

Ash Grove Primary Academy



Early Years Foundation Stage Policy

September 2022

"Every child deserves the best possible start in life and support to their full potential. A child's experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance."

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, all children join us, part time, in the term after their third birthday. They begin attending school full time in the September of the academic year that they have their fifth birthday.

The EYFS is based upon four principles: A Unique Child, Positive Relationships, Enabling Environments & Learning and Development.

A Unique Child

At Ash Grove, 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 assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Ash Grove are treated fairly regardless of gender, race, religion or ability. All children and their families are valued within our school. We believe that all our children are important. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

Welfare

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well being of all children. (See Whole School Safeguarding Policy).

At Ash Grove we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation.

We understand that we are required to:

- Promote the welfare of children.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs. (See Whole School Behaviour Policy).
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children

(See EYFS Risk Assessments).

We endeavour to meet all these requirements.

Positive Relationships

At Ash Grove we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents and carers are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents and carers have played, and their future role, in educating the children. We do this through:

- talking to parents and carers about their child before their child starts in our school
- our Nursery Teacher may make home visits for certain children if and when appropriate

- our Nursery Teacher running a 6 week transition course with parents and children (FEET)
- the children having the opportunity to spend time in Nursery for taster sessions once a week for the half term before starting daily sessions;
- inviting all parents to an induction meeting during the term before their child starts school
- offering parents regular opportunities to talk about their child's progress
- encouraging parents to talk to the child's teacher if there are any concerns
- holding a formal meeting for parents in the Autumn and Spring Terms at which the teacher and the parent discuss the child's progress.
- for children in reception, parents receive a report on their child's progress and development at the end of each school year;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. Every child has a named Key Worker.

Enabling Environments

At Ash Grove we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, in order to plan challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The Planning within the EYFS follows the school's Long Term Plan and Medium Term Plans, which are based around half termly themes. These plans are used by the EYFS staff as a guide for weekly planning. However the teacher may alter these plans in response to the needs, achievements and interests of the children. This will be indicated on weekly planning.

All children have their own personalised Learning Journal. The journals are electronic and are recorded through Tapestry. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves all EYFS staff as appropriate. These observations are recorded and added to the children's electronic profiles. They also contain information provided by parents.

At Ash Grove, children are assessed against the Early Learning Goals from the EYFSP. Each child's level of development is recorded against the seven areas of learning. Within these seven areas there are 17 Early Learning Goals. At the end of Reception, the children will be assessed against these goals. Children will be either emerging, expected or exceeding for each of the 17 goals. Parents are welcome at any time in EYFS to discuss their child's profile with staff.

The Learning Environment

The EYFS unit is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and socialise. The unit is set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS has its own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunities to explore, use their senses and be physically active. We plan activities and resources for the children to access outdoors that help the children to develop in all seven areas of learning.

Learning and Development

At Ash Grove we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching and learning in Key Stage 2.

Features that relate to the EYFS are:

- the partnership between staff and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that staff have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play, talk or other means of communication;
- a carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- identification of the progress and future learning needs of children through observations, which are shared with parents;

Play

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development."

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve

problems. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

"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 and this provides them with a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking

"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 the opportunity to be creative through all areas of learning, not just through the arts. Adults support children's thinking and help them to make connections by showing genuine interest, clarifying ideas, offering encouragement and asking open questions. Children access resources freely and can move them around to extend their learning.

Areas of Learning

The EYFS is made up of 7 areas of learning.

The Prime areas of learning and development are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

1. Personal, Social and Emotional Development (PSE)
2. Communication and Language (CL)
3. Physical Development (PD)

The four specific areas support and strengthen the prime areas.

4. Literacy (L)

5. Mathematics (M)

6. Understanding of the World (UW)

7. Expressive arts and design (EAD)

All Areas of Learning and Development are embedded in all Continuous Provision and are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS. See Appendix 1 for further insight into the areas of learning.

In order for a child to reach a 'Good Level of Development' (GLD) at the end of Reception, children must achieve at least the 'expected' level in all aspects of PSE, CL, PD, L and M.

