

Ashleigh Primary School Early Years Foundation Stage Rationale

Early childhood education provides the essential foundation for all future learning. Therefore, at Ashleigh, we provide a socially and emotionally secure environment in which children are able to learn successfully and play purposefully.

Using the early years statutory framework as well as development matters as a supporting document, along with the knowledge of the children and families at Ashleigh and the demographics of the school, the early years staff have developed a progressive and challenging curriculum. It ensures children make progress, are challenged and any gaps in learning are identified and addressed quickly.

Rationale for Reception

As the children at Ashleigh move into Reception they will complete a range of both adult led and child initiated activities, with daily opportunities to apply what they have learnt within continuous provision. Developing early reading and writing skills is a priority and is taught through the daily phonics and reading sessions as well as planned opportunities across other areas of learning. Developing early maths is also a priority and is taught daily, with children being provided with practical opportunities to consolidate and deepen their mathematical knowledge. Children will be taught and supported through high quality interactions, modelling and observations where next steps in learning are identified. This will take place during both adult led or guided activities and within continuous provision.

Personal, Social and Emotional Development

Learning is focussed on developing the following skills;

- Confidently speaking to others, sharing their ideas and being able to select their resources independently.
- Fully understanding the setting's boundaries and knowing that their actions affect other people's feelings.
- Taking account of what others say, negotiating and solving problems appropriately.

By the end of Reception children will be able to express themselves through speaking, be confident in different situations and able access resources/areas, developing their learning independently. Children can independently solve problems. Children will display friendly behaviour, helping to create a safe and happy environment to learn. Children cope with their feelings appropriately as problems are solved effectively.

Communication and Language Development

Learning is focussed on developing the following skills;

- Listening to others and concentrating fully during an activity/task/situation.
- Communicating own ideas, responding appropriately to others and asking questions.
- Using vocabulary appropriately for imaginative play (including role-play), language is used to explain in full sentences and there is an awareness of different tenses.

By the time children leave Reception, children's listening skills are developed to enable them to learn modelled examples, hold attention and develop a breadth of vocabulary/language. Children can express their ideas and explain their understanding. They are beginning to understand question words and ask questions to support/enrich their learning or ask for help. Children use language and vocabulary in the correct contexts, which helps to support their writing (full sentences). Children will also be able to act out imaginative or role-play narratives for a purpose and with understanding.

Physical Development

Learning is focussed on developing the following skills;

- Showing good control and co-ordination in movements and using of a range of equipment/tools (gross and fine motor skills).
- Holding a pencil effectively with increasing control in order to form recognisable letters which can be read by themselves and others.
- Understanding the importance of exercise, good hygiene, healthy diet and how to be safe in new challenges.

By the time the children leave Reception, they will have developed transferable skills through the development of effective gross and fine motor skills. Children will be able to write across the curriculum and communicate/express themselves through the effective use of a pencil, such as drawing, writing and design. Children's understanding of good hygiene, a healthy lifestyle and using equipment safely will help them to develop active, healthy and safe practices that the children will adopt now and in the future.

Literacy

Learning is focussed on developing the following skills;

- Teaching children the letter sounds and reading skills, with other regular opportunities to apply these.
- Decoding words and reading simple sentences, including common irregular words and making phonetically plausible attempts for new words.
- Talking about and demonstrating understanding about what they have read.
- Writing short sentences using their phonic knowledge and using phonetically plausible attempts for new or less familiar words.

By the time they leave Reception children will be able to decode using their phonic knowledge. Children will begin to read short stories/non-fiction texts as they read simple sentences. This will enable them to developing their understanding of the way stories are structured, vocabulary /language used and understanding that we can retrieve information from non-fiction texts. Children will be able to discuss and talk about what they have read; asking questions about language meaning and demonstrate reading comprehension. Children will be able to transfer writing skills across the curriculum. They will become aware of its purpose and the needs of the reader (formation/sense etc). Children will be able to communicate through writing, sharing ideas and be inventive with story language and structure.

Mathematical Development

Learning is focussed on developing the following skills;

- Recognising, counting, ordering, identifying one more/one less (from 5, to 10 and then beyond to 20) and using language involved in adding and subtracting two single-digit numbers. Children will problem-solve with number, including sharing/halving and doubling amounts.
- Using, naming and describing shapes (2D and 3D) and creating and explaining a variety of patterns (shape, number, sequence).
- Using language in context involved with size, position, weight, capacity, distance, time and money. Children will also be able to solve problems regarding these concepts.

By the time they leave Reception, children will be able to manipulate numbers across the curriculum and count accurately. They will have an understanding of number as a value by ordering, how amounts can change if you add or subtract and use language related to comparing quantities and groups such as 'more' or 'fewer'. They will be able to practically problem solve in different situations such as sharing an amount so that it is fair, working out how many there are altogether or how many will be left if an amount is subtracted. Children will be able to identify shapes in the environment and become aware of purpose. Children will be able to spot patterns and make links/connections, challenging their mathematical thinking and in turn being able to create their own patterns using a range of media.

Understanding the World

Learning is focussed on developing the following skills;

Talking about their own family and community.

- Having an awareness of roles and occupations of others.
- Observing and talking about similarities, differences, patterns and change in the environment.
- Using ICT with awareness of safety and beginning to understand its purpose both at school and home.

By sharing experiences about own immediate family and community, children will have a sense of belonging. They will know some similarities and differences between families, customs and traditions whilst also understanding the importance of respect and tolerance, celebrating and accepting differences. Children will have some understanding of the purpose of ICT and know when ICT would be useful for specific purposes or to support learning. This knowledge can support children's uses of ICT at home and school and they are taught how to use ICT safely.

Expressive Art and Design

Learning is focussed on developing the following skills;

- Manipulating and exploring instruments and different media with an understanding of sound, changes, colour, texture, function and form.
- Using a variety of tools and techniques safely, accurately and for a desired outcome.
- Representing and expressing their own ideas and experiences through design, art, music, dance and role-play.

By the end of Reception children will be able to physically manipulate media through safe techniques which can then be transferred across the curriculum. As their fine and gross motor skills develop, they will then be able to create and design with an intended purpose which has been planned for. They will then be more confident to select tools and equipment for an intended purpose independently. By being able to express own ideas, thoughts and feelings, children can take ownership of their own creations and be able to discuss their learning and design which they experience in different parts of the curriculum. Adults can observe children's abilities to make links and connections in regards to their learning and exploration.