



What does learning look like in the Early Years Foundation Stage at Brighstone CE Aided Primary School?

How does learning in the EYFS prepare children for learning in Year 1 and beyond?

Communication and Language

Listening, Attention and Understanding

Speaking

Communication Friendly space – carpet area, tables with spaces allowing facing each other and talking, accessible open-ended resources encouraging discussion and decision making.

Curriculum – Adult led sessions: Circle Times (Jigsaw, RE), Maths – vocabulary, problem solving, discussions, listening; Phonics (Read Write Inc) – Listening, repeating, MTTT, Listening to sounds in words. Planned stories – listening, responding to the story, beginning to make inferences, to talk about what happened and what will happen next.

Continuous Provision – Playing with friends, creating narratives, making decisions, resolving conflicts, talking about feelings, making plans, practising new vocabulary.



Safeguarding assembly



working together



imaginary play

Links to National Curriculum

Communication and Language links to every NC subject and beyond. Being able to communicate effectively increases children's opportunities when learning and when out in the world.

Children will develop the listening needed to understand instructions, to attend in one to one and group situations. They will hone their conversational skills, practising the to and fro dance with speaking to another person. They will learn new words through stories, poems and rhymes.

Personal Social and Emotional Development

Self Regulation

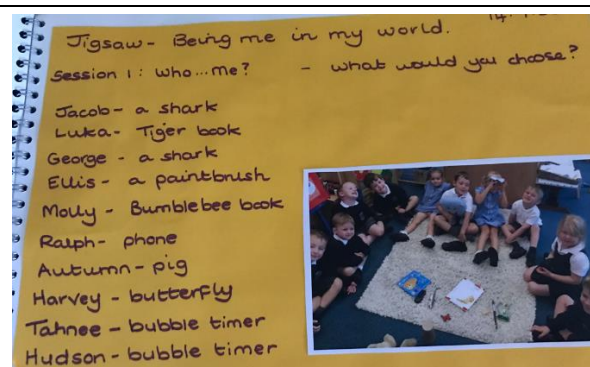
Managing Self

Building Relationships

PSED is woven throughout the EYFS curriculum continuously. Children are encouraged to explore the learning environment and try new activities, beginning to show an awareness of themselves and their own feelings, and those of others too. Many of our children transition together from Brighstone Preschool, and have already started to build relationships. A few come in from other areas and start that process in Reception. The adults are a key resource for PSED. We get to know the children very well, through a Focus Child system, and support them to make and manage relationships with each other.

Our Behaviour Policy is founded on the Restorative Approach, and we teach the children to think about what happened, and the part they played in incidents. Children in Reception are just at the beginning of recognising the feelings of others, and may need extra support to feel empathy, but they know that they should apologise, and are supported to manage themselves as much as possible.

The Jigsaw Programme includes EYFS, and we have weekly circle times, where children are taught to breathe calmly, to participate in a safe, non-threatening circle group, and to reflect on their own feelings and reactions to life, relationships and self-care.



Trying different food

29 Sep 2023 09:55 AM by Kirsti Cousins

I put some stuffing balls on the snack table to try today. These children were all willing to try. Some already knew they liked it, and for some it was a new thing to try. Some weren't keen to eat i...

Molly Herbert Hudson Brown George Goddard and 3 more... 2

Links to National Curriculum

PSED is a Prime Area of learning because it is important for children to be able to work together, build relationships and manage self throughout their life in school and beyond. It is intrinsic to every NC subject.

Physical Development

Gross Motor Skills

Fine Motor Skills

Children in Reception need to move a lot and we aim to give them space, resources and time to run, jump, climb, balance, lift, push and pull, using their whole bodies, to develop their gross motor, sense of proprioception and vestibular system.

Alongside this, we assess and monitor their pivots, ensuring our expectations of their use of pencils, scissors and brushes are realistic yet ambitious, thus supporting fine motor development.

Our PE coach creates bespoke lessons twice weekly for the Reception children, and as well as the blocks, crates, tyres and planks, digging opportunities and water play outside, we have an ambitious Trim Trail in the School grounds, for dangling, balancing and climbing.

