**EYFS at Isle of Ely Primary School**

Ladybird and Butterfly Classes at Isle of Ely Primary School have the ethos that the child is at the centre of all that we do. The four themes and principles of The Early Years Foundation Stage underpin our practice and are central to daily routines.

**A Unique Child**

At Isle of Ely Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self- assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration / sharing circle times and reward stickers, to encourage children to develop a positive attitude to learning.

**Positive Relationships**

At Isle of Ely Primary School we recognise that children learn to be strong and independent from a base of secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

**Enabling Environments**

At Isle of Ely Primary School we recognise that the environment plays a key role in supporting and extending the children’s development and independence. Through observation we assess the children’s interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children’s learning.

**Learning and Development**

At Isle of Ely Primary School we recognise that children learn and develop in different ways and have their own learning styles. We value all areas of learning and development equally and understand that they are often linked. In planning and guiding children’s activities, we reflect on the different ways that children learn.

**The characteristics of effective teaching and learning are:**

**Playing and exploring** - children investigate and experience things, and ‘have a go’;

Through play our children explore and develop learning experiences, which help them make sense of the world. They have the opportunity to practise skills, develop ideas and think creatively alongside other children as well as individually. The children communicate with others as they investigate and solve problems. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations.

At Isle of Ely we do not make a distinction between work and play. We support children’s learning through planned play activities, and decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We believe that it is important for adults to support children’s learning through play, by getting involved in the play themselves and modelling by example.

**Active Learning -** Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements. Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

**Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions. Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

**Philosophy and Ethos**

The interests of the children are the key to the daily running of the class and form the heart of daily activities. The non-negotiable elements in our classes are:

 Staff are committed to providing opportunities for children to develop their learning in play based situations

 Children’s interests and child initiated activities are the mainstay of everything that happens, planned or unplanned

 The adults support the children with their interests, taking learning to the next level of understanding

 Staff have high expectations of all children and their ability to achieve

 The outdoor environment is valued by all staff as a unique learning opportunity and is used effectively and continuously to support this view

 Adult directed activities are relevant and used to teach a new skill or refine a known skill

 Parents/carers play a major role in fostering good attitudes to learning, developing language skills and promoting good behaviour and, therefore, we nurture effective partnerships

 Observations of where the children are currently in their learning are used to identify the next steps for learning

**Role of the staff**

 Staff are committed to ensuring that the children are happy, motivated, confident and secure

 Staff understand the importance of knowing where a child is in their learning and being able to plan to move the child forward in their learning in a challenging yet achievable way

 Staff understand the importance of child initiated activities and value these activities as positive learning experiences

 Staff understand that children learn best through first-hand experience and play and to use this knowledge as the foundation of all that happens in the unit

 Staff recognise the potential of the outdoor environment and support the children’s learning and enjoyment of the outside environment

 Staff complete observations of all children which will contribute to their learning journeys and Pupil Asset

 Staff support the development of a rich, dynamic and stimulating indoor and outdoor environment which will support the children’s learning and development

 Staff maintain an up to date knowledge of EYFS and are guided in Professional Development by new initiatives or ideas

**Start of the day**

 Staff help set up the classroom. This involves making sure the areas of provision are ready to use, e.g. pencils are sharp, paper is in writing area, books are tidy in book corner and materials are available on the creative table. The outdoor environment should be set up before school if appropriate

 The Adult Directed focus activity (if there is one) to be set up and the member of staff who is co-ordinating the activity to be clear on what the assessment focus for the activity is.

 When doors open, the teacher meets and greets the children and parents while the HLTA is available to settle the children.

 All children self-register and choose a learning activity

**Activities and Planning**

 The planning approach at Isle of Ely is based on objective led learning. This in essence means that teaching and learning opportunities are taken to the child in their environment and tailored to the needs and interests of each individual child. The activities around the room are carefully planned to build upon the skills taught in whole class teaching sessions. The children have opportunities to practise, develop and embed their learning through play. For the children this time is called ‘Choose and Challenge’ time and the children make choices about where to learn and are supported by the adults in the environment.

Daily planning is kept on a clipboard that is carried by staff for regular reference and used for recording learning outcomes. The teacher evaluates learning alongside the HLTA each day and together plans the learning activities for the next day to enable children to be making the best progress with appropriate support and challenge.

When working with children in their chosen area of provision, staff are establishing where children are in their learning. By engaging with what the child is doing staff can extend their thinking by suggesting or questioning.

 The planning format is based on half termly themes as follows: Myself, Things I can do, People, The world I Live in, The world beyond and New adventures. Additional stimulus and ideas come from good quality books that link naturally with the current theme and children’s interests. The children contribute to planning at the start of a topic with their own ideas, experiences and questions.

 The environment and provision is enhanced in response to observations and interests of the children and focussed activities are planned which will continue to stimulate and develop the children’s interests and enthusiasm.

 Wow moments which encourage parents to share information about home are used and incorporated into planning.

 The adults provide opportunities for the children to experience awe and wonder, to have abundant time for active free flow play, during which time they take the initiative, think imaginatively and build relationships.

