

Early Years at Claycots

Claycots Primary School



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Early Years



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Townhall Early Years Leader



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The vision for Early Years

At Claycots we are passionate about providing children with a good start in the Early Years so that their journey through our school is easier. We believe that every child can make excellent progress if they are given the right support.

We aim to provide a secure and nurturing environment where children can flourish, gain independence and confidence and learn the skills they need to be successful in Year 1 and beyond.



Intent

At Claycots we are very proud of our provision in Early Years. All our staff work hard to ensure that they:

- Establish a solid foundation and foster a deep love of learning in our children
- Give each child a happy, positive and enjoyable start to their school life within a safe and secure environment.
- Ensure that children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Ensure quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Form close working partnerships between staff and parents and/or carers
- Ensure that every child is included and supported through equality of opportunity and anti-discriminatory practice



Early Years Curriculum

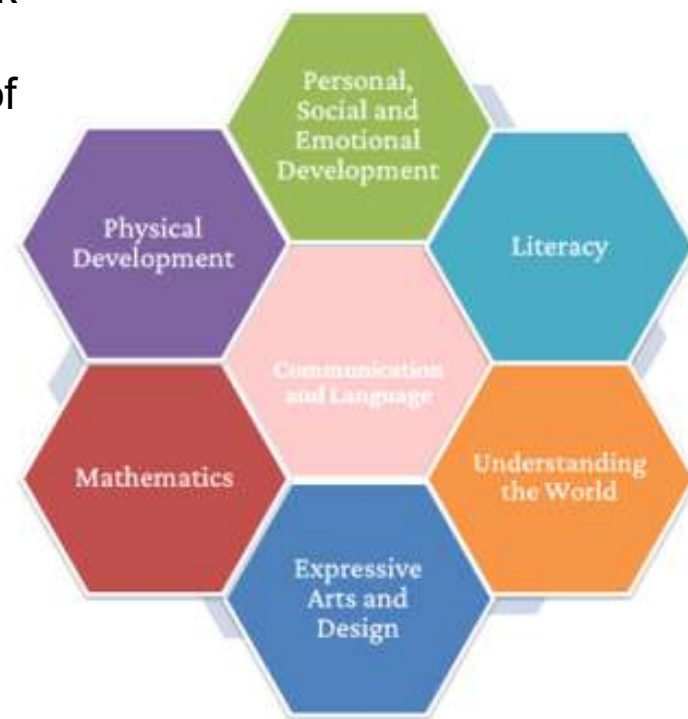
Claycots Primary School follows the Early Years Statutory Framework published by the Department of Education. This framework specifies the requirement for teaching and learning and outlines seven areas of learning and development.

The Prime areas of:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

The Specific areas of:

- Literacy
- Mathematics
- Understanding the World
- Expressive art and Design



Early Years Curriculum

We use the Birth to 5 Matters guidance to support us to plan a curriculum that is engaging for each child. It provides guidance about developmentally appropriate planning based on the age range of the children taught. Guidance is also given on ensuring positive relationships are developed and enabling environments are provided.





Early Years Curriculum

Supporting children to develop the Characteristics of Effective Learning, a statutory element of the EYFS, is a key part of our Early Years provision.

The three aspects are:

Playing and Exploring

Active Learning

Thinking Creatively and Critically

Play and self-initiated experiences are ideal opportunities to develop the Characteristics of Learning





How we teach in Early Years

We aim to achieve our curriculum intent by providing quality first teaching and learning in an environment where everyone is cared for, valued and respected. We are proud that all our pupils are involved in all aspects of our broad, balanced and stimulating curriculum personalised to meet their individual needs.

Our EYFS curriculum provides children with the opportunity to learn a range of skills that they will need to be ready for Year 1.

At Claycots, all children are supported to make progress and individual needs are met through personalised interventions designed to meet their personal targets and close individual learning gaps.

We aim to provide a caring, nurturing and creative environment where children enjoy learning through a balanced approach of adult led teaching and child-initiated play.



How we teach in Early Years

Reading

Shared reading begins in the Autumn Term in Nursery. We use these sessions to teach vocabulary, speaking and listening skills and the concepts of print. In Reception, shared reading is used to consolidate reading strategies, knowledge of phonics and high frequency words and also provides an opportunity for children to develop their vocabulary and comprehension skills.

In Reception, we introduce guided reading. Children read in a small group with an adult according to their phonics ability and take a book home that matches the letter sounds that they have learnt.

In order to promote a love of reading for pleasure we provide opportunities for children to explore and read a variety of books in the class reading areas. Adults read aloud to children every day in whole class story time sessions.

Phonics

Children learn Phase 1 phonics in Nursery. In Reception children begin Phase 2 phonics. There are opportunities for children to consolidate their phonics learning in continuous provision as well as in shared reading and writing sessions. Children who require additional support with phonics are supported through targeted interventions.



How we teach in Early Years

Writing

In Nursery, children are encouraged to make marks and give meaning to them and we work on pencil control and name writing. In Reception, children are taught shared writing linked to other aspects of their learning.

