



The Early Years Foundation Stage [EYFS]

THE BRITISH SCHOOL

of Costa Daurada

*"Children learn as they play.
Most importantly, in play,
children learn how to learn."*

O. Fred Donaldson

THE EARLY YEARS FOUNDATION STAGE AT BSCD [EYFS]



A Stage Full of Discoveries

At The British School of Costa Daurada, the Early Years stage is much more than an introduction to school: it is the beginning of each child's educational journey, respecting their individual pace, nurturing their abilities, and sparking their natural curiosity.

We believe in building strong relationships, providing a safe and stimulating environment, and placing the child at the heart of the learning process. With the active collaboration of families and a dedicated teaching team, we prepare our pupils to face the future with confidence, creativity, and enthusiasm.

Every child is unique, and they learn through positive relationships, in enabling environments, and in different ways and at different rates. As Maria Montessori clearly stated, the first five years of life are fundamental to the development of human beings and their potential. It is a period during which the core values of personality, social skills, and human values are formed.

We are delighted to share this journey with you.

Methodology

During the Early Years and Foundation Stage, children at BSCD learn by being active and by playing and exploring to meet the needs of the little ones and foster a sense of belonging, independence and language acquisition, enabling children to feel able and capable.

A consistent routine is key to developing children's understanding of what happens around them, to develop their sense of awareness and to feel safe and secure.

This holistic approach not only nurtures cognitive growth but also supports emotional and social development, preparing children for future educational experience.

Facilities

Our classrooms are big and very bright. All the classes have an indoor and an outdoor space.

Each class is resourced with age appropriate materials and learning corners as well as in class bathroom and changing facilities.



Our outdoor areas are used all year round and in most weather conditions. We ensure activities support the Characteristics of Effective Learning to ensure learning takes place from the very first moment children enter the setting.

Our continuous provision is a vital aspect in the development of essential knowledge and skills as these will support children's development of key life skills such as independence, motivation, problem solving and critical thinking.

The EYFS Framework

EYFS encompasses seven areas of learning and development. Three areas are most essential for building a child's healthy development and future learning, igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These are the three Prime areas. There are also four Specific areas, through which the three prime areas are strengthened and applied.

EYFS Areas of Learning

Whilst your child is in Early Years Foundation Stage they will be assessed against the Early Years Curriculum. This is divided into 7 areas of learning and development which provide learning opportunities for your child.

Communication and Language Development (CL) ★

Being with others can be a challenge for some children as there are now new distractions. These areas of learning aims to help your child build on their listening and attention skills so that they can focus on what is important at relevant times. It also helps them to develop their understanding skills so that they are able to follow instructions given to them. Collecting ideas, responding appropriately, and communicating their needs are all supported in "Speaking", the final aspect of this area of learning.

Literacy (L) ★

This is more than just being able to read and write. Sharing stories with your child helps them hear a wide range of vocabulary as well as getting them to develop a love for reading themselves. Listening to conversations around them helps them to make sense of words and this, in turn, allows them to become confident writers. From creating lists for the shopping to retelling of stories they've heard, the skills they learn in this area will help them feel confident to tackle any word or sentence!

Personal, Social and Emotional Development (PSED) ★

To ensure that your child is able to learn, they must first feel safe. This area aims to help your child to develop the skills so that they are able to feel safe amongst their peers and with adults supporting them. It will help them form relationships with others as well as becoming more confident when facing new challenges. When things don't go according to plan, they will also be supported so that they control their feelings as well as understand how to behave in different situations.



Understanding the World (UW)



Family members talking about their past experiences helps children to understand that there was time before them. Children are encouraged to explore the awe and wonder of the natural world and to use technology when it is useful. Being able to experience things in their local community and culture as well as other communities and cultures enables them to appreciate the similarities and differences in the world. This area provides the foundation for children to become well-rounded global citizens.

Mathematics



Making sense of the mathematical world isn't just about being able to say the numbers in order. Understanding the amount each number represents, the different ways it can be created and spotting patterns in number will help your child to become confident in their approach to Number. Being able to measure and compare things like weight, length and time are all important skills also covered in this area. These skills will help your child make sense of the world around them as well as make connections between things they observe.

