

Our Vision

Children who learn and play in the Early Years at Settle C.E Primary School will always be greeted with a big smile. We believe that positive relationships are the key to children being happy and motivated in school.

The children will be invited into an enriching environment which enables them to make independent choices, rehearse skills, build resilience, and ignite curiosity. Adults spend time becoming engrossed in shared thinking and discussion, they know how to move learning on in a purposeful way, providing children with the next big question to explore.

We ensure that every child's voice is heard and that individual needs are met through our plan-do-review cycles. All areas of the curriculum are valued, and significant importance is placed on developing the Prime areas in both Nursery and Reception.

It is important to us that children are given real life experiences which they are able to draw upon using their skills and knowledge to build links between different areas of learning. It is vital that our youngest children see themselves as endlessly capable individuals who look forward to becoming lifelong learners.

The Early Years team work closely together to ensure continuity and seamless transitions. Mrs Helen Wright is the Phase Leader and oversees the teaching, learning and expectations of learning behaviours.

All areas of the EYFS curriculum are valued for their significant importance and great care is placed in developing the Prime areas. It is important to us that children are given real life experiences in which they are able to draw upon using their skills and knowledge to build links between different areas of learning. You will find our children outside come rain or shine, experiencing the weather and the changing seasons.

The EYFS is based on four overarching principles:

- Every child is a unique child, who is constantly learning and can be resilient, capable, and confident.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Children develop and learn in different ways and at different rates.

Aims

- Foundation Stage teachers and teaching assistants should ensure that all children feel part of the school community, secure and valued. Initially this will be exclusively the Early Years setting and as the year develops will move into the wider school.
- To provide a relevant curriculum with tasks that take into account the children's interests and fascinations and are both practical and purposeful. The children will be taught through stimulating topics, these are developed with the children in mind and develop specific interests they have expressed. The teachers will also plan many activities and tasks which are

centred around skills the children need to develop, these are targeted through observation and work alongside the child.

- To provide quality opportunities for children to engage in activities planned by adults and those that children plan or self-initiate. Teachers must plan a challenging and enjoyable experience in all areas of learning and development.
- Practitioners acknowledge the holistic nature of young children's learning and natural links will be made between different areas of the curriculum, with the emphasis on learning through play and the importance of developing the prime areas of the Foundation Stage Curriculum.
- Practitioners always endeavour to create a learning environment that develops children's independence and encourages children to explore and express their ideas and feelings.

There are seven areas of learning and development that must provide a framework for planning, teaching and assessing in early years settings. All areas of learning and development are interconnected.

The three prime areas are:

- **Communication and Language**

Children will be given a range of opportunities to experience a rich language environment, to develop their ability to express themselves and to speak and listen in a range of situations. There has been a huge emphasis placed on this area of development, this is due to a decline in children's language skills and the rise in children with language disorders. We will talk to parents often about their child's speech and language development as we believe the ability to communicate opens such an exciting door to learning opportunities.

- **Physical Development**

Children will be provided with lots of opportunities to be active; to develop their coordination, motor control and movement. Children will be able to explore the environment at Settle Primary School including the adventure trail, nature area and the large equipment in the school hall. We place a huge importance on children's physical development as we are acutely aware of the developmental steps children need to move through before becoming writers. Children will be taught the importance of physical activity and to make healthy choices in relation to lifestyle.

- **Personal, Social and Emotional Development**

This is a vital area of development for children to develop a positive sense of themselves and others, forming positive relationships and developing social skills and learning how to manage their feelings. They will begin to understand appropriate behaviour in a range of different social situations and have confidence in their own abilities which enables them to make independent choices. This area of development is supported in all that we do at Settle Primary School. Adults will always model positive relationships and behaviour, fostering a feeling of care and safety.

There are four specific areas, through which the three prime areas are strengthened and applied:

- **Literacy**

Children will be taught to link sounds and letters and to begin to read and write. Children will be taught Phonics from the Little Wandle Scheme, this will enable them to make good progress with both their reading skills. Children will be given access to a wide range of reading materials to ignite their interest and love of Literacy skills. We place a huge emphasis on children being taught well known stories, orally rehearsing, and innovating to create their own stories.