Every child is given the opportunity to write in an adult supported guided writing group every week and this learning is recording in their writing books. This is an opportunity for targeted teaching to take place and for children to develop their writing skills and their independence. Further opportunities for independent writing are planned in continuous provision experiences. We begin to incorporate aspects of Talk for Writing during Reception in order to prepare children for the transition to Year 1.

Maths

We teach a mastery curriculum for maths and children have a short taught maths lesson every day. At Claycots we use the NCETM mastering number program to support our planning.

Throughout the week children participate in planned, focused maths experiences in small groups. We also ensure that we provide opportunities for children to apply their learning in both the indoor and outdoor areas during continuous provision.



How we measure progress

Assessment of learning in all areas takes place informally through observations of children as they answer questions, work in small groups and engage in learning through play.

We assess phonics progress through the phonics assessments that are completed at the end of each set of taught sounds.

We assess maths progress using termly assessments of children's understanding of key concepts in small group sessions.

We assess reading and writing during guided sessions and we moderate writing every term as part of whole school sessions.

We track children's progress throughout Nursery and Reception so that we understand whether they are on track to reach the Early Learning Goals at the end of Reception.

Interventions are put in place where children are identified as falling behind.

We use Tapestry as an extended tool, which is shared with parents. Parents are encouraged to add observations about their child's learning and development at home. This builds up a holistic picture of the child and supports with their next steps.

Early Years Enrichment

At Claycots, we enhance our Early Years curriculum in a variety of fun and engaging ways. We provide opportunities to explore the wider world through our curriculum planning for People, Culture and communities and The Natural World. This includes trips to the local park, farm and other school-based opportunities and events.

We also invite visitors into school to run bespoke sessions such as firefighters, dental nurses and various drama workshops.

Children are also provided with additional experiences to observe changes such as the living eggs programme and caterpillars changing to butterflies.





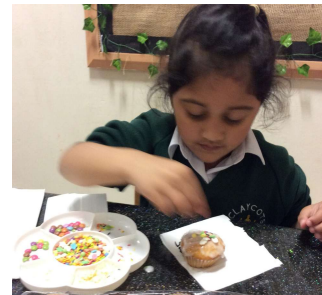
Early Years Enrichment



In class we enrich the curriculum through planning meaningful, hands-on experiences for children. This includes experiences such as cookery, gardening and a range of science experiments. We also provide opportunities for children to share their learning out of school and develop their speaking and presentation skills through 'show and tell'.

In Reception, the children prepare and present the Christmas Nativity and an end of year assembly. Children learn songs and dances from different cultures.

In Nursery and Reception we celebrate many different festivals and events. Children learn about Diwali, Eid, Christmas and Chinese New Year. They discuss similarities and differences and get involved in art and craft experiences linked to the festivals.

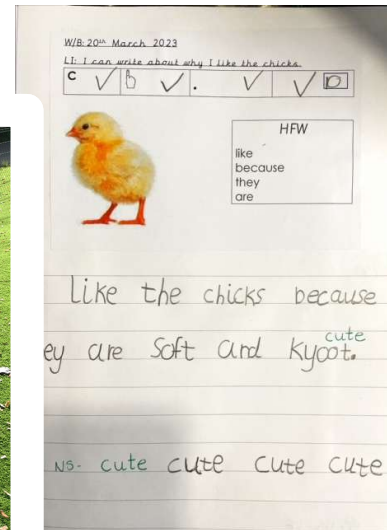
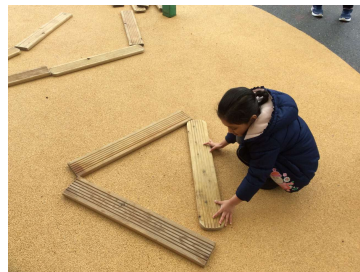
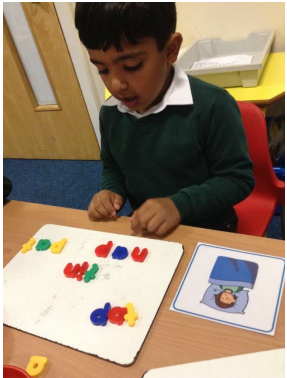


Examples of learning- Nursery





Examples of learning-Reception





Pupil voice

"I like guided reading because I am a fantastic reader!"

"I like to explore and I like guided reading."

"I like coming to school because I like to see my friends and I like to explore in the Maths corner."

"I love nursery because I really love having a beautiful day and I like drawing and playing with my friends".



Parent voice

What our parents say about us:

"My child thoroughly enjoys their time at Claycots reception. The staff are exceptional, always approachable and helpful".

"Warm, welcoming and encouraging teachers. Great way of teaching children to read ie. Emphasis on letter sounds rather than the actual name of the letter. My daughter has been spelling a lot and even reading now. She learns reading a lot different from how I was taught".

"My son talk everyday about school even on half term and he can't wait for another day to go."

"My daughter improved a lot in reading."

"Reception teachers are doing good work to our children."

"My child's self confidence has been improved."

"Teaching techniques, e.g. reading and writing. Very good techniques that are easily understandable and memorable to the kids are used."