

Park Primary School Early Years Curriculum and Approach Policy

Aims

- To celebrate the vibrant, multicultural community of the school and it's diversity.
- To ensure that the curriculum provides many opportunities to hone lifelong skills.
- To develop learners who are well-equipped to thrive in an ever- changing and challenging world.

Objectives

For the children in early years to

- *Be curious
- Concentrate
- *Co-operate
- *Enjoy learning
- *Find things out
- *Have a go
- *Keep improving
- *Persevere and not give up
- *Use their imagination

The EYFS in our Setting

At Little Park Nursery and in Reception at Park Primary, we believe in learning through play. We use the Early Years Foundation Stage framework (EYFS) to support the children between the ages of 3 and 5.

There are 7 areas of development within this framework.

Areas of Learning and Development			
Prime Areas			
Personal, Social and Emotional Development	Physical Development	Communication and Language	
Making Relationships Self Confidence and Self Awareness Managing Feelings and Behaviour	Moving and Handling Health and Self-Care	Listening and Attention Understanding Speaking	
Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive Arts And Design
Reading Writing	Numbers Shape, Space and Measure	People and Communities The World Technology	Exploring and Understanding Media and Materials Being Imaginative



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We use these to ensure we are meeting the individual needs of the children.



We also expect the children to demonstrate the Characteristics of Effective Learning through playing and exploring, active learning as well as creating and thinking critically.



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	A Unique Child: observing how a child is learning
Playing and Exploring <i>engagement</i>	Finding out and exploring <ul style="list-style-type: none">• Showing curiosity about objects, events and people• Using senses to explore the world around them• Engaging in open-ended activity• Showing particular interests
	Playing with what they know <ul style="list-style-type: none">• Pretending objects are things from their experience• Representing their experiences in play• Taking on a role in their play• Acting out experiences with other people
	Being willing to 'have a go' <ul style="list-style-type: none">• Initiating activities• Seeking challenge• Showing a 'can do' attitude• Taking a risk, engaging in new experiences, and learning by trial and error

	A Unique Child: observing how a child is learning
Active Learning <i>motivation</i>	Being involved and concentrating <ul style="list-style-type: none">• Maintaining focus on their activity for a period of time• Showing high levels of energy, fascination• Not easily distracted• Paying attention to details
	Keeping on trying <ul style="list-style-type: none">• Persisting with activity when challenges occur• Showing a belief that more effort or a different approach will pay off• Bouncing back after difficulties
	Enjoying achieving what they set out to do <ul style="list-style-type: none">• Showing satisfaction in meeting their own goals• Being proud of how they accomplished something – not just the end result• Enjoying meeting challenges for their own sake rather than external rewards or praise



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	A Unique Child: observing how a child is learning
Creating and Thinking Critically <i>thinking</i>	Having their own ideas <ul style="list-style-type: none">• Thinking of ideas• Finding ways to solve problems• Finding new ways to do things
	Making links <ul style="list-style-type: none">• Making links and noticing patterns in their experience• Making predictions• Testing their ideas• Developing ideas of grouping, sequences, cause and effect
	Choosing ways to do things <ul style="list-style-type: none">• Planning, making decisions about how to approach a task, solve a problem and reach a goal• Checking how well their activities are going• Changing strategy as needed• Reviewing how well the approach worked

Reading

In Nursery, children have access to the reading area in the nursery setting as well as during free flow in the Reception learning areas. Early years educators will spend time with all the children each term to carry out story scribing. This is where children will be encouraged to orally develop the language of storytelling through play and mark making. They will be supported in making marks with meaning. Adults will also spend time reading to groups of children and following the interests of children or through core texts.

In Reception, children will read to an adult each week on a 1:1 basis. This will be recorded in the child's reading journal. They will access the reading materials in the learning areas. Children will take home a minimum of one book from the book corner and a book based on their reading level. Reception will follow the school's approach to teaching phonics. Where required, Reception adults may provide additional support to develop this area.

Please see Appendix 1.1 for reading progression document.


Please see Appendix 1.2 to 1.5 for physical development, writing, maths progression documents and end of year Early Learning Goals (ELGs)

Items to bring or leave

During the settling in period, children may want to bring a specific item or toy to aid in their transition from one setting to another. These go home each day and children take responsibility for their belongings by asking them to pack them in a bag before school or before returning home.

As children develop their independence, they should bring a bag that remains at the nursery/ school. This can be used to store a change of clothes.





