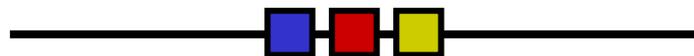
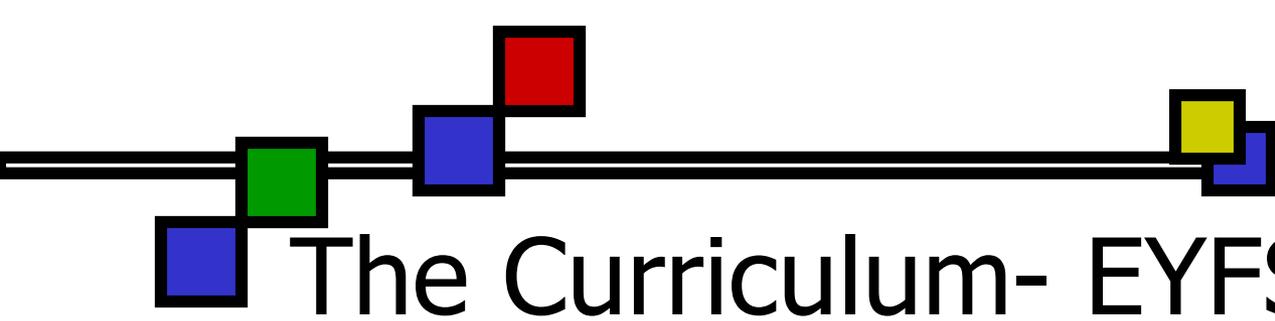


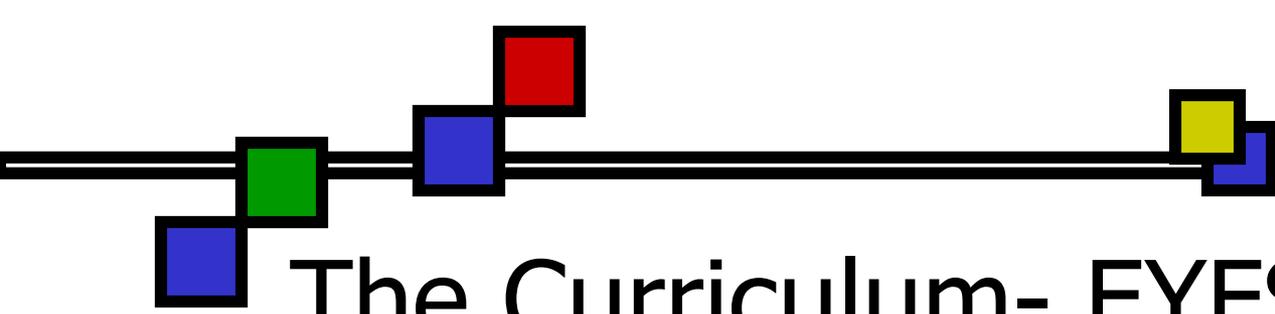
What is learning like in the Early Years at Allington?





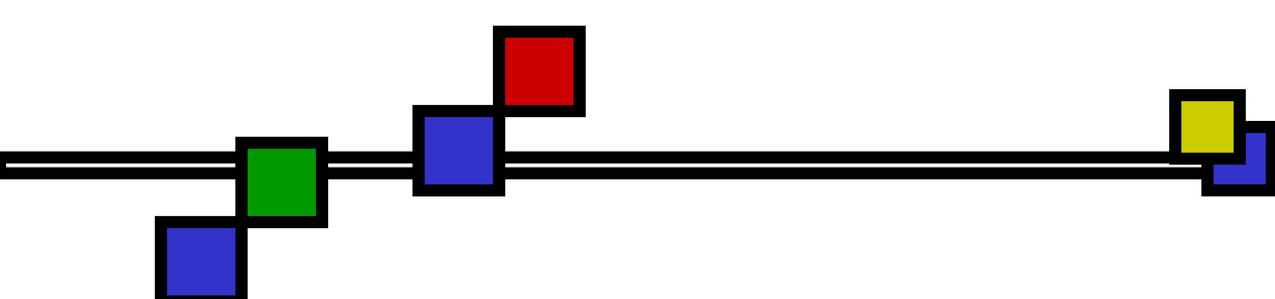
The Curriculum- EYFS

- Children have been part of the Early Years Foundation Stage (EYFS) during their time at preschool or nursery.
- The EYFS has a set of expectations or goals that we aim for the children to achieve by the end of Reception- it includes 3 Prime Areas and 4 Specific Areas
- The EYFS was constructed in response to research into brain development and our growing knowledge of how children learn best. We know that young children make learning connections in their brains much faster and better in an enriched environment.
- This means they flourish best in an environment which is engaging, exciting and full of adults who are interested in them – an environment where every sense is stimulated.
- Research tells us that young children’s brains are more active and more flexible than ours. With this research in mind, the Foundation Stage of school is one where children are given stimulating, exciting experiences and where they become effective learners through **playing, exploring, being active and being encouraged to create and think critically** (having their own ideas and choosing their own ways to do things.)



