

# Cultural Capital in the Early Years

## Foundation Stage

### *Supporting children's cultural capital*

A keyworker will support children's cultural capital if they:

- Meet the requirements of the EYFS.
- Consider the 'unique child'

How much do you, as a keyworker, know about individual children?

- Are they read and sung to at home?
- Do they have opportunity to play outside?
- Do they experience days out with the family?
- What do they enjoy doing?
- Do they take part in activities at home, like gardening or cooking?
- Is their home language development supported? Can you talk about how you build activities around a child's interest with confidence?

To find a child's cultural capital you should:

- Use your knowledge of the child and their family.
- Observe the child on a regular basis.
- Get to know about and value the child's experience and interests.
- Use these things as a starting point to promote learning and development.

The cultural capital is part of the home learning environment.

You must not separate them. You have a role in supporting this too;

Remember this is not;

- A list of cultural activities to tick off.
- About 'cultural activities' such as music lessons or French lessons'
- Valuing some experiences that children have above others.

IT IS VITAL TO ACCEPT THAT EACH HOME HAS A UNIQUE CULTURAL CAPITAL THAT IS OF GREAT IMPORTANCE TO A CHILD> YOU MUST GIVE EQUAL VALUE TO IT.

Don't overlook cultural capital. Give children activities that excite and stimulate them everyday in the EYFS.

Shortly after arrival at our setting an initial assessment will be completed.

His will be achieved as we get to know family situations, what a child likes, dislike.

We will only record what we see, not what we surmise.