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Children should not wear or bring expensive items of clothing or shoes. This also refers to jewellery (other than religious items). They may bring an additional bag to take home a reading book or work they have made at school. The child's name should be written on all items of clothing and bags.

Learning Journeys

EYFS staff make regular observations on the children's learning and development. These observations are stored in individual learning journeys for each child via the Tapestry platform. Parents are encouraged to add comments, including things that their child has become interested in, any new skills that they have learnt and/or any significant experiences. This allows us to continually evaluate resources and start topics and discussions that are relevant to the child.

Key person

All children in Little Park are allocated a key person. A key person is a named member of staff with responsibilities for a small group of children who help those children in the group feel safe and cared for. It involves the key person responding sensitively to children's feelings and behaviours and meeting emotional needs by giving reassurance, such as when they are new to a setting, and supporting the child's well-being. That person is a familiar figure who is accessible and available as a point of contact for parents and one who builds relationships with the child and parents or carers. Children feel settled and happy and are more confident to explore and as a result, become more capable learners.

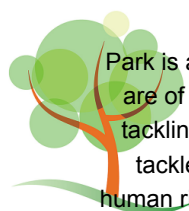
Parents/ Carers Attending the Early Years Setting

At Park Reception and Nursery, we believe in working together to support the development of the unique child. As the setting may be new to the children, we encourage parents/carers to stay for a settling period (the first week on starting school/nursery). After the first week parents/ carers should adhere to the drop off and pick up times already mentioned.

Parents/ Carers, will also be informed about other times to volunteer, attend workshops or attend visits including Forest School.

Appendices

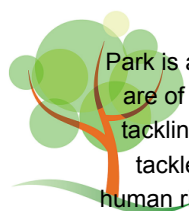
Appendix 1.1.	Progression from Nursery to Reception from Communication and Language and Reading. Each colour refers to the progress that can be expected each term.
Appendix 1.2	Physical development and writing progression document.
Appendix 1.3	Number progression document.
Appendix 1.4	Shape, space and measures progression document.
Appendix 1.1	Progression from Nursery to Reception from Communication and Language and Reading.












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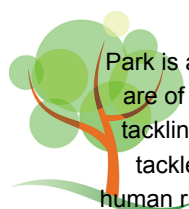
Each colour refers to the progress that can be expected each term.

	Has some favourite stories, rhymes, songs, poems or jingles (22-36m)	
	Repeats some single words or phrases from stories (22-36m R)	
	Responds to more complex two part sentences e.g. put this toy away and then get your coat (30-50m C & L)	
	Recognises and responds to many familiar sounds (30-50m R)	
	Shows interest in play with sounds, songs and rhymes (30-50m R)	
	Listens to and joins in with stories and poems. This includes 1:1 reading as well as reading in small groups (30-50m R)	
	Can retell a simple past event in correct order (e.g. went down slide, hurt finger)(30-50m C&L)	
	Builds up vocabulary that reflects the breadth of their experiences (30-50m C&L)	




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	Beginning to understand 'why' and 'how' questions. (30-50m C&L)	
	Listens to stories with increasing attention and recall (30-50m R)	
	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (30-50m R)	
	Holds books the correct way up and turns pages and knows that print carries meaning and, in English, is read from left to right and top to bottom. (30-50m R)	
	Predicting- Suggests how the story might end (30-50m R)	
	Beginning to introduce a storyline or narrative into their play (40-60m C&L)	
	Beginning to be aware of the way stories are structured (30-50m R)	
	Retells a story in order using pictures or props (30-50m R)	
	Recognises own name and some advertising logos (30-50m R)	



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	Listens for and hears the initial sound (40-60m R)	
	Answers who, what and where questions about a story that an adult has read (30-50m C&L)	
	Recognises some sounds. (40-60m R)	
	Orally blends the CVC word as the adult says the sounds (40-60m R)	
	Recognises all set 1 sounds. (40-60m R)	
	Blends CVC words - cat, pin, dog, top (40-60m R)	
	Recognises diagraphs- sh ch th nk (40-60m R)	
	Recognises some irregular words (red/tricky words). (40-60m R)	
	Blends words with diagraphs - fish, ship, think. (40-60m R)	
	Can read CVC words by 'Fred in Head'. (40-60m R)	
	Blends CVCC and CCVC words - jump, trip, frog. (40-60m R)	
	Reads a full sentence. (40-60m R)	
	Can answer simple questions about what they have read. (40-60m R)	
	*Can answer how and why questions about what they have read. (40-60m R)	