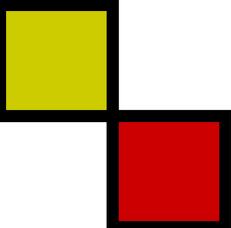
The Curriculum- EYFS

- Before a child can begin the complex skills of reading and writing, they need to make hundreds of thousands of links between their left brain and right brain. In order to develop these essential links between sides of brain, children need to be involved in activities using both sides of their bodies- both hands, both feet, both eyes and ears.
- Rhythmic stamping, clapping, hopping, skipping, riding bikes and scooters are vital in this development.
- Throwing, catching, hitting and bouncing balls, construction work, playdough, cutting and model making are all very important.
- All of the activities that children will have been enjoying and will continue to enjoy throughout Reception, contribute to them achieving a good level of development by the end of YR.

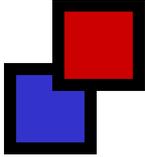


'What did you do at school today?'

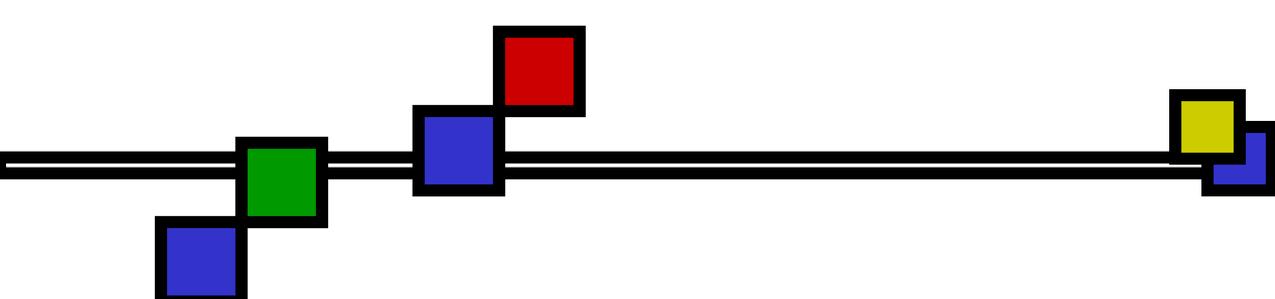
'We just played.'



We know why children play and the benefits of play, but the idea still persists that if it's too much fun, children are not learning. However, the evidence suggests the opposite. Research shows that children actually learn through play.



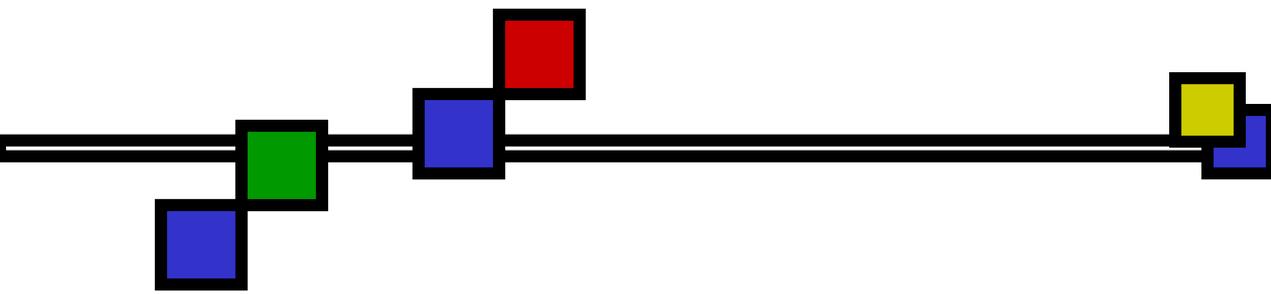
Play is learning and this underpins our approach to learning in the EYFS.



EYFS - A play based curriculum

There are many different types of play.

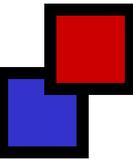
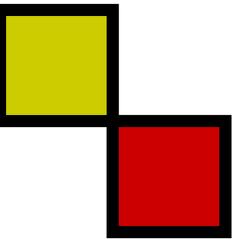
- Heuristic play: play with and explore the properties of 'objects'. These 'objects' are things from the real world
- solitary play: play alone because they have not developed socially to be able to play with others yet or because they choose alone time
- parallel play: children play adjacent to each other, but do not try to influence one another's behaviour
- cooperative play: involves the division of efforts among children in order to reach a common goal. In cooperative play, everybody wins

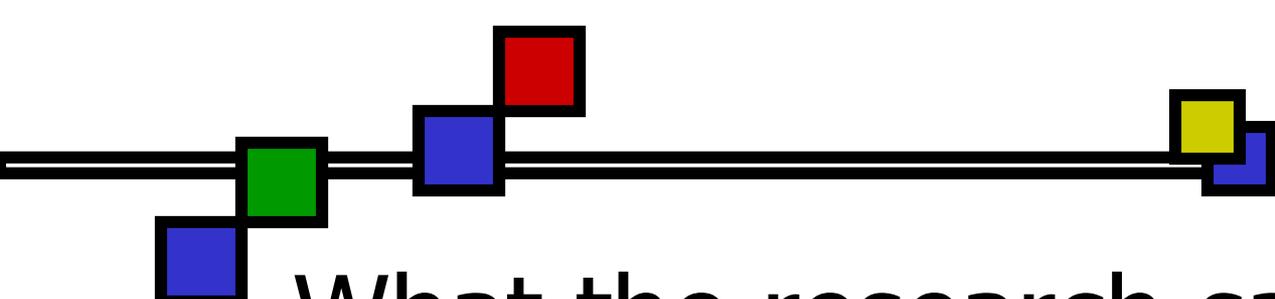


We incorporate a balance of teacher-led and child-led learning- in our time table, child-led learning is called 'My Learning Time'.

