoor play.
- Development Matters and Birth to 5 Matters help to plan our curriculum taking into consideration the four principles; 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Learning and Development' to shape our practice.
- Online tools such as Tapestry, Seesaw and Insight are used to record key learning episodes as Assessments.
- Some aspects of Maths and English are taught discretely. RWI and Drawing Club are used in every CELT school.
- Learning environments, both indoors and outdoors, must actively foster the development of executive function skills and encourage independence, creating spaces where children can thrive and take charge of their own learning journey.