



How we Plan, Teach and Assess

EYFS at Shinewater

Context

The Early Years and Foundation Stage Curriculum (EYFS), covering Nursery and Reception years, is based on the understanding that children develop rapidly during this stage of their learning – physically, intellectually, emotionally and socially. It is the base on which children build the rest of their lives and it is not viewed as simply a preparation for the next stage of development. Pupils in the Foundation Stage learn best through staff providing experiences that build on and extend children's own interests and experiences. Pupils are influenced by everything in their environment and they use their senses to explore and make sense of the world around them. They learn best through imaginative and meaningful play.



Early Years Education Pedagogy

There are four principles that underpin all pedagogy applied within the EYFS.

These are:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Developing

The early years experience builds on what children already know and can do. Planned, purposeful activities engage children in the learning process.



The Early Years Team

- Structures the curriculum to meet children's individual needs;
- Creates a learning environment that is well-planned and organised;
 - Ensures that children feel secure, included and valued;
 - Provides rich and stimulating experiences;
 - Values parental cooperation;
- Has a key person who provides a link between home and school;
 - Initiates planned activities;
 - Values child-initiated activities.



Aims for Reception and Nursery



Help your child reach their potential in all areas of learning.



To help your child become independent and responsible for themselves and their learning.



To support parents to be able to help their child learn.



To create a safe and exciting learning environment in which your child wants to learn, explore and create.



To challenge your child.

Teaching and learning

There are seven areas of learning: three Prime areas and four Specific areas. In addition, there are three characteristics of effective learning. All staff encourage pupils by ensuring challenging, playful opportunities across the 'prime' and 'specific' areas of learning and development. The prime areas begin to develop quickly in response to relationships and experiences, and run through, and support, learning in all other areas. We continually assess the three Prime areas and four specific areas throughout the year. The children are then assessed on a (GLD) Good Level of Development.



The Characteristics of Effective Early Learning

The characteristics of effective learning are the factors which play a central role in children's development.



Playing and Exploring

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'



Active Learning

- Being involved and concentrating
- Keep trying
- Enjoying achieving what they set out to do



Creating and thinking equally

- Having their own ideas
- Making links
- Choosing ways to do things





The Prime Areas

Personal, Social and Emotional Development

- Building relationships
- Managing self-regulation

Physical Development

- Gross motor skills
- Fine motor skills

Communication and Language

- Listening, attention and understanding
- Speaking

Specific Areas

Literacy

- Word reading
- Comprehension

Mathematics

- Numbers
- Numerical patterns

Understanding the World

- People, culture and communities
- The natural world

Expressive Arts and Design

- Creating with materials
- Being imaginative and expressive



Play

Our work in the Early Years underlines the value of play as the medium through which a child learns naturally. Play motivates children to learn and helps them make sense of the world through direct and safe experiences. Through play, children can encounter all areas of the curriculum and develop their growing social skills. Through careful planning, we ensure that the children have a wide range of challenging and stimulating experiences and play opportunities, which will motivate them and excite their curiosity and interest. Planning includes opportunities for outdoor play. Outdoor play promotes and enables physical development and encourages social and moral development, self-esteem and confidence. It also provides for children who learn better outside and it allows children time to consolidate and utilise the skills they have learned.



Transition



When preparing a child for school, it is important to remember that the preparation is not about assessing his/her academic skills. It is about helping him/her to develop positive self-esteem and confidence. A positive disposition will promote a child's readiness for school. At Shinewater School we know the importance of transition.

We do this by :

- Visiting children at their Nursery, pre-school or child minder and talking with their key worker. We do this to meet the child in the setting where they feel comfortable. Discussion with the key worker helps us to settle your child quickly.
- Transition afternoons at school – Children explore the environment for a short period so they are familiar with their setting. • Teddy Bears picnic – Children meet some friends and their parents are there to support.
- Home visits – An opportunity to get to know the child on a 1:1 basis and to establish a relationship with the family in an environment where they feel comfortable. The child will know the teacher and TA before they start school.
- Staggered school start – Children are introduced to the setting in smaller groups and start to learn class routines. Staff can support those children that may need it.