The day is organised to facilitate different learning opportunities and will involve:

- Adult-led activity where the adult has planned the activity and is in control, staying with the child while the activity takes place
- Adult-initiated activity or play where the adult sets up the resources or the activity and guides the experience
- Child-led play where the activity or resources are freely chosen by the child. The child is in control of the activity. This type of play is often referred to as open-ended play.

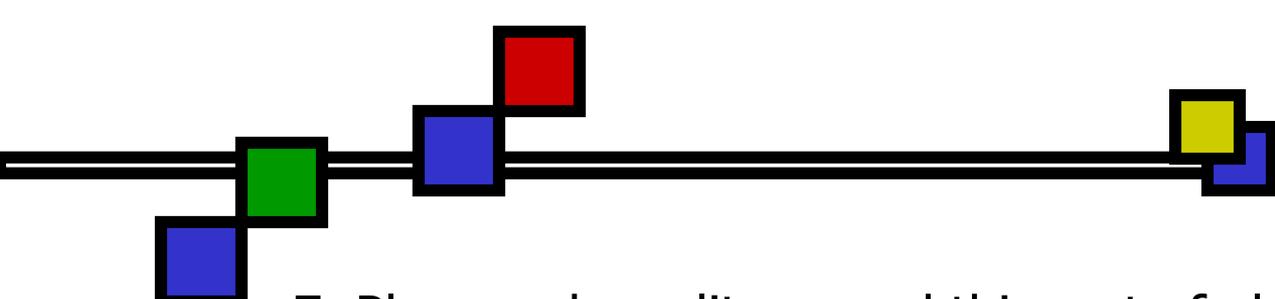




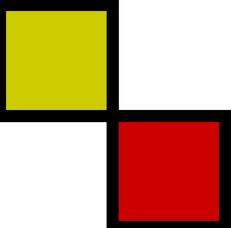
What the research says...

Internationally renowned expert on early childhood and play, Tina Bruce, outlines in her book, *Early Childhood Education*, the 12 features of open-ended play:

1. Children use the first-hand experiences they have had in life during play.
2. Children keep control as they play. Play does not bow to pressure to conform to external rules, outcomes, targets or adult-led projects.
3. Play is a process. It has no products.
4. Children choose to play. It is intrinsically motivated and spontaneous.
5. Children rehearse their possible futures in their play. Play helps children learn to function in advance of what they can do in the present.
6. Play has the potential to take children into a world of pretend, beyond the here and now, in the past, present and future, and it transforms them into different characters.



7. Play can be solitary, and this sort of play can be very deep.



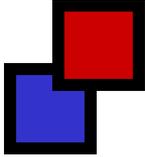
8. Children can play together or with an adult, in companionship (parallel play), associatively or cooperatively in pairs or groups.

9. Play can be initiated by a child or an adult, but adults need to respect the child's play agenda by not insisting that the adult agenda dominates the play.

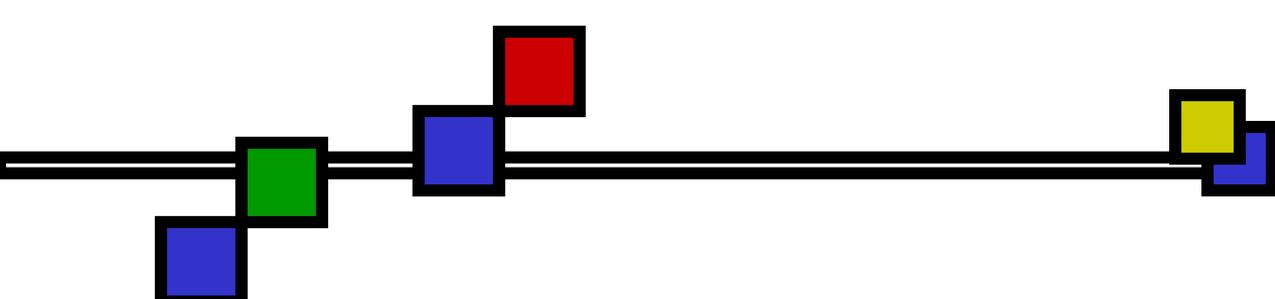
10. Child-led play is characterised by deep concentration.