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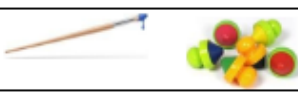

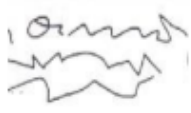
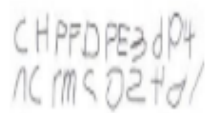

Early Learning Goal for Communication & Language and Reading

Communication and Language	Understanding	Listening and Attention	Speaking
Early Learning Goal	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Literacy	Reading
Early Learning Goal	Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

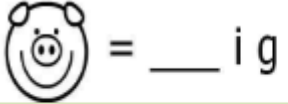

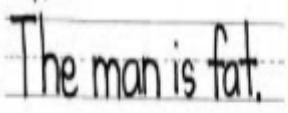

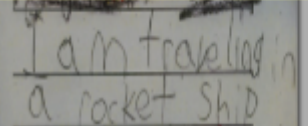
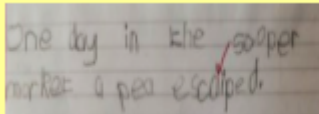
Appendix 1.2

Physical development and writing progression document.

	I can move freely with confidence in a range of ways and show control of moving my body.	
	I can use a one handed tool.	
	I can make marks.	
	I can do magic writing. (marks with meaning)	
	I can write some sounds.	
	I can write my name.	











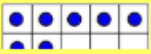







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	I can write the first sound I can hear.	
	I can write some simple words (CVC).	
	I can write a short sentence.	
	I can use finger spaces.	
	I can write longer words. (irregular)	
	I can write some 'WOW' sentences.	

Appendix 1.3

Number progression documents








	I can use some numbers and number language during play.	
	I can recite numbers in order to 10.	
	I know that numbers identify how many objects are in a set.	
	I can represent numbers using fingers, marks on paper or pictures.	
	I can match numeral and quantity correctly.	
	I can write numbers to 5 and form them correctly.	
	I can count forwards and backwards to 10.	
	I can count out 6 objects from a larger group.	
	I can say 1 more and 1 less than a given number to 15.	
	I can solve problems including halving and doubling.	
	I can show different ways to make 10.	
	I can count forwards and backwards to 20.	
	I can make an accurate estimation.	
	I can say 1 more and 1 less than a given number to 20.	
	I can add and subtract two single digit numbers.	
	*I can tell my own number stories and explain them.	








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Appendix 1.4

Shape, space and measures progression document

	I can notice simple shape and pattern in pictures.	
	I can make an arrangement with shapes and objects.	
	I can use positional language.	
	I can talk about shapes of everyday objects, e.g. round, tall.	
	I can name and describe 2D shapes, e.g. circle, square, rectangle, triangle, hexagon, and pentagon.	
	I can describe their relative position such as, behind, next to.	
	I can order two or three objects by length or height.	
	I can order two objects by weight or capacity.	
	I can describe 3D shapes, e.g. cube, sphere, cuboid, cone, cylinder.	

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	I can create describe and recreate a more complex repeating pattern, e.g. red, blue, blue, red.	
	I can use everyday language related to time.	
	I can use everyday language related to money.	
	I can order and sequence familiar events.	
	*I can measure short periods of time.	

Appendix 1.5

The Early Learning Goals for the Early Years Foundation Stage			
Personal, Social and Emotional development	MANAGING BEHAVIOUR/FEELINGS Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	SELF CONFIDENCE/AWARENESS Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and choose the resources they need for their chosen activities. They say when they do or don't need help.	MAKING RELATIONSHIPS Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, form positive relationships with adults/children.
Communication and Language	ATTENTION Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.	SPEAKING Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting IDEAS.	UNDERSTANDING Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
Physical Development	MOVING AND HANDLING Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	HEALTH/SELF CARE Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	
Literacy	READING Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	WRITING Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly others are phonetically plausible.	
Mathematics	NUMBER Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.	SHAPE/SPACE/MEASURE Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	
Understanding of The World	PEOPLE AND COMMUNITIES Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	THE WORLD Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their immediate environment and how environments might vary. They make observations of animals, plants and explain why some things occur, and talk about changes.	TECHNOLOGY Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Expressive Arts and Design	EXPLORING MEDIA AND MATERIALS Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	BEING IMAGINATIVE Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	

These are the subjects that we cover in Reception. These are used to assess all children at the end of their year in Reception and from this we can decide whether they are emerging, at the expected level or exceeding in particular subjects.



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Sources

<https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

<https://www.gov.uk/government/publications/eyfs-profile-exemplification-materials>