



Cultural Capital in the EYFS at Thomas Jolyffe



**Cultural capital is ‘the essential knowledge that children need to prepare them for their future success’.
(Early Years Inspection Handbook)**

Cultural capital is all about providing children with experiences and opportunities to help them progress and achieve success. By creating a rich and varied EYFS curriculum that offers diverse, engaging activities, all children can be supported to achieve their potential.

When children start at Thomas Jolyffe, they already have a variety of different experiences.

Cultural capital in the EYFS is about celebrating and building on these early experiences and providing other new opportunities to be curious, explore, try new things and experience awe and wonder. The aim of cultural capital is to create possibilities for children’s knowledge, understanding and abilities to be developed and extended through new opportunities and experiences.

This gives children the best possible start to their education and promotes future success.

Cultural Capital ... like a backpack that the children wear when they start with us, carrying all of their experiences and knowledge”

“What a child knows and brings in with them in their ‘backpack’”



As an EYFS team we think about the ways in which we incorporate, build on and celebrate children’s existing experiences and ideas. How we can offer them new opportunities and experiences to increase their knowledge, understanding and skills.

For every child, cultural capital will be unique.
Cultural capital is at the centre of high quality early years education.

The opportunities that you have, that you are born into and the opportunities you have through your life. Understanding about the worlds, how the world works, and how you as an individual fits into the world.

Our aim is for children to be allowed to explore more of the world. This helps children to become more confident, comfortable to ask questions – and enables them to choose for themselves what they feel is important.



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From using our observations and knowledge of the children, we are able to work out the opportunities that would be of the most benefit to our cohorts.

We consider the children in our setting, asking:

What experiences have they already had?

How could these be further developed?

Are there any opportunities that they are missing? How could these be provided?

Questions to consider

What experiences have the children already had?

How could these be further developed?

Are there any opportunities that they are missing?

How could these be provided?

Experiences.

Opportunities.

Knowledge.

Understanding The World.

Community.

Cultural background.

- ✓ Being active outdoors, playing new games and using different types of equipment e.g introducing children to circle games, what's the time Mr Wolf? Duck Duck Goose

Valued Parent Partnerships

- ✓ Knowing the children and their families really well – home visits, settling in sessions, all about me sheets
 - ✓ Class Dojo as a sharing platform
 - ✓ Workshops
 - ✓ Half term overviews given to families
 - ✓ Weekly 'parents' planning' sent home



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Some aspects to consider:



- ✓ Literacy rich texts which match the ages and stages of the children in the cohort
 - ✓ Warwick Arts Centre visit
 - ✓ Library visit
 - ✓ Local shop visit
 - ✓ Forest School
 - ✓ Looking at seasonal changes or the weather
- ✓ Getting to know the children by really listening and observing the children in their play – capturing the child’s voice”
 - ✓ Learning about significant people (one each half term)
 - ✓ Enrichment activities and clubs (Rock Steady music, Multi-sports club)
 - ✓ Exploring different artists and their work
 - ✓ Exploring new musical instruments, music, songs and rhymes from different cultures.
 - ✓ Being active outdoors, playing new games and using different types of equipment.
 - ✓ Celebrating festivals and cultural events, (Diwali, birthdays or sporting events)
 - ✓ Arranging a visit to the setting from a local organisation (Dogs Trust, Dentist, PCSO)
 - ✓ Enhancements in setting related to interests
 - ✓ Sharing news and activities children do with family and friends.
- ✓ Sharing when children have visited their family and friends in other countries (Australia, Poland, Romania...)
 - ✓ Writing a letter together and going to the post office and/or post box to send it
 - ✓ Exploring a range of natural and manufactured materials to promote awe and wonder.
 - ✓ Introducing, sharing and exploring different greetings and languages. (circle times, register time)
- ✓ Providing activities where children are invited to take turns, share resources and learn to cooperate, discuss, reason, solve problems and make decisions.