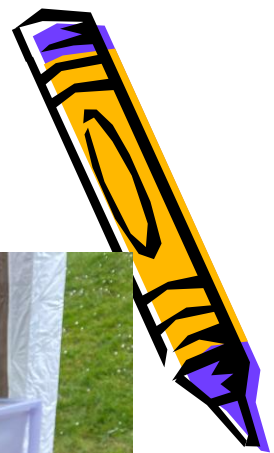


Early Years



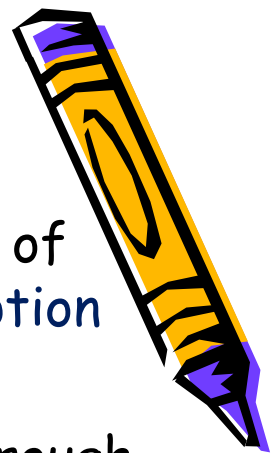
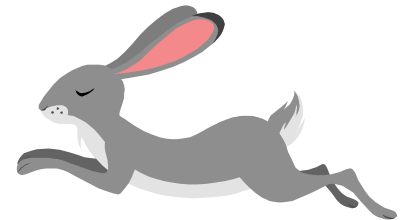
What is the Early Years Foundation Stage?

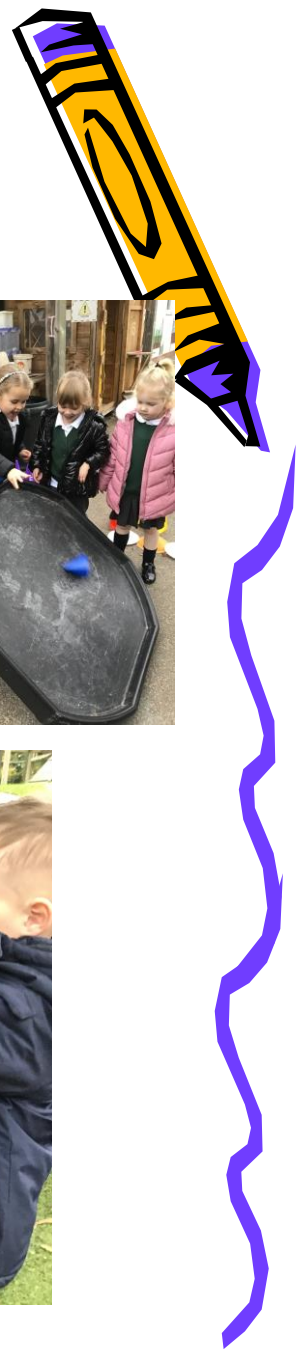
The Early Years Foundation Stage (E.Y.F.S.) is the stage of education for children from birth to the end of the Reception year.

It is based on the recognition that children learn best through play and active learning.

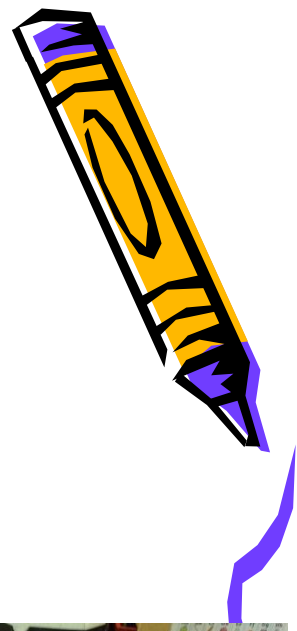
When children join Shorne primary school we want their experience to be happy, active, exciting, fun and secure. We will support their development, care and learning needs.

