



## Early Years Foundation Stage at Batheaston Primary School

### Reception – Apple Class



**Teachers** – Nikki Macbeth and Jenny Enstone

**Support staff** – Sue Trott, Jackie Taylor and Hannah Reeves

At Batheaston Primary School we feel strongly that it is vital for children in their first year at school to be happy and safe and to develop positive attitudes about learning, through experiences of success and fulfilment. We closely follow the EYFS (Early Years Foundation Stage) curriculum. ‘Development matters’ in the EYFS helps us to support children’s learning and development, by closely matching what we provide to a child’s current needs.

Area of Learning and Development	Aspect
<b>*Prime Areas</b>	
Personal, Social and Emotional	Making Relationships
	Self-Confidence and Self-Awareness
	Managing feelings and Behaviour
Physical Development	Moving and Handling
	Health and Self-Care
Communication and Language	Listening and attention
	Understanding
	Speaking
<b>**Specific Areas</b>	

Literacy	Reading
	Writing
Mathematics	Number
	Shape, Space and Measure
Understanding the World	People and Communities
	The World
	Technology
Expressive Arts and Design	Exploring and using Media and Materials
	Being Imaginative

\*The **prime areas** begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

\*\* The **specific areas** include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning. The children learn through a balance of both child-initiated opportunities and adult-led activities to support their learning of basic skills. Play is a huge element within the curriculum, where the children are able to act upon their personal motivations and interests, revisit play schemas, are social and learn to respect each other and build upon their self-esteem and perception of themselves.

Our topics are co-constructed with the children. This may be based upon collective motivations amongst the class or through previous experiences where the children have shown particular interests in a theme or subject matter. Therefore, our topics are planned throughout the year.

### Topic overview 2018 -2019

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Marvelous Me!	Fantasy and Adventure	Dinosaurs	Spring Time	Once Upon a Time...	Amazing Animals



When planning we also take into account the children’s learning styles and preference. We encourage children to be adventurous and challenge themselves.

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
	Keeping trying
	Enjoying achieving what they set out to do
Creating and Thinking Critically - thinking	Having their own ideas
	Making links
	Choosing ways to do things

### Phonics, Reading and Writing

We teach daily phonic lessons using the ‘Jolly Phonics’ scheme alongside the ‘Letters and Sounds’ programme. The children’s fine motor and handwriting skills are developed throughout the year through our ‘Funky Fingers’ programme and daily opportunities to apply writing skills within a range of contexts. In the summer terms we use Pen Pals to support letter formation and handwriting. We motivate the children to write using books and active story making.



### Mathematics

The children have access to a range of resources such as Numicon to support their mathematical understanding of key concepts such as Number, shape, space and measure. We teach through practical activities where the children



are encouraged to explore, expand and challenge their mathematical awareness within a range of fun, hands on experiences.

### Creative curriculum and Outside learning

The children have access to Mike’s Meadow on a regular basis, throughout the year and in all weathers!! The children use this rich environment to play, learn, problem solve, take risks and work as a team. All subject areas are covered and make for an exciting way to engage with nature.

Throughout the week the children have opportunities to immerse themselves in personal motivations and interests through our ‘child-initiated’ sessions. There may be an initial provocation to set the children off or times where they take the lead.



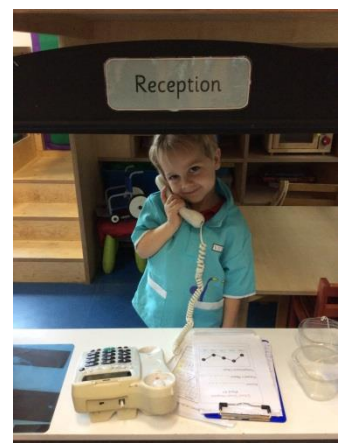
### Physical activity

At Batheaston we strongly feel that the children should have as many opportunities throughout the day and week to be active. This maybe through our PE sessions, during welly walks, Forest School, playtimes and within our outside classroom where children can freely play outdoors on the bikes and trikes. We support the children’s health and well-being through lessons taught directly using the ‘Food for Life’ scheme, cookery lessons and PSE.



## Enabling Environment

We are extremely lucky to have a purpose-built classroom based upon the needs of young children. We are proud of our wonderful learning environment where the children can be playful, independent, stimulated and supported. Much care and thought goes into the resources on offer throughout the year and the importance of creating a space the children feel safe and excited by. Role play, small worlds, construction, interactive learning areas, the creative station and of course our lovely outside space with opportunities to explore water, sand, plant and animal life and mud!!



## Assessment

The children are assessed throughout the year using observations, learning stories and formative and summative assessments. Evidence of their learning, progress and achievements are shown within learning journals, working wall displays and parent meetings. At the end of the year parents receive a report and of course their child's lovely journal.