11. In play, children try out their recent learning, mastery, competence and skills, and consolidate them.

12. Play makes children into whole people, able to keep balancing their lives in a fast-changing world.

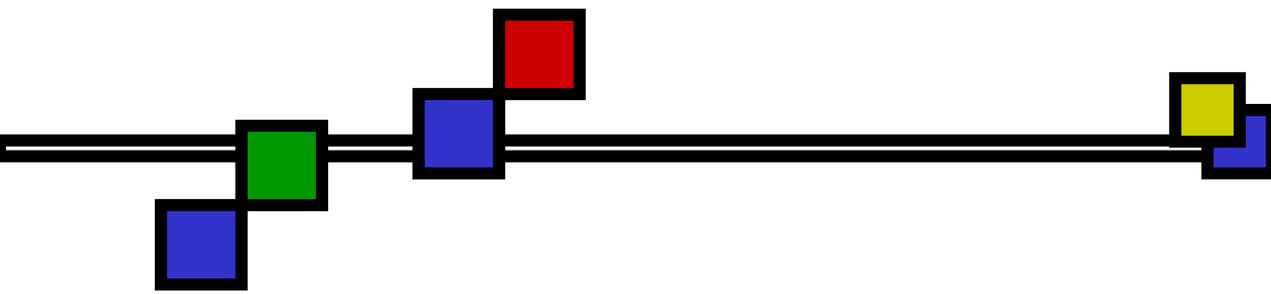


Tina Bruce (2015) Early Childhood Education 5th Edition

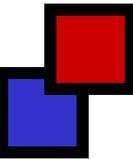
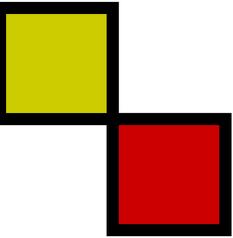


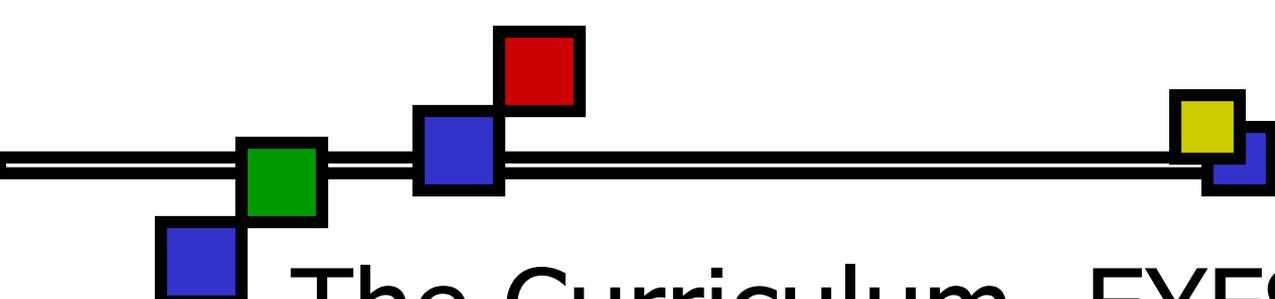
What does 'play' look like in the Early Years at Allington:

When playing with plasticine children develop their fine motor skills. When playing with dolls and a tub of water they are learning about the concepts of wet and dry, floating and sinking, clean and dirty. When playing with musical instruments children are developing sound recognition (the sounds that different instruments make and an understanding of how sounds can change (e.g. high, low, soft, loud, fast slow) and an appreciation of music. When playing with transport toys, children are experimenting with friction and motion, up and down, forwards and backwards, fast and slow. When children are playing with blocks, they are learning about colour, shape and patterns, as well as the concepts of weight, size, height, length, vertical and horizontal. In dramatic play and small world play (acting out scenes from real life, stories and/or imagination created with small figures and objects) children are representing ideas that help them make sense of the world around them.



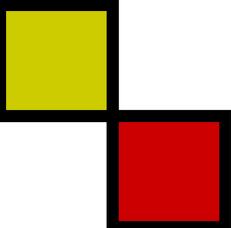
- As you can see, play is an integral part of the curriculum in the Foundation Stage. Alongside this, we deliver the statutory content of the Foundation Stage curriculum.
- This is organised into Specific and Prime areas of learning.





The Curriculum- EYFS

Areas of Learning and Development



- **3 Prime areas:**

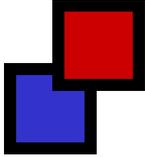
- **Personal, Social and Emotional Development** (Making relationships, self-confidence and self-awareness, managing feelings and behaviour)

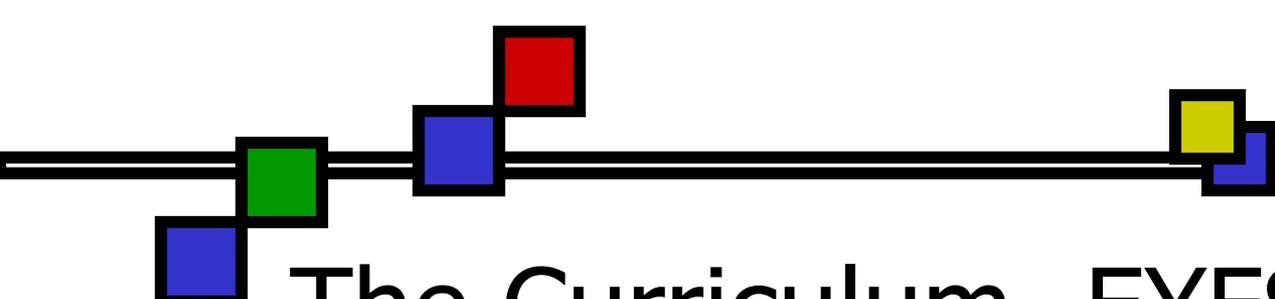
- **Physical Development**

(Moving and handling, Health and self-care)

- **Communication and Language**

(Listening and attention, Understanding and Speaking)