Children stand at the playdough table to encourage shoulder and elbow pushing, whilst strengthening wrists and fingers at the same time. They have opportunities to thread and manipulate tiny resources within Continuous Provision, and we have a daily Funky Fingers session which includes Dough Disco, Squiggle and Wiggle, pivot development and letter formation.



Links to National Curriculum

Children will be better prepared for sitting either on the floor or a chair, with a well developed core. They will have a sense of their own body and the space that it's in, and will have a good foundation for sports skills. They will be better prepared for using hand tools such as scissors, brushes and pencils for writing, which will in turn, further their prospects with English and writing, as well as other NC areas.

Literacy

Comprehension

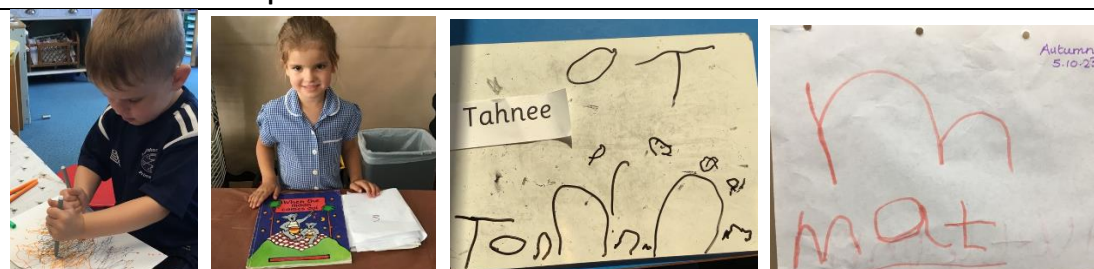
Word Reading

Writing

We try to ensure that children are always 'bumping into books'. We foster a love of stories, of immersing ourselves in adventures between the pages. The children enjoy acting out the stories we've read too. We have two main focus stories a week and on Friday, the children vote for their favourite. Of course there are always lots of other stories shared during the week alongside these two, both indoors and outdoors, and the children take home picture books of their choice to share with their families.

Our Phonics scheme is Read Write Inc, and this is firmly embedded into our routines at Brighstone, starting as soon as the children start school. We invite parents to be a big part of learning to read, sending home the sounds they are learning, suggestions for games and activities that can be practised at home and eventually, a book which is closely matched to the one read in school.

We encourage mark making from the outset, and the children begin 'writing' using magnetic letters to make and read words. Writing opportunities can be found all over the learning environment and we support and encourage independence with this as much as possible.



Links to National Curriculum

Reading – Children are expected to reach Green/Purple at Read Write Inc by the end of Reception, and carry this on into Y1, working through to Grey by the middle of Y2.

English – The foundations for this subject are laid in Reception. Children come into school with skills varying from early mark making to writing their names. Reading and Writing are both vital for all NC subjects, and for increasing opportunities and life chances beyond school.

Mathematics

Number

Numerical Patterns

We use White Rose as our framework for Maths in Reception. Children are introduced to concepts and mathematical language through practical activities, which are supported by onscreen imagery and the addition of CBeebies *Numberblocks*. The resources and vocabulary are extended into the Provision through questioning and conversation with adults. White Rose uses a Mastery approach, so children take small steps towards building the foundations of a good sense of number and numerical patterns.



Links to National Curriculum

Maths: In Reception, children are introduced to a lot of the mathematical concepts and vocabulary that they will use throughout school. We focus on the 5 principles of counting to ensure that children can really understand number and patterns when applying the concepts to larger numbers. We equip children with the basic skills for solving problems, to enable them to continue this as they move through school.

Computing: The skills and language used for problem solving will feed into the children's Computing lessons in Year 1 and beyond.