- **Mathematics**

Children will be provided with opportunities to develop and improve their skills in counting, understanding, and using numbers. They will deeply embed their understanding of numbers to 10, learning how to solve addition and subtraction problems. It is important to us that children understand the place of mathematics within everyday life and apply their mathematical skills to solve problems and tackle challenges.

- **Understanding the World**

Children will make sense of their physical world and their community through opportunities to explore, observe and find out about people, places now and in the past. Children will be able to take advantage of our richly diverse school community and will be able to explore what makes people unique and also, what brings us together.

- **Expressive Arts and Design**

Children will explore and play with a range of media and materials, as well as providing opportunities and encouragement for sharing their ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and DT.

Classroom Organisation and Resources

The organisation of the Foundation Stage classrooms reflects the importance that is placed on children learning through play and first-hand experience, developing independence and having opportunities to initiate their own learning. We are lucky to have a setting which is open plan between two large spaces which is used as two separate classrooms for the majority of the time. Within each space you will find

- Malleable area
- Role play area
- Construction area
- Small World area
- Sand and / or water
- Story area with a range of fiction and non-fiction books, puppets and storytelling resources
- Mark making area with a range of writing resources
- Creative area including junk modelling, painting, collage and other creative media.
- A computer and programmable toys
- An Interactive whiteboard

- Musical instruments
- Maths games
- Outside classroom – large scale construction materials, gross motor area, mathematical games and ball games, mud kitchen, water area, large climb in sand pit, bike area, outdoor role play house, large vertical surfaces to draw, paint and write. As well as gardening areas subject to the season. Access to a paddock, sloping field and climbing wall.
- We have a substantial set of waterproof clothing and wellies in order to make full use of the outside classroom, school fields and nature areas.

The environment plays an important role in the development of children's skills and knowledge, therefore the environment is carefully planned to include all of the essential ingredients needed to build life-long, engaged and critical thinkers. You will find the environment is not overly cluttered and all resources have specific places where they belong, these are indicated by photos and labels. This is to aid children's independence, ability to become deeply engaged and to self-select.

You will find areas which are comfortable and inviting for children, this is to promote a high level of communication skills between children. All areas within our Early Years setting have books and writing equipment placed within them, this is because we feel that children need to develop a love of literacy skills early on and see those skills as part of everything they do within school.

Each morning the children stop for a snack together. This is an opportunity to reinforce the importance of careful handwashing and the need to eat healthy food. There is a dedicated snack area in the Nursery which during the afternoon which children can access. They are able to help themselves to fruit and fresh water when they are hungry or thirsty.

Every area of learning is enhanced each week to promote a new skill, the topic learning we are taking part in or a particular interest of children have displayed recently. Children are able to engage in these activities independently or while supported by an adult.

At Settle C.E Primary school we believe that children can spend time in the outside classroom whatever the weather, there is no such thing as unsuitable weather only unsuitable clothing. Children are encouraged to go outside each day and spend time exploring the environment and develop many of the larger scale skills and knowledge.

Transition

Our Nursery and Reception teams work closely together and once our new children have established their routines we enjoy 'Funday Fridays' when the children from both Nursery and Reception can free flow between the two classrooms and of course our outdoor play areas. This allows for a much smoother transition for a large proportion of children from Nursery to Reception. We have close links with lots of other Early Years Providers in the local area. There are opportunities for prospective children to spend time in their new setting and to get to know their way around. We also encourage home visits and spend time with our new children in their setting.

In June, a meeting is held by the Headteacher and Foundation Stage teachers to introduce parents/carers to the school, procedures and curriculum. Parents/carers are given a transition handbook which outlines the curriculum and school routines, along with a document pack to be completed and returned to school.

The children will be invited for stay and play sessions where the parent or carer are welcome to explore the school environment with their child.

During the summer term, all prospective Nursery parents/carers are home visited by a member of the Early Years team, this gives the new child and their family an opportunity to meet with their new teacher on a one-to-one basis. Early Years children are introduced to the wider school gently through the year.

