



All Saints' C of E Primary School

Early Years at All Saint's Primary School

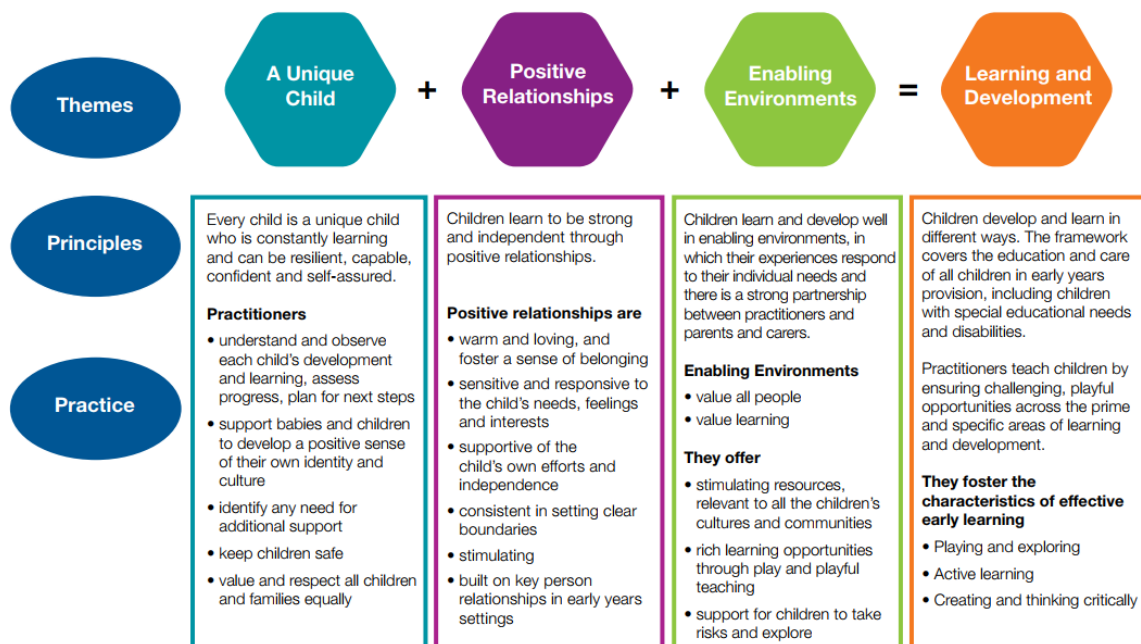
All our Early Year's teachers are specialists in teaching the Early Years Foundation Stage and have a passion for delivering excellent teaching and learning.

Research has shown how important it is for childrens' overall academic achievement to have a good foundation to their learning in the Early Years. At All Saints', we recognise this importance and have continued to make the development of our Early Years setting a priority.

Two years ago we built a brand new dedicated outside learning area just for our Early Years children. We offer the children 'free-flow' opportunities during the times when they are not doing focused learning with an adult. This allows the children to move freely between the indoor and outdoor areas, and enhancing the opportunities for learning.



In the Foundation Stage the children follow the Development Matters curriculum, where learning opportunities are carefully planned to help the children meet their developmental milestones. At All Saints' we have an enquiry based curriculum which aims to foster a love of learning and inspire the children to ask and answer their own questions.



By the end of their time with us it is expected that 'most' children will achieve their Early Learning Goals during their time in Early Years. The Early Learning Goals are divided into 17 areas of learning under the following headings:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Numeracy
- Understanding the World
- Expressive Arts and Design

EYFS Early Learning Goals

EYFS Development Matters: Playing & Exploring, Active Learning, and Creating & Thinking
Critically support children's learning across all areas.

Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development (PSED)	Making Relationships	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
	Self-Confidence and Self-Awareness	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
	Managing Feelings and Behaviour	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
Communication and Language (C&L)	Listening and Attention	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
	Understanding	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
	Speaking	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Physical Development (PD)	Moving and Handling	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
	Health and Self-Care	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Literacy	Reading	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
	Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Maths	Number	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
	Shape, Space and Measure	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Understanding the World	People & Communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
	The World	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
	Technology	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Expressive Arts and Design	Exploring & Using Media & Materials	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Being Imaginative	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

A day in the life of Nursery...

We offer a morning and afternoon session for Nursery children with up to 26 children in each session. The Nursery is staffed by a qualified teacher and supported by an experienced Learning Support Assistant. Nursery learning is very play-based although each child will still experience two carpet times in each session in preparation for moving up to Reception.

8.30 am - Our doors open to the children and their parents and carers at half past eight. Parents are encouraged to 'stay and play,' with their child, helping them settle at an activity. This is always a good time to have a chat with the class teacher, see any new work displayed that your child has completed and the children are always keen to share their news from home!

The children are encouraged to self-register and to hang their coats and bags up on their peg. We encourage children to do as much of their early morning settling-in jobs themselves to develop their independence. Each morning, the children find their name cards and practise writing their name.



9am - The children sit on the carpet for their first teaching session of the day. We talk about what month of the year it is, what season it is and we sing our, 'days of the week' song. We discuss what the weather is like and 'Counting Connie,' our counting puppet, helps us to count up on our class calendar. We will then have a teaching input, usually with a Maths, Literacy or Topic focus.



