



CHOLLERTON CHURCH OF ENGLAND AIDED FIRST SCHOOL

Be the best you can be through:

challenge, nurture, inspiration, respect, happiness, inclusion, in a safe, loving Christian family.

POLICY FOR EARLY YEARS EDUCATION

The Governing Body and staff at Chollerton school, are particularly aware of the diversified interests and needs of the under fives. We respond by providing a broad, balanced and relevant curriculum to support their development and to promote success and learning.

AIMS

Through our policy and practice in early years we wish to:-

Produce happy, confident, enquiring children, interested in life and enthusiastic about the challenges they will meet.

Promote the children's social, emotional, cognitive, physical and cultural development through a variety of experiences.

Provide an exciting, stimulating and carefully structured environment which facilitates the acquisition and development of knowledge, skills, concepts and positive attitudes both indoor and outdoor.

Provide a foundation for future life in school by developing children's self esteem so that they can gain sufficient confidence to undertake new and demanding experiences and challenges.

Provide an environment which promotes equal opportunities and where cultural diversity is valued.

Encourage parents to continue to play a vital part in their children's learning.

Principles followed into practice are:-

- a) A unique child: Every child is a competent learner from birth who can be resilient, capable, confident and self assured. This is underpinned by the four commitments:
 - (i) child development
 - (ii) inclusive practice
 - (iii) keeping safe
 - (iv) health and wellbeing.

- b) Positive relationships: Children learn to be strong and independent from a base of having a secure relationship with parents and a key person via the four commitments of:
- (i) respecting each other
 - (ii) parents as partners
 - (iii) supporting learning
 - (iv) key person.
- c) Enabling environments: The environment plays a key role in supporting and extending children's development and learning via the four commitments of:
- (i) observation, assessment and planning
 - (ii) supporting every child
 - (iii) the learning environment
 - (iv) the wider context.
- d) Learning and development: Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected via the four commitments of:
- (i) play and exploration
 - (ii) active learning
 - (iii) creativity and critical thinking
 - (iv) areas of learning and development.

THE CURRICULUM

Our early years curriculum is based on planning for breadth, balance, relevance and differentiation.

The early years curriculum is concerned with the child and the context or setting in which learning takes place as well as the content of the learning.

The early years curriculum will cover the following areas of learning within the Early Years Foundation Stage:

In the Prime Areas: -

Personal, Social & Emotional
Communication & Language
Physical Development

In the Specific Areas: -

Literacy
Mathematics
Understanding the World
Expressive Arts & Design

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

These outcomes focus on children learning how to work, play, cooperate with others and function in a group beyond the family. They cover important aspects of personal, social, moral and spiritual development including the development of personal values and an understanding of self and others. They should be interpreted in the context of the values agreed by adults, including the parents, involved with each setting.

We want children to be confident, show appropriate self-respect and be able to establish effective relationships with other children and with adults. They work as part of a group and independently, are able to concentrate and persevere in their learning and seek help where needed. We aim to develop a child's self-esteem. They are eager to explore new learning and show the ability to initiate ideas and to solve simple practical problems within the rules and routines of a classroom. They respond to relevant cultural and religious events and show a range of feelings, such as wonder, joy or sorrow, in response to their experiences of the world.

PRIME AREA: COMMUNICATION & LANGUAGE

These outcomes cover important aspects of language development and provide the foundation of literacy. Children must be helped to acquire competence in English as soon as possible making use, where appropriate, of their developing competence in talking and listening. Other areas of learning also make a vital contribution to the successful development of literacy.

In Specific Area: **Literacy-**

Children enjoy books and handle them carefully, understanding how they are organised and read for a variety of purposes. They know that words and pictures carry meaning and that, in English, print is read from left to right and from top to bottom. They begin to associate sounds with patterns in rhymes, with syllables, and with words and letters. They recognised their own names and some familiar words. They recognise letters of the alphabet by shape and sound.

Children use pictures, symbols, familiar words and letters, to communicate meaning, showing awareness of some of the different purposes of writing. They write their names with appropriate use of upper and lower case letters.

In Specific Area: **Communication and Language-**

Speaking

At Chollerton First School, children in Early Years are given opportunities throughout the day to engage in speaking activities. These speaking activities take place in group, class and individual interactions. Their contributions, thoughts and feelings are valued. Their vocabulary is extended through discussions with adults and specific topics covering the seven areas of learning in EYFS. The art of conversation is developed through daily exchanges with adults, peers in school and their class. The children are asked open ended questions to

extend their understanding and they are encouraged to ask questions and comment on their observations.

Listening, Attention and Understanding

At Chollerton First School children are encouraged to listen to adults and their peers. They are taught to value and respect each other's contributions. They know they will be listened to and valued. Stories are shared throughout the day. Here the children are expected to listen attentively responding to questions and during whole class discussions. Guided reading and individual reading sessions enable children to listen and to respond to relevant questions and interactions. Children are encouraged to respond and engage in exchange with teachers, adults, visitors and peers.

PRIME AREA: PHYSICAL DEVELOPMENT

These outcomes focus on children's developing physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. They include establishing positive attitudes towards a healthy, active way of life and being aware of changes in their body during exercise.

