



Howitt Primary Community School

EYFS Brochure



Welcome to the Early Years Foundation Stage at Howitt Community Primary School



“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up”
Statutory Framework for the Early Years Foundation Stage
2020

Welcome to Howitt Primary Community School, and the Foundation Stage of your child's education. This booklet is intended to help you understand what the EYFS is as your child begins their educational journey in the nursery or reception classes. We believe that parents and the wider family are the child's first teachers. At Howitt Primary we recognise the individuality of every child and family, and work together to ensure that your child makes the best possible progress, as well as enjoying their time in Nursery and Reception.

At Howitt we have a 2 year old provision – The Rhyme Room, Nursery and Reception classes within our EYFS unit.

2 Year Funding

To check if you are eligible for the free 15 hours and apply, visit <http://www.derbyshire.gov.uk/fr eechildcare> or text Child to 86555 and get a call back or call 01629 539316 or 01629 539319 (9am to 5pm weekdays)

2 year old sessions available
Places are available for morning or afternoon sessions in our Rhyme room, the sessions available are 8:45am-11:45am or 12:15pm to 3:15pm.

If you wish to book a visit or require any more information please phone Nicola Gregg Early Years Co-ordinator or Debbie Walker on 01773 713217

30 Hour Funding for 3 and 4 Year Olds

If you are eligible for the 30 hour free funding you can apply for a full time place in our nursery. You can check if you are eligible by logging on to: www.childcarechoices.gov.uk and then follow the links on the screen. Once you have your eligibility code please bring it in to school and you can fill in your session choices.

If you need any more information please phone 01773 713217 for further help and advice.

Nursery sessions available

Morning session 8:30-11:30am
Afternoon session 12:30-3:30pm
All day session 8:30-3:30pm (please bring your own lunch)
Extra sessions are available at a cost of £3.50 per hour

Reception

If you would like a place for your child to start in our reception at Howitt Primary School please apply for a place using the following link:



<https://www.derbyshire.gov.uk/education/schools/school-places/apply-for-a-school-place.aspx>

Breakfast club is available from 7.30 am at a cost of £3.00 a day or £12.00 a week
Evening Owls is available until 6pm every day at a cost of £8.50 per night

Visits to the school are warmly welcomed please call the school office on 01773 713217.

Breakfast club is available from 7.30 am at a cost of £3.00 a day or £12.00 a week

Evening Owls is available until 6pm every day at a cost of £8.50 per night



What Is the EYFS?

The Early Years Foundation Stage covers the first stage of a child's care from birth to five years old. It sets the standards to ensure that all children learn and develop, as well as keeping them healthy and safe.

All schools and Ofsted registered early years providers in England must follow the EYFS.

7 Areas of Learning and Development

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.



At the end of the EYFS, there are 17 Early Learning Goals that children are expected to achieve.

The Prime Areas of Learning

Prime areas of development and learning lay vital foundations in the early years. The three Prime areas, Personal, social and emotional development (PSED), Communication and language (CL), and Physical development (PD), describe universal core aspects of early child development. They are time-sensitive because of biological factors that enable rapid brain connections, particularly in the first three years of life but continuing throughout early childhood. Developmental steps missed at this early crucial stage are much harder to address later on, so it is crucial that children's interactions and experiences in the first few years support development in these fundamental areas.

All three Prime areas are always in action for a young child. In every activity, the child is experiencing feelings and developing a sense of self and others, is physically engaged through their senses and movements, and is learning to understand and communicate with others. It is through these aspects that a child accesses the world around them and relationships with other people, which in turn opens the door to learning in all areas. The Prime areas therefore strongly influence learning in the Specific areas of learning and development.



While the Prime areas are especially crucial to early years provision during the first three years, they remain centrally important for children's development and learning throughout the EYFS and beyond, and should receive priority attention to ensure strong foundations in development and learning.

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.