Transition

Children's social, emotional and educational needs are central to any transition within a setting. Some children and their parents will find transition times stressful while others will enjoy the experience. Effective communication is the key to ensuring that children's needs are met and there is continuity in their learning.

We are committed:

- To ensure a smooth transition between settings, year groups and key stages for parents, children and practitioners
- To ensure information is shared between different classes in terms of children's development, learning records and any other information
- To ensure parents, children and practitioners have adequate information relating to transition
- To ensure the children begin their new setting or year group enthusiastic and ready for learning

Transition into Nursery

- Our Nursery Teacher may make home visits for children

- In the half term prior to children starting in nursery, they are invited along with their parents to attend a weekly stay and play session. This is to help children and parents become familiar with the setting, practitioners and routines.
- When coming to stay and play sessions, parents are given all the appropriate information about nursery from the Nursery Teacher and all the necessary paper work will be sent to your address.
- Any previous settings are contacted to ask if any learning records can be shared.
- All EYFS practitioners fully support children's transition as appropriate

Transition into Reception

- Children in Nursery work and play alongside the Reception children throughout the year and are already familiar with the reception classroom
- Ages and Stages assessments from Nursery are passed to the Reception teacher
- All children have a session with their new class teachers, nursery nurse and teaching assistants in their new classroom prior to entering Reception
- Parents have an information session with the reception teacher prior to their child starting in Reception
- Children will begin full time education from the first day
- As far as possible Reception classes follow a similar routine as the Nursery during the first few weeks of term and often for the first term
- The Nursery teacher advises the Reception teachers on appropriate groups for the children.

Transition into Key Stage One

It is recognised that transition from Reception to Year 1 is a process rather than an event. Good transitions require minor adjustments, which can release a surge of energy and excitement. Poor transitions create stress, which in turn leads to anxiety and a significant dip in achievement,

both of which can be difficult for the child to recover from. The best transitions take place where conditions are similar, communication is encouraged, and the process of change takes place gradually over time. Children will make the best progress when their current needs are identified and precisely met.

The Reception and the year 1 teacher will work together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible...

- Children are encouraged to develop independence when dressing and undressing and when organising their personal belongings throughout the reception year
- Reception practitioners plan for more structured activities to be undertaken during the summer terms, encouraging less dependence on adult support
- The Year 1 teacher will observe the reception children whilst working within the EYFS unit to gain an understanding of their ages and stage of development and to identify their needs for transition into Year 1
- All children have a day with their new class teacher, teaching assistant and in their new classroom prior to entering Year One
- The Reception and Year 1 teacher will meet to discuss the cohort, particular children, assessments, levels etc
- EYFS Profiles, phonics assessments, examples of writing and suggested groupings for the children are passed to the new teacher
- Key stage one staff incorporate some of the principles of the EYFS curriculum into the routine for the first term - for instance they encourage the children to plan their own learning during some of the literacy and maths lessons
- Children continue to be assessed on the EYFS profile if appropriate
- There is an overlap in approach and routines, e.g. Fruit time, behaviour systems, timetables, etc
- Where possible, the year 1 children continue to enjoy practical learning experiences which gradually becomes more formalised towards the end of the academic year.

Monitoring and review

It is the responsibility of the EYFS staff to follow the principles stated in this policy.

As part of our normal working practices we constantly evaluate, review and refine our provision, to ensure that we give each child in our setting the best possible start to their school experiences.

In addition to this the SLT will carry out monitoring in the EYFS as part of the whole school monitoring schedule. There is an annual EYFS action plan which runs alongside and links with the whole school development plan.

This policy was reviewed in September 2022.

It will be reviewed in September 2023.

Appendix 1

The different areas of learning explained:

Personal, Social and Emotional Development

Children's emotional wellbeing is crucial to their learning and development and outcomes for the future. If staff and parents can support children in developing self esteem, self confidence, social skills and positive dispositions to learning then children can develop as autonomous, confident and social learners. Learning about themselves and other people and the world around them is at the centre of PSE.

