



Early Years



at St Michael's!



LEARNING IN EYFS

INTENT

In EYFS we recognise that learning begins at birth and continues throughout life. We acknowledge that everyone has the ability to be a competent learner, regardless of disability or other special needs. We also recognise that the early years are a time where children progress and grow at a rapid rate and where children are bursting with awe and wonder, fun and joy. At St Michael's, we have an EYFS Unit which consists of Nursery and Reception.

All children follow the Early Years Foundation Stage curriculum. The principles which guide the work of all early years practitioners are grouped into four themes:

- **A Unique Child** – Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** – Children learn to be strong and independent through positive relationships.
- **Enabling Environments** – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- **Learning and Development** – Children develop and learn in different ways. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

The EYFS Curriculum has seven main areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical development
- Literacy (Reading and Writing)
- Mathematics
- Understanding the world
- Expressive Arts and Design

At St Michael's, it is our **intention** that our EYFS curriculum is taught in a practical, and playful way which meets all the needs and interests of our children. We teach the pupils in EYFS individually, in small groups, and as a whole class. Through a combination of teacher input and continuous provision opportunities, learning is planned to encourage children to develop their learning independently through exploration and challenge.

The "**Characteristics of Effective Learning**" are at the heart of the Early Years Curriculum and explore the different ways in which children learn. They highlight

the importance of **playing and learning, active learning and thinking critically**. It is our intention to plan activities and provide pupils with opportunities to utilise and develop these skills through the learning experiences we provide.

Our learning environments, both inside and outside, are stimulating and exciting, and relevant to the needs and age/stage of our children. Our secret garden provides our pupils with new and exciting experiences that challenge and enhance our children's development.

IMPLEMENT

Our Intention for our Early Years Unit is implemented in the following ways:

Planning

Teachers plan for a range of opportunities and experiences involving **whole class, small group, and individual activities**. They plan for **adult led opportunities** and **child-initiated activities** to ensure that pupils develop their independence. Key skills are taught during 'focussed activities' and these skills are planned into our learning environment to ensure that pupils have the opportunity to transfer the taught skills to their independent application.

The teaching and learning process is implemented using the following method.

Modelled - Key skills are taught as a whole class.

Focused Activities - Pupils are taught the skills in a practical, engaging way to ensure they learn specific skills and knowledge. Activities are differentiated to meet the learning needs of each child.

Child-Initiated Learning - Through structured play, pupils practice the taught skills and adults observe how much of the learning pupils have embedded.

Staff make on-going assessments of the progress and attainment of each child at each stage. They use this information to aid future planning (**look, listen and note evaluations**).

Through observations and focused activities, children's next steps are identified. By identifying next steps, children are challenged and given opportunities which will help them make significant progress.

Staff within EYFS identify next steps of the children and use this information to aid future planning. Next steps are recorded in Look, Listen and Note evaluations, Next Steps Boards and the Area Enhancement Board.

Our areas are changed regularly to meet the next steps of the children. Area enhancements are also added to meet and enhance children's interests and to meet curriculum areas.

Opportunities for adult led opportunities and child-initiated activities are planned across the day to ensure children develop in independence and to ensure key skills are embedded. In EYFS, we believe that a strong routine helps shape a child and helps create smooth transitions. A typical day in EYFS can be seen below:

8:45-9:00	9:00-9:10	9:10-9:30	9:30-10:15	10:15-10:30	10:30-10:45	10:45-11:30	11:30-1:00
Handwriting/ Fine motor skills	Registration Prayers Days of the week	Phonics	Child Initiated	Snack	Whole class Literacy	Literacy focused activities	Lunch

1:00-1:20	1:20-1:50	1:50-2:00	2:00-2:45	2:45-3:00
Register and Whole class maths	Child Initiated and Interventions	Dough Disco/ Daily Mile	Maths focused activities	Story and Home

Interventions

Regular evaluations of pupils understanding are carried out in the form of long and short observations during child-initiated learning and through the use of look, listen and note evaluations during focussed activities. These evaluations help teachers to identify focus groups and to plan either group or 1:1 intervention based on the area of misconception. Next Steps boards are visible in both Nursery and Reception to help guide staff deliver quality interventions.

In addition, teachers also plan and timetable regular interventions for pupils who are identified during pupil progress meetings. These interventions include better reading partnership, talk boost, fine motor interventions, maths and phonics interventions.

Environment

The EYFS environment is crucial to the development of our pupils. We intend on providing our pupils with a stimulating, interesting, welcoming, safe and challenging learning environment.

This is achieved through teacher's ongoing evaluation and organisation of the classroom, planning of activities on offer in the environment, and regular auditing of resources to ensure all seven areas within the EYFS curriculum are provided for. Pupils have access to indoor and outdoor experiences through free flow during child-initiated learning and adult led activities for the secret garden are planned for weekly. Our outdoor environment provides a range of resources and activities for children to explore and we ensure each of the curriculum areas are incorporated into the outdoor environment.