Understanding the World

Past and Present

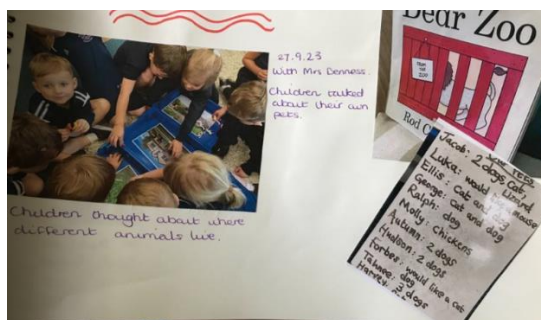
People, Culture and
Communities

The Natural World

Understanding the world begins with real life exploration and is backed up with examples from stories and books, and talking. We spend a lot of our time in Reception outside, experiencing the weather, the seasons, water, bugs and the garden. Children are natural scientists and geographers. They observe their environments, noticing things, and the adults build on this with talk, vocabulary, possibility questions and stories. Children are naturally curious about other people and again, the adults develop this through stories, introducing them to new characters as well as to real people. We encourage talk about families and experiences out of school, and welcome photos of days out or trips away which can often inspire new discussions.



Talking about rainbows



Learning with Mrs Denness



Planting bulbs for Spring



Finding snails in the garden

Links to National Curriculum

Science: Children in Reception will have access to stories, pictures, toys and resources which promote and inspire exploration and wonder. They will be encouraged to ask questions, learn words and find out what happens if... They will be supported to observe, explore and talk about what they know and what they see. They will have open ended opportunities with water play, sand and mud. They will explore how things move on different surfaces, wheeled toys, magnets and

magnifiers. They will read stories and information books about animals, talk about their own pets and share their own experiences.

History: Children in Reception will be introduced to stories, pictures and artefacts with links to the past. They will be encouraged to talk about and notice how some things are different today, and to wonder about what things were like in the past. They will have opportunities to explore and play with everyday objects from the past such as old phones, technology, toys etc.

Geography: Children in Reception will have access to maps, pictures and stories in the learning environment. They will be supported and encouraged to talk about and play with what they see. They will be encouraged to notice their local area, to recognise places that are part of their lives, to notice changes in the weather and seasons. They will be exposed to nature, noticing birds, bugs, plants and trees in the school grounds and surrounding area. They will learn the vocabulary linked to these, and will be encouraged to use it.

Expressive Arts and Design

Creating with Materials

Being Imaginative and Expressive

In Reception, creativity is encouraged and developed in all its forms. Children have free access to paint, scissors, materials, glue, paper, boxes etc to create pictures and models as well as a large block play area. Continuous Provision also includes Small World and a role play area, where children use their imaginations to recreate events and stories, developing narratives and using props and toys to support their play. They can make music and sing freely in their play.

Our daily routines include singing, dance and movement with Dough Disco, learning songs and rhymes and our spontaneous class discos. Many stories and other learning involve singing and dancing too, so children get lots of opportunities to be expressive.



Links to National Curriculum

English: Role play with its opportunities to develop language and conversations as well as imagination and then narratives, builds the strong foundations needed for talk for writing.

Art and Design: Children in Reception will be taught how to use the resources available in the Creative Area, independently, purposefully and creatively, and will also be responsible for tidying up. Specific skills will include using a paint brush and water colour block paints, experimenting with mixing colours, the mechanics of printing and using stencils, using glue spreaders to apply PVA glue and cutting a variety of materials with scissors.

Children will have open ended opportunities to be creative with these and other resources. They may access their creative skills in the Creative Area, or in any other area including outside, using natural materials, water, shadows and other resources. They will be supported and encouraged to talk about their creations.

Music: Children in Reception will sing songs and listen to rhymes and poems, learning about rhythm and rhyme. They will also have daily opportunities to listen and respond to a wide variety of music, and will have open access to tuned and untuned percussion instruments to play with/make their own music and perform to an audience.

Design and Technology: Children in Reception will have open access to junk modelling, scissors, paper, glue and construction materials on both a large and small scale and malleable materials to plan and create models, structures, props and inventions. They will be encouraged to plan and talk about their ideas, and to think about who might use their model, live in the building or travel in the vehicles they've created.