



Early Years Policy 2016



Hillside Primary School

The following policy outlines the teaching, organisation, assessment and management of the Early Years Foundation Stage (EYFS) curriculum at Hillside Primary School.

This policy has been drawn up as a result of staff discussion. The implementation of the policy is the responsibility of all teaching staff with support from all staff. The responsibility for monitoring and review rests with the Early Years co-ordinator, SLT & Governors.

The Foundation Stage Curriculum consists of seven areas of learning, three prime areas and four specific areas of learning.

The Prime areas are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The Specific areas are:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

At Hillside Primary School, we aim to develop confident, competent learners to enable children to reach the Early Learning Goals as laid out in the Early Years Foundation Stage document.

There are four themes of the EYFS, which underpin all areas of learning and development.

A Unique Child

Inclusive practice states that all children are entitled to equality and diversity and early support. We enable every child to be a competent learner, to be resilient, confident and self-assured.

Positive Relationships

Through professional relationships and respecting diversity, we create positive interactions: children to staff, children to children and children to parents. Effective teaching and independence are key skills.

Enabling Environments

The environment plays a key role in supporting and extending children's development and learning.

- We observe, assess and plan with the child as a starting point.
- We support every child, through their needs and learning journey.
- We provide a high quality, stimulating outdoor and indoor environment.

Learning and Development

We understand that children learn and develop in different ways and at different rates, so we ensure that all areas of learning and development are equally important and inter-connected.

- We support learning through experience and adult involvement, providing enriching contexts for learning.
- We introduce the children to decision making and active learning.
- We develop children's physical and mental involvement and provide them with personalised learning.
- We provide opportunities to make connections, transform understanding and sustain shared experiences through creativity and critical thinking.

Through a rich learning environment, we aim to provide opportunities for a wide range of experiences in all areas of provision. We provide a range of practical activities for the children to explore, learn, practise and talk about, developing their understanding and apply these skills to everyday situations. We provide high quality equipment and resources which are arranged to enable easy access and encourage children to care for and respect our belongings.

Entitlement

In F1, there are daily focused sessions, with the children working as a whole class and in small groups, these include: a daily phonics session, a writing focus, a speaking and listening session, two Maths sessions, one music and a movement and dance session. At the end of every session, the children are read a story.

In F2, children have a Literacy and Mathematics lesson each day with whole class input and group and independent sessions. The children have a daily phonics lesson in small differentiated groups following the Read, Write Inc programme. The children have one P.E. session each week, alternating between the hall and the dance studio, a specific PSED circle time session, an Understanding of the World lesson and they are taught ICT and RE alternate weeks.

Throughout the Foundation Unit, children have focused lessons and periods of free flow activities where they may be working with adult support or independently. We encourage peer support where possible and, at times, older children from Key Stages 1 & 2 visit the unit to work alongside and support the younger children.

Children with Additional Needs are identified and given additional support as appropriate.

Personal, Social and Emotional Development (PSED).

PSED falls into three distinct categories:

- Making Relationships
- Self-Confidence and Awareness
- Managing Feelings and Behaviour

At Hillside, we aim to provide experiences that will support and help children to develop:

- positive attitudes and disposition towards learning.
- self-confidence, self-esteem and resilience when faced with new and everyday situations, including showing their emotions appropriately.

- relationships with grown-ups and peers, including understanding that there needs to be agreed values and behaviours to maintain good relationships.
- the strategies needed to control their feelings, emotions and behaviour; understanding that there are positive and negative consequences to the actions of themselves and others.
- independence within the Foundation Unit: selecting activities and resources, and managing their personal hygiene.

In the Foundation Stage unit we provide an environment that supports children in making choices and decisions, and in voicing their own opinions and beliefs, whilst respecting those of others. We provide a positive environment, where we praise and reward achievement and good behaviour. We follow the whole school's Good Behaviour policy, with Golden Rules being taught and revisited regularly throughout the year. The role of the adult is very important in creating a good role model: e.g. demonstrating good practice when speaking to other adults and children and in respecting other people's views, beliefs and cultures.