The Curriculum- EYFS

- **4 specific areas:**

- **Literacy**

(Reading and Writing)

- **Mathematics**

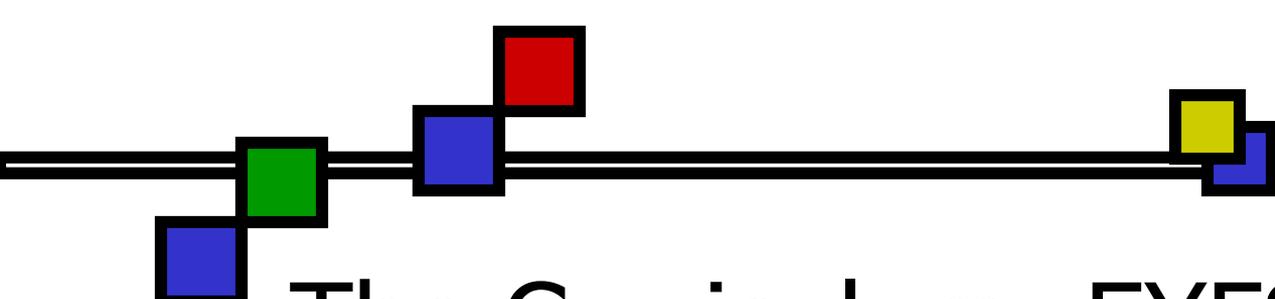
(Numbers and Shape, space and measures)

- **Understanding of the World**

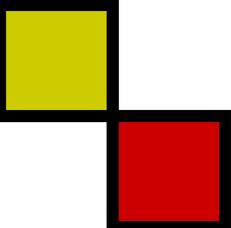
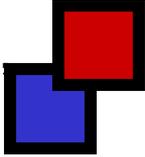
(People and Communities, The World, Technology)

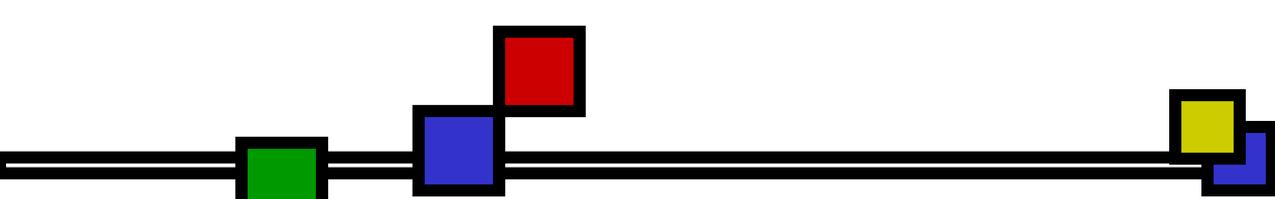
- **Expressive Arts**

(Exploring and using media and materials, Being imaginative)

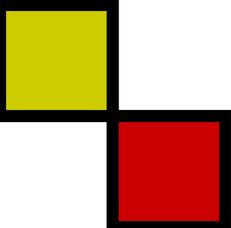


The Curriculum- EYFS

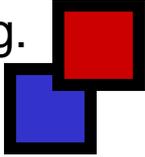
- 
- Personal, social and emotional development is the most important area of development in their early stages at school. Learning to interact appropriately with their peers and adults close to them is an essential life skill, as is developing a positive, resilient and collaborative attitude.
 - We place great emphasis on ensuring that the children settle quickly become familiar the routines and environment and are able to navigate through their days with confidence and enthusiasm.
 - Children who come into school and are happy, relaxed and confident will learn effectively and we bear this in mind when planning learning opportunities for your children.
- 

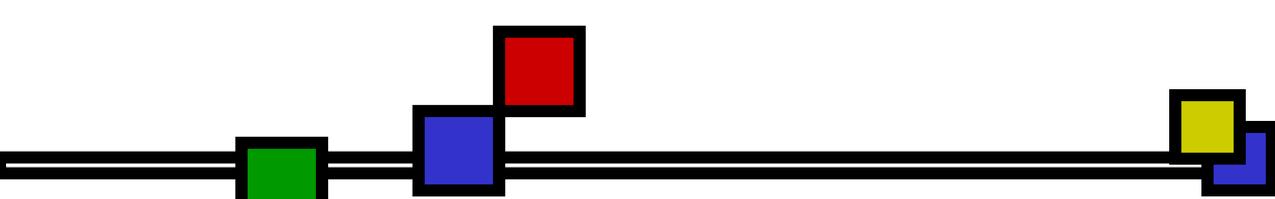


Communication and Language Literacy

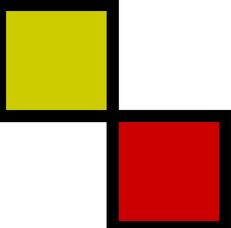
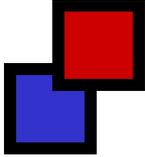


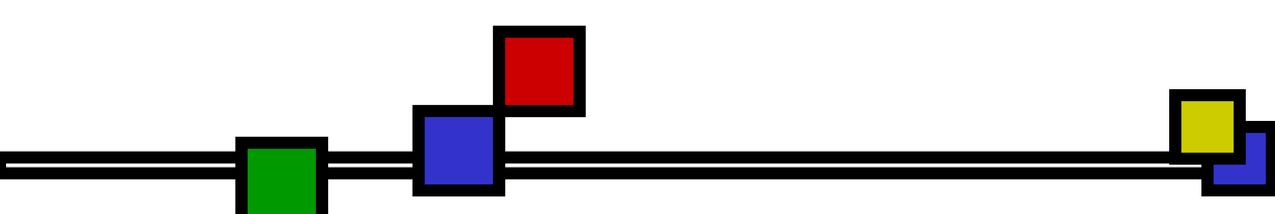
In developing these skills, the main focus initially will be on their listening and attention, understanding and speaking.

