



**Green Lea First School**

**Early Years Foundation Stage**

**'Learn Explore Achieve'**

### **Intent**

At Green Lea First School, it is our intent that the children in our foundation stage develop a love of learning from an early age. We value the individuality of each child and through meaningful relationships, purposeful interactions and deep knowledge of our children we enable them to achieve their potential. Our school offers a progressive and cohesive curriculum which focuses on the Prime Areas of Learning: Physical Development, Personal, Social and Emotional Development and Communication and Language, including Oracy, the children develop the tools that they need to become independent learners as they move into Key Stage 1. Outdoor education plays a key role in enabling our children to explore and understand the world around them which is maximised at every opportunity through our rural setting. We offer a curriculum that is rich in stimulating and memorable experiences designed to secure solid foundations for our children's next steps.

### **Implementation**

There are seven areas of learning and development that must shape educational programmes in Early Years settings. All areas of learning and development are important and inter-connected. Our curriculum delivers the seven areas of learning progressively and carefully is planned to align with age appropriate childhood development stage, interests and need. Each stage within the Early Years at Green Lea, develops a strong, progressive notion of self-awareness throughout the curriculum delivered.

Of the seven areas of learning, there are 3 **Prime areas** and 4 **Specific areas**.

The Prime Areas are the basic, life-long skills that pave the way for children to progress towards the Specific Areas of Learning:

Personal, Social and Emotional Development (PSED) involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and to learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Communication Language Development involves giving children opportunities to experience a language rich environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

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

The Specific Areas of Learning cannot be developed alone, and rely on the skills gained in the Prime Areas of Learning.

Literacy (reading and writing) involves encouraging children to link sounds and letters to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written material) to ignite their interests.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the World (UTW) involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design (EAD) involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

We refer to key documents 'The Statutory Requirements for the EYFS' and 'Development Matters' for checkpoints within each area, which show the knowledge, skills, understanding and attitudes children need to learn during the Foundation Stage in order to achieve the Early Learning Goals by the end of their reception year.

All areas of learning are taught in a practical way, allowing children plenty of time to 'explore' through a range of carefully planned experiences that are supported and challenged by the adults working alongside them.

We design our provision in the Early Years to ensure a good balance between adult-directed and child-initiated play to ensure all children are appropriately supported and challenged. Warm and positive relationships between adults and children, consistent routines in an enabling learning environment, and strong relationships between home and school, ensure that our pupils have the best support to achieve their full potential.

Our curriculum is delivered through half termly progressive themes which provide pupils with self-belief, cultural capital and ensuring that they are school ready. There is a combination of adult-led, teacher taught sessions as well as a wealth of stimulating continuous provision opportunities alongside small group sessions and working with individuals. Our curriculum is enhanced with wider curriculum school trips to help children gain real-world experience that cannot be taught in a classroom.

Throughout all of these areas of learning and at the heart of the EYFS Curriculum are the "Characteristics of Effective Learning": "Playing and Learning", "Active Learning" and "Thinking Critically" in order to give the children the skills that they will continue to draw upon throughout their development.

We prioritise a language-rich environment through the use of songs, nursery rhymes, stories, oracy activities and quality time for quality interactions with adults and peers. Practitioners ensure that interactions are positive and progressive, allowing children to flourish and gather rich and varied

vocabulary to become confident communicators. Our provision follows the children's interests and also enables them to follow the path of their learning journey that is suitable for their unique needs and stage of development.

We understand the importance of parental engagement and how support from home is crucial in their children's education. We provide parent guidance, workshops and newsletters to explain how they can support their children at home.

### **Literacy/Phonics**

Reading is at the heart of our curriculum and we encourage a love of reading. Books shared with children are chosen with the aim of exposing them to a range of engaging quality texts chosen to develop oracy, vocabulary and comprehension, as well as exploration of genres and themes in books. These sessions are taught in daily teacher-led sessions and will also be used in continuous provision for children to internalise new vocabulary, language patterns and retelling stories.

At Green Lea we teach phonics through the Read, Write, Inc Scheme of Work. This progressive phonics-based reading programme provides a structured and systematic approach to teaching reading, spelling and writing.

### **Inclusion**

Our inclusive approach means that all children learn together. There are opportunities for support and challenge during adult-directed group activities, as well as during continuous provision activities when adults work alongside our pupils.

Children who are not meeting their full potential in key areas will receive additional intervention with the view of closing any gaps as efficiently as possible.

Pupils who have a specific Special Educational Need will have a bespoke pupil passport or an Educational Health Care Plan with targets aimed to specifically support their needs.

### **Wider Curriculum**

Our wider curriculum is taught through the specific areas; 'Understanding of the World' and 'Expressive Arts and Design'. Our curriculum maps out how the Early Learning Goals feed into the National Curriculum the progression to each of the foundation subjects in our whole school curriculum plan.

Teachers plan exciting, purposeful and contextual activities to build on children's natural curiosity. For example- building a tractor for their favourite toy enables them to be a 'scientist' and 'engineer' as they explore a range of materials and test their own ideas.

We encourage our children to use specific language and terminology that would be used in foundation subject disciplines, with vocabulary being modelled orally by supporting practitioners.

Our curriculum offers learning opportunities in the outdoor environment, and our children have the opportunity to use the outdoor learning spaces such as dens, sand-pit, mud kitchen, forest school area and playground to develop their sensory and exploratory skills. Physical Education sessions support our children in building core strength and co-ordination, as well as team building skills.

