

What do we want for our children?

When we as a school community strive to 'be the best we can be', we hold the children at the core of what we intend to do.

In Early Years, at Lobley Hill Primary School, the starting point for a child's journey through our school, we first of all need to ask a crucial question; **What 'gifts' do we want to give our children during their time in Early Years?**

Early Years is also the starting point for children understanding and following the school rule, **we CARE:**

- Co-operate
- Achieve
- Respect
- Enjoy

Lobley Hill Primary School EYFS use the following documents to support teaching and learning within EYFS:

1. **Early Years Foundation Stage statutory Framework (gov.uk)**
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
2. **Birth to 5 Matters: non-statutory guidance for EYFS (Early Years Coalition)**
www.birthto5matters.co.uk
3. **A Place to be! EYFS: A guide to Continuous provision for an Enabling Environment (EducationGateshead 2021)**



What does learning look like in Early Years at Lobley Hill Primary School?

Characteristics of Learning and the School Drivers

Our Early Years team, the enabling environment and the daily routine are key in ensuring our children develop Characteristics of Effective Learning. These link directly to the Lobley Hill Primary School Drivers as we provide learning opportunities indoor; outdoor in the Early Years Garden; in forest school and within the locality. Through a balanced daily routine of adult-led, adult-initiated and child-initiated learning, the children are supported to:



Play and Explore:

Our children experience a breadth of opportunities within the continuous provision, which is enhanced to meet their needs and interests following adult daily reflections. An object of interest or a new experience may be used to encourage their developing curiosity of the world around them, fostering new interests and an exploration of senses. It may be an unexpected visit from a hedgehog, a historical artefact, or the wonder of a rainbow to be embraced and explored. It is often these new experiences where being 'willing to have a go' is everything. Our Early Years is full of 'first' time experiences, for some a whole new world to explore and develop fascination. The positive relationships between our children and adults ensure they are there to support, model and encourage in their play and learning, embracing their ideas and interests along the way.

Whilst these new experiences are a vital part of our Early Years provision, we are passionate about the children being able to play with what they know. Their daily routine is well-established and key areas in the environment offer Continuous Provision* so children can make choices about their play-based learning during 'Plan Do Review'. For many this is a key opportunity to bring their own cultural capital into their play, representing life and experiences through taking on a role, using small world resources or engaging with others.

**(Note, Continuous provision describes all of the different areas and resources which are available for your children to use every day, e.g. the block area or writing area)*

Active Learning

Whether in nursery or reception, the daily routine is structured to ensure children have opportunities to develop their listening and attention, to become involved and motivated in the moment and beyond. This may be an adult-led message board, small group time or playdoh disco, or child-initiated learning within Plan Do Review. Both forms of learning encourage children to be involved, share ideas and lead their own learning where adults are active listeners and observers of the children ready to be welcomed into their play to sustain and deepen their thinking. The substantial time dedicated to Plan Do Review ensures the children can persevere at an activity and become deeply involved in their chosen focus, often adapting and starting this over when challenges arise.

We know, a tumbled tower on that very last block can be devastating but after acknowledging their feelings we encourage our children to find solutions and work together to meet individual or shared goals. This may be the sheer joy of finally getting to the top of the tree ladder, doing up that zip independently or managing to write their name without a name card. Our adults are there to support them on their journey, modelling a growth mindset approach and praising effort along the way as the children aim to 'be the best they can be'. Our knowledge of the children means we know what is important to them and how best to support them in developing resilience and perseverance if faced with challenge.

Thinking Creatively and Critically

Throughout a child's time in our Early Years setting, our team will dedicate their reflections of the children's learning to consider how they can connect their new learning and encourage them to develop curiosity and a thirst for learning. A windy day out in forest school could inspire the children to think about flight, whether this is through making kites, parachutes and aeroplanes or the leaves and seeds being blown as part of the cycle of life. Our team will 'run' with the learning opportunities and provide new links and possibilities as long as the children are inspired and motivated to consider why? What if? I wonder how?

Our enabling environment gives children to scope to make links across a wide range of interests and play, for example, the scope of pattern seeking within number, within nature, the daily weather, or in stories. Learning opportunities are all around them, observing the children build and test out their own theories is joy for our team. This may be creating farms in the small world, using blocks to create enclosures with sturdy structures and angled walls; sorting the animals into groups; visualising the farm as a whole and planning what to do next.