Our Aims

- To help children develop the following attitudes and dispositions to learning: curiosity, empathy, perseverance, independence, responsibility, self-control, valuing themselves and others, a sense of security, a sense of enjoyment and fun, a sense of success, trust in others, confidence and positivity
- Seeing differences in people as potentially positive and respecting others,
- Value communication in its many forms, e.g. friendship and support.
- To develop social skills and learn how to understand and manage their behaviour.

Aims into Practice

- Key Person approach
- Opportunities to play alone and in groups of different sizes
- Individual planning from children's strengths and interests
- Images and experiences that challenge children's thinking
- Role modelling embracing differences and similarities in gender, ethnicity, language, religion, culture, SEN and Disabilities
- Continuous provision that supports and enables autonomous learning
- Following the Healthy Schools Programme
- Using Learning stories to plan and assess the unique child's disposition to learning
- Monitoring levels of wellbeing, involvement and engagement

Adult Role

- Staff should interact with children in support of their interests and allow them to learn from their mistakes
- Provide a secure base from which children can explore
- Help children to safely use and care for materials and then trust them to do so independently
- Provide activities that encourage children to ask questions, seek answers, take decisions and solve problems
- Encourage children to explore and talk about new learning, valuing their ideas and ways of doing things
- Listen to parents' views on their child's development and any concerns that they have about their child's progress
- Support children's growing ability to express a wide range of feelings by labeling emotions and modelling noticing how others are feeling
- Give information that helps children to understand why people do things differently from each other and encourage talk about these differences
- Explicitly challenging negative comments and actions towards peers and adults
- Have consistent and appropriate expectations of all children, that take account of their individual development, starting point and cultural background
- Establish routines that are flexible but have predictable sequences and events
- Provide activities that involve turn-taking and sharing
- Share with parents the rationale of boundaries and expectations to achieve a joint approach
- Demonstrate concern and respect for others and living things
- Consider if and when to intervene/offer support
- Encourage children to see adults as a resource and as partners in their learning
- Create a feeling of openness so that children feel able to learn from each other and each other's experiences and interactions
- Ensure support for all children to participate in discussions and to be listened to carefully
- Anticipate the best from each child and be alert to their strengths

- For staff to view themselves as learners with an understanding of the importance of ongoing training and professional development

Communication and Language

The development and use of communication and language is at the heart of young children's learning. The ability to communicate gives children the capacity to participate more fully in their society. Our practitioners value and respect the notion that non-verbal messages remain an important form of communication throughout life. Being read to and beginning to read and write must be supported and extended.

Our Aims

- All children will be supported in developing skills and dispositions to enable them to become skilful communicators
- Children will be supported in engaging all the senses whilst developing speaking and listening skills building the foundations for communication and language
- Children will develop confidence and positive dispositions to using communication and language in a range of situations and for a range of purposes
- Children will listen attentively (e.g. to stories, songs and rhymes)
- Children will talk about their experiences and ideas
- Children will use increasing vocabulary to express thoughts and explore meanings
- Children will take part in role play and make up their own stories
- Children will develop an understanding of spoken and non verbal communication that enables them to respond to others, give and follow instructions and ask and answer questions.

Aims into practice

- Providing communication friendly spaces and a rich language environment with multi-sensory experiences
- Providing time and space for children to play uninterrupted by adults
- Modelling and encouraging talking and listening to each other
- Developing an awareness of different sounds in words, songs, the environment

- Monitoring, observing and evaluating children's communication in the environment
- Sharing developments in communication with families
- Supporting and sharing children's home language
- Encourage the participation of all children through expression i.e. pointing, gesturing, vocalisation and language
- Encouraging an interest in rhythm and rhyme through play
- Using signing with children
- Provide time and opportunities to develop spoken language through conversations
- We have continuous, enhanced provision
- We extend children's interests and experiences through planning, parental involvement, educational visits and by listening to individual children