FOREST SCHOOL AND OUTDOORS

At St Michael's, all children in EYFS have the opportunity to take part in Forest School Sessions, with a qualified Forest School Leader. Forest School provides a specialised learning approach that offers children regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a natural environment.

Forest School and the Outdoors is a huge part of EYFS and our children are always investigating and exploring our fantastic outdoor area!

Forest School has developed language in EYFS and our children are able to transfer the language they use in the classroom into the Forest School.

The children use a variety of skills such as independence, self-discovery, communication, self-esteem and confidence building. At Forest School, the children are encouraged to explore, investigate, problem solve, take risks and work cooperatively and creatively throughout the sessions. There are lots of different activities and games which we do at Forest School which will support children in their learning such as making and cooking on open fires, building shelters and going on scavenger hunts!

Recently, we have developed our outdoor area. Our Outdoor area is used daily and children have free flow of all rooms within the unit. The outdoor area covers all areas of the EYFS curriculum and is resourced with exciting and engaging activities, for our children to learn and explore.

Our outdoor area covers all areas of the EYFS Curriculum. Our outdoor area inspires children and gives them enriched opportunities.

PARENTAL INVOLVEMENT

In EYFS, we build strong relationships with families. Establishing strong relationships with parents and engaging them in the learning and development of their children is crucial in improving outcomes.

At the beginning of the academic year, we hold a **Stay and Play** session for children and their families. Each child comes into their new class with their parents to explore the areas and classrooms. The Stay and Play sessions enable the EYFS team to meet parents and to create that initial relationship. The sessions help create a



smooth transition for both the children and parents and help with the separation, during the child's first few weeks at St Michael's.

Throughout the year, parents are invited into school. We hold **termly events** such as our 'Autumn Spectacular' and 'Easter Egg-stravaganza!'. Parents are welcomed to these events with their children where they take part in activities both outdoors and indoors, including our Secret Garden.

Each term, we host **Phonics, English and Math's Cafes**. The cafés allow parents to understand what their child is learning and gives them an opportunity to take part in a lesson with their child. Parents are also invited into the classroom to work alongside their child as well as attending **liturgies**.

We believe it is crucial for parents to be involved in their child's learning, in order for them to make good progress.

Each term, Parents are asked to fill in a **Proud Cloud** where they comment on their child's learning. These are then documented in the child's learning journey. Parents also engage with their child's learning with the **weekly reading record** and through **Seesaw**.

Each month, **Newsletters** are produced to inform parents of all the latest news and upcoming events, within EYFS.

 **Early Years Newsletter** 
Reception Nursery
=October 2020=

Reception

We hope you enjoyed your half term break. Your amazing children have made excellent progress in phonics and maths! We are very proud of them! During our first half term, we really enjoyed exploring our new story 'Goldilocks and the 3 bears'. We went into our garden to find some mysterious footprints and then noticed that our classroom was covered in partridge!

In RE, we explored the Jewish Festival of Hanukkah. We ate pancakes and then painted our hands to make a Menorah Candle.

Have you seen our English Café video? You can see this video on our school website and on Facebook. Have a look and see what activities we have been up to!

The children have really enjoyed going to Forest School. Each week, they get their wellies on and go and explore our Secret Garden. Last term, they even picked vegetables and cut them up before trying them. ~~Wooooo~~ delicious!

At the end of term, we all enjoyed a 'Green Treat' to celebrate our good behaviour! We had yummy ice cream and a cool disco - we all had a great time!

Thank you for your continued support.
Miss Allison, Mrs Scott, Mrs Webb and Miss Mast



Welcome back after half term. We hope that you managed to enjoy some family time and days out together. Have the children been able to retell the story of Goldilocks to you? This month we are talking about Autumn and the changes which happen at this time of year. It was great to see so many of you bring your Autumn bags back in. We are going to be using the leaves and conkers etc in our learning.

In RE we have looked at Judaism and their tradition of Hanukkah. We painted our hands to represent the Menorah candle which they light to count down to the celebration.

In Maths we have spent lots of time learning to count without making mistakes and recognising the digits 0-3. Some of us still need help recognising these digits and some are ready to practice 4&5. We shall be starting to look at shape and size alongside practicing our numbers.

Help at home... 

We are really enjoying seeing all the children's excellent work on **SeeSaw**! Remember to log on each week to complete the next activity. If you need help accessing **SeeSaw**, please just ask.

Dates for your diary!

18th December - Break up for Christmas
5th January 2021 - Return to school

Now the nights are getting darker enjoy cuddles and story time together.

Help at home...