 Continuous Provision activities form the framework of all that happens in Ladybird and Butterfly Classes. These activities have been planned and resourced to ensure that whatever the children are doing in the areas, learning cannot fail to happen.

 The outdoor environment is equal in status to the indoor environment. This should be set up and ready to use daily.

 Child initiated activities are a vital part of the Foundation Stage. Sometimes an extended enhancement will take place whereby children work on a certain theme or topic over a period of time.

 In order to develop creativity and independence, the children need to draw, design, cut out and decorate their own work.

 Parental involvement is crucial in the Foundation Stage, and parent workshops are planned for half termly to encourage the parents to come into school to learn with their children.

**Work Time**

 The day starts with Busy Fingers which encourages fine motor skill development and later in the year leads into independent writing tasks. This session is supported by the HLTA whilst the Class teacher takes a different Guided Reading group each day.

The children come together for whole class teaching of English and maths during the morning session; after Busy Fingers and before lunch.The morning session runs until approximately 11:15; it is then tidy up time ready for lunch. During this time, teachers will work with targeted groups of children to develop maths and Literacy skills whilst Teaching Assistants are supporting creative and outdoor challenges.

The afternoon begins with phonics followed by a topic based whole class session focussing on our Big Question. This leads into uninterrupted continuous provision which allows an extended amount of time for the children to learn at their chosen learning area and allows the sustained concentration and learning of activities and provision. Throughout the day, the children have access to the Early Years Environment both indoors and out.

Tidy up routines are seen as a valuable learning activity. Children are taught to leave the room tidy and to put things back in the correct place. Adults model tidying up and encourage the children to participate. Throughout all our learning sessions, we plan for and encourage use of the vocabulary and attitudes related to the Characteristics of Effective Learning, focussing on how children learn as well as skill acquisition across the 7 areas of learning.

**Lunchtime**

 Ladybird and Butterfly Classes eat their lunch in the Hall. They start their lunch at 11.30pm. The Teaching Assistants support the children with their lunchtimes, both inside and outside. They then take them outside to play. They stay with the children until 12.30pm

**Home time**

 After a tidy up session, the children collect together for milk, water and a literacy and story session to end the day.

 Once the story has finished, children collect their belongings and line up.

 One member of staff is on door duty whilst the other member of staff looks after the children.

**Key Skills and Attributes**

The following skills and attributes are required if children are to achieve the Early Learning Goals as set out in Development Matters. They have been listed in the order they appear in Development Matters BUT they are inter-connected and can be transferred into many areas of learning. Planning should take into account the skill and/or attribute that is being taught and how this can impact on different areas of learning.

**Personal, Social and Emotional Development: Making Relationships**

 Play co-operatively

 Take turns with others

 Take account of others ideas

 Show sensitivity to others

 Form positive relationships

**Personal, Social and Emotional Development: Self Confidence and Self Awareness**

 Be confident to try new activities

 Be confident to speak in a familiar group

 Choose appropriate resources

 Say when they do or don’t need help

**Personal, Social and Emotional Development: Managing Feelings and Behaviour**

 Talk about feelings

 Talk about behaviour and consequences

 Understand and follow rules

 Adjust behaviour to different situations

**Communication and Language: Listening and Attention**

 Listen attentively

 Listen to stories, anticipating key events

 Give attention to what others say

 Respond appropriately

**Communication and Language: Understanding**

 Follow instructions involving several ideas

 Answer ‘how’ and ‘why’ questions

**Communication and Language: Speaking**

 Express themselves clearly

 Use past, present and future forms accurately

 Develop own narratives and explanations

**Physical Development: Moving and Handling**

 Good control and co-ordination

 Move confidently

 Handling equipment and tools effectively, including pencils for writing

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**Physical Development: Health and Self Care**

 Know the importance of good health, physical exercise and a healthy diet

 Manage own basic hygiene

 Manage own personal needs

**Literacy: Reading**

 Read and understand simple sentences

 Use phonic knowledge to decode regular words

 Read some common and irregular words

 Demonstrate understanding of reading

**Literacy: Writing**

 Use phonic knowledge to write words

 Write some irregular common words

 Write simple sentences

 Spell some words correctly

**Mathematics: Numbers**

 Count reliably with numbers from 1 to 20

 Count one more, one less

 Using quantities and objects, add and subtract two single digits

 Solve problems, including doubling, halving and sharing

**Mathematics: Shape, Space and Measures**

 Use everyday language to talk about size, weight, capacity, distance, time and money

 Compare quantities

 Recognise, create and describe patterns

**Understanding the World: People and Communities**

 Talk about past and present

 Know similarities and differences between themselves and others

**Understanding the World: The World**

 Know similarities and differences in relation to place, objects, materials and living things

 Talk about features of environments

 Make observations of animals and plants

**Understanding the World: Technology**

 Recognise the useage of a range of technology

 Select and use technology

**Expressive Arts and Design: Exploring and Using Media and Materials**

 Sing songs

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 Make music

 Dance

 Use and explore a variety of materials, tools and techniques

 Experiment with colour, design, texture, form and function

**Expressive Arts and Design: Being Imaginative**

 Using media originally

 Represent own ideas, thoughts and feelings

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