Adult Role

- To encourage children to use language, to predict and to imagine by modelling, demonstrating and engaging in verbal and non verbal conversations with children
- To use songs and singing within everyday practice, encouraging children to participate in rhyming and rhythmic experiences
- Modelling and sharing an enjoyment of stories and storytelling
- Providing commentaries on what you and the children are doing- more statements than questions
- Value and notice children's contributions and attempts at communications
- Accept and value the language and communication systems of each child
- To create situations and provide equipment that encourage communication and imaginative text
- To introduce a variety of language structures including story, rhyme, non-fiction and poetry
- To create situations where children follow instructions
- To share books with children and read to them on a regular basis, encouraging children to participate according to their language and sensory skills
- Demonstrate reading and storytelling to children and encourage them to take part

- To model and demonstrate listening and distinguishing different sounds in words, songs and the environment
- To identify children's stages of communication development
- Involve close teamwork between all appropriate professionals, workers, speech and language therapists and practitioners

Physical Development

"Everything we discover about life, we discover through movement, light waves reach the eye, sound waves contact the ear. Both smell and taste involve movement. Above all our capacity to touch and move to gain further experience, confirms our awareness". (Hodgson 2001)

Our aim is to encourage children's physical development as they grow in body awareness, and explore the range of movement experiences within their environment.

Our Aims

- To help children explore and enjoy the freedom of movement both indoors and outdoors
- To encourage children to be active and interactive
- To support children in using their senses to learn about themselves
- To help children develop increasing control over their bodies.
- To help children practice and consolidate new skills.
- Provide opportunities for children to practice and refine developmental movement patterns.
- To help children become aware of sensation in different parts of their body.
- To help children develop confidence and self esteem.
- To help children recognise the importance of keeping healthy through good eating, sleeping and hygiene routines.
- To help children increase their vocabulary, practice and develop understanding of new words.
- To help children develop a sense of space indoors and outdoors.
- To help children express feelings through movement, and experience different emotions.
- To help children to develop independence in their self help skills.

- To listen to and work closely with parent/carer in raising awareness of child's physical needs and interests.
- To help children by providing opportunities for children to develop fine motor skills.

Aims into practice

- Through the provision of an exciting, stimulating, challenging and imaginative outdoor and indoor learning environment; the children are presented with a wealth of opportunities to learn, rehearse and extend their physical skills. Playing in this environment, with their friends and interested adults, supports physical development and confidence.

Adult role

The adult's role is to:

- Identify schemas/interests in children's movements and encourage the dynamic aspect
- Ensure observations inform planning allowing practitioners to match the challenge - finding challenges children can manage and which develop their schema/ interest.
- Allow children free exploration and enjoyment of movement.
- Allow freedom of space and movement both indoors and outdoors.
- Observe children's movements, healthy practices and fine motor skills.
- Provide opportunities for children to revisit and practice developmentally appropriate movement patterns.
- Provide opportunities for time to consolidate new skills and to use their new movement knowledge in a variety of situations.
- Build children's confidence to take risks within a safe environment
- Motivate children to be active
- Value children's spontaneous movements
- Allow children time to support and develop their understanding
- Promote healthy active lifestyles and choices
- Introduce vocabulary alongside their actions
- Carry out risk assessments regularly.
- Create a safe environment.
- Identify and support progression in all aspects of physical development.
- Talk with children about body parts and bodily activity- teaching the vocabulary of body parts, positions and movements.

- Support parents routines with their children's toileting and developing self care
- Work together with outside professionals to meet the needs of all children.
- Mirror children's movements, vocalise actions and participate with enthusiasm.
- Demonstrate new skills and use of equipment.

Understanding of the World

Our children live in a complex interesting world and we need to provide opportunity to help them make sense of their environment and the world around them. We must provide them with skills, knowledge and understanding to do this.

Our aims

- Children will learn to investigate and explore, be curious, be enthusiastic, experiment, solve problems, pose questions, use reference skills, adopt appropriate language.
- Children will observe and identify features in their local environment and the natural world.
- Children will learn to use tools and equipment correctly and maintain safety in their world. They will extend and develop their interests and skills in designing and constructing.
- Children will find out about and identify the uses of everyday technology and use communication technology to support their learning.
- Children will develop an interest in the past and the present, in their own families and the wider community.
- Children will develop an appreciation of the diversity of their world and encompass an understanding of festivals, culture and faiths.

