



EYFS Subject Area Policies

Communication and Language Policy

Listening and Attention
Understanding
Speaking

Philosophy:

We believe that language development is at the heart of the Early Years Foundation Stage. We aim to encourage children to express themselves creatively and imaginatively, to become enthusiastic thinkers and to communicate clearly and effectively. Communication and language is essential to all other aspects of learning. If children are able to listen and attend in a variety of situations, they can access the curriculum and then show their understanding through purposeful play and speech.

Aims:

- Children listen attentively in a range of situations.
- Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Children give their attention to what others say and respond appropriately while engaged in another activity.
- Children follow instructions involving several ideas or actions.
- Children answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Children express themselves effectively, showing awareness of listeners' needs.
- Children use past, present and future forms accurately when talking about events.
- Children develop their own narratives and explanations by connecting ideas or events.

How we support your child's communication and language

Children are encouraged to develop their speaking and listening skills during whole class discussions, group work and a variety of play situations. We provide opportunities to link language and understanding to music, role play, practical experiences and child initiated activities. Children also participate in 'show and tell' and 'take home teddy' activities.

Any Speech and Language issues are identified and monitored closely throughout the Reception year. If necessary, the class teacher will liaise with parents and then refer children to GP/Speech and Language Therapists.

How you can support your child at home

Children are communicators from birth and the development of their speech, language and communication skills does not only happen in their Early Years setting. There are many other key people and places that make up the child's 'language learning environment'. If every child is to become an effective, all-round communicator, it is important to recognise the invaluable contribution of all those people and places that are important in a child's life.

Provide activities that encourage children to play and work together in cooperation (with each other and adults), encourage children to talk about what they are doing, negotiate, ask questions, speak clearly to be understood, listen and respond to others. Adults can prompt speech through sensitive questioning and by giving a child time to respond. Listening to stories and sharing books is a powerful way of increasing a child's vocabulary. Use the weekly activities suggested in the Activity Book as a starting point for talking about school and what they are learning.

Physical Development Policy

Moving and Handling
Health and Self Care

Philosophy:

In order to improve skills of coordination, manipulation and movement we provide activities which offer physical challenges both indoors and outdoors allowing children to develop fine and gross motor skills. They will be encouraged to use all their senses to learn about the world around them. Children are advised and encouraged to manage their hygiene and health on a daily basis and good examples and expectations are set throughout the school day. The promotion of independence with self-care tasks is conducted from the beginning of the Reception year and strongly encouraged in the summer term, ready for transition into PP1.

Aims:

- Children show good control and coordination in large and small movements.
- Children move confidently in a range of ways, safely negotiating space.
- Children handle tools and equipment effectively including pencils for writing.
- Children know the importance of good health and physical exercise and talk about ways of keeping healthy and safe.
- Children manage their own basic hygiene and personal needs successfully including dressing and going to the toilet independently.

How we support your child's physical development

The children will have continuous opportunities for physical activities indoors and outdoors. The activities will encourage children to explore moving individually and as part of the group. Children

will be able to make physical responses to stories and music, expressing their feelings as they move. They will learn to do things safely and respond to verbal and non-verbal signals. All children will be encouraged to develop fine controlled skills and take part in energetic activities. A specialist teacher teaches Physical Education, where the children work inside and outside, developing fine and gross motor skills. Swimming is timetabled in the summer term. The importance of health and safety is integrated into Understanding the World and Personal, Social and Emotional topics and emphasised during school visits.

How you can support your child at home

Climbing frames at home or the local park; lifting heavy shopping bags; pushing and pulling heavy doors or drawers are examples of everyday actions that will build core muscle strength. Children need to develop gross motor strength before they are able to harness their fine motor control. Play-doh; using spoons and tongs for serving their own food and mixing ingredients while cooking will help build the fine motor muscles needed to hold pencils and scissors in the future. Set good examples of writing, using lower and upper case letters appropriately and clearly formed print text. Provide opportunities for children to use scissors safely and demonstrate how to cut safely and effectively.

