

Unique Child

Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

- Each child has a unique place in EYFS and therefore deserves to be listened to, both by adults and peers. Such as, Show and Tell, sharing news, voicing choices and opinions. Children can bring in achievements from outside school to share in Celebration Worship.
- Children are encouraged to ask questions and to be curious.
- Where individuals find aspects of communication difficult, adults carefully programme support to develop this area, along with seeking support from outside agencies where necessary.
- Individuals have their own favourite rhymes, stories, books and interests. These are actively encouraged. Nursery rhyme selection, book

Enabling Environments

Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build

- Through careful planning, children have the opportunity to develop new vocabulary, through objects, play and discussion.
- Play is developed through conversations between children and between adults and children where appropriate.
- Secure and repetitive routines encourage opportunities to establish and rehearse key language. Children in the setting understand and know the daily routines. Role play, puppets, daily calendar, daily stories, songs, rhymes, counting the children, talk about feelings, sharing news, Show and Tell.
- Our outside area and our Forest School area play a key role in developing communication and language, bikes, chalking, water painting, sand, water, play houses, large blocks, constructions, bark.



Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development.

The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Positive Relationships

Children learn to be strong and independent through positive relationships.

- By building positive relationships, language can be modelled and supported by adults and peers.
- Conversations and discussions are encouraged through open-ended questions.
- Understanding is established through careful observations by adults and learning is moved forward.
- Relationships between school and home play a key role in developing communication and language. These partnerships are developed and nurtured. This includes, Tapestry, Seesaw, Betty, Bertie and Colin, termly curriculum booklets, termly parent meetings, open policy.

Learning and Development

Children develop and learn in different ways and at different rates. Our curriculum covers the education and care of all children in EYFS, including children with SEND.

- Stories and rhymes are shared throughout the day to encourage language development. These stories are then retold through child initiated time to embed vocabulary and learning.
- Listening skills are encouraged and modelled through group and class activities including sharing our news on a weekly basis. Reception lead Worship. Christmas and Summer performances.
- Planned 'Word Aware' sessions encourage new vocabulary.
- Opportunities to develop language is recognised as a key component for future writing. Therefore, we encourage talk as a first step in communicating their thoughts and ideas.

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- All children are a unique part of our EYFS and are encouraged to show respect to others around them. Through our school values.
- All children develop at their own pace and are given the confidence to try activities and develop an understanding of their own unique emotions. Opportunities are always offered to all children,
- Where children find this aspect of their development difficult, adults carefully support them, seeking direction from outside agencies where necessary.
- Each child's ideas are respected and they are encouraged to share these with others.

- We develop an environment that encourages children's

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- independence and for them to pursue their own interests. Therefore they can achieve their own goals. For example, creating a road out of chalk on the road, making obstacle courses, role play with the large construction equipment.
- Our environment encourages children to play together and learn together through shared experiences. These include, slide, bikes, painting, playdough, cars, blocks. We have sessions throughout the week where Nursery and Reception have child initiated learning together.
- Secure routines encourage children to develop their ability to co-operate with others. Putting their own bag away, hang coat up, water bottle and lunchbox away, lining up.
- Our outside area and Forest School site encourage co-operation and team work. Playing hide and seek, taking turns on the bikes.



Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.

Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Positive Relationships

Children learn to be strong and independent through positive relationships.

- Positive relationships support children to understand their own emotions and therefore to be able to self-regulate. Having an understanding of school and classroom rules.
- By creating an environment where they feel safe through positive relationships, children are encouraged to take on new challenges and to try new experiences.
- Appropriate responses to situations are modelled by adults.
- Relationships between school and home play a key role in developing personal social and emotional development. These partnerships allow children to see themselves as valued. Open door, some children have communication books, Tapestry, Seesaw.