- We will have daily phonics lessons using programmes including Jolly Phonics and Letters and Sounds- we use a range of approaches as children learn in different ways .
 - Our approach links sounds to letters within words from the beginning.
 - We ensure the children are saying the 'soft sounds' in each word.
mmm not *muh*, *p* not *puh*, *sssss*, not *suh*
 - We also introduce the strategy of sight recognition of whole words. However we only use this for words which are difficult to blend as it is well known that a child's brain can become full of sight memory words by the age of seven and therefore they should be encouraged to learn to blend as many as possible and save the 'brain space' for more tricky words!
- 



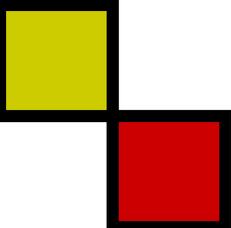
Communication and Language Literacy includes:

- 
- Listening and attention
 - Understanding and speaking
 - Reading- sharing stories together daily
 - Daily phonics – Jolly Phonics and Letters and Sounds (Phase 2, 3 progressing to 4 and 5)
 - Using a tripod grip through pattern work & colouring
 - Writing – Write Dance and cursive script once the children are confident with patterns
 - Spelling- tricky words/ HFQ words – list for home
- 



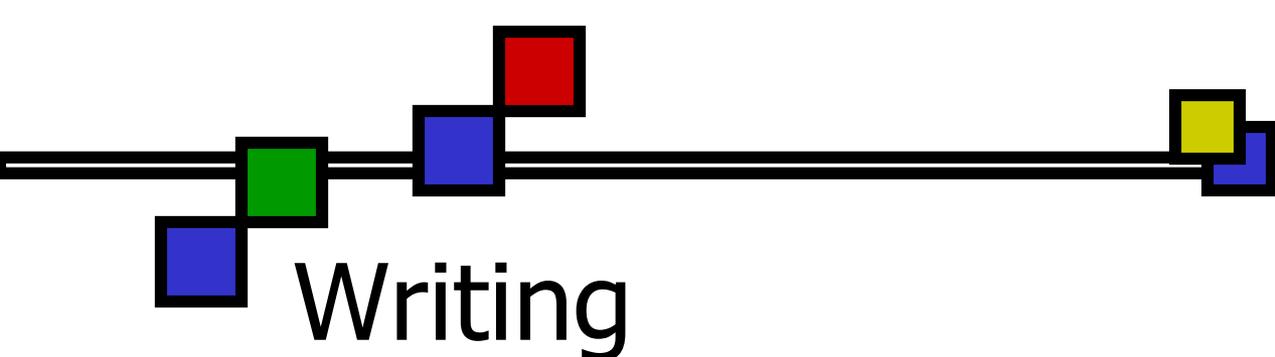
Reading

Research show girls generally develop significant links for complex reading skills by 5 while boys develop the links nearer to 6. Learning to read is a gradual process and it will have already started with you sharing stories, books and rhymes with your children at home.

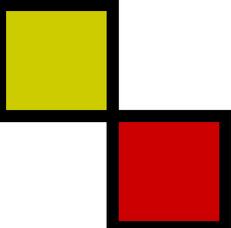


It's important that we continue this at school and at home so that we continue promoting real enjoyment of books. Establishing a real interest in books is the most important thing we can do both as teachers and parents. We would encourage you to help your child to memorise parts or whole stories of well known stories/ stories they love. They may be using pictures to retell a story or you may have read a favourite story more times than you can remember so that your child knows if you have missed a sentence (or page or 2!). We also encourage the children to use their imagination in story telling. This also helps to develop their speaking and listening skills.

We have a daily phonics lesson where the children will engage in adult led activities and are introduced to the letters in the alphabet and their corresponding sounds. It is only when they are competently segmenting and blending the sounds (phonemes) in words that we will send home a book for them to read independently. For some, this may not be until the end of the Reception year.

