

The Early Years Foundation Stage

'Children have a right to provision which enables them to develop their personalities, talents and abilities, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender.' (United Nations Convention on the Rights of the Child)

Children who join our Nursery or Reception are joining the Early Years Foundation Stage (EYFS). The Early Years Curriculum for Nursery and Reception follows the principles and objectives set out in Development Matters and Early Years Outcomes.

<https://www.early-education.org.uk>

A Unique Child

At Fressingfield Primary School we recognise that every child is an individual who can develop in different ways, and we value that diversity. We put a strong emphasis on developing and strengthening children's natural resilience, through the use of Thrive activities and the arts. Every child is seen as a competent learner and we encourage a 'growth mind-set' whereby children are encouraged to have a 'can-do' positive approach, rather than seeing children as having fixed capabilities. We use positive feedback such as timely, appropriate praise and sensitive commenting and questioning to help children develop their skills. We run a 'Star of the Week' system where every child can have a turn to be given compliments and be valued.

Inclusion

All children at Fressingfield Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school and we welcome diversity. In the EYFS we plan to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, and children of different ethnic groups. We set high expectations for all children. The progress and attainment of all children is carefully monitored and analysed to ensure that all children are making progress and succeeding. We provide stimulating and exciting learning opportunities based on careful observation of children's prior knowledge and interests, excellent teaching, our inclusive curriculum. Where a child has individual learning needs we will seek advice and support from outside agencies, including SALT, when needed.



How Your Child Will Learn

Your child will develop through four principles:

- The Unique Child - your child will be valued and their self-esteem built and nurtured. They are seen as capable individuals able to learn, adapt and be resilient.
- Positive Relationships - your child will learn through having warm, nurturing relationships with the school professionals.
- Enabling Environments - both the indoor and outdoor classrooms will help your child to learn and develop skills across all areas of the curriculum.
- Learning & development - the children will follow an early years curriculum which will allow them to develop the characteristics of effective learning. These characteristics include, being able to explore and be engaged in their learning, persevere with challenges, and be creative and think critically.

Safety

We value the children's safety and aim to provide a safe and secure environment at all times. We also aim to educate children about risks as well as the need for boundaries and rules. We talk to the children about any risks connected to the activities they are doing, balancing the need for safety with the need to provide challenge.

The characteristics of effective learning are described below:

Playing and exploring

- finding out and exploring
- using what they know in their play
- being willing to have a go

Active learning

- being involved and concentrating
- keeping on trying
- enjoying achieving what they set out to do

Creating and thinking critically

- having their own ideas
- using what they already know to learn new things
- choosing ways to do things and finding new ways

What They Will Learn (to July 2020)

The Seven Areas: The Prime Areas which lay the foundations for all other learning:

- Personal, Social and Emotional Development – Self Control & Awareness; Managing Feelings & Behaviour; Making Relationships
- Communication & Language – Listening & Attention; Understanding; Speaking
- Physical Development – Moving & Handling; Health & Self Care

Then there are the Specific Areas:

Literacy – Reading; Writing

Mathematics – Numbers; Shape, Space & Measures

Understanding the World – People & Communities; the World; Technology

Expressive Arts & Design – Using Media & Materials; Being Imaginative

We intend to be Early Adopters of the Early Years Foundation Stage Profile and therefore **from July 2020** these areas will be:

- Communication and Language - Listening, Attention and Understanding; Speaking
- Personal, Social and Emotional Development – Self-Regulation; Managing Self; Building Relationships
- Physical Development – Gross Motor Skills; Fine Motor Skills

Literacy – Comprehension; Word Reading; Writing

Maths – Number; Numerical Patterns

Understanding the World – Past and Present; People, Cultures and Communities; the Natural World

Expressive Arts and Design – Creating With Materials; Being Imaginative and Expressive



Where they will learn

In the Early Years, children learn through play. The children in the Early Years learn inside and out, using a wide range of resources, including sand, water, the mud kitchen and natural materials. Whilst outside, Reception and Nursery will be able to learn together. Inside the classrooms children will be able to paint, draw, build and construct; make up stories in the role play areas; count and calculate; investigate and discover shape; and use play dough, clay, sand and water. The Nursery and Reception classes have their own carpet area where they have their adult led carpet time as well as a table for adult directed activities. There is a shared activity area. A good proportion of the children's time is spent in free flow play, where children can choose to play inside or outside. The Nursery class is next door to the Reception class and has access to the same outdoor space as the Reception class.

Teaching and learning in each of the six terms is linked to a theme, and each week we plan activities across the 7 areas linked to a book of the week – fiction, non-fiction or poetry (including nursery rhymes).

Reading

In the Nursery, Phase 1 is taught using [Letters and Sounds](#). From Phase 2 onwards, phonics is taught using Ann Smalberger's (Literacy Consultant) lesson plans which follow the Tower Hamlets Phonics structure. Children in Reception take part in Shared Reading and Guided Reading (where an adult hears them read in groups). The teachers also hear the children read individually. The children are encouraged to use their phonics knowledge and picture cues to decode print and demonstrate comprehension by returning to the text. The children also take home a library book each week to share with their family. There is evidence linking reading for pleasure and educational outcomes. We firmly believe that reading for pleasure is as important as learning good reading strategies. Research shows that reading for pleasure can result in increased empathy, improved relationships with others, reduction in the symptoms of depression and dementia, and improved wellbeing. In addition to the health benefits, reading for pleasure has social benefits and can improve our sense of being connected to the wider community. Reading increases our understanding of our own identity, improves empathy and gives us an insight into the world view of others

Writing

Children do Shared Writing several times a week. The teacher models how to rehearse then write a list, caption, phrase or sentence. The children also write in their daily phonics lessons.

Maths

Children take part in adult-led Maths lessons daily. We use the Number A Week system, immersing the child in one number each week (number value, associated 3D shape, length, weight, money).

There is always provision for reading, writing and mathematics in the continuous provision.



Parents in Partnership

Parents are the children's first educators and continue to educate and influence their child all their lives. We understand how important it is to work alongside parents.

- The EYFS team visit children in their home setting prior to starting school or nursery.
- We give all children and their parents an 'All About Me' sheet to fill in which gives parents an opportunity to tell us all about their child.
- Usually the children have the opportunity to spend time with their teacher before starting school in the summer term during 'stay and play' sessions.
- Usually we invite parents to an induction meeting during the term before their child starts school.
- We encourage parents to contribute to their child's online Tapestry learning journal and we comment on children's home learning and suggest next steps.
- We inform parents about what their child has been doing at school/nursery in the weekly Peek at the Week newsletter.
- There are termly formal parents' meetings and a yearly report detailing the child's achievements.
- We hold parent workshops to support the children's learning at home, on a range of themes, including Reading and Phonics, and Maths.