Following our carpet session, the children are able to choose their learning. We offer 'free-flow' in our Nursery so that children have the option to choose their learning both inside and outside. Activities in both spaces have been carefully planned and set up in order to lead on the childrens' learning.



Maths and Literacy opportunities are brought into all activities. In the role play area they might write a 'receipt' in the shop, or count out how many pennies their shopping costs.



We put a lot of focus on children learning to play well with one another, to take turns and share. This is an important part of their development during their time in Nursery.

Our self-service, 'snack station,' means that the children are able to choose when they would like to have their morning snack. The children are taught to wash their hands before they have their snack and how to put their rubbish in the bin. This helps to develop their independence.



During the week, each child will complete an activity with an adult. This is usually a Literacy or Maths activity delivered in a fun and hands-on way. Observations completed by the Nursery staff record the children's interests and what the next steps to move their learning on will be. The adult-led activities, as well as activities provided for the childrens' 'choosing time' target these next steps.



We aim to provide a wide range of different experiences throughout Nursery. We have been fortunate to have had some lovely experiences, including hatching butterflies and chicks.



11am – We tidy up our classroom and have our final teaching session. We share a story and our school prayer. The ‘Star of the Day,’ the child who has demonstrated something exceptional that day is chosen and awarded their sticker.

11.30 – Children are collected.

A day in the life of Reception...

We have two Reception classes that offer full time places for up to 60 children. Each class is staffed by an Early Years teacher and supported by Learning Support Assistants. The Reception year is the final year of the Foundation Stage where children will work towards achieving their Early Learning Goals. Reception is a gradual transition between Nursery and the more structured approach in Key Stage 1.

Children will continue to have opportunities to access play-based learning experiences but will also have more formal lessons. Each day lessons will include Read, Write, Inc (Phonics), Literacy, Singapore Maths and one of the foundation stage areas of learning e.g. understanding of the world.

During the Reception year, children will also become involved more in daily school life, having their lunch in the hall, attending daily acts of whole school worship and joining Key Stage 1 on the main playground.



- 8:45- Doors open and parents are invited to bring their child into the classroom and help them settle at an activity. As time goes on, we encourage the children to become more independent; completing self-registration, putting their book bag away and their coat on their peg. This is a time for you to pass on any messages to the class teacher or make an appointment to discuss any questions or concerns you may have.
- 9:00 - Register-time to talk about the day ahead and complete the calendar. During this time children learn about the days of the week, months of the year and seasons. Number skills are also encouraged; counting to see how many children are here today, or counting backwards to work out how many children are here if 2 are missing.
- 9:10 - Literacy- Stories form a major part of curriculum and sharing them together helps develop a love of reading and oral storytelling. Texts are carefully chosen around the term's topic or to encourage certain skills highlighted by the class teachers. These then form the 'adult focus' activity for the week which the children complete in small groups supported by the class teacher.
- 9:30 - Free Flow- children have access to both indoor and outdoor classrooms and are encouraged to choose from a range of carefully planned activities. This is when an adult will support groups of children in their learning while the other adult makes observations of the children at play.





While at play the children are continually learning new skills. This may include specific areas of learning or how to be part of a group. Vital social skills are learnt while at play.

- 10:30 – Numeracy - The second carpet session will have a Numeracy focus with the children learning key counting skills. We introduce new concepts of learning as a whole class then set up activities that support this learning which the children are encouraged to complete at their own level. Observations of the children at play help us to plan next steps for individual children in order for each child to make progress at their own rate.



- 11:00 - Free Flow
- 11:30 - Song/ Story Time - As we get ready for lunch, we have a brief carpet time focussing around singing or reading stories. The children all say a prayer before going to lunch.
- 11:45 - Lunchtime- The children eat their lunch in the hall, and have an earlier lunch than the rest of the school, to allow for a calm environment. We have a cook on site who prepares nutritionally well balanced meals daily. Members of the Early Years Team serve the children their lunch and encourage the children to try new foods. Some families choose to send their children with a packed lunch.



Children are served either a meat or vegetarian option. They can then choose to add bread and salad from the salad bar. They also have a choice of pudding and access to fresh water. Children also have access to fresh fruit, milk and water throughout the day as part of each class' 'Snack Station.'

- Once the children have eaten their lunch they are then taken to the Early Years' Playground for lunchtime play.
- 12:45 - Phonics- The children are taught using the Read, Write Inc scheme and this starts with whole class sessions learning to match letter names and sounds, play rhyming games, begin to write letters and are introduced to the first key words. After the first term, the children are then streamed so phonics sessions are taught in small groups to match their individual stage of learning. The sessions include phonics, reading and writing activities.



- 1:15 - Free Flow
- 2:30 - Topic- the final carpet session of the day has a topic theme which may include technology, learning about the world, PE or RE elements.



The children also start to attend whole school assemblies in the hall where we focus on our Christian Value for the term, learn school hymns and SEAL (Social Emotion Aspects of Learning.)

- 3:15 - Getting ready for home time
- 3:30 - Home time- children are dismissed from the classroom.