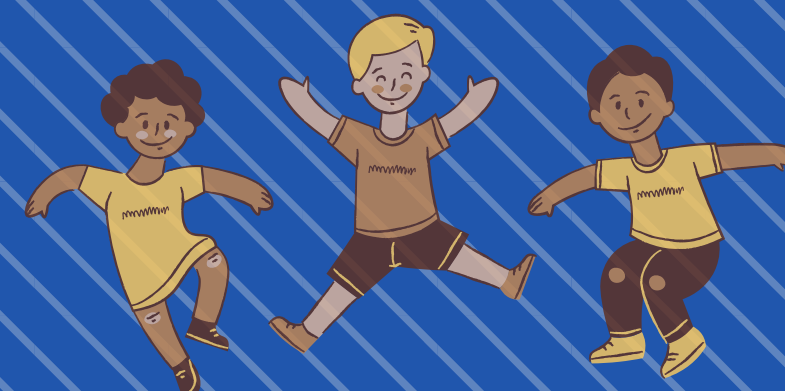
Personal, Social and Emotional Development

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.



Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. 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.



The Specific Areas of Learning

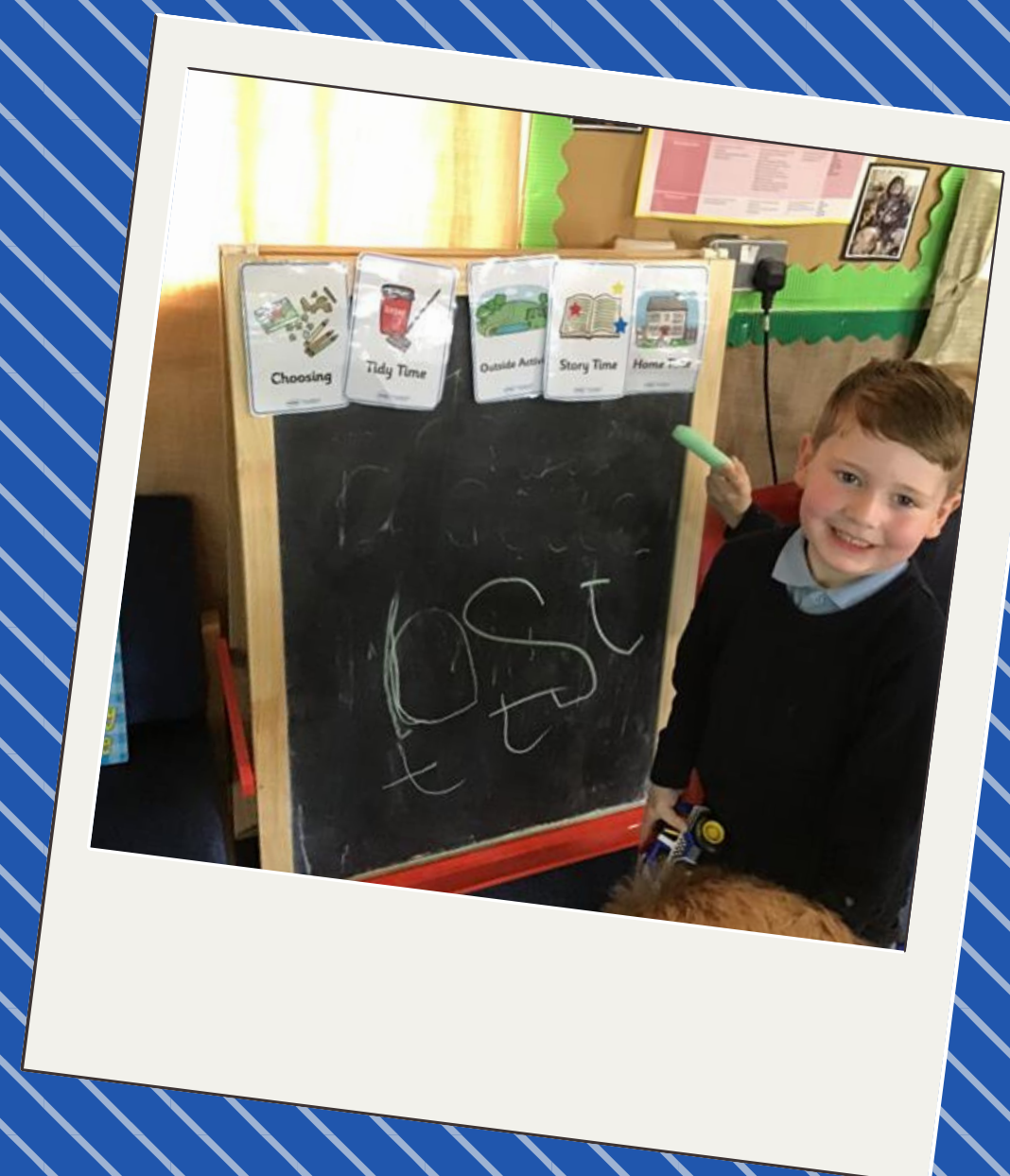
Specific areas of learning and development provide children with knowledge and skills to flourish in society.

