

# The Early Years Foundation Stage

Parent Information Booklet

The Foundation Stage at Sherbourne Fields School aims to develop each child to their full potential by offering a “principled play based approach to learning and development”.

## The Early Years Curriculum Framework

Throughout this booklet you will see the areas of learning that are available in the Early Years Foundation Stage at Sherbourne Fields School.

Children in the EYFS learn by playing and exploring, being active and through creative and critical thinking which takes place both indoors and outside.

The activities that are provided for our young children will underpin the skills they need to work towards the Early Learning Goals.

There are **7 areas of learning**. All areas of learning and development are important and interconnected. Most activities will cover many of the areas. Each area is divided into stages of development.

This is a little bit like a curriculum in primary and secondary schools, but it is suitable for very young children, and it is designed to be really flexible so that staff can meet your child's unique needs and interests. We pride Ourselves on making the most of incidental learning opportunities when they may occur i.e. when it starts to snow or when a spider web is discovered.

I hope you find the booklet useful and informative however, if you would like any further information or have any questions about the Early Years curriculum please do not hesitate to contact me at the school.

*M. Blowers   S.Nelmes   B.Lambert*

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Learning and development is broken into 7 areas. Three areas are particularly important for igniting children's enthusiasm for learning.

There are **3 prime areas** under the headings of:



Communication and language



Physical development

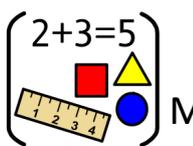


Personal, social and emotional development

This leaves **4 specific areas** through which the 3 prime areas are strengthened and applied. These 4 areas are:



Literacy



Mathematics

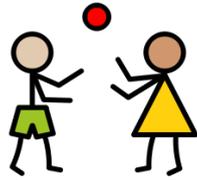


Understanding the world



Expressive arts and design

We integrate all these areas of learning into a themed approach.



## Themes for EYFS

The themes are planned for a yearly cycle to provide a variety of stimuli.

Term	Autumn	Spring	Summer
Topic	Welcome to School	This is me	Plants and Growing
	Food		
	Cultural and Religious Festivals	People who help Us Vehicles and Transport	Animals and Where they live

### Enhanced Provision

Throughout the Early Years setting there will be areas which provide enhanced spaces of play to support child initiated learning. These can be based both indoors and outdoors and may include experiences of physical play such as slides and cars, malleable sensory play, exploration of natural objects, mark making opportunities, investigating books, small world imaginary play, instruments to play and 'cosy corners', dens and tunnels to relax and explore.

We also regularly make use of our excellent on-site facilities and have whole group activity sessions in areas such as Soft Play, the Sensory Room, Swimming Pool, Outside Sensory Garden, the Pets Court Yard and the Library.

Teaching and learning takes place through

- Child Initiated Activities—pupils are given a choice from a range of structured activities with an adult at hand to model and support.
- Teacher Directed Activities—a planned activity with learning objectives pitched individually, working one-to-one, in small groups or as a class group.
- Individual Learning Targets—these are three targets decided upon with parents and the class teacher during arranged ‘Learning Conversations’ every term. They are specifically related to the needs of the child. Staff then focus on these during the school week. These are reviewed with you each term.

**An overview of the 7 areas of learning that children are working towards -**



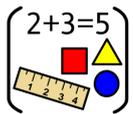
**Personal, Social and Emotional Development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behavior in groups;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



**Communication and Language Development** involves giving children opportunities to experience a total communication environment; to develop their confidence and skills in expressing themselves and to speak/ communicate 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, fine motor skills and movement. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food. Children are also supported to develop their self-help skills, life skills and personal care skills.



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



**Literacy** development 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 materials) to ignite their interest.



**Understanding the World** 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** 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.



## Forest School

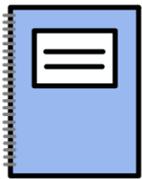
The children have the opportunity to access Forest School learning during the summer term. They will experience learning in the outdoor environment using items of nature. The approach develops play, exploration and supported risk taking.

## Sensory Needs and Emotional Regulation



Children are supported to use a variety of sensory approaches including the use of the soft play area and the sensory room.

Massage and TACPAC are incorporated regularly to fulfill any sensory needs they may have in order to maintain their emotional regulation.



## Learning Journals

Throughout the year, the Early Years team make observations about the progress of your child. They record what they see and hear and use evidence such as photographs, pupils work and discussions to create a Learning Journal. This provides a wealth of evidence to support the small steps of progression taking place in accordance with the Early Years Development Matters assessment process. These assessments are then used to complete end of year profile data.

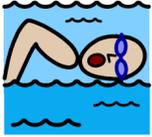
## Celebration of Achievements



As a department we believe it is really important to celebrate all the achievements that the children make each week, whether this be great behavior, fantastic work, being a super friend or always trying their best.

For all of our EYFS and Primary pupils will have a class display of our achievements in the classroom.

Each week the class teacher chooses an activity or achievement that has been great and displays this in their classroom



## Swimming

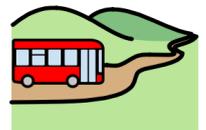
Most of the children have the opportunity for one lesson of swimming each week.

There is a swimming coach and support staff to ensure children develop confidence and individual ability safely in the water. Sessions are built around a programme of songs and activities such as “Five Little Frogs” - where children sit on the side and are assisted into the water to ‘splash into the pool’.

## Trips Out and About

In Foundation we feel it is very important to provide an opportunity to visit a range of every day places of interest and children learn how to behave when away from the classroom and home environment as well as discover the community and world around them.

Children are able to go on trip regularly for either a morning or an afternoon excursion. Places they may visit might include the local shops, a range of parks, garden centres, cafés, museums and the library. Sometimes there are whole day trips to places like the zoo or a show around at the theatre.



## Music

Music lessons are once a week lead by a specialist teacher. They provide an opportunity for the children to try different sounds, rhythms and textures on a variety of musical instruments. They experience a range of sensory exploration as well as engage in purposeful accompaniment with familiar and new songs.

## Open Theatre

Throughout the year, the children get the opportunity to work with Open Theatre. Open theatre is a non-verbal physical drama approach to support the development of interaction and communication.

