



EYFS Pre-Reception

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. (The Statutory Framework for the Early Years Foundation Stage.' DfE April 2017).

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year.

The EYFS is based upon four principles:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- **children develop and learn in different ways and at different rates.**

A Unique Child

At St David's Prep we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their school and home environments and we begin to build links with the families. We observe how each child learns to gain an understanding of the characteristics they develop to become effective learners. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem.

Starting from Pre-Reception, the children are introduced to our Woodland Explorers Programme that introduces the children to an array of fun-filled animals who will open up a world of learning through exploration and purposeful play. Each character has an important part to play in the Early Years Curriculum; Curious Cat will help the children to make sense of the world while Wordy Weasel will help them to link sounds and letters. As they travel on their learning journey through the woods, they will embark on lots of new and exciting adventures; encountering and learning more about each animal through poems, stories and games.

Positive Relationships

At St David's Prep we recognise that children learn to be confident and independent through the development of secure relationships. We develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise the important role parents play in educating the children. We do this by:

- inviting the children to spend time, in the setting before starting in Pre- Reception and chatting to the parents.
- encouraging parents to attend consultation meetings in the first two terms to discuss their child's progress
- providing parents with a progress report in the spring term and a more detailed written report on their child's attainment and progress at the end of the school year
- communication through 'class dojo'
- the opportunity for parents to track their child's learning by way of an electronic learning journal resource titled 'Tapestry' where parents are also able to contribute with observations from home.
- encouraging parents to contribute with comments in the homework diary

Staff develop good relationships with all children, interacting positively with them and taking time to listen to them.

Enabling Environments

At St David's Prep we recognise that the environment plays a key role in supporting and extending the children's development. The role of both the indoor and outdoor environment in learning/organisation of learning provides opportunities for child initiated activities reflecting the topic where they can develop gross motor skills, social skills etc.

We provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways. We plan appropriately focusing on the three Prime Areas of Learning and Development considered to be fundamental throughout the EYFS and four Specific Areas, which include essential skills and knowledge and provide important contexts for learning.

The Prime Areas of Learning and Development

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

Personal, social and emotional development

Our teaching supports children to develop:

- positive approaches to learning and finding out about the world around them;
- confidence in themselves and their ability to do things, and valuing their own achievements;

- their ability to get on, work and make friendships with other people, both children and adults; • their awareness of, and being able to keep to, the rules which we all need to help us to look after ourselves, other people and our environment;
- their ability to dress and undress themselves, and look after their personal hygiene needs;
- their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.

Communication and language

Our teaching supports children to develop:

- conversational skills with one other person, in small groups and in large groups to talk with and listen to others;
- their vocabulary by learning the meaning of - and being able to use - new words;
- their ability to use words to describe their experiences;
- their ability to listen to, and talk about, stories;

Physical development

Our teaching supports children to develop:

- increasing control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- increasing control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials;
- their understanding about the importance of, and how to look after, their bodies.

The Specific Areas of Learning and Development

- Mathematics
- Understanding the world
- Expressive Arts and Design
- Literacy

Mathematics

Our teaching supports children to develop:

- understanding and ideas about how many, how much, how far and how big;
- understanding and ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;
- understanding that numbers help us to answer questions about how many, how much, how far and how big;
- understanding and ideas about how to use counting to find out how many;

- early ideas about the result of adding more or taking away from the amount we already have

Understanding of the world

Our teaching supports children to develop:

- knowledge about the natural world and how it works;
- knowledge about the made world and how it works;
- their learning about how to choose, and use, the right tool for a task;
- their learning about computers, how to use them and what they can help us to do; ▪ their skills on how to put together ideas about past and present and the links between them;
- their learning about their locality and its special features;
- their learning about their own and other cultures.

Expressive arts and design

Our teaching supports children to develop:

- the use of paint, materials, music, dance, words, stories and role-play to express their ideas and feelings;
- their interest in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.

Literacy

Our programme supports children to develop:

- their knowledge of the sounds and letters that make up the words we use;
- knowledge of how to handle books and that they can be a source of stories and information;
- knowledge of the purposes for which we use writing; and
- making their own attempts at writing.

Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. In Pre-Reception we have thorough planning as a guide while also being mindful to make the most of opportunities for learning as they arise. We use the practice guidance Early Years Foundation Stage to plan and provide a range of play activities, which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity.

The EYFS classes have their own outdoor area and our aim is to achieve free flow between indoors and outdoors in the setting for as much of the sessions as we can. Being outdoors

encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together.

Observation and Assessment

In Pre-Reception assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's independent learning. Valuable evidence of children's learning is obtained through observation of independent and targeted learning. These observations are undertaken by teachers and teaching assistants and are recorded on Tapestry' an online learning journal to enable on-going communication and keep parents informed of the areas of learning in which their child is achieving, and also the age band they are working in.

Pre-Reception Uniform to be purchased from Graduates Schoolwear

- Navy tracksuit bottoms and sweatshirt top with school logo
- Gold polo shirt with school logo
- Plain navy cotton summer shorts
- Gold and yellow striped summer dress
- Waterproof jacket navy blue with school logo
- Shoes white trainers with velcro
- Navy Sports cap with school logo

Additional items that can be purchased from Graduates or another retailer:

- Wellington Boots necessary for playtime
- Play coat (any colour)
- All-in-one waterproof suit for outside play and Forest School
- Art overall (any colour or style)
- Plimsolls, black for indoor PE/Games

We also request a change of clothing (knickers/pants, socks, tracksuit bottoms and top) and a packet of baby wipes in case of any little accidents.

No jewellery to be worn, for safety reasons, with the exception of stud earrings. Parents are requested to sign a consent form. Pupils are encouraged to have tidy hair at all times. Long hair is to be tied back.

All pupils are expected to wear the correct school uniform and to appear neatly dressed while travelling to and from school.

All items of uniform/clothing/shoes must be clearly named.

Health and Safety

It is vital that all children in the school are safe. Through our nurturing environment we provide children with opportunities to help them develop the skills they need to keep themselves safe. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards both in the real and virtual world.

Pre-Reception children must be collected by a parent/carer at the EYFS main door, or by an adult previously notified to the class teacher or the school secretary. If a pupil is absent from school, a parent or guardian must telephone the school office by 9.00am and a letter of explanation is required on the day they return.

Initially illnesses and accidents are dealt with by the class teacher or adult on duty. If further attention is required a child is seen by a registered First Aider. A form explaining any accidents/illnesses are filled in by the attending adult and a copy is sent home. With any type of head injury the parent/carer would be notified immediately.

Prescription medicines are not allowed to be administered without a prescription from a doctor, dentist, nurse or pharmacist. Medication can be administered to a pupil by a member of staff providing signed permission has been received from a parent/carer on a daily basis. There is a downloadable pro-forma for use by a parent/carer.

All medicines which need to be refrigerated must be handed to the School Office and will be stored in a locked box in the designated refrigerator in the Prep Staff Room.

Mobile phones and personal devices in EYFS are not permitted in the classroom and are locked away in the staff room. Any visitors to EYFS are asked switch their phone off or to leave their phones locked away also in the staffroom.

Healthy Eating

The children are provided with a healthy snack each morning and afternoon as well as being given the choice of a drink of milk. Children are allowed to bring in a named bottle of water to drink freely throughout the day. They have access to water at all times. School dinners and snacks are provided by our caterers Holroyd Howe.

Intimate care

Intimate care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. We actively encourage parents to start helping their children become independent with these tasks as soon as they start in Pre-Reception. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff and parents work in partnership to give the right support to an individual child.