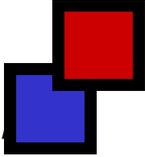


Writing

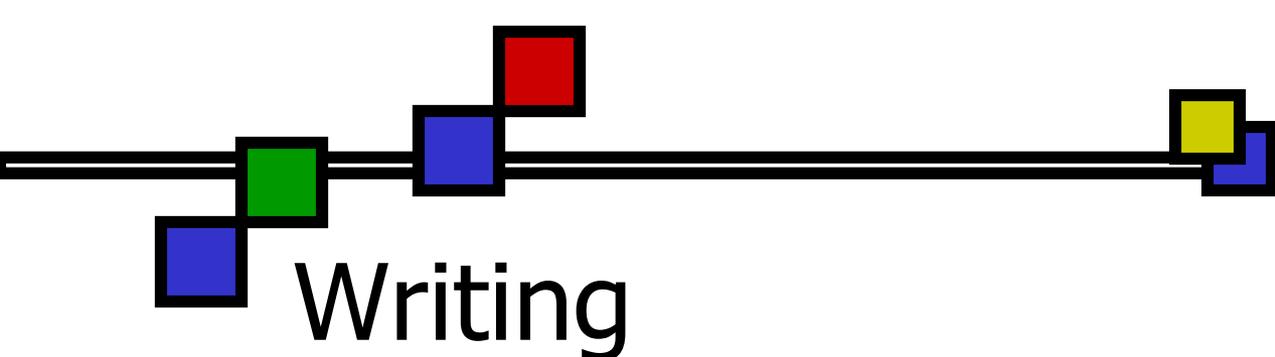


At Allington, we teach the children to write using a joined or cursive script. Before we do this we ensure the children have developed in many areas. One very important area is the physiological development of the whole body or their gross and fine motor development. The children need to be able to do the big movements before moving on to the smaller movements of pen onto paper.

We use a programme called Write Dance as a way of developing the children's writing coordination skills through a combination of movement, dance, music and drawing in order to cultivate a personal fluent, legible style of handwriting. The regular practise of the writing movements, in this way ensures that the movements are learnt and those important links in the brain are made.



During Write Dance the shapes of letters are played with in a creative and fun way, which both stimulates and motivates the children. All the movements involved with writing are practised to make shapes from straight lines to circles.



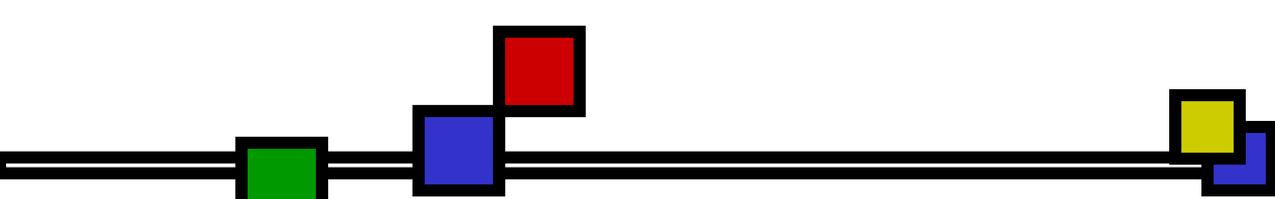
Writing

As parents you can encourage good gross and fine motor development by focusing on a good tripod grip of the pen or pencil, firm pressure, ability to colour in the lines or cutting along straight lines with scissors.

We do not ask you to ensure your child can write their name before starting with us, however, if they can recognise it this would be useful for self registration and finding their peg etc.

Ensuring we teach writing and the correct cursive letter formation at a developmentally appropriate time offers benefits. Children learn correctly, and don't have to relearn. We will begin the teaching of letter formation once we are confident that they have developed control over the formation of straight and curved lines.

However, if your child can already write we will not discourage them!



Mathematics

This doesn't need as much explanation.

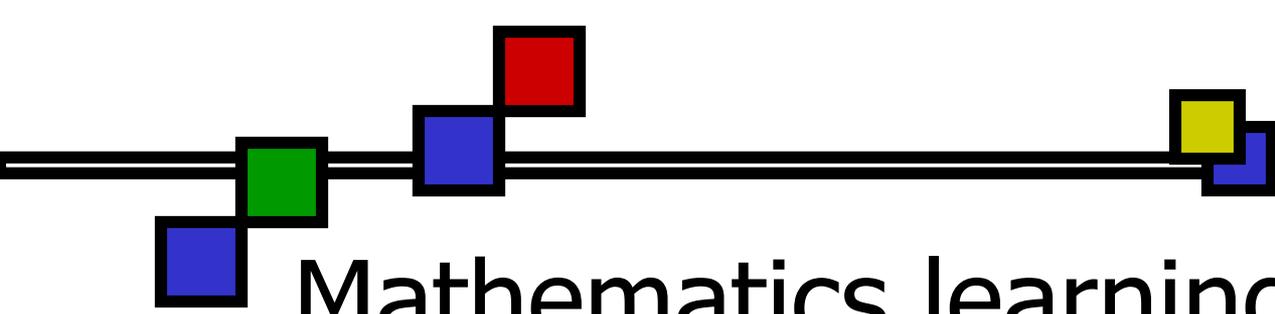
Learning focuses on developing the children's understanding of concepts, through a range of practical activities.

It is important for the children to 'talk' mathematics using appropriate vocabulary, and this will indicate real understanding of the concepts we introduce.

We obviously investigate number in great detail, counting accurately, ordering number, recognising numerals, manipulating numbers and problem solving. We will introduce the concepts of addition and subtraction to the children too.