Physical Development (PD)



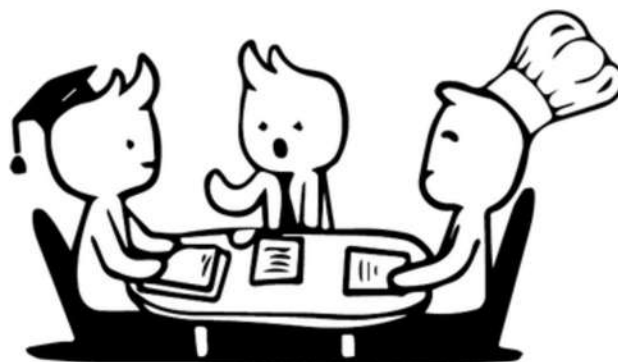
The first part of this area is designed to help your child have control over their gross and fine motor skills – the big movements they need to balance, climb, throw and catch, run or dance, and the detailed control they need to manipulate tools such as scissors or to hold a pencil and make marks or form letters. The second part of this area is to help the child make healthy choices, from knowing what foods will help keep them healthy to knowing what exercise they need to be doing to keep fit.

Expressive and Art Design (EAD)



So much can be achieved through a song and a dance. Using their imagination in pretend play or making up songs and stories, and responding to music through sound and movement, this area provides a chance for children's interests to shine. Being able to explore different materials and tools to produce different pieces of art work is another way for them to become even more imaginative.

You can find more information on this website: <https://foundationyears.org.uk/files/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf>





Early Years Stage

For children under 3s, our focus relies on creating a nurturing and stimulating environment that supports their rapid development during this important period.

The EYFS framework emphasises the importance of play as a primary mode of learning, allowing babies and toddlers to explore their surroundings, develop social skills, and enhance their physical abilities through hands-on experiences.



I am New – Nurture Me

I am a bundle of potential and need. I'm a consumer of information:

I watch, listen, touch, taste, and smell.

*I'm a busy brain driven to learn.
I'm a scientist and problem solver.
I'm hope and joy personalised.*



Our youngest children are cared for in the **Babies Room** (from 4 months till they are steady walkers and move to the interconnected Toddlers room). Learning resources and equipment have been specifically chosen to encourage this age group to explore and experiment using materials that are new and exciting and/or familiar and secure. In these rooms we strive to follow the routines set by each individual child allowing them to feed, rest and play as required and only introduce new routines once they are settled and familiar with their new surroundings.



I am 1 – I'm not a little baby

I'm a curious, observant, energetic, determined, focused and sometimes stubborn scientist.

I'm a natural-born learning all-the-time explorer of stuff... an insatiable consumer of sensory experiences.

I'm a highly evolved and very capable future adult, eager to engage the world.



Our **Toddler Room** supports toddlers who are becoming confident in their physical development giving them opportunities for exploring and investigating the world around them. Our safe and stimulating room fosters children's curiosity to support their learning and development with areas for messy and non-messy play and open-ended resources to enjoy while they develop their fine and gross motor skills.

I am 2 – Don't underestimate me

It's not easy, I'm realising the world no longer revolves around me like it did when I was younger.

Still, life is not terrible. It's just a bit complex and overwhelming at times.

I'm trying to understand the world and my curiosity and drive sometimes look like trouble.

I'm a force to be reckoned with, a busy brain on the go.



The **Pre-Nursery Room** caters for children ages between 2-3 years and are now rapidly developing their physical and language skills. We continue to support and develop these areas while fostering their curiosity at all-time by encouraging and motivating their instinct to explore and investigate through creating an engaging environment filled with a well-resourced and contextualised continuous provision and daily adult led activities based on their interests and needs. We ensure that quality time is spent with them in both small groups and individually.



Foundation Stage

When children join **Nursery and Reception**, the activities become more structured. The planned activities provided each day are designed for children's enjoyment and to support their learning in each of the seven areas of the foundation stage with a prime focus on the Characteristics of Effective Learning. Each day is structured to provide a balanced mix of child-initiated and adult-led activities that promote holistic development.

As with all other Areas of Learning, the teaching and learning in our Nursery and Reception classes takes place both indoors and outdoors through a wide range of practical and "hands on" activities which develops children's understanding of the world that surrounds them. Children continue to have free access to the continuous provision both inside and outside following our open doors approach.

In both classes, mornings typically begin with a welcoming circle time where children engage in greetings and discuss the day's activities. Snack time offers a chance for social interaction, while storytime encourages language development.

I am 3 – Let me PLAY

I am not build to sit still, keep my hands to myself, take turns, be patient, stand in line, or keep quiet.

I need motion, I need novelty, I need adventure, and I need to engage the world with my whole body. Let me play! Trust me, I am learning.