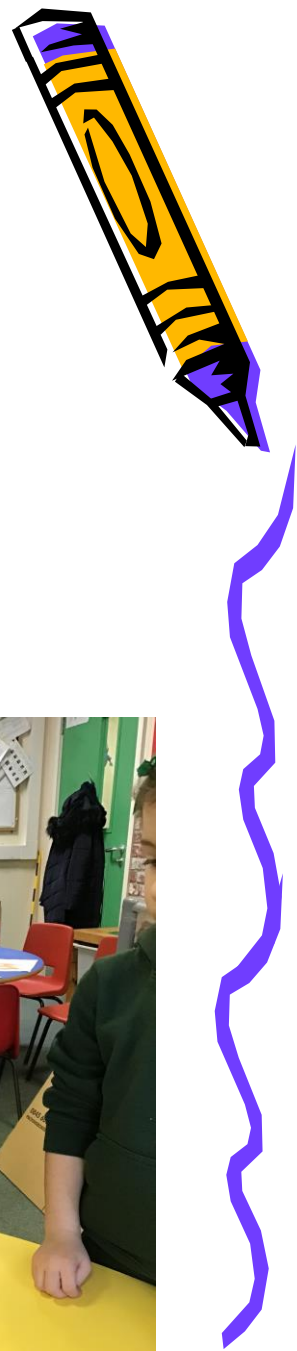
How do we do this?







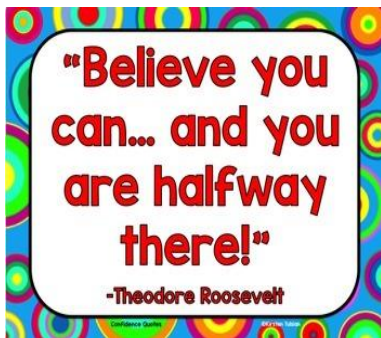






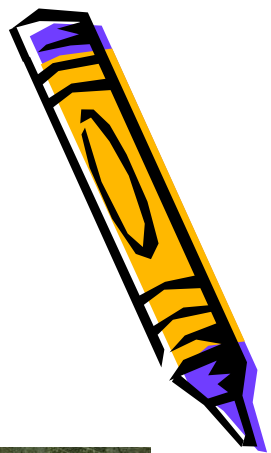
We work hard to develop an effective **Growth Mindset**.

We are teaching the children to get excited by challenge and that it's ok to make mistakes as these are learning opportunities. Within class we embrace effort, persistence, trying different strategies and learning from mistakes. The sky is the limit - we can succeed with whatever we set out to do! Some things may just take a little longer than others!



it's okay to
not know.
it's ~~not~~ okay
to ~~not~~ try.



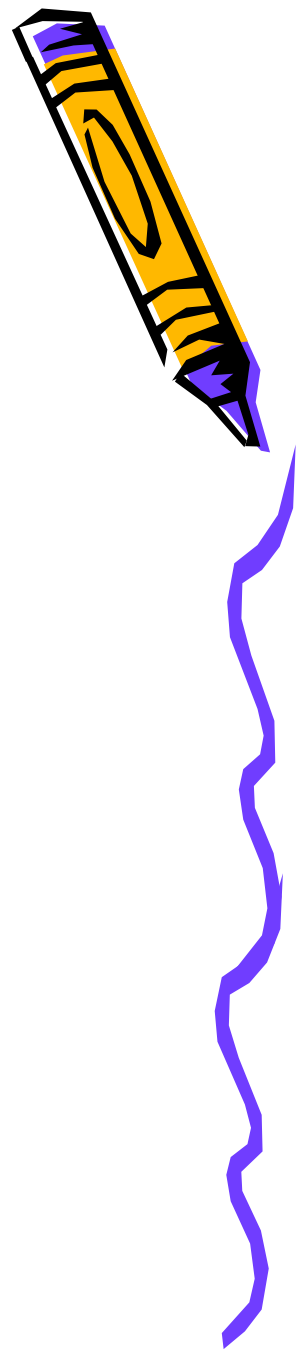


Transition to school It's NOT scary!

Children visit the Reception Class in the Summer Term to develop familiarity with the setting and staff. You will receive a welcome pack all about starting school full of photographs and information in a photographic child friendly form to take away.

You will be invited to class dojo and Mrs Thornley will post videos online for your child to watch so they become familiar with their teacher.