The Specific areas, Literacy, Mathematics, Understanding the world, and Expressive arts and design, are not time-sensitive in terms of the brain's biological responsiveness to experiences. The Specific areas represent crucial shared cultural tools and knowledge, which babies and children engage in as members of the society in which they live.

Many aspects of these areas arise naturally for young children as they make sense of their experiences, such as an awareness of quantity, enjoyment of telling and hearing stories, finding out how things work, rhythm, and movement. Children often begin to represent what they understand with their own actions, marks or words. There are also ways of representing understanding with more formal symbol systems such as numbers, writing and other cultural tools and methods for sharing and recording ideas, as well as large bodies of knowledge to be shared with children.

As adults gradually support children to know about and use these Specific areas, either informally as part of daily life or in planned activities, they give children access to the wide scope of shared cultural and intellectual life in modern society, and skills and knowledge to support them in their future learning.

(Birth to 5 Matters)



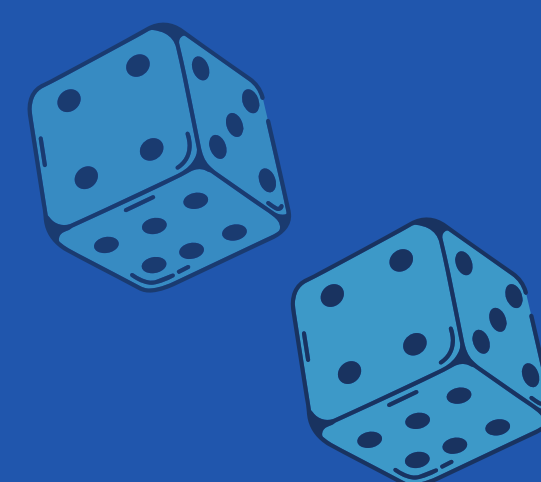
Literacy

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).



Mathematics

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.



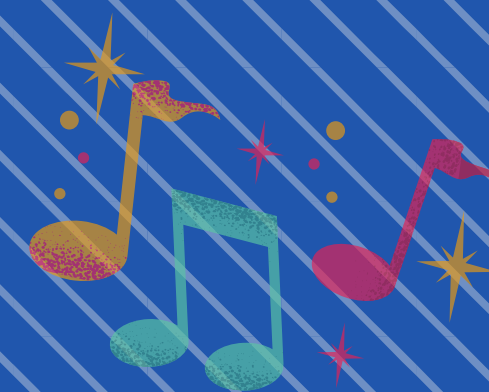
Understanding the World

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.