Aims into practice

- Opportunities for children to experience awe and wonder.
- To use the potential of daily events i.e. weather, visits, child's interest/objects of reference as a focus for exploration and experimentation.
- To introduce children to a broader vocabulary and descriptive language.

- To extend children's knowledge and understanding of a range of interests and experiences through educational visits.
- To extend and enhance the provision in the Nursery Garden as benefits the seasons.
- Core entitlements e.g. cooking, woodwork, clay, sensory room, festivals
- Offer children opportunities to use a range of tools safely e.g. woodwork, gardening
- Provide opportunities for children to encounter creatures e.g. natural habitats within the garden, pond dipping, bird watching, visiting pets
- Provide opportunities for children to encounter different people- visits from parents, sharing of skills, expertise, cultures, food, visitors from the community, photos and artefacts from familiar peoples lives
- Provide opportunities for children to encounter plants, e.g. gardening, natural environments in the park, visiting allotments, vegetable patches, observational drawing of flowers
- Provide opportunities for children to explore objects from real life experiences e.g. real tools, vehicles, machines, visits to building sites/work, observing maintenance work, observing delivery vehicles
- Woodland days

Adult role

- Adults observe children at play, analyse their learning, schemas and interests, and develop their knowledge and understanding of each individual child.
- Adults plan for knowledge and understanding through long, medium and short term planning, through observations, children's intents and dialogue
- Plan, deliver and participate in woodland days that ignite children's interest in the natural environment
- Adults provide a range of exciting and interesting opportunities for children to explore and investigate every day
- Adults inspire and provide challenge
- Adults 'seize the moment' and respond to a child's spontaneity
- Adults follow children's interests and schemas, and develop learning opportunities in these situations
- Adults will enhance children's learning by providing stimulus artefacts, experiences

- Adults will have an awareness and recognition of different cultures in our society

Expressive arts and design

Creative learning should be inspired and inspiring, challenging and fun, unique to the individual. In accordance with the Early Years Foundation Stage, and following learning through play ethos using continuous provision, all children are entitled to: A stimulating environment in which creativity, originality and expressiveness are valued, sufficient time to explore, develop, revisit and finish working at their ideas, opportunities to work alongside artists and other creative adults, experiences that enable them to express their ideas through a wide range of types of media and acknowledgement and celebration of their diverse and specific needs, interests and cultural beliefs.

Our Aims

- We value and appreciate young children's painting, drawing, collage, sculpture, dance, music, imaginative play at every stage of development
- We support children's developing confidence in responding to what they see, hear, smell touch and feel
- We plan learning experiences that develop creativity and support children's schemas and interests and where appropriate teach the skills required for certain techniques and materials.
- We enable children to use gestures and words to communicate their ideas about their own creations and the creations of others
- We promote aesthetic awareness and an appreciation of things of beauty
- We provide a variety of media, tools and materials for children to explore, experiment with and enjoy

Aims into practice

Practitioners are aware that Creative Development is cross curricular and that creative thought is embedded in all areas of the curriculum.

- We interact sensitively and support children to make decisions, take risks and play with ideas
- We value and display the child's voice displaying the learning journey of individuals and groups of children
- We have continuous and enhanced provision

- We provide a range of experiences to extend children's creativity through painting, drawing, block play, music, mathematical experiences
- We provide and display good quality resources and artefacts from a variety of cultures which stimulate new ideas
- We encourage visits and visitors
- We participate in arts projects and workshops for children and parents
- Staff develop secure key person relationships with children ensuring children feel secure to "have a go", learn new things and be adventurous

Adult Role

- Staff value children's own ideas by not imposing pre-determined end products e.g. not providing templates or outlines
- Staff model and pass on skills, but children are encouraged to make things their own
- Staff enable children to communicate their ideas through words and gestures, and where appropriate introduce and model vocabulary to express this
- Staff make effective observations of developments and progress in Creative Developments
- Staff participate in children's play to encourage them to develop confidence in their creativity and imagination and work in new ways
- Staff Plan for Creative Development through individual and group planning.
- Staff enhance children's creative experiences by providing stimulus resources, artefacts, visits and visitors

Literacy

Literacy has its roots in communication and language but is developed through all areas of learning. High wellbeing and opportunities for movement, music and imaginative play and creative markmaking art prerequisites to developing early literacy. Literacy development involves encouraging children to link sounds and letters and 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.

