



St George's Early Years Lunchtime and Curriculum Provision

St George's Mission Statement
Inspired by Gospel Values
And called to the fullness of life.
To learn and grow through faith, love, and laughter.
To be the best we can,
Showing Christ's love in all we do.

Date of policy	September 2022
Date of last review	July 2023
Reviewed by	Senior Leadership Team
Date of next review	September 2024

Lunchtimes in St George's Early Years are a fantastic opportunity for the children to develop lots of different skills, especially in relation to Prime Areas of Learning:

- Personal and Social Development;
- Physical Development; and
- Communication and Language.

Through joining in a meal together, trying lots of new foods and getting to grips with using a knife and fork, children are constantly learning and becoming more independent. These are skills which they can transfer to lots of other situations, such as playing together and having the confidence to express their likes and dislikes.

Specifically, during lunchtime indoors, children develop their skills through:

Personal, Social and Emotional Development

- Expressing preferences and decisions. They also try new things and start establishing their autonomy.
- Engaging with others through gestures, gaze and talk.
- Developing their sense of responsibility and membership of a community.
- Increasingly follow rules, understanding why they are important

Physical Development

- Developing their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Using their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Trying a wider range of foods with different tastes and textures.
- Starting to eat independently and learning how to use a knife and fork.

Communication and Language

- Starting a conversation with an adult or a friend and continue it for many turns.
- Paying attention to more than one thing at a time, which can be difficult.
- Listening to other people's talk with interest, but can easily be distracted by other things.
- Starting to develop conversation, often jumping from topic to topic.

After lunch is finished, the children go onto the main school yard and engage in play opportunities working on their gross motor skills. They are able to run around in the open space, kick and throw balls, engage in team games, learn to skip with a friend and often, use the bikes and scooters to whizz around the yard. After this, the children engage in exciting and purposeful play in the Early Years Outdoor Area. Here, they engage in water and sand play, plant seeds, or take advantage of the fantastic construction and role play equipment and provision. This all means that children continue to learn through their play and develop friendships with their peers. They do this by:

Personal, Social and Emotional Development

- Developing friendships with other children.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

Physical Development

- Spinning, rolling equipment independently, such as, balls and tyres.
- Sitting on a push-along wheeled toy, riding a scooter or a tricycle.
- Matching their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Collaborating with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.