We follow the whole school plan for PSHCE. Children in F2 take part in weekly Circle time and have a focus Golden Rule of the week.

Resources

In the Foundation Stage Unit, the children have access to Golden Tables in the Blue, Green and Yellow room, where the Golden Rules are visible and they can access treasure, stickers and the Golden Book. The children from both F1 and F2 fill the individual room jars in the Green room treasure jar; thus we all work towards filling the treasure jar as a unit. At times we introduce Empathy Dolls, Puppets, Beat Babies and other soft toys, such as Lola the Listening Leopard.

Communication and Language (C&L)

C&L falls into three distinct categories:

- **Listening and attention**
- **Understanding**
- **Speaking**

At Hillside, we aim to develop children's:

- eye contact
- verbal and non-verbal communication
- ability to initiate and sustain conversations with others in a respectful and engaging manner
- understanding of what has been said to them, understanding their role as a communicator and taking turns in conversations
- ability to ask questions to check meaning
- language and the vocabulary the children use to communicate
- ability to express themselves effectively, showing awareness of the listener's needs
- narrative in their play.

Through a rich learning environment and appropriate adult interaction and involvement, we aim to provide opportunities for Communication and Language development in all areas of provision.

We provide a range of resources in different areas in the unit for children to develop their talking and encourage shared thinking.

In F1 and F2 we provide opportunities for children to talk in small groups and whole class situations to help develop their communication skills.

Entitlement

To support all children's development with Communication and Language, we provide a range of activities to support this, including: Lola's listening games, circle time, daily story time, music sessions and story phones.

Children who have English as an additional language and those with speech and language difficulties are identified early to ensure we provide the appropriate support for them. Speaking and Listening groups and Narrative programmes are followed to help the children make good progress.

Physical Development (PD)

PD falls into two distinct categories:

- **Moving and Handling**
- **Health and Self-care**

At Hillside, we aim to develop children's:

- control and co-ordination in large and small movements
- confidence to move in a range of ways, safely and negotiating space
- control when handling equipment and tools effectively
- knowledge and understanding of how to keep healthy through exercise and a healthy diet
- ability to manage their own basic personal hygiene and needs
- skills to dress and undress independently.

Outdoor learning is available continuously from 9.50 - 11 a.m. and from 1.30 - 2.45 p.m. each day. Children are able to run, ride bikes, climb and move in a variety of ways, using their bodies and a variety of equipment to develop gross motor skills.

Throughout the unit, activities to promote fine and gross motor skills are planned for, and children who need support are identified in order to target them with focussed activities.

Through individual free choice access and planned lessons, children are taught to use tools safely and effectively; they are encouraged to practise to increase control.

Through ongoing activities, such as snack and lunch preparation, children are taught the importance of hygiene, healthy eating and exercise. Planned activities also incorporate opportunities for this learning: e.g. cooking/baking, P.E. lessons and topic work.

Entitlement

All children have free access to a wide range of physical activities to develop both fine and gross motor skills.

F1 children are allocated a weekly space on the P.E. timetable in the dance studio, enabling movement in a large area. This may include parachute games, use of balls, moving to music or listening to commands.

F2 children have at least one session of P.E. each week. They take part in a variety of activities, including dance, games and gymnastics.

Literacy

Literacy falls into two distinct categories:

- **Reading**
- **Writing**

At Hillside Primary School, we aim to develop children's:

- interest in books by reading independently, in small groups and in a one to one situation
- confidence to talk about stories, their settings and the characters
- ability to read and understand simple sentences
- use of phonic knowledge to decode regular words
- sight vocabulary to read common irregular words
- confidence to talk to others about what they have read
- mark making skills and ability to distinguish between the marks they make
- early writing to begin to form letter shapes
- recognition of their own names and ability to form the letters correctly
- phonic knowledge to write words in which they match their spoken sounds
- ability to write simple sentences which can be read by themselves or others.