Our aims

- Children will readily turn to markmaking as a form of expression and communication

- Children will use and enjoy books, know that pictures and words have meaning and that pages turn, text reads from left to right and top to bottom
- Children will use their confidence in communication to extend their reading and writing skills
- Children will use literacy as a continuation of relating to each other
- Children will respond to and recognise their names verbally and in written form
- Children will become aware of letters of the alphabet by shape and sound
- Children will become aware of upper and lower case letters
- Children will associate sounds with patterns in rhymes, with syllables and with words and letters
- Children will use pictures, symbols, familiar words and letters in their writing to communicate meaning

Aims into practice

- Children have free access and planned opportunities for movement activities and experiences
- Children have access to high quality, readily available picture books
- Children will have access to high quality, readily available markmaking materials
- Children have opportunities to spontaneous and planned musical activities and experiences
- Create an environment where books and reading are enjoyed and valued and positively reflect a diverse range of languages and cultures
- Give children a wide experience of many types of books and opportunities to browse and talk about books
- Encourage children to recognise the use of print and symbols by adult demonstration in the environment
- Encourage children to explore and experiment with mark making
- Using and modelling a common letter formation when children are ready to begin to form letters
- Referring to letter names and letter sounds

Adult role

- To introduce and discuss media, including television, computer, video and photograph

- To embrace opportunities to play with words using rhythm, rhyme and alliteration
- Make the forms and purposes of writing explicit- Provide situations where writing meaningful and appropriate
- To teach children as appropriate to their development the correct names and sounds for letters of the alphabet
- To model the correct formation of letters in their own writing/scribing
- To teach children as appropriate to their development the correct formation of letters
- Encourage children to participate in markmaking and writing in a variety of contexts
- Act as a scribe so that the child's own ideas can be written down and read by others
- To value and support children's attempts at communicating through print
- To use and develop story props and sacks
- To provide dual language texts and books in children's home languages.

Mathematics

Children's mathematical development arises out of daily experiences in a rich and interesting environment. Children must be supported in their enjoyment and exploration of problem solving and mathematical development. They should be enabled to learn, revisit and reflect on their skills and understanding within numeracy and problem solving.

Our Aims

- To provide children with opportunities to learn, discover, think, practise, problem solve, challenge, count, share and to enjoy all mathematical learning indoors and outdoors
- To encourage problem solving in young children at every opportunity - in the sand, in the water, at story time, at mealtimes, on walks, in the taxi, in the bath, on the bus, in the park, on holiday, at cooking sessions, outside and inside, at school, at home and in between!
- Children will show pleasure and enjoy problem solving because it is purposeful and fun

Aims into practice

- It is important that children have a variety of opportunities to talk about their mathematical experiences and to relate situations in all play activities to their developing understanding of number and mathematical concepts. Talking, observing, manipulating, counting and exploring all materials and play opportunities is important, as is the provision of specific and carefully selected resources and activities
- Children will show an interest in number and counting
- Children will use developing mathematical ideas and methods to solve practical problems
- The most useful mathematical learning for young children will come from playing with real objects and trying to solve real problems

Adult role

- Adults provide a range of mathematical opportunities and encourage children to explore real life problems, to make patterns and to count and match together. Adults plan for mathematical development through long, medium and short term planning
- Adults ensure the environment provides a wealth of mathematical opportunities e.g. stories, songs, games, the natural environment, daily routines
- Adults regularly observe, assess and plan for a child's mathematical learning
- Adults participate in children's play to encourage their use of mathematical language, ideas and concepts
- Use mathematical vocabulary in conversations so that children have an opportunity to hear mathematical words in context.
- Through observation adults will identify mathematical learning in children's spontaneous play.
- Support children who use a means of communication other than spoken English
- Value children's graphic and practical exploration of Mathematics
- Practitioners will support parents in their understanding of children's mathematical learning.