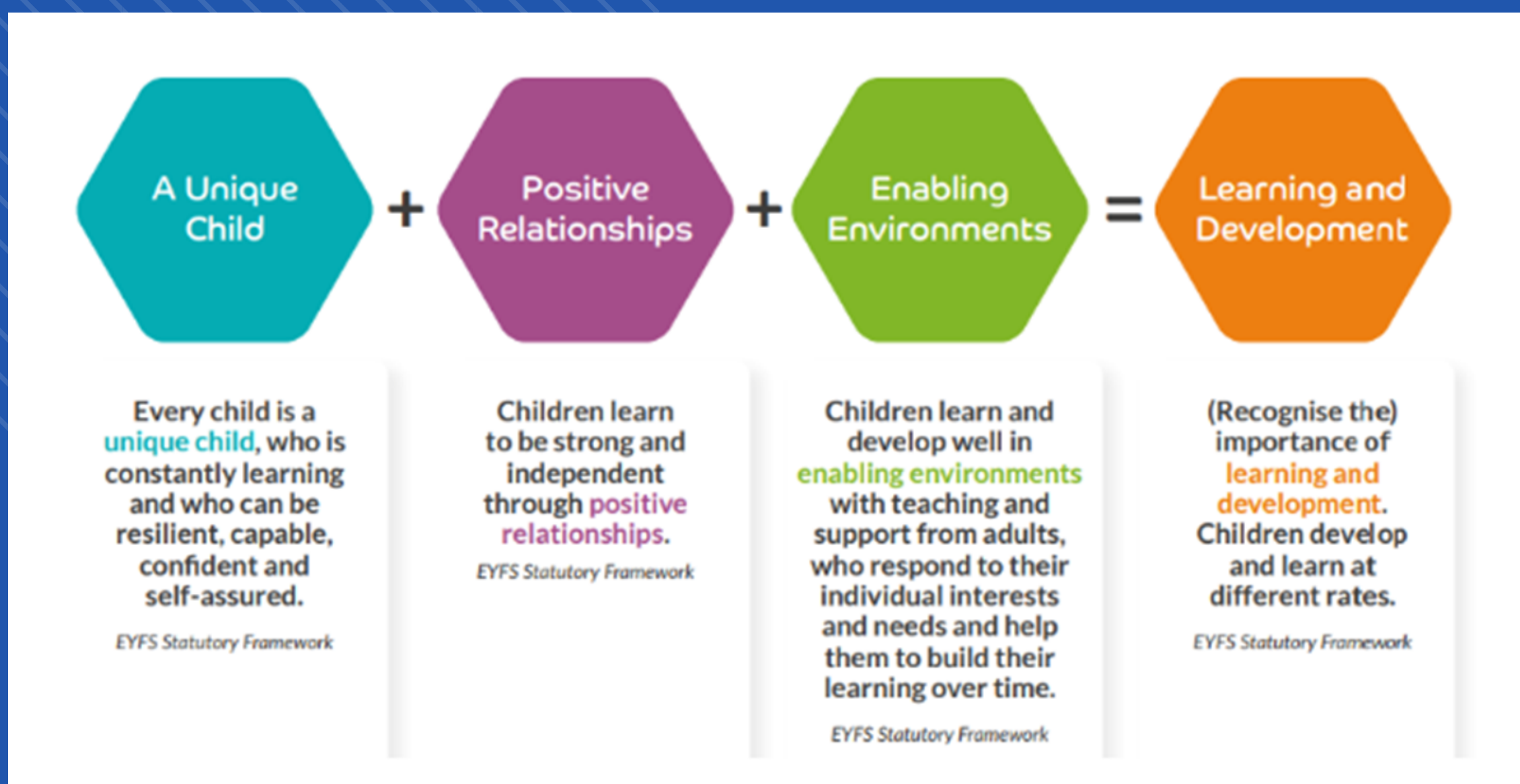
Expressive Arts and Design

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.



Principles of the EYFS

All children develop in different ways and development is not a linear or automatic process. It depends on each unique child having opportunities to interact in positive relationships and enabling environments that encourage their engagement and recognise their strengths. All children have potential and curiosity to learn, and will interact with other people and the world around them in different ways. Understanding these different ways of knowing about the world is central to understanding who children are and how best to support their development.



Characteristics of Effective Learning

Characteristics of Effective Learning

Playing and Exploring

ENGAGEMENT
Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active Learning

MOTIVATION
Being involved and concentrating
Keep trying
Enjoying achieving what they set out to do

Creative and Critical Thinking

THINKING
Having their own ideas
Making links
Working with ideas

The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.

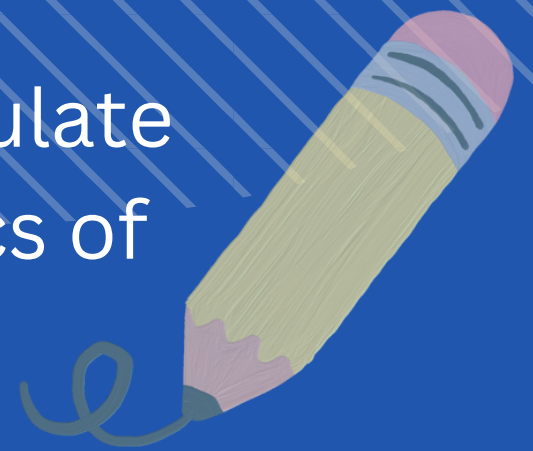
Intent

At Howitt Primary Community School, we provide a high-quality EYFS education giving children a secure and confident start to their school life. We are committed to nurturing a lifelong love of learning alongside the aims of the EYFS statutory framework.