There are specific areas in the Unit for Literacy skills to be practised: e.g. the writing area in the yellow room and the mark making area in the blue room, where children can write on a variety of surfaces, using different implements. They can practise writing their names, and name cards are available in all areas to encourage children to recognise and make an attempt at writing their name wherever they are working. In the writing area, games are available for children to use letters, make words, match pictures, etc. In both the blue and yellow rooms, there are two reading areas where children can access fiction and non-fiction books independently, 1:1 and in small groups.

Through a rich learning environment and appropriate adult interaction and involvement, we aim to provide opportunities for literacy development in all areas of provision. We provide a range of resources in different areas in the Unit for children to experiment with mark making, develop their talking and encourage shared thinking. For example, we provide pens and note books or paper in all role-play areas and in other areas where children may want to make marks or record their work. Parents are encouraged to take books home to read with their children and to change them at least weekly.

Entitlement

F1- Children have a daily phonics session, following the Read, Write, Inc programme, introducing the children to the concept of a letter shape and the letter sound. Identifying sounds in the environment and the early stages of sound discrimination are key at this stage. The children learn to listen to indoor and outdoor sounds. The children have a story on a daily basis; and once a week they listen to the focus story of the week and then participate in 'The Big Write', focussing on the early stages of writing,

F2 - Children have daily literacy and phonics lessons, as well as group, paired reading or 1:1 reading support, that focus on the teaching of book skills and the early stages of reading. F2 children follow the Read, Write Inc programme, which develops the children's knowledge of letter sounds and sight vocabulary, and in applying these skills in their reading and writing. All children are encouraged to have correct letter formation.

Mathematics

Mathematics falls into two distinct categories:

- **Number**
- **Shape, Space and Measures**

At Hillside, we aim to develop children's understanding of:

- numbers and counting, recognising numbers and using them to solve mathematical problems.
- addition, subtraction, doubling, halving and sharing
- size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems
- patterns: to recognise, create and describe them
- the shapes of everyday objects and the ability to use mathematical language to describe them.

Through a rich learning environment, we aim to provide opportunities for mathematical experiences in all areas of provision. We provide a range of practical activities for the children to explore, learn, practise and talk about their developing understanding of mathematics, and apply these skills to everyday situations. We encourage all children to make patterns and connections in their learning.

The areas of provision within the Early Years allow a variety of mathematical experiences to take place: for example, a Chinese take away provides opportunities to talk about size, quantities and, money, and allows the children to recognise numbers on the money. The role of the adult in the children's play is vital in order to model play and language that allows the children to play and explore independently, thus replicating their learning and development.

In the Foundation Stage, the role of the outdoors is equally important as indoors, providing equal opportunities for mathematical experiences. Children are encouraged to talk about shapes, distance and quantities, and to solve problems. We ensure the provision of number rich environments both inside and out.

Entitlement

F1- Children have two lessons of mathematics each week, focussing on number and shape, space and measures.

F2- Children have a daily lesson on mathematics, covering number and shape, space and measures.

Understanding of the World (UofW)

UofW falls into three distinct categories:

- **People and Communities**
- **The World**
- **Technology**

At Hillside Primary, we aim to develop children's:

- knowledge of past and present events in their own lives and in the lives of their families
- ability to respect and value everyone
- knowledge and understanding of different ways of life
- understanding of the environment around them and ability to communicate about other environments
- ability to make observations about animals and plants and changes that occur
- understanding of technology in the world and its uses
- ability to use information and communication technology confidently.

Through a rich learning environment, we aim to provide opportunities for all areas of Understanding of the World to be experienced. We provide a range of practical activities for the children to explore, learn, practise and talk about their developing understanding of the world; and apply these skills to everyday situations. We encourage children to use tools and equipment safely and provide them with the knowledge to use these skills independently. Forest School plays a fundamental part in the delivery of the UofW curriculum. Forest School allows children to explore in a safe environment, providing opportunities to promote the children's self-esteem, confidence, independence and communication skills. The children participate in engaging, motivating and exciting woodland activities, allowing them to find out about the world in which we live.