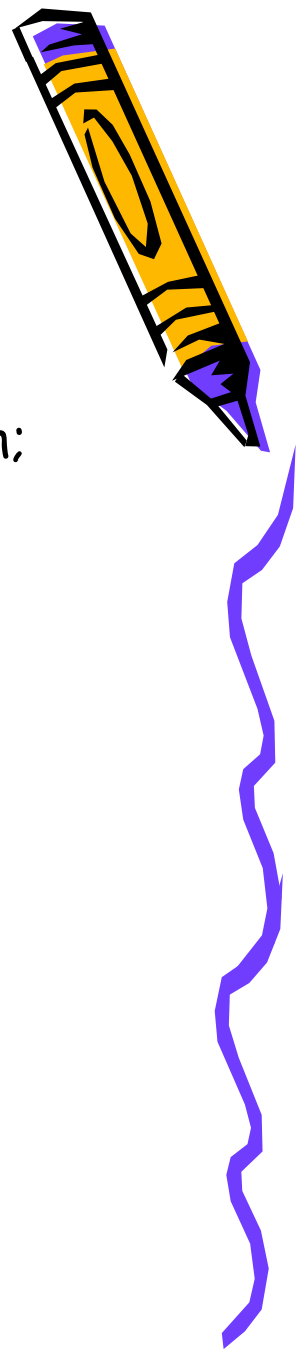
The children start school in September on a part time basis initially. In the afternoons the teacher meets with parents/ carers to discuss settling in and any worries or concerns. There is also a coffee afternoon where information is given on the teaching of phonics / reading which enables the parents /carers to support their child at home.

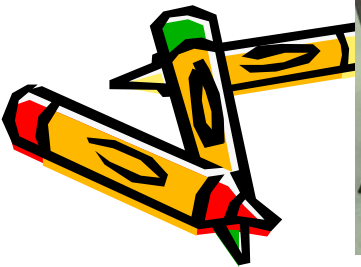
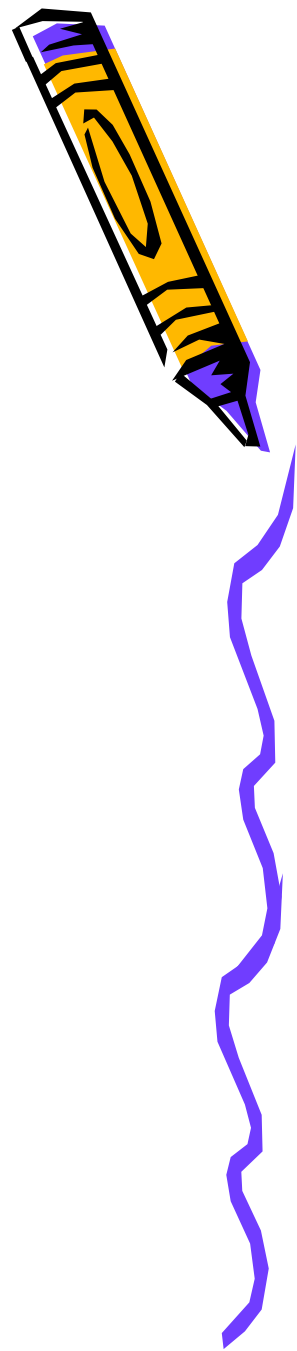


Parental involvement is paramount in building great home / school relationships.

Parents are involved in their children's learning through;

- 1) Invites into class for reading café, sharing afternoons, stop and play sessions.
- 2) Communication through contact books
- 3) Parent consultation evenings
- 4) Weekly updates on children's learning.
- 4) Open door policy.



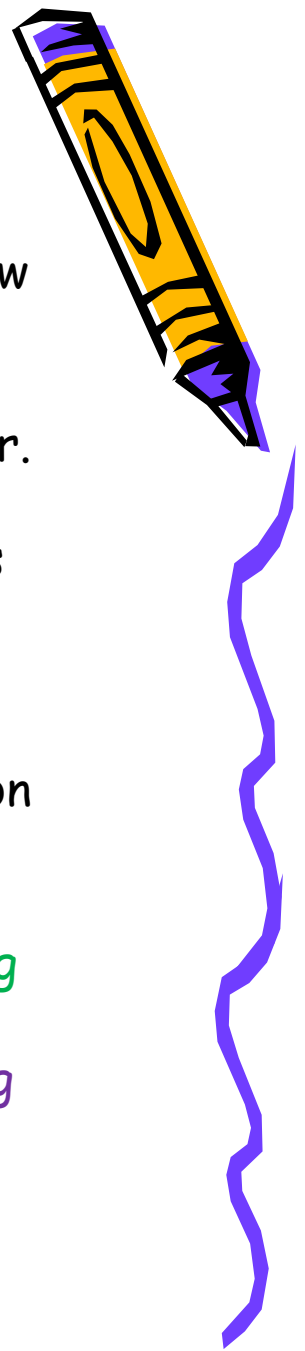


We learn how to read!

