



# Valley Invicta Primary School at Holborough Lakes



## Early Years Foundation Stage

At Holborough Lakes we strive to give our children the very best start to their school life. We believe that happy children who are involved in their learning make the greatest progress.

### EYFS Aims

- Support children and their families to make a smooth transition to life at school
- Follow children's interests and fascinations to promote meaningful learning
- Plan 'in the moment' by observing children's play closely and extending by suggestions, modelling or careful questioning
- Provide a balance of child led time, where children can explore their own ideas, and adult directed time for phonics, maths skills, stories etc.
- Build supportive relationships with all children so that they feel safe, secure and able to take risks in their learning, thus making the best progress
- Promote independence and exploration by providing open-ended resources and experiences both indoors and outdoors
- Work with families to build a link between home and school and to provide ideas for further learning

### Literacy/Phonics

We read stories every day, to groups and individuals or as a whole class. Books are available throughout the indoor and outdoor classrooms for children to share or use as inspiration for their craft or construction projects. Phonics is taught daily (once children are settled into school) and we use the 'Read Write Inc' programme to teach sounds and how to blend and segment them to read and write words. Further information about this programme can be found on our website under *Learning*, and we will invite parents to join a phonics lesson during Term 2.

### Assessment

We use an online journal called Tapestry to record photos and observations of the children. Families can also add to the journal by uploading photos and details of home activities. Each week, some children will be a particular focus for staff, who will make detailed observations across all areas of learning. Parents and Carers will be invited to add information to their child's journal when they are one of our focus children. Our weekly class update on the school website will provide an overview of the learning and exploration that has happened that week.

Children in Reception continue to follow the Early Years Foundation Stage framework. This supports the development and progress of children across all areas, providing a firm foundation for future learning throughout the school.

## The Early Learning Goals

These are the 17 goals children will be assessed against at the end of Reception, along with illustrations of how child-led activities will help them progress towards them.

### The Prime Areas

#### Communication and language

**Listening and attention:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

**Understanding:** children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

**Speaking:** children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.



#### Physical development

**Moving and handling:** children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

**Health and self-care:** children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.



## Personal, social and emotional development

**Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.



## The Specific Areas

### Literacy

**Reading:** children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read

**Writing:** children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.



## Mathematics

**Numbers:** children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

**Shape, space and measures:** children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

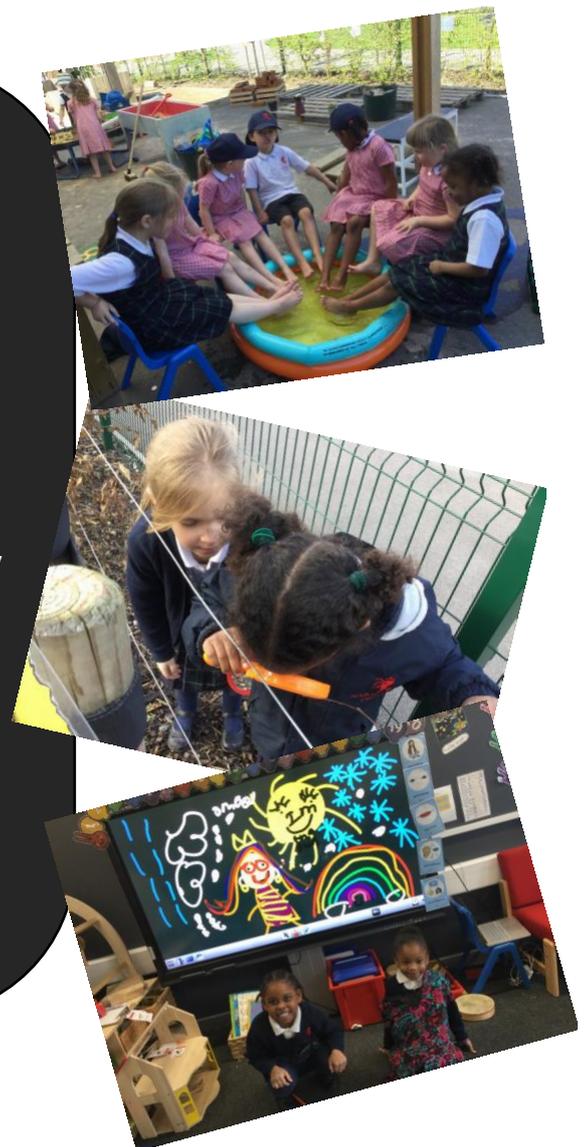


## Understanding the world

**People and communities:** children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**The world:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

**Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.



## Expressive arts and design

**Exploring and using media and materials:** children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being imaginative:** children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