The areas of provision within the Early Years allows for a variety of experiences relating to the aspects of the UofW curriculum. There are four computers and an IWB in the yellow room and two computers and an IWB in the blue room that have planned activities; as well as a wide range of activities that are available for the children to access independently. The outdoor area plays a vital role in the delivery of UofW, and we ensure that the children have free flowing access to allow them to use it to its full potential. The outdoor area gives the children the opportunity to plant and grow flowers, fruit and vegetables; enables the children to gain understanding about how things grow; and allows us to relate this to the world in which we live.

The outdoor provision is used to ensure that all areas of the curriculum are covered.

Entitlement

The teaching of UofW is mainly achieved through topic based activities, daily routines and Forest School. The children have daily access to the computers in the yellow and blue room and IWBs.

F1- Children access the outdoor area to develop their understanding.

F2- Children have the opportunity to take part in a small Forest School group session, allowing them to find out about features of their environment and the world around us. Children work in small groups with Mr Bass to plant vegetables and flowers in the Early Years setting. The children have a Religious Education lesson once a fortnight, celebrating festivals and cultures, reflecting on the broad range of cultures in our school. Once a fortnight, the children have an ICT lesson, experimenting with new programmes and programmable toys (such as the Beebot) that encourages independent use.

Expressive Arts and Design (EAD)

EAD falls into two distinct categories:

- **Exploring and Using Media and Materials**
- **Being Imaginative**

At Hillside, we aim to provide experiences that will develop children's creativity through:

- providing a wide variety of media and materials for children to explore, experiment and investigate using all their senses
- listening to different styles of cultural music, playing a range of instruments, moving spontaneously and learning dance movements
- learning songs connected with the half-termly Topic, and developing a repertoire of traditional songs and songs from other cultures
- representation of ideas through media and materials to use in role play.

Through a rich learning environment, we aim to meet the creative needs of the children in all areas of provision. We provide a range of free flow activities for the children to access, where they can use their imagination, explore, investigate and be creative.

In the Foundation Unit we provide many different areas in which the children can be creative: for example, changing role play corners, where children can role play everyday and fantasy situations and take on the roles of different characters. The role of the adult is very important in this situation because they can model language, encourage the children to use their imagination and support them in extending their play. Access to house role play is always available to ensure play situations which are based on the child's own experience. Other role play areas are used to encourage new learning and extend language skills.

There is a distinct music area with different instruments available for free access. Children are encouraged to listen to sounds and experiment changing the sounds made. Children have singing lessons at least twice a week, where they learn songs connected with the Topic. Each term, they perform some of these songs at sharing assemblies in front of the whole school community.

ICT activities provide musical games on the computer. At times the children will listen to and watch different dance themes on the IWB which they can join in with.

The workshop area allows children to work independently to select and use a wide range of available resources to create models.

We often use puppets in lessons, particularly for PSED, to give the children the opportunity to explore empathy.

In the Foundation Stage, the outdoor area is just as valuable as the indoor, and the same creative activities are provided and extended in each: e.g. water, music, painting, drawing, sand, role play etc.

Assessment

As each child enters the Foundation Stage we use our professional judgement to assess the age band children are working within across the EYFS 17 areas of learning.

Within six weeks of the child starting they will be given a baseline assessment.
Expected Standards for Foundation Stage are:

Nursery

30-50 months = inline with ARE (Age Related Expectations)

22-36 months = below ARE

Any other lower age band below = significantly below ARE

Reception

40-60 months = inline with ARE (Age Related Expectations)

30-50 months = below ARE

Any other lower age band below = significantly below ARE

Formative Assessment

As the year progresses, children are monitored on their development and progress in all areas. Examples of children's learning that demonstrate their individual level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children using short and long observations, photos, examples of children's work and observations on the iPODS, enabling the observations to be linked to the EYFS curriculum.

Summative data

At the end of the year we assess the Reception Class children against the EYFS Profile Early Learning Goals, stating whether they are EMERGING, EXPECTING or EXCEEDING.