



Early Years Foundation Stage



Welcome
Brochure

Welcome to Morpeth First School, 'Goosehill'



We are a community school that values the development of academic, physical and creative skills, seeking to ensure the development of all children in their entirety. The school believes in close parental involvement, seeing parents as shared partners in the education of their children.



**Treasured,
Courageous,
Empowered**

We have a happy and welcoming school, with a secure and engaging environment in which children feel confident and valued. We provide challenging, stimulating activities to inspire and encourage children, embracing their curiosity and motivating them to become lifelong learners. Children are encouraged to become independent learners, engaging in an active curriculum based on meaningful experiences to challenge and celebrate their young, enquiring minds.

Inclusion

The Early Years curriculum embraces the whole-child and seeks to develop children physically, intellectually, emotionally and socially. We therefore welcome and celebrate differences, providing an inclusive environment and curriculum so that all children can enjoy and learn from the activities and experiences that we offer. To achieve this, we work closely with parents and outside agencies, supporting individual learning for all children. It is our strong belief that all children have the right to the best education available and so we aim to provide effective, personalised support to meet the needs of every child. This is achieved through close work with parents, Class teachers, the SENDCo, and any outside agencies as needed.



You can learn more about 'Development Matters' and the 'Early Years Foundation Stage Guidance' and Profile on the DfE website but please do not worry, we will always keep you informed of your child's progress.

The Early Years Foundation Stage

The Foundation Stage begins when children reach the age of three and begin to attend a preschool setting, ending when they reach the end of Reception. The Foundation Stage curriculum focuses on the development of children as a whole, inclusive of the characteristics of effective learning, namely:

- * Playing and exploration – engagement
- * Active learning – motivation
- * Creating and thinking critically – thinking

The curriculum is also organised into seven areas of learning and development:

- * Personal, Social and Emotional Development
- * Physical Development
- * Communication and Language
- * Literacy
- * Mathematics
- * Understanding the World
- * Expressive Arts and Design

Within the areas of learning there are 'Early Learning Goals' for the children to work towards during their time in the Foundation Stage. Children work at age-related developmental bands in progressive stages, for example, 30-50 months to 40-60 months.

Children are then assessed as 'Emerging', 'Expected' or 'Exceeding' the Early Learning Goals at the end of Reception. Some children will exceed the goals, whilst others will meet or be working towards them. It is our main aim to ensure that the children leave Reception ready for Year 1 and with an enthusiastic approach to learning, having achieved the most that they can during their time in the Foundation Stage.

The Early Years Curriculum Uncovered

To meet the needs, interests and abilities of all children, we plan our curriculum themes to include opportunities for development within all 7 Areas of Learning. Our themes are designed to be flexible to include the children's ideas, which they are invited to do each half term, to allow for all areas of learning to be thoroughly addressed and providing children with the best chance to meet the Early Learning Goals. Our long term plans are based around twelve core books eg We're Going on a Bear Hunt, Supertato and Stick Man.

Through these books, children experience 'hands-on' learning opportunities in and outside of the classroom. These opportunities enable children to develop as individuals and to make progress within the 7 Areas of Learning.

Personal, Social and Emotional Development

Children form positive friendships and relationships with others, managing their feelings and behaviour, gaining self-confidence and self-worth, and developing a positive sense of self with a respect for others.

Physical Development

Children develop fine and gross motor skills through accessing a range of tools, materials and equipment. Children learn to play games cooperatively, to move in different ways and to be safe and healthy through the choices that we make.

Communication and Language

Children develop their ability to speak and listen in a range of situations, confidently experimenting with, and exploring, language that they are encouraged to use to express themselves with confidence.

Literacy

Children experience and explore Phonics through 'Letters and Sounds' and 'Read, Write, Inc.' which are combined to teach children about letter formation, letter names and sounds, using letters to decode words and to recognise words on sight. We encourage children to enjoy books and promote reading at home by sending books home. Initially, these may be books to encourage talk and storytelling and we aim to move children on to books with words, captions and sentences as soon as they are ready. Literacy also includes writing and we encourage children to mark-make and write using a range of tools and materials on both large and smaller scales for different purposes at a wide range of activities.

Mathematics

Children develop their counting, number recognition and problem-solving skills through real-life and practical activities to support the notion that Mathematics has real use. Children also explore shape, space and measure through a range of learning experiences, learning to use different methods and resources to solve problems.

The Learning Environment

Understanding the World

Children are naturally inquisitive and this Area of Learning promotes and enhances their exploration, investigation and fact-finding skills. Children learn about the world around us, technology, cultures and communities around the world.

Expressive Arts and Design

Children learn to express themselves in different ways, exploring music, art, dance, drama, design and creative play. The process is valued as much as the outcome, giving children confidence to learn through play and exploration.



To support the children's learning through planned, purposeful play-based activities, we work hard to establish and enhance a bright, welcoming and meaningful learning environment. We encourage independence and excitement by challenges, and so we provide both adult-led and child-initiated activities throughout the day. These activities may involve an adult enhancing learning through play, sharing stories together, role-playing different scenarios such as in a shop or restaurant, or activities planned for by the adult.

Our environment enables children to choose resources and learning opportunities for themselves, with free flow between the two indoor environments and outdoors providing differentiated opportunities for all children to learn. In line with the 7 Areas of Learning, we ensure that our environment has within it a Reading Area, a Role-play Area, a Maths Challenge Area, an ICT Area, a Creation Station, a Mark-Making/ Writing Area (though writing tools and materials are provided throughout each physical area to encourage letter and numeral formation, as well as writing for different purposes), and a Malleable/ Construction Area. We also ensure that learning experiences are mirrored and enhanced through play within our outdoor spaces.

Staffing

The Nursery and Reception classes are staffed with a Teacher and an experienced Teaching Assistant. Reception work closely with Nursery and we have found that this provides support for the Reception children still working within younger age-bands as well as challenging the Nursery children working within the older age-bands.

The adults working within each class work closely with all of the children to build firm relationships with the children and parents alike.