We strive for high standards, consider the development of the whole child and seek to foster resilience and independence. We endeavor to emotionally prepare the children for the challenges in KS1, giving them a secure foundation as they move through the school.

We aim to provide the essential knowledge and skills that children need to prepare them for their future success and to give children the best possible start to their early education.

Our inviting classroom environments indoors and outdoors stimulate learners and engage them in developing the three 'Characteristics of Effective Learning' as set out within the EYFS.



**The EYFS curriculum encompasses our school motto
Achieve, Care, Enjoy**

We carefully plan our EYFS curriculum to meet the following aims:

- Foster a love of learning which inspires curiosity.
- Provide experiences of awe and wonder.
- Ensure all children have access to high quality learning opportunities.
- Provide parents/carers with the opportunity to develop their child's learning at home.
- Develop knowledge and understanding of the community and wider world.



Implementation

- Quality first teaching across all areas of the curriculum.
- Stimulating learning environments indoors and outdoors.
- Well planned and organised continuous provision which allows the children to learn through play.
- A carefully planned balance of adult-led and child-initiated learning opportunities.
- We promote a love of learning through real life experiences and opportunities to build on prior learning.
- Close links with local nurseries which supports a smooth and settled transition into school.
- Strong parental partnerships which empowers parents/carers to support their child's learning at home.
- Systematic approaches to teaching reading to ensure all children learn to read. High quality phonics teaching is started as soon as children begin reception.
- Opportunities for children and families to develop a love of reading.



Impact

- High levels of engagement and motivation demonstrated from children which supports them to become lifelong learners.
- Confident and capable readers who demonstrate a love of reading.
- Evidence of strong links with parents.
- Children demonstrate the characteristics of effective learning and are well prepared for the next stage in their learning.
- Children feel happy and safe, and enjoy coming to school.
- All children access a balanced and challenging curriculum regardless of their background, needs or abilities.
- Children make strong progress from their starting points and are offered a broad curriculum which meets each child's unique needs.
- Children are supported by adults that are well trained and passionate about providing the best education for every child.
- The percentage of children achieving the GLD within the EYFSP is in line with or above the national average.

Learning in the EYFS

Play, Scaffolding, Modelling, Observing, Guided Learning, Direct Teaching

In our classroom, you may see children playing alone or with their peers, deciding on resources and choosing how to spend their time. You may see a child playing and listening to an adult, who is modelling how to achieve something or teaching a new skill that interests the child. Adults may scaffold a child's play. This involves taking their play to higher levels of learning, entering the play as a co-creator and helping to provoke a framework for the children to go from "what they know" to "what else they could know". Scaffolding enables a child to solve a problem, carry out a task or achieve a goal which is just beyond his or her abilities. During play, where foundational social and emotional skills are developed, scaffolding is a bridge to new skill levels using three key ingredients; modelling the skill, giving clues and asking questions while the child is trying out a new skill, and then as the child approaches mastery, withdrawing the support.

The EYFS statutory framework does not prescribe a particular teaching approach. *"Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults."*

At Howitt Primary Community School, the EYFS team carefully plans what the children learn in the classroom, and through provision enables them to learn from their interests, alongside extending their knowledge and understanding through direct teaching. Each day, we stimulate children's interests, respond to each child's emerging needs and guide their development through warm, positive interactions coupled with secure routines for play and learning. As the children develop and their skills progress throughout the reception year, we use more direct teaching and modelling and plan specific sequences of lessons. These strategies help us to focus on teaching the essential skills and knowledge in the specific areas of learning so that the children can develop the skills and confidence required for the end of their reception year.

Play is the
highest form
of research

Albert Einstein

"Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults."

EYFS Statutory Framework 2020

Key Features of Effective Practice

The best for every child -

At Howitt Primary Community School children will be given an equal chance of success.