Every day we learn a new letter. The sound, an action and how to form the letter. We practise writing in the air, on each others backs, on paper, in paint, in sand. The list is endless. We split into 2 groups. Half of us practise forming the letter. Half of us use magnetic boards using the letters we have learnt to make up and read words. As we learn more letters the number of words we can make up increases.

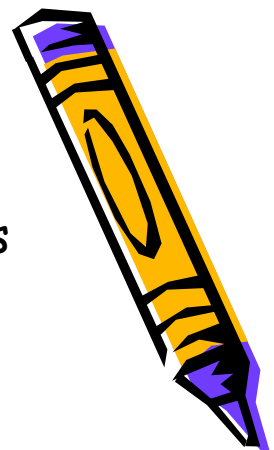
Once the children know all their initial sounds we move onto blends. At the children's finger strength and letter formation improves we move onto using handwriting books.

We have 10 minutes whole class phonic teaching - introducing new sounds and playing games
10 minutes handwriting and 10 minutes making up words using magnetic letters.

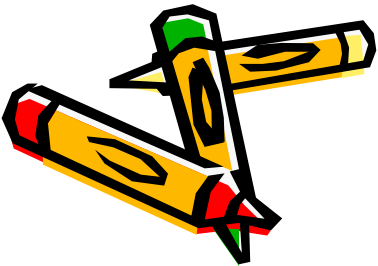
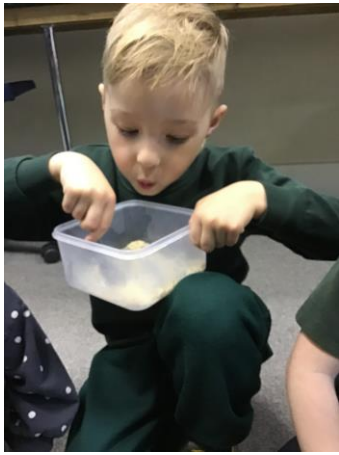


Literacy Based Activities

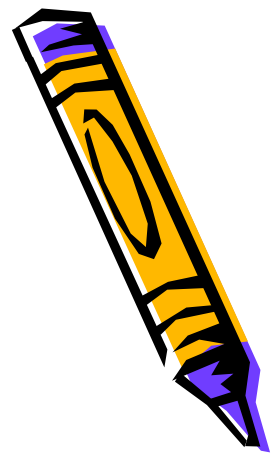
We listen to and learn stories. Children learn a variety of stories using actions and pictures to help them retell the story. There are activities set up within the classroom linked to the story we are learning.







If learning is not fun
children are not engaged!



“Tell me and I forget. Teach me and I remember.



Involve me and I learn.”



- Benjamin Franklin

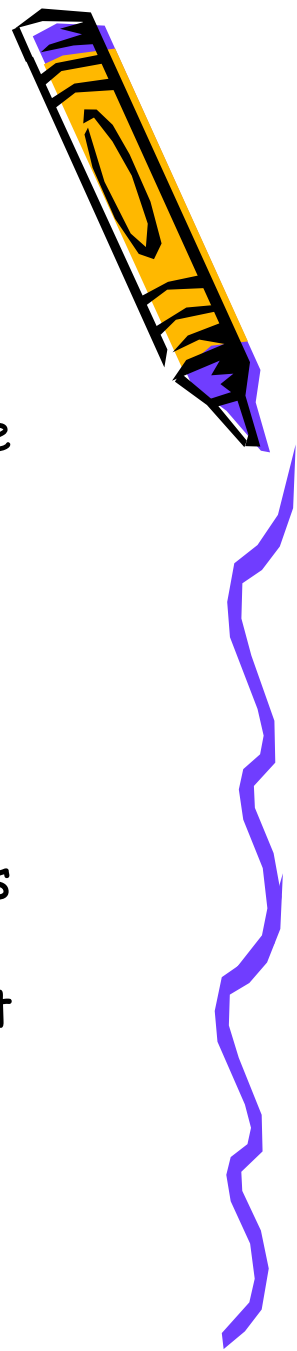


Maths in Reception Class

Every day we have our maths whole class learning activity.

