

Motcombe School



## Early Years' Information



## **Introduction**

The key formative years of childhood are short - the quality of learning experience is therefore of major importance.

Young children:

- are embarking on a journey of discovery
- are developing socially and emotionally
- are acquiring key attitudes, skills and a core of knowledge
- are exploring learning processes
- are active learners

As child development experts and early years educationalists have commented,

‘Early childhood is the foundation upon which children build the rest of their lives.’

and

‘The ladder of education can never be secure unless the first rung is firmly in place.’

## **We**

- promote high self-esteem
- provide a happy, safe and secure environment both indoors and outdoors
- develop each child's confidence, independence and a desire for life long learning
- encourage co-operation and mutual respect
- help each child realise their full potential
- develop the whole child
- celebrate individuality, personal success and achievement
- enrich and extend learning patterns and experiences
- promote effective partnerships with parents/carers, governors and the wider community

## **We**

- get to know and respect the learning that goes on at home
- inform parents/carers about what is planned at school and how their child is helped to learn
- encourage parents/carers to support the school's curriculum through what they do with their child at home
- celebrate and share a child's achievements and discuss their next developmental steps
- foster a two way process of communication – where any worries or concerns can be resolved
- are committed to a smooth transition procedure from home and pre-school to school.

## **The Learning Environment**

Young children need active exploration and opportunities for investigation and discovery in both the indoor and outdoor environment.

At Motcombe School we provide:

- a wide range of quality resources to stimulate, interest and nurture curiosity
- safety and security
- access to large and small equipment and space
- opportunities for collaboration
- materials to develop fine and gross motor skills
- time for children to practise and consolidate developing skills
- a reflection of cultural diversity and the wider world
- an atmosphere that allows for self- expression and creativity

We promote a well conceived, well organised, well planned resource-based environment which gives opportunities for discovery across all curriculum areas.

The Curriculum – Young children learn holistically and our curriculum covers seven areas of learning and development which are entwined and inter-linked. The seven areas comprise three prime areas and four specific areas.

The prime areas:-

Personal, Social and Emotional development - developing self-confidence, self-regulation, independence and the ability to form good relationships and a positive sense of themselves.

Communication and Language - developing the ability to speak, listen and understand in different situations.

Physical development - developing confidence and control of the way they move and the way they handle equipment – both gross and fine motor.

The specific areas:-

Literacy – developing understanding and the ability to read simple texts and to write for a variety of purposes.

Mathematics – developing mathematical skills such as counting, sorting, working with numbers, quantities, shapes, patterns and measures.

Understanding the World - developing skills, knowledge and understanding that help children make sense of the world around them, including the development of ICT skills.

Expressive Arts and Design - developing imagination and the communication of ideas through art and design, music, dance, role play and imaginative play.

## **General Organisation**

Our children have the opportunity to work alone, in pairs, in small and large groups and sometimes as a whole class. Children work in different ways at different times. Time to interact with individuals and in groups is systematically planned in order to extend and enrich their experiences. We also give the children time where they can initiate their own learning through play, actively explore their environment, set their own challenges and make their own discoveries.

Young children need opportunities for learning through play.

In their play we see children:

solving problems

sharing

anticipating

initiating ideas

taking risks

predicting

rearranging

leading

ordering

restating

following

reflecting

communicating

applying skills

showing empathy

planning

co-operating

building confidence

negotiating

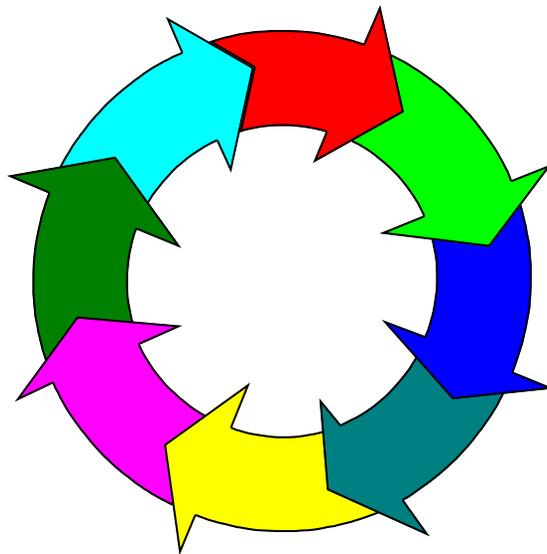
sequencing

having mutual respect

The need for experimentation is fundamental. We aim to be available to children, to help them express their discoveries, to listen to their questions and to select the right moment to offer them the support they need to take their learning further.

## Observation, Planning and Assessment

This is as an ongoing cycle. Observations inform planning. Through our observations we are able to meet the specific needs of individual children. Assessments made provide a comprehensive picture of the developmental stage children have reached. Observations identify learning needs and highlight personal achievements so that all children's learning can be moved on to the next step of their developmental path.



## A Typical Day

<b>8.50am</b>	Foundation Stage doors opened
<b>8.50 – 9.00am</b>	Children register their own names, find their group and begin their specific activities. Early morning activities are planned to consolidate basic skills.
<b>9.15am</b>	End of early morning activities Carpet session
<b>9.40am</b>	Child-initiated activities Focus work Children may choose to work in the indoor or outdoor learning environment and move freely between the two - children may choose to have their drink and fruit snack at an appropriate time during this session
<b>10.30am</b>	Carpet session
<b>10.45am</b>	Child-initiated activities/focus activities
<b>11.30am</b>	Carpet session
<b>12.00 noon</b>	Lunch
<b>1.15pm</b>	Register and carpet session
<b>1.35pm</b>	Child-initiated/focus activities
<b>2.30pm</b>	Tidy up, review the day and story
<b>3.00pm</b>	Home

Every class has a Teaching Assistant and an Early Years Assistant who work with the Class Teacher to help support your child's learning