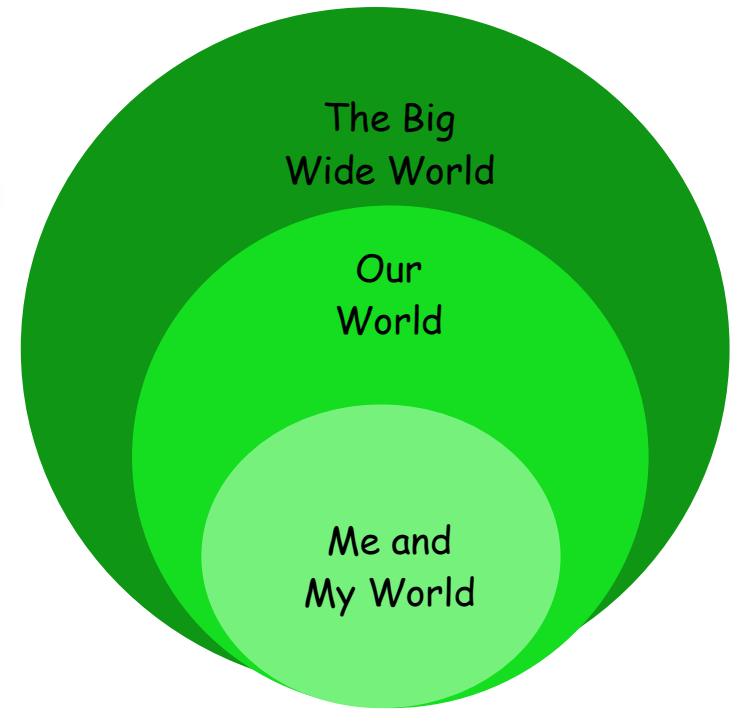
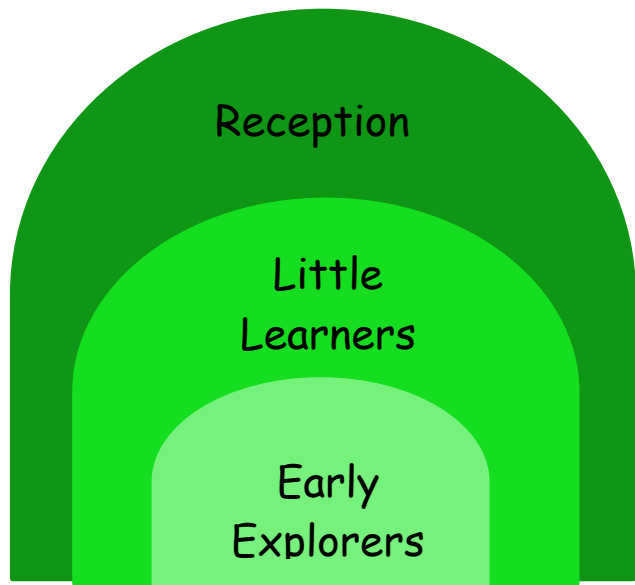
### **Impact**

At Green Lea we aim to impact our children by creating the foundations to support them into Key Stage 1 and beyond. By the end of the Reception year we intend for all of our pupils to have achieved at least good progress from their starting points and ensure they have the right skills, knowledge and attributes for a smooth transition to Year 1 and beyond, with the knowledge and skills they need to succeed taking pride in their work and recognise their achievements..

## The Characteristics of Effective Learning

The characteristics of effective learning underpin our offer at Green Lea. We know these characteristics are rooted in the science of how children learn and they therefore guide and support the ways in which we deliver the learning experience in the Early Years at Green Lea.

Playing & Exploring	Active Learning	Creating & Thinking Critically
<ul style="list-style-type: none"><li>▪ Realise that their actions have an effect on the world, so they want to keep repeating them</li><li>▪ Plan and think ahead about how they will explore and play with objects</li><li>▪ Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing</li><li>▪ Make independent choices</li><li>▪ Bring their own interests and fascinations into Early Years settings. This helps them to develop their learning</li><li>▪ Respond to new experiences that you bring to their attention</li></ul>	<ul style="list-style-type: none"><li>▪ Participate in routines</li><li>▪ Begin to predict sequences because they know routines</li><li>▪ Show goal-directed behaviour</li><li>▪ Begin to correct their mistakes for themselves</li><li>▪ Keep on trying when things are difficult</li></ul>	<ul style="list-style-type: none"><li>▪ Take part in simple pretend play</li><li>▪ Sort materials</li><li>▪ Review their progress as they try to achieve a goal. Check how well they are doing</li><li>▪ Solve real problems</li><li>▪ Use pretend play to think beyond the here and now and to understand another perspective</li><li>▪ Know more, so feel confident coming up with their own ideas. Make more links between those ideas</li><li>▪ Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions</li></ul>



## Areas of Learning and Development

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

We have designed a curriculum which outlines the progression of each of the seven areas, across all the settings within our Early Years department.

Of the seven areas of learning, there are 3 **Prime areas** and 4 **Specific areas**. The Prime Areas are the basic, life-long skills that pave the way for children to progress towards the Specific Areas of Learning. The Specific Areas of Learning cannot be developed alone, and rely on the skills gained in the Prime Areas of Learning. The Prime areas are the foundations for all learning within the Early Years, culminating in achievement towards the Early Learning Goals at the end of Reception.

Areas of Learning and Development			
Prime Areas			
<b>Communication and Language</b>	<b>Personal, Social and Emotional Development</b>	<b>Physical Development</b>	
Listening, Attention and Understanding Speaking	Self-Regulation Managing Self Building Relationships	Gross Motor Skills Fine Motor Skills	
Specific Areas			
<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive art and Design</b>
Comprehension Word Reading Writing	Number Numerical Patterns	Past and Present People culture and Communities The Natural World	Creating with materials Being Imaginative and Expressive