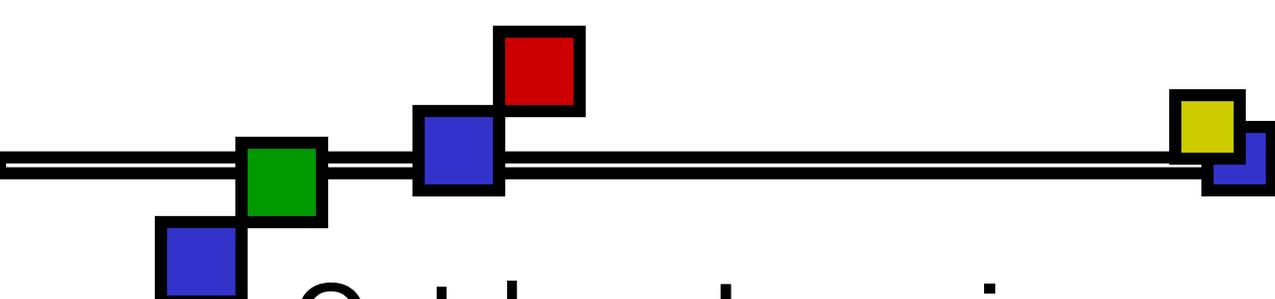
We will develop the children's mental agility in manipulating number, for example quick mental recall of facts such as one more or less than a number.

Other concepts we explore include naming and describing 2D shapes, recognising and creating patterns, and the measurement of time, length, weight and capacity.



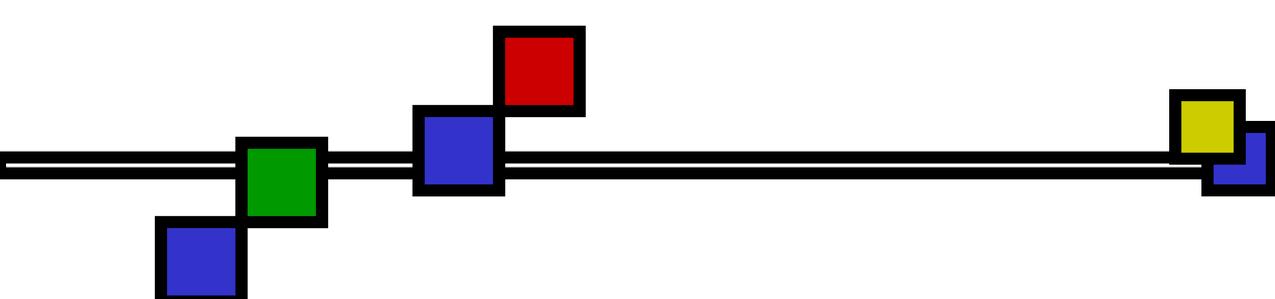
Mathematics learning includes:

- Daily counting & number rhymes and songs
- Numicon to support understanding
- Numbers to 20
- Maths in play
- Addition of single digits
- Subtraction from 10/20
- Shapes (2D & 3D)
- Measures- including heavier and lighter, longer and shorter



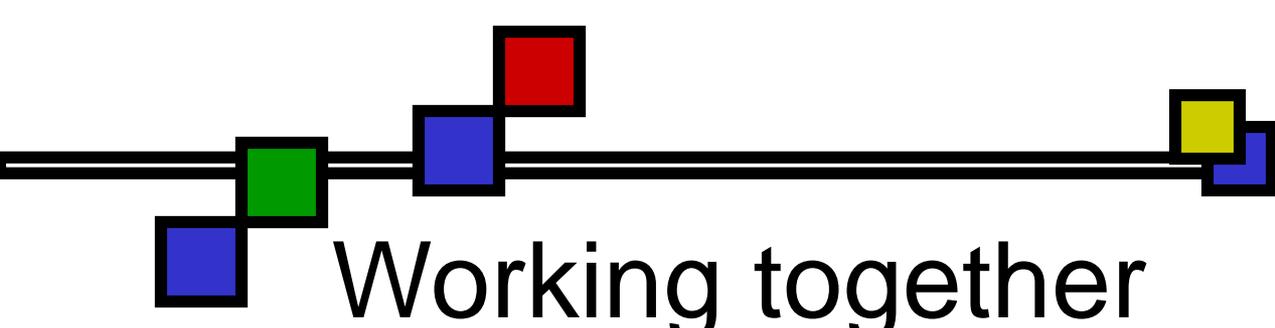
Outdoor Learning

- Every week whatever the weather the children will go outside on to the field or in the woods for their learning!
- Waterproofs are in school however please do send in a rain coat
- Please send in wellies to be kept in school
- Tracksuit bottoms and sweatshirt, spare socks to be worn on a Thursday

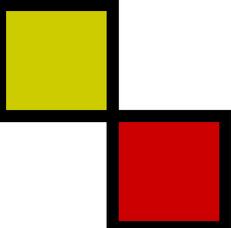


Learning at home

- Learning diaries- please complete these together- it could be a photo of something you have made, an activity you have done, or simply your child drawing the best part of their weekend!
- Model reading for enjoyment by sharing stories together
- You can practise counting and helping the children develop their 1:1 correspondence
- You can help them learn to write their name in cursive script (joined hand writing)
- The children's first topic in September is Me and My Teddy

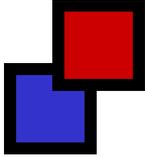


Working together



■ Learning Diaries

You will also find out about their learning through the learning diary. This is a book that both the school and home contribute to- the children really like sharing their experiences through the learning diary. It goes home every Friday and there is a label detailing their learning from that week and a piece of their learning. The teachers like it to be sent back the following week with something they have done at home that they can then share that with their peers.



- Safe in knowledge, together we grow...

