

All about the EYES at



Kirk Fenton
CE PRIMARY SCHOOL



An introduction to the EYFS

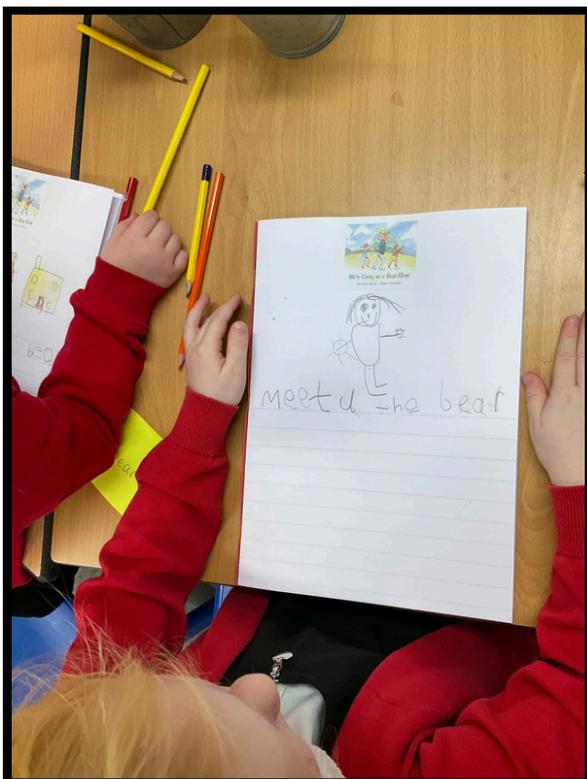
- The Early Years Foundation Stage (EYFS) outlines what adults must do to help children to learn and develop and to be healthy and safe.
- It is a stage of development from birth to the end of their first year at school.
- The EYFS framework describes how schools should work with children and their families to support their development and learning.



The Early Years Foundation Stage

The EYFS sets out:

- The legal welfare requirements to keep your child safe.
- The seven areas of learning and development.
- Assessments that will tell you about your child's progress through the EYFS.
- Expected levels (Early Learning Goals) that your child should reach at age 5 (which is usually the end of the Reception year).

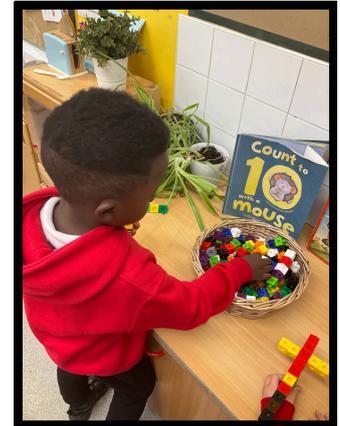


Areas of Learning and Development

The seven areas of learning and development are split into three prime areas and four specific areas. Children mostly develop the three prime areas first.

These are:

- Communication and language
- Physical development
- Personal, social and emotional development



As children grow the prime areas will help them to develop skills in four specific areas. These are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



The Characteristics of Effective Learning

The three characteristics of effective learning describe the behaviours children use in order to learn.

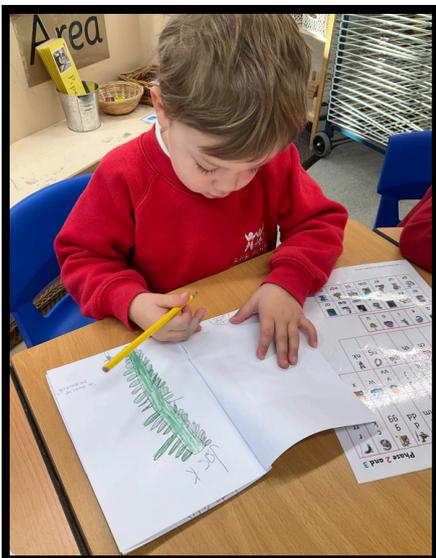
Playing and exploring - children investigate and experience things, and build the resilience to 'have a go'.