Involving Parents

Parents/carers are the child's first and most enduring educators. When parents/carers and teachers work together, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge, and expertise. We aim to develop this by:

- Outlining how the EYFS is being delivered to Parents/carers during the new parents meeting in June, to enable them to understand the value of supporting their child's learning at home and how they can access more information.
- Operating an "open door" policy, whereby parents/carers can come and discuss concerns and developments in an informal manner, and also, to view children's learning.
- Sharing progress through annotated photographs and observations in 'Learning Journeys' which are always available for parents to look at.
- In the Autumn term, there will be an evening meeting for parents to further explain the curriculum, with a particular focus on phonics and early reading to share how we use the Little Wandle Systematic Synthetic Phonics programme and how parents can support their child in their journey to being avid readers.
- Children are encouraged to borrow a high-quality story book to share with their parents and develop a love of reading and we have close links with our local library.
- A transition day is held during the Summer term which will involve the current early years children meeting their new teachers.
- Twice a year there is an opportunity to discuss individual next steps and progress with parents/carers at parents' evening.
- Any concerns over special educational needs or disabilities will be discussed with parents and the Special Needs Co-ordinator (SENDCO) for the school.

Routine for Nursery

8.45-9.00am - Children will arrive with their parents to the Early Years entrance where they are encouraged to say their goodbyes with parents, then independently walk into the classroom where their teacher and teaching assistants will be waiting to greet them. A class teacher will always be at the door in the morning so parents can share any information and children are greeted by a familiar face.

Children will then self-register and will then choose a self-directed task whilst greeting their friends.

9.30-9.45am- Story Time

9.45am - Children will come together for snack time.

10.00-11.15 Free flow access to both indoor and outdoor learning environments. During this time focused group / individual adult led learning activities takes place.

11.15—Phonics time, including lots of nursery rhymes, listening games and sound walks.

11.30-1.00pm - Children will be supported in washing their hands, collecting and eat their meal. Then our lunchtime team and Year 6 buddies care for the children as they play a range of activities outside.

1.00-1:30 Teacher Directed Activities – including Maths, Understanding the World, Expressive Arts and Design, Communication and Language and Personal Social and Emotional Development.

1.30- 2.00 - Child Initiated time including free flow to our outdoor play areas / Adult directed group learning activities.

2.00-3:00 – Snack area is open for the children to access as they wish. This is monitored by adults to ensure children remember to wash their hands and to eat safely.

3.00-3.15- Storytelling session

3.20-3.30pm - Children will be brought to the Early Years door and be called by name when parents are seen by the Nursery practitioners. Children will not be released to unfamiliar adults who are not a named contact.

Routine for Reception

8.45-9.00am - Children will arrive with their parents to the Early Years entrance where they are encouraged to say their goodbyes with parents, then independently walk into the classroom where their teacher and teaching assistants will be waiting to greet them. A class teacher will always be at the door in the morning so parents can share any information and children are greeted by a familiar face.

Children will then self-register and will then choose a self-directed task whilst greeting their friends.

9.00-9.45am- Guided Reading groups and one to one phonics catch up sessions.

9.45am - Children will come together for their phonics lesson and the Star of the Day will be chosen.

10.15-10.30 - Teacher Directed Activities - Phonics (Little Wandle) & fine motor skills development.

10.30-10.45- Snack time / story time

10.45-11.00 – Playtime

11.00-11-45- Focused learning time followed by group focused learning activities

11.45-1.00 - Children will be supported in washing their hands, collecting and eat their meal. Then our lunchtime team and Year 6 buddies care for the children as they play a range of activities outside.

1.00-1:30 Teacher Directed Activities – including Maths, Understanding the World, Expressive Arts and Design, Communication and Language and Personal Social and Emotional Development.

1.30- 2.45 - Child Initiated time including free flow to our outdoor play areas / Adult directed group learning activities.

2.45-3:00 – Snack time

3.00-3.20- Storytelling session

3.25-3.30pm - Children will be brought to the Early Years door and be called by name when parents are seen by the teacher. Children will not be released to unfamiliar adults who are not a named contact.

Please see your child's Curriculum Map to see the learning that they will be taking part in this year.

The Key objectives for each subject area which we would be supporting all children to have mastered are mapped out on a Year 1 End Points document. These are the key objectives that we feel a child needs to have mastered to move onto the next years curriculum for each subject.