



## Early Years Foundation Stage Policy

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At Blackmore Primary School our vision is to “Be the Best you can Be”. To do this, we believe that our Core Values underpin all teaching, policies and procedures in the school.

**B**e the best you can be  
**R**espect  
**I**ndependence  
**G**enerosity  
**H**onesty  
**T**olerance  
**E**njoy learning together  
**R**esponsibility

*Our future is **BRIGHTER** at Blackmore*

## **The Early Years Foundation Stage Policy**

Our Reception classroom is based on the 'Early Years Foundation Stage Curriculum. Learning and development is shaped around these seven areas of learning;

**The Prime areas;** Communication and Language Development, Physical Development and Personal Social and Emotional Development.

The prime areas are fundamental and underpin children's learning in Reception and throughout their education. They are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

**The Specific areas;** Literacy Development, Maths Development, Understanding of the World and Expressive Arts and Creative Development.

Children develop essential skills and knowledge through the specific areas, enabling them to participate successfully in society.

### **Learning and development**

The children have access to an indoor and outdoor environment, which both encourage our learners to be expressive and independent.

We believe that children reach their full potential when they are engaged, inspired and motivated to learn. To achieve this, our learning themes change with every new cohort of children and are inspired by the children's interests and curiosities. Some of our child inspired themes have included learning about films, dinosaurs, mini-beasts, fairies, superheroes, transport and animals. We also learn about a variety of celebrations and festivals. Themes and skills are taught through captivating lessons that may be based around a story, a letter or a magical parcel for example.

The children have access to an indoor and outdoor environment every day, which encourage our learners to explore, be expressive and independent.

To further bring learning to life our learners enjoy day trips, themed school days and visitors.

### **Personal, Social, Emotional Development**

Children are supported in developing a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

**Snack Bar** We provide a daily snack bar in the classroom, allowing the children to choose a small healthy snack and a drink of either water or milk once a day. The children quickly learn how to independently manage their own hygiene needs before visiting the snack bar (hand washing) and how to organise their snack; gathering their cutlery, pouring their drink and managing their snack sensibly. Our snack bar supports children's personal development and their self-healthcare development.

## **Communication and Language**

This area is centred on children's competence in speaking, listening and communicating. Children are encouraged to develop their confidence and skills in expressing themselves using language. We believe that our environment develops children vocabulary as well as their comprehension of language and its uses. Children are given opportunities to speak and listen in a range of situations. This area of development is fundamental for children's reading and writing skills.

## **Physical Development**

This area of development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children are also helped to understand the importance of physical activity, and to make healthy choices in relation to food and hygiene.

The children enjoy two focused PE lessons a week. Our PE lessons develop fundamental and essential physical skills, such as throwing and catching, balancing, jumping, rolling and bouncing. These skills support the children in being able to participate successfully in physical games and activities. Our school swimming pool is also used throughout the year as part of our PE curriculum. The children are able to take part in swimming lessons in small groups, with a swimming teacher on a weekly basis (excluding Dec-Jan.)

Our learners also take part in enjoyable team competitions throughout the year; our school cross country afternoon, our schools swimming gala and our sports day.

## **Maths**

Children are supported in developing broad Maths skills, including number, shape, measure and time. We embed and encourage Maths into every aspect of our environments, enabling children a variety of opportunities to explore, enjoy, learn, practise and talk about their developing understanding. We also use a resource called Numicon; this enhances children's Maths knowledge and understanding and supports our multisensory approach to learning.

## **Literacy**

This area of development supports the children's progression in reading and writing. Our learners take home a reading books, matched to their ability, along with a library book of their choice. They are given the opportunity to change their reading books daily. We believe and encourage regular reading at home with parents in line with the schools policy.

The children take part in reading to teachers one to one and in small groups (guided reading) and their reading progress is closely monitored and supported.

**Phonics** The children's phonological awareness is developed through a multisensory approach to a daily phonics session, in which the children learn sounds at a suitable pace. We follow the DFES scheme of work 'Letters and Sounds.' The children learn blending and segmentation skills and learn how to apply them in their reading and writing, ultimately teaching the children to become confident readers and writers.

Through child-tailored, enjoyable and interactive experiences, such as large mark making and play dough gym, the children develop strength and skill in their fine motor ability and are supported in developing cursive writing and joining letters.

## **Understanding of the World**

This develops children's understanding and knowledge of the world as well as helping them to make sense of the world and society. Through opportunities to plant and grow foods and

flowers, explore the sensory garden, investigate our outdoor grounds and use tools safely, our children are taught to care and be respectful towards nature. We teach our children about different celebrations and encourage them to be respectful towards people and communities.

### **Expressive Arts and Design**

Through this area, the children develop their creativity through exploration and play. They are supported and encouraged to share their thoughts and ideas through a variety of media such as; singing, dancing, role play, painting, building and making art models.

### **Assessment**

The role of assessment is a fundamental part of our Early Years classroom and through careful observation and assessment every child has a unique learning profile. Learning and progress is closely monitored through adult led teaching, objective led planning and child initiated curiosity and play.

We understand that children have very precious and valuable learning experiences and successes outside of school also and we welcome these experiences into their profiles. Our learners enjoy bringing in 'learning leaves' and adding them to our class learning tree, which blossoms throughout the year with the children's outside of school achievements. We also welcome photographs, 'star vouchers' and photographs or video contributions to their online learning journals, through Tapestry (*see Tapestry*).

### **Tapestry**

Tapestry is an online tool, for teachers and parents, which is used to create a profile of learning for every child. Every child's profile has a collection of observations, photographs and videos that show their special learning highlights as they blossom and grow at school. Our parents thoroughly enjoy using Tapestry and have commented positively on; how they have been able to track their children's learning and progression and how it allows them to contribute to their child's profiles.

## **The Induction Process: Starting School**

We understand that starting school is a special and significant experience, for the child and for the family. We believe that the steps in our induction process provide children and families with a supportive and smooth transition into school.

During the summer term before the children begin school, parents/ carers are invited to an evening meeting, in which you will meet the class teachers and be given an insight into our Reception classroom, our daily activities and our expectations.

Prior to the children starting school, the class teacher will visit the children at their preschool setting. The class teacher liaises with the preschools to ensure that the child's needs are met effectively when they begin school. Where possible, the class teacher and teaching assistant will visit each child in their home environment also. Our home visits have been hugely valuable. A short home visit allows the parent/ carer to have a discussion with the class teacher, raising any questions, sharing information and ensuring that the family's and children's needs are met effectively when they begin school. Importantly, it also allows the child some individual, quality time with their new teachers.

The children will spend four mornings at school during the Summer term before they begin full time, in their new classroom, with their class peers. The final two visits will include lunch in our dinner hall, in which the children may bring a packed lunch or have a school dinner. During these four visits, the children will be given the opportunity to explore their new classroom environment and take part in a variety of different play based and adult supported activities.

## **The Admissions Process**

The children will begin school at the beginning of September. For two weeks the children will be in school for half a day, including lunch, and will take part in morning and afternoon sessions. The children will have their first full day in school within the first few weeks of September.

## **Class R Curriculum Map (see Class R curriculum map)**

This demonstrates how knowledge and skills are embedded into the seven areas of learning as children progress through Class R.

NB: Each child will develop and progress differently and their learning journeys may be significantly different. Although our curriculum map shows how knowledge and skills are embedded throughout the year, this may differ for any child.

## **Monitoring and Review**

This policy will be reviewed annually. As policies are reviewed and amended, we check that the principles listed above are properly considered, and are embedded in practice.

Governors will ensure that due regard is given to the promotion of equality within each policy.