In the **Nursery class** we teach early reading skills by focusing on developing children's speaking and listening skills. Our staff facilitate learning by observing children's interests and providing opportunities for both structured activities and free play, allowing children to make choices and engage in self-directed learning.

Additionally, they foster positive relationships with each child, ensuring a supportive atmosphere where children feel safe to express themselves, take risks, and develop a love for learning.

To enter this room, the child must have turned 3 before the 1st of September of the current academic year.



I am 4 – Challenge me

I'm a smooth talking, agile, and observant seeker of adventure.

I'm kind of know-it-all as in I WANT TO KNOW IT ALL. I have more questions in me than you have answers.

I'm perceptive enough to sense this can frustrate you, but please don't discount my inquisitiveness.



In the **Reception class**, circle time is followed by focused learning sessions covering literacy, numeracy, and personal, social, and emotional development through play-based learning. The day concludes with reflection on what they learned, promoting self-assessment and communication skills.

Throughout the day, educators observe and support individual learning needs, ensuring a nurturing environment that encourages curiosity and exploration.

Transitioning from Reception to Year 1 is a key stage in your child's educational journey.

As children move from the Early Years Foundation Stage into Key Stage 1, they experience a gradual shift from a predominantly play-based learning environment to a more structured approach that includes longer periods of focused activities. While play and exploration remain important, there is an increased emphasis on early reading, writing, and mathematics. This transition is carefully planned by our teaching team to ensure each child feels confident, secure, and excited about the new challenges ahead. Our goal is to support every child in developing the independence and learning habits needed for continued success at school.

Enrichment Learning Opportunities in the EYFS

In addition, all children from the age of 4 months have two weekly sessions specifically designed for physical development that take part in our PE room and also Music class led by our Music specialist. Children can explore movement in a variety of ways in a safe and exciting environment that has been previously prepared by using high quality furnishings and other kinds of materials.

Enrichment learning opportunities in an early years setting, such as end-of-year shows, play a vital role in fostering children's creativity, confidence, and social skills.





These events allow young learners to showcase their talents through performances, art displays, and interactive activities, encouraging them to express themselves in a supportive environment.

Parents and families are often invited to celebrate these achievements, strengthening the school community and reinforcing the importance of early childhood education in nurturing holistic development.

During the Reception year, children participate in weekly assemblies. Assemblies play a significant role providing them with opportunities to engage in collective activities and sharing achievements. This helps to instill values like respect, cooperation, and empathy from an early age. Assemblies also encourage student leadership by allowing older students to take active roles in organizing and presenting content.



Also, they are designated in the House which will represent their involvement in the House of Values along their years at school. You can have a look at the House of Values program in the Enrichment Programs ebook that you can download below.

The BSCD is dedicated to fostering strong partnerships between the school, families, and the wider community, recognizing that such collaboration is essential for creating an inclusive and enriching learning environment.

The Working in Partnership initiative, running from November to May, includes various programs like **Parent/Grandparent Story Time Readers** for Nursery to Year 1, **Parent 1-2-1 Readers** for Year 1 to Year 6, **Outdoor Learning Parent Helpers** for Nursery and Reception, **Stay 4 Lunch Fridays**, and **school chaperones** which give the opportunity for parents to participate and support pupils on class trips, all aimed at enhancing educational experiences and improving pupil outcomes.

By integrating structured parental involvement in classrooms and activities, this initiative not only strengthens family-school relationships but also promotes a sense of belonging and collective responsibility, ultimately supporting the wellbeing and confidence of all pupils.






Assessment

All practitioners ensure that children are supported on a one-to-one basis and that their daily care needs, as well as learning and development needs, are well met. A record of achievements is kept for all children as they progress through the EYFS stage, which includes examples of their work, photographs or written observations. These records are available for parents to see via Tapestry and will continue until the child finishes Primary school.

A **Progress Check at age 2** is carried out for each child to review their development in the prime areas of learning and to identify any areas where additional support might be needed. Parents receive a short written summary that highlights strengths and areas for development.

At the end of the EYFS, each child is assessed against the **Early Learning Goals** to determine whether they have achieved a 'Good Level of Development'. This final assessment provides a comprehensive overview of each child's progress and helps support a smooth transition into Key Stage 1.



These early years are a precious time in your child's life, full of exploration, growth and wonder. We are proud to provide a nurturing, stimulating environment where each child is valued, supported, and inspired to develop a lifelong love of learning. We look forward to working in close partnership with you as we guide your child through these important first steps in their educational journey.

Contact us for more info or to schedule a visit

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