Learning and Development

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- Children learn to have an understanding of their own feelings and emotions through careful planning and adult modelling. Through, feeling displays, conversation, share emotions with each other.
- Children learn to take care of their bodies including healthy eating and active play. By making their dinner choice in the morning, offering fruit at break time.
- Focused group time and support through play teach children key aspects of PSED such as turn taking and resilience.
- Through sensitive adult engagement in directed and non di-

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- Individuals are encouraged to develop in their own time and in their own way. Adults have an awareness of each individual and can therefore support them in their own development. A variety of bikes at different skill levels are offered.
- Where children find this aspect difficult to develop, adults tailor activities to support them. Where necessary, we seek support from outside agencies for advice and guidance.
- Regular observations of individual children ensure that correct support and equipment are available for each child, We use Tapestry and photographs. Questioning and discussion.

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- A carefully thought out environment allows the children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. This is achieved indoors, outdoors and in our Forest School area. We use hoops, stilts, beams, spots, P.E lessons
- Reception children swim for a term each year.
- A variety of equipment, both large and small scale, encourages movement. We encourage mark making through chalks, small whiteboards, water & paint brushes and crayons.
- Space to move and develop is key to physical development.



Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Positive Relationships

Children learn to be strong and independent through positive relationships.

- Positive relationships allow children the confidence to try new activities and risk take in a secure and safe environment.
- Adults are aware of times when individuals need support and times when they need encouragement to have a go. This will include learning skills such as zipping up their coat. Understanding the child's starting point, allows them to progress at their own rate without becoming frustrated or defeated.
- Positive relationships with home can allow progress to be made, especially where children are struggling with key aspects.

Learning and Development

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- Planned activities encourage gross and fine motor activities to develop the whole child. These include outdoor trikes and wheeled toys, ball games and small world play.
- Physical development can be encouraged through expressive arts and design. We encourage children to use tools and equipment confidently, independently and with control.
- Children are taught to move with ease and safety. They are encouraged to think about those around them.

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- Children are encouraged to have a love of books and reading. It is their passport to exciting adventures and new information. Reception children have a reading sessions throughout the week. This included guided reading and free reading. Shared text each week, classic stories are shared regularly. Nursery rhymes, seasonal songs. World Book Day. Summer, library reading scheme.
- In order to develop the individual learner, children are supported in their own interests. From this starting point, progress is made to build confidence and resilience to both read and write. Mark making materials are always available. Children have access to resources to suit their interests. For example, colouring, forms to complete.
- Where children find this aspect of their development difficult, adults carefully support them, seeking direction from outside agencies where necessary.



Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Positive Relationships

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- Sharing books and rhymes creates a positive relationship with adults and children. Sharing new worlds and adventures allows a broadening of horizons.
- Gentle encouragement to have a go develops a can do attitude and allows children to flourish.
- Positive relationships between home and school allows all partners to develop the individual child, understanding where they are in their journey and what steps they need to take to make progress.

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- Stories and rhymes are a key part of our environment. These include both fiction and non fiction books, role play and environmental print. Books are always available, books are age relates, rhymes are sung daily.
- Children have the opportunity to mark make during their play. This is encouraged both inside and outside, on both large and small scale. Mark making is available in most areas of the setting, including outside.
- Adults modelling both reading and writing as a positive learning tool. This is used both in small group time and in child initiated play.

Learning and Development

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- Children are taught reading through a systematic approach involving phonological awareness. Early aspects include sound recognition, ranging from environmental sounds to rhyming followed by the carefully planned teaching of decoding. Reception children follow Floppy's Phonics. Using technology to rehearse and consolidate skills in phonics
- In order for children to be able to write effectively they need to be taught the skills of transcription (spelling and handwriting) and composition (articulating them in speech before writing).
- Children are encouraged to mark make from the beginning of their time with us. These marks are valued as the first steps

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- Children are encouraged to have a love of numbers and a desire to find out more. Different learning styles are accommodated through resources.
- Each child has their own interests and this is used to further develop their understanding of maths through games, play and activities. Maths displays are interactive and relevant.
- Where children find this aspect of their development difficult, adults carefully support them, seeking direction from outside agencies where necessary.



Maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

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- Careful planning of our environment ensures that maths is an integral part of our day, from counting the number of children in school to counting in ordinal numbers for the date, days of the week, months of the year, season, making comparisons and calculations.
- Children have independent access to key maths equipment and manipulatives to ensure a deep understanding of what has been taught.
- Play is a powerful tool to develop a deep understanding of maths concepts and patterns. Through careful intervention and questioning, adults encourage this development.

Positive Relationships

Children learn to be strong and independent through positive relationships.

- Building children's confidence and independence in maths is achieved through an understanding of the child's development and progress. Careful observations are made both in group time and child initiated play.
- Positive relationships allow children to have a go and not be concerned about making mistakes. Children are encouraged to talk about the journey towards the answer they have achieved.
- Through discussions between home and school, everyone has a clear understanding of where a child is and the next steps for learning.

Learning and Development

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- Through careful planning children develop a deep understanding of numbers to ten. This is achieved through NCETM Mastering Number, Numberblocks, games, problem solving, shapes, patterns and activities in order to frequently apply this knowledge. Using technology to rehearse and consolidate skills in maths
- Vocabulary is a key aspect of children's development. Open ended questions are planned for and key vocabulary taught.
- Careful observations by adults ensure that any misconceptions by children are quickly identified and understanding is secured.

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- Each child brings with them a wealth of experiences and knowledge from their own family and traditions. These are celebrated. A variety of festivals, including Diwali and Chinese New Year.
- Each child plays a key role in developing our community as a place where respect for everyone is important and where we show resilience and take responsibility. Through Whixall values, Show and Tell.
- Where children have had limited experiences, adults develop understanding through visits, visitors, books and discussion.



Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension

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- Our EYFS is part of a small rural school, rich in opportunities for learning about the natural world. Our location is regularly explored to develop a love of our own area.
- Our school is part of a larger world and it is important that we develop children's understanding, appreciation and understanding of other cultures, societies and customs. Through texts and visitors.
- Children have access to a wide range of books, resources and materials to extend vocabulary and knowledge about the wider world, Reception children have weekly Spanish lessons.

Positive Relationships

Children learn to be strong and independent through positive relationships.

- Positive relationships are a key part of developing a strong community where everyone is valued for their contribution.
- The EYFS is an important part of our school community. Positive relationships are developed with children outside our classroom, creating role models and new learning. Reception take part in shared reading.
- The school is part of a wider community within our village. Ensuring positive relationships with home, school and our wider area allows children to develop a greater understanding of our own cultures and values.

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- Our carefully planned curriculum takes into account children's own experiences and develops an understanding of the immediate world around us.
- Throughout the year, we have opportunities to develop our knowledge about other cultures through festivals and celebrations. Mothering Sunday, Journey Days, Harvest, Easter service, Christmas, daily worship.
- As developments in the world take place, we are aware of the need to pick up on events as they arise and to learn about these.

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- Individuality is celebrated and valued through creativity. Journey days
- Diversity and culture are explored through a rich variety of resources and curriculum.
- Creative opportunities allow children to express themselves and therefore encourages an emphasis on emotional well-being. Continued provision, junk modelling, painting, dressing up.
- All children have the ability to achieve through the development of confidence and resilience.



Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Positive Relationships

Children learn to be strong and independent through positive relationships.

- Through positive relationships, children are encouraged to be open to new experiences and to celebrate everyone's strengths and achievements.
- Through support and encouragement, children develop an independence in their play.
- Family partnerships are encouraged through home visits, school visits and shared experiences.

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- Our environment encourages children to be independent through their access to resources, equipment and new materials.
- Through careful observation of children's interests, key areas are established through enhanced provision.
- Children are encouraged to develop their creativity through repetition and development of ideas.

Learning and Development

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- New experiences, alongside familiar and reassuring ones are introduced to develop creative thinking.
- Our curriculum explores different cultures and festivals through a variety of media - songs, arts, music and drama.
- Key aspects of art are taught to develop understanding, vocabulary and important skills.
- Expressive arts and design is an integral part of our daily provision both indoors and outdoors.