Active learning - children concentrate and keep on trying if they encounter difficulties, learning to enjoy a sense of achievement when they overcome challenges.

Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

To find out more about the EYFS Statutory Framework please click here:

https://assets.publishing.service.gov.uk/media/68c024cb8c6d992f23edd79c/Early_years_foundation_stage_statutory_framework_-_for_group_and_school-based_providers.pdf.pdf



Our Aims

- Create a happy and positive start to the children's school life in which they can establish a solid foundation and a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop confidence and independence within a safe and secure environment.
- Support children to become self-motivated and entrepreneurial learners, encouraging them to adapt their work, think critically and take risks with their learning.
- Support children to be prepared for their future by ensuring that they are empathetic towards others, resilient, ambitious and able to succeed in whatever they set out to achieve.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Give children the opportunity to develop cultural capital through rich learning experiences and school trips.
- Develop children's spiritual, moral, cultural and social skills through learning.
- Work in partnership with parents to ensure each child's individual needs are met and they can reach their full potential.
- Kirk Fenton values all its children as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.



How we teach in the Early Years at Kirk Fenton

There is a mix of adult-led and child-initiated learning, with children given extended opportunities for play based learning each day, including the use of the outdoor space.

Whole class and small group sessions, led by a teacher or TA are interspersed throughout the day.

At Kirk Fenton we recognise that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play.



A link to our planning can be seen on the next page. We also take into consideration the needs and interests of the children.

Children will also access more formal guided group sessions where being an active learner is still a priority. Experienced staff within the setting make informed assessments during their interactions with children and use the information gathered to provide appropriate next steps.

Staff take their time to build trusting relationships with the children so they can help them to reach their potential. Staff interact and observe children in play situations using their experience to help children make connections and move their learning on.



How we plan our learning at Kirk Fenton

Further information on how we plan our curriculum can be found here: <https://kf.starmat.uk/curriculum/>



A Day in the Life of Reception

8.35-8.45am Arrive



Morning session

During this session we have a whole class phonics lesson, do some group reading and have a whole class maths lesson.

The children will have access to indoor and outdoor play.



11.50am Lunchtime

12.30pm Afternoon session
During this session we have a writing lesson and complete learning on our topic. We also have an RE lesson once a week.



2.45pm Storytime

3.15pm Hometime

How we teach reading

We're teaching every child to read with Little Wandle Letters and Sounds Revised
A complete SSP validated by the Department for Education



At Kirk Fenton we believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. Our intent is that all children leave Kirk Fenton as fluent readers with a developed interest in words and language and a passion to read broadly for pleasure and knowledge.

More information on how we teach phonics can be found here:

<https://kf.starmat.uk/english-curriculum/>



Our partnerships

Our Early Years staff are on the door to greet children each morning and to say goodbye each afternoon.

Our staff understand and value good working relationships with parents and see the parents as the child's first educator.

If you ever need to have a chat about your child you can always book a meeting with the teacher after school.



We work closely with a number of private nurseries, including our neighbouring nursery, Jigsaws. In the summer term staff visit these nurseries to see the children in their play and chat to staff about the children. The children also have the opportunity to come and play in Reception for a morning and to find out about their new class. These visits enable a smooth transition and children are always excited to get a taste of 'big school.'

Early Years and Key Stage One team work closely together to ensure a smooth transition between Reception and Year One. Visits from the Year One teacher in the summer term, as well Reception children visiting their new classroom, makes the transition to a new Key Stage as smooth as possible.



Communication



We communicate with our parents in a variety of ways. Parents can learn about what the children will be doing through:

- Class Dojo
- Our half termly newsletters can be found here:
<https://kf.starmat.uk/classes/>
- Throughout the year we also hold Open Classrooms that enable you to find out about what your child has been learning.
- We also hold parent consultations during the autumn and spring terms as well as giving your child a school report at the end of the school year.