- We ensure that all children have access to high-quality early education. We pay particular attention to those children from disadvantaged backgrounds to ensure we can 'narrow the gap'.
- We provide high-quality early education and care which is inclusive for all children. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.



High-quality Care

High-quality care

Our practitioners ensure the children's experience is the central focus of thinking.

- We ensure our young children are well cared for to enable them to thrive.
- High-quality care is consistent. All practitioners enjoy spending time with young children and this is reflected in their interactions with children.
- Practitioners are responsive to children and ensure they form effective and positive relationships with all children.
- Practitioners support children to develop their independence.

The Curriculum

The curriculum is well planned to ensure we identify 'what we want the children to learn'.

It is inclusive of the Educational Programmes set out in the EYFS Statutory Framework.

We carefully plan our EYFS curriculum to focus on the children's needs and interests and inclusive of the 7 Areas of Learning.

Early years curriculum is designed to give children the foundational knowledge and understanding they will need for key stage 1 and for the rest of their schooling.

The curriculum provides the essential knowledge and skills that children need to prepare them for their future success and to give children the best possible start to their early education.

We stimulate learners and engage them in developing the three 'Characteristics of Effective Learning' as set out within the EYFS.



Pedagogy

Every child is enabled to make progress in their learning, with the right help.

We utilise different approaches to learning to ensure all children make progress. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.

Practitioners carefully organise their environments and continuous provision for high-quality play.

Children in our early years also learn through group work, when practitioners guide their learning.

As the children develop throughout the year they are given more guided learning.

We have a well-planned learning environment, indoors and outdoors.

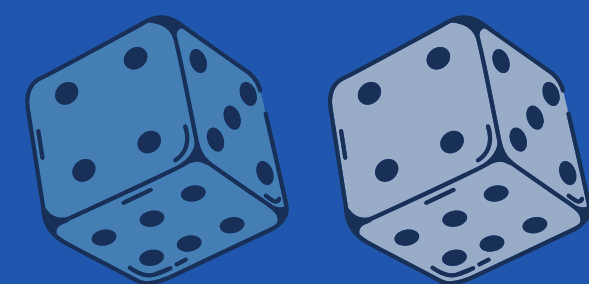


Child-led play:

children need time to learn through play without interruptions. It is through child-led play that children demonstrate what they've learnt and what they understand about a particular topic. Staff are skilled at extending the children's learning 'in the moment' to ensure that learning is of the highest quality and that children make progress in their individual learning journeys. During the children's play, staff assess what the children need to learn and how they can learn it in that moment, providing quality interactions that are specific to individual need.

Direct teaching:

children take part in 'carpet sessions' that explicitly teach a skill/knowledge or to share stories, rhymes and poems e.g. phonics/maths.



Adult-led activities:

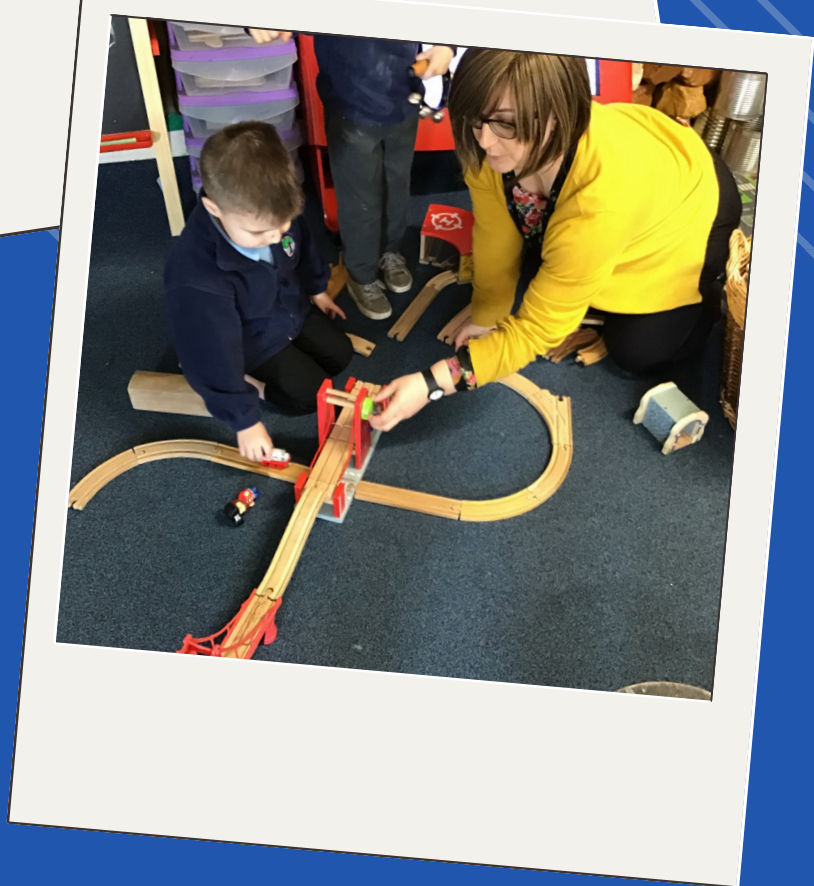
staff target children that need a little support and modelling by engaging them in a playful activities that have a specific learning focus e.g. speaking in sentences through oral storytelling with props.

