

Cultural Capital in EYFS

‘The essential knowledge that children need to prepare them for their future success’

The Early Years Inspection Handbook

Cultural Capital in Early Years

Creating a rich EYFS curriculum offering a wide variety of activities that are diverse and engage children helps children to reach their potential. Cultural capital is all about providing children with experiences and opportunities to help them progress and achieve success. Each child in an early years setting will arrive having already had a variety of different experiences. Cultural capital in EYFS is about celebrating and building on these early experiences and then providing other new opportunities. The aim of cultural capital is to give new opportunities to be curious, explore and try things that can lead to awe and wonder, these experiences create possibilities for children's knowledge, understanding and abilities to be developed and extended. Cultural Capital experiences give children the best possible start to their education and promotes future success.

Questions to consider for Cultural Capital in EYFS

- What opportunities have the children experienced?

How do we know? All about me forms and contributions on Tapestry.

- Are there any areas that need further development?

Identify needs with new cohorts during Autumn Term and plan Cultural Capital opportunities.

- What opportunities do you provide to cater to the children's interests and needs?

Add children's interests to planning, use information gained from Tapestry and parents

- How do you capture the children's interests and develop new opportunities and activities for the children?

Plan activities based on interests and invite guests to school.

- How do you decide what the children in your setting need to learn?

Use observations and assessments to plan, alongside the mapped out curriculum to ensure coverage.

- How do you encourage children to explore the world around them?

Create a secure environment where they feel safe to explore and ask questions.

- What do you do to promote exploration, awe and wonder?

Provide new objects, books and questions. Create interest through visits or visitors.

- How do you build on the children's previous experiences?

Know their previous experiences and level of development, plan for next steps.

- How do you encourage children and their families to share their lives, cultures and experiences with the setting?

Tapestry posts by parents regularly commented on by staff showing a genuine interest. Ask parents to share special celebrations and come into school to talk to children. Share photographs and videos of special family moments.

How we ensure Cultural Capital coverage in EYFS.

Cultural Capital is unique to each individual and is always at the centre of early years education. We cover Cultural Capital in a variety of ways by incorporating, building on and celebrating children's existing experiences and ideas. We offer children at the Willows Primary School new opportunities and experiences to increase their knowledge, understanding and skills. Through observations and knowledge of our children we are able to work out the opportunities that would be of the most benefit to each individual cohort.

We consider the experiences the children have already had and how we can develop these experiences further. Are there any opportunities the children are missing? How could we provide these?

Examples of ways we enhance the children's Cultural Capital experience at the Willows Primary School.

Learning more about a topic the children are interested in using books or the internet.

Creating a role-play activity based on a new experience.

Exploring and describing new materials in a science experiment.

Looking at seasonal changes or the weather.

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, such as Diwali, birthdays or sporting events.

Organising a visit to a shop, park, farm or museum.

Arranging a visit to the setting from a local organisation, such as the police or a local charity.



Sharing news and activities that they do with family and friends. •

Writing a letter together and going to the post office or postbox to send it.

Reading a variety of stories, poems and non-fiction books and explore and use new vocabulary.

Exploring a range of natural and manufactured materials to promote awe and wonder.

Introducing, sharing and exploring different greetings and languages.

Providing activities where children are invited to take turns and share resources and learn to cooperate, discuss, reason, solve problems and make decisions.