

Early Years Foundation Stage Policy

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

(Statutory Framework for the Early Years Foundation Stage).

At Crompton primary school we believe that all children are entitled to the best possible start in their school life for them to reach their full potential. We recognise that children learn and develop in different ways and at different rates and this will reflect in our provision.

At our school the characteristics of effective learning support the children to be motivated and effective learners where children can play and explore and ‘have a go’ at using all our available resources developing their independence and their early experiences. Children will develop resilience and celebrate achievements through their learning, making links, exploring their ideas, and beginning to problem solve and create strategies for further learning through creating and thinking critically. Staff at Crompton will support the children in developing these characteristics to playing alongside the children, scaffolding and supporting their ideas.

At Crompton we ensure that children come to school feeling safe and secure to make their own choices to build their own independence and to begin to actively learn.

Children at Crompton primary school develop positive relationships with both adults and peers through our teaching of our Crompton values, our behavioural expectations and our caring kind nature, we encourage children to be positive, to always look for the best in others, to be kind and helpful friends and to be the best that they can be to reach their full potential.

Principles of EYFS Characteristics of effective learning



Characteristics of Effective Learning
Playing and exploring – engagement
<ul style="list-style-type: none"> Finding out and exploring Playing with what they know Being willing to ‘have a go’
Active learning – motivation
<ul style="list-style-type: none"> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do
Creating and thinking critically – thinking
<ul style="list-style-type: none"> Having their own ideas Making links Choosing ways to do things

Learning and Development

There are seven areas of Learning and Development which are interconnected. Three areas (the prime areas) are crucial to develop lifelong learning and to help children form relationships. The prime areas are strengthened and applied through four specific areas:

PRIME AREAS OF LEARNING

Communication and Language – Listening, Attention and Understanding Speaking

Crompton Primary school provides the children with a rich language environment in all areas. We give lots of opportunities for speaking and listening activities which may be a child explaining to a group how they have made a model or sharing news from home, this supports the children's developing understanding by connecting ideas and events. The children are encouraged to follow instructions and to ask and answer questions about their own experiences. We also understand the importance of giving a child their 'thinking time' to decide what they want to say and how to say it.

Physical Development – Gross Motor Skills Fine Motor Skills

We understand the importance of physical activity and use our outdoor space to provide opportunities for all children to be active. They are able to practise and develop their movement skills by using large and small equipment, this also supports the children in moving confidently in a range of ways. We encourage the children to handle tools, including pencils for writing, effectively and safely. Children learn and understand the importance of being safe and making healthy choices.

Personal and Social Development – Self-Regulation Managing Self Building Relationships

Our School understand that a child's personal and social development is fundamental in supporting all other areas of learning. We want children to be confident, feel good about themselves and be proud of their achievements. We have regular circle times when each child has an opportunity to have a 'voice'; to share their opinions, ideas, thoughts and achievements which are valued by their friends and adults. We encourage children to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings, showing sensitivity to the needs of other children. We develop co-operative play by playing turn taking games, listening to each other's ideas, and following the rules. The children are encouraged to use a timer independently to support turn taking within child-initiated activities. As adults we listen to the children respectfully and praise positive behaviour whilst highlighting the expectations of behaviour within the classroom. We support healthy eating by having a 'rolling snack' of healthy food which the children help to prepare. We aim for the children to manage their own personal needs independently, offering support and encouragement if needed.

SPECIFIC AREAS OF LEARNING

Literacy -

Comprehension

Word Reading

Writing

At Crompton Primary School we encourage the children to mark make in all areas using a range of resources which are often linked to our role play areas e.g. shopping lists, doctor's notes, menu orders, tally charts etc. We also ensure that we provide opportunities for the children to mark make on a large scale to develop the muscle strength which is essential in building the stamina and control to write. We aim that the nursery children are able to write their own name when they move into reception and encourage this by using different media to support e.g. salt, sand, finger painting etc. We have regular phonic sessions for the nursery children with the focus on speaking, listening and beginning to hear and recognise initial sounds in words. In Reception, daily phonic sessions support the children's growing skills for reading and writing. We want to encourage a love of books in the children and have a wide range of fiction and non-fiction books in the classroom for the children to access either independently or with their friends. We have a daily story telling session where the children are able to recognise the beginning, middle and end of the story and make predictions what might happen next. The children are also encouraged to write and tell their own stories, sharing them with their friends and adults.

Mathematics -

Number

Numerical Patterns

Our children are given opportunities to explore mathematics both inside and outside the classroom; recognising the pattern of the counting system. The children are encouraged to use numbers and mathematical vocabulary in their independent activities. For the Reception children we have a weekly focus on a different strand of mathematics and the activities are designed for the children to embed their knowledge in a practical and fun way, encouraging the children to talk through their ideas with their friends and sharing the resources to demonstrate their understanding. The adults within the setting observe and support the children to secure their knowledge and also to extend and challenge them.

Understanding of the World -

Past and Present

People, Culture and Communities

The Natural World

This involves children learning about the world around them, including their local community through exploring, observing, visiting and finding out about people, places and technology. We support this by celebrating festivals from different cultures and faiths such as Chinese New year, Diwali, Christmas etc., looking at similarities and sharing experiences. People from different professions are invited to come and talk to the children about their work which is always really exciting. We investigate why things happen and look at changes over time including plants, chicks, butterflies and ourselves. We look at different countries in the world often linking this to the children's own experiences and heritage. The children also discuss how we can look after our environment, both within the classroom and the wider world. Technology within Early Years is used in different ways; we provide a range of programmable toys and ICT equipment such as computers and tablets. We also use cameras, mobile phones, walkie talkies and remote controls within the role play areas to support children's knowledge that technology is used in different places.

Expressive Arts and Design –

Creating with Materials

Being Imaginative and Expressive

This area of learning supports activities in art, music, movement, dance, role-play and design and technology. The children are encouraged to talk through their activity, adapting and modifying to achieve their desired result. Our aim is to give the children the skills of safely using tools, fixings, fastenings and paint mixing to enable them to independently explore, develop, adapt and use a wide range of media and materials. This also provides opportunities for sharing their thoughts and ideas. We value singing, music and role play in supporting other areas of the curriculum and also have designated music sessions where the children are able to explore the different sounds of instruments and create their own music and dance.