Children move confidently and imaginatively with increasing control and coordination and an awareness of space and others. They use a range of small and large equipment and balancing and climbing apparatus, with increasing skill. They handle appropriate tools, objects, construction and malleable material safely and with increasing control. We aim to develop fine motor skills using a variety of equipment.

SPECIFIC AREA: MATHS

These outcomes cover important aspects of mathematical understanding and provide the foundation for numeracy. They focus on achievement through practical activities and on using and understanding the development of simple mathematical concepts.

Children use mathematical language, such as circle, in front of, bigger than and more, to describe shape, position, size and quantity. They recognise and recreate patterns. They are familiar with number rhymes, songs, counting games and activities. They compare, sort, match, sequence and count using everyday objects. They have a deep understanding within 10, recognise and use numbers to 20, and are familiar with larger numbers from their everyday lives. They begin to use their developing mathematical understanding to solve practical problems. Through practical activities, children understand and record numbers, begin to show awareness of number operations, such as addition and subtraction and begin to use the language involved in line with the new National Curriculum.

SPECIFIC AREA: UNDERSTANDING OF THE WORLD

These outcomes focus on children's developing knowledge and understanding of their environment, other people and features of the natural and made world.

They provide a foundation for historical, geographical, scientific and technological learning.

Children talk about where they live, their environment, their families and past and present events in their own lives. They explore and recognise features of living things, objects and events in the natural world and look closely at similarities, differences, patterns and change. They show an awareness of the purposes of some features of the area in which they live. They talk about their observations, sometimes recording them and ask questions to gain information about why things happen and how things work. They explore and select materials and equipment and use skills such as cutting, joining, folding and building for a variety of purposes to develop construction skills. They use information, control technology where appropriate to support their learning. We aim to develop observation and questioning skills throughout the foundation stage.

EXPRESSIVE ARTS & DESIGN

These outcomes focus on the development of children's imagination and their ability to communicate and to express ideas and feelings in creative ways developing their individual talents and interests.

Children explore sound and colour, texture, shape, form and space in two and three dimensions. They respond in a variety of ways to what they see, hear, smell, touch and feel. Through art, music, dance, stories and imaginative play, they show an increasing ability to use their imagination, to listen and develop vocabulary and to observe. They use a widening range of materials, suitable tools, instruments and other resources to express ideas and to communicate their feelings. They will use the environment and artisans as a stimulus.

The curriculum is planned through topics which may last for half a term. We concentrate on particular areas of focus at different times ensuring coverage of the areas of learning outlined in the foundation. Our planning sheets identify the learning which is being focused upon and the learning opportunities and experiences which are to be offered. Learning outcomes which may be used for assessment purposes are also highlighted.

THE LEARNING ENVIRONMENT

Particular attention has been paid to make our early years classroom as welcoming and stimulating as possible. In planning our use of time, space, resources and challenge, we aim to offer the children:-

Opportunities to explore and consolidate learning through play with peers.

Opportunities to interact with adults and children.

Sufficient space and time to allow for activity and reflection, for talking and for listening.

Equipment and resources which are safe and suitable for the children's learning requirements.

Equipment which is stored in such a way that they can see it, access it, use it and put it away themselves.

Well planned provision for different kinds of learning through play and first hand experience.

Opportunities to choose and consider alternatives.

An environment where their work, process and product, is valued and where appropriate, attractively displayed.

Opportunities to solve their own problems with the help of supportive adults.

Access to an outdoor environment which is used to stimulate and to support learning.

MONITORING PROGRESS – ASSESSMENT AND RECORD KEEPING

Within the first six weeks of entering reception, children will be assessed against the statutory Reception Baseline Assessment. Ongoing assessments take place across the year using observation and more formal assessment methods. In the final term of the Reception year, children will be assessed against the Early Years Foundation Stage Profile.

MULTICULTURAL EDUCATION, EQUAL OPPORTUNITIES

The ethos of our classrooms will foster attitudes, relationships and habits which develop respect and understanding of others. We promote equal opportunities and understanding of multicultural issues.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Our curriculum is accessible for all children with Special Educational Needs and Disabilities. Each child is supported effectively to access our early years curriculum.

We recognise the individuality of each child and aim to identify children with special needs and provide appropriate learning support which may involve outside agencies if necessary.

PARENTAL INVOLVEMENT

We encourage parents to become involved in their child's education. We welcome, value and encourage their involvement both in and out of school. We listen to parents and recognise their role as children's prime educators. We inform parents of their child's development and progress.

Parents are invited to discuss their child's progress at least twice a year. Parents are made aware that staff are available to discuss their child at other times. Parents are welcome to visit the classroom at the beginning and end of each day. We aim for a shared sense of purpose and mutual respect.

We regard our Early Years Curriculum within the Foundation Stage as being everything that happens to each individual child. We value each child, encouraging each one to explore and discover, to challenge and question, to achieve, to become self-assured, confident and happy people with a respect for others and the world around them.

Signed by the Governor responsible for Early Years:

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This policy was reviewed: Autumn 2023

Date of next review: Autumn 2024