This is where we introduce new learning and consolidate previous learning. This is usually a 20 minute session followed up by the opportunity to participate in games and activities linked to the learning of the day.

Activities are set out during child initiated learning time and adults in the room will play alongside the children. Sometimes an adult will lead a directed maths based activity then step back and allow the children to lead the learning and teach one another whilst the adult observes the children leading their learning.



Inside / Outside

Children have free flow access to both indoors and outdoors. There are opportunities for learning in both areas come rain or shine!

We build ramps for cars to travel down in our building area and measure how far they go.

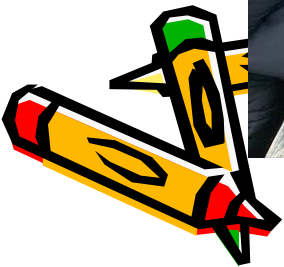
We role play in our theatre outside! We have made tickets and paper popcorn to sell. We even have 'agents' and judges who sit with clipboards and write down each performers talents

We enjoy mixing and measuring in our mud kitchen.

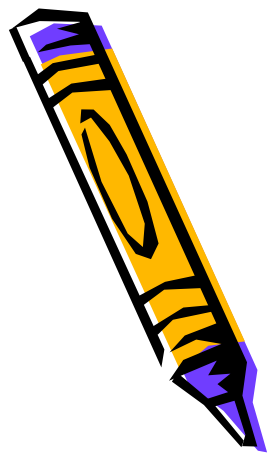
We develop new games to play and teach them to others.

Children have wellies and waterproofs in school.









Apart from Phonics, R.E. and Maths we do not teach subjects in isolation.

Children are given the opportunities to explore the whole curriculum by enticing activities set up within the classroom.

Adults ensure there are activities set up to cover all areas of the curriculum. We ensure children do not gravitate towards one specific area by observing interests and acting upon this. For example; Boys were flocking towards the writing area when we introduced secret ultra violet pens and a writing den under the table!

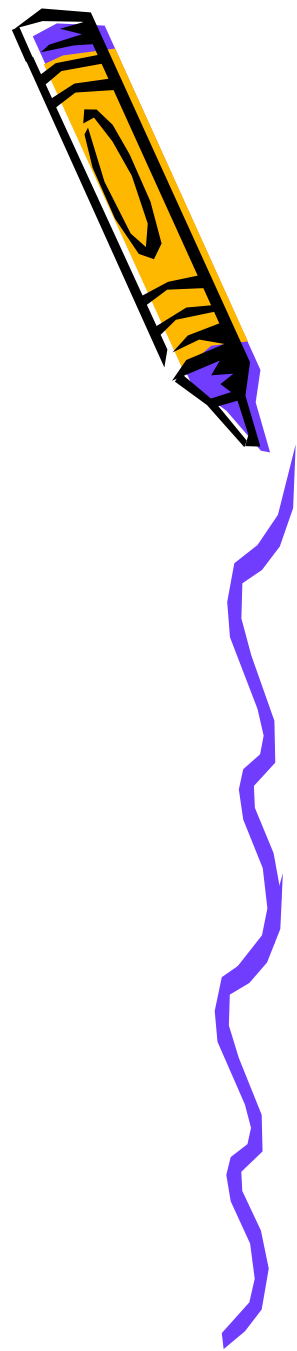
They were also more than interested to write menus for their creepy crawly mud kitchen!



Monitoring Progress

Throughout the year we monitor children's progress and inform parents of their 'next steps' in learning. These targets are updated regularly throughout the year to show children's development and areas where they need further support.

Any child falling behind or showing difficulties are identified almost immediately and extra support given. If they continue to struggle interventions are put into place.



How can you prepare your child for school?

Encourage them to get dressed by themselves

Put on coats, shoes, socks.

Encourage them to go to the toilet independently - this includes wiping their own bottom!

Talk to your child.

Read them stories

Play games and take turns

Sing nursery rhymes and counting songs

Learn how to use a knife and fork

Say please and thank you