The adults may also guild the play by using specific resources and providing specific quality interactions.



The Continuous Provision Common Play Behaviours

The purpose of an effective continuous provision is to offer children a constant environment that is safe for them to explore whilst challenging their learning. It should allow children the freedom to explore and become independent in making choices

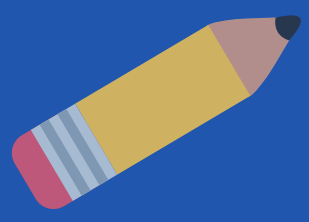


Children thrive within environments that support their individual and diverse development needs. Enabling Environments offer children security, comfort, choice, engagement and opportunity. Children's learning is best supported when they have opportunities which allow for movement and action, creativity and imagination, independence and collaboration. Time outdoors benefits children by offering unique opportunities. Open-ended resources enable children to access and combine processes of development and learning. Inclusive spaces are nurturing and supportive of all children. Within an enabling environment, knowledgeable practitioners optimise the development and learning potential of every child.

Common Play Behaviours

This is a tool to ensure challenge for all learners using the Continuous Provision, and to add resources through the year. The resources facilitate skills and are not always defined to a particular level of skill, but provides ideas of how to layer resources up within the Continuous Provision as the children's skills develop in each area.





Assessment

Assessments are completed to inform planning and support the practitioners in identifying next steps in children's learning. Staff are aware of children needing additional support or challenge. Assessment is based upon a secure knowledge of child development and the progression children make throughout the EYFS. Practitioners have a clear expectation about what children need to know and how best to support them in developing their learning. Accurate assessment is used to highlight whether a child has a special educational need or needs extra support.

The EYFS lead works alongside other leads within the Embark Academy Trust to moderate across each EYFS year group. Moderation enables all teachers within the EYFS to develop and apply a consistent and precise language of assessment that can be used across the Trust.

Partnership with Parents

We ensure that parents/carers have a strong and respectful partnership in the early years which enables children to thrive.

We listen regularly to parents and give parents clear information about their children's progress through face to face opportunities.

Parents are encouraged to support their child's learning and development at home as this has a significant impact on their child's learning.

We take the time to 'get to know' and understand the children and their families enabling us to offer support as needed.

Parents/carers are invited into school for a 'Stay and Play' session with their child prior to starting school. This provides parents/carers with the opportunity to familiarise themselves with the classroom environment and meet other parents.

Parents/carers are given the opportunity throughout the year to engage in the wider school community.


Parents are invited into school for regular parents' evenings to provide an update about their child's learning and progress.

Parents/carers are kept up to date with events, learning and achievement via our Google classroom pages.

Children with SEND or additional needs have 'shared conversations' to ensure targets and progress are shared.

We are flexible in our approach to communicating with parents/carers and adapt our communication methods to suit different preferences.





**For more information about the Early
Years Foundation Stage Please visit our
school website**

 <https://howittprimary.org.uk/welcome-to-the-eyfs/>

 <https://howittprimary.org.uk/reception/>

 <https://howittprimary.org.uk/nursery/>

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