Set high expectations and lead by example, giving your child the time and encouragement needed to become independent with basic life skills. Dressing and undressing, going to the bathroom and washing hands, trying new foods, using a knife and fork, wiping face and blowing noses are all things 4 year old children should be capable of doing independently. Try not to carry your children or use a buggy to and from school. Give them responsibilities like packing their own bag and choosing their own healthy snack.

Personal, Social and Emotional Development Policy

Self Confidence and Self Awareness
Managing Feelings and Behaviour
Making Relationships

Philosophy:

At The Harrodian we promote an inclusive ethos and provide opportunities for every child to become a valued member of the group so that a strong self-image and self-esteem can be fostered. Children will learn how to cooperate and work harmoniously alongside and with each other. Children will learn about a wide range of cultures and beliefs and understand that these need to be treated with respect. Our aim is for all children to be motivated and excited to learn. Self-motivation and independence are actively encouraged as are self-discipline, respect for others and self-esteem. We aim for children to become independent learners initiating and extending their own learning. We consider the whole child to be fundamental. Social, emotional, physical, intellectual and moral developments are interrelated and this is reflected in the provision we offer. We promote fundamental British values and have a due regard to the need to prevent young people from being drawn into terrorism.

Aims:

- Children are confident to try new activities and say why they like some activities more than others.
- Children are confident to speak in a familiar group about their ideas and will choose the resources they need for their chosen activities.
- Children say when they do or don't need help.
- Children talk about how they and others show feelings and talk about their own and others' behaviour and consequences and know that some behaviour is unacceptable.
- Children work as part of a group or class and understand and follow the rules.
- Children adjust their behaviour to different situations and take changes of routine in their stride.
- Children play cooperatively, taking turns with others.
- Children take account of one another's ideas about how to organise their activity.
- Children show sensitivity to others' needs and feelings and form positive relationships with adults and children.

How we support your child's personal, social and emotional development

The children will have continuous opportunities for Personal, Social and Emotional Development through role play and engaging with a variety of activities indoors and outdoors. In addition to this there are PSED lessons and circle time weekly. PSED is embedded into all areas of the EYFS curriculum and the children work as a class, small group and individually daily. The children are made aware of fundamental British values including: making decisions together (democracy), rule of law (understanding that rules matter), mutual respect and tolerance (treating others as you would like to be treated) and individual liberty (freedom for all). As EYFS practitioners we will validate all children's feelings and guide them to resolve conflicts, manage behaviour, and develop the confidence and awareness that enables them to make relationships.

How you can support your child at home

Let your child help with your activities, as this makes them feel that they are capable and competent and will help them develop self-assurance. Let your child make choices; this gives a child some sense of control in their lives and helps them to feel that their choices have been respected. Show your child photographs of special family members, friends, events and places that are important to you. This helps them develop a sense of being part of a community of people, with their own culture, experiences and places that interest them. Help your child to do things for others; show your child the benefits of 'team work'. Show your child how to be sensitive to others; books and stories are good for helping children understand about difference. Talk to your child about feelings; when you help a child to express their feelings they understand that their feelings are only temporary. Sharing your own feelings and explaining how you have felt helps a child to understand that there are all sorts of feelings and that the pleasant ones can be fun and the less pleasant ones can be overcome or managed.

Literacy Policy

Reading

Writing

Philosophy:

Literacy plays an important role to reinforce understanding, enhance communication and foster enjoyment and creativity through language. Children will become enthusiastic and questioning readers, writers and thinkers.

Aims:

- Children should read and understand simple sentences.
- Children use phonic knowledge to decode regular words and read them accurately.
- Children read some common irregular words.
- Children demonstrate understanding when talking with others about what they have read.
- Children use their phonetic knowledge to write words in ways which match their spoken sounds.
- Children also write some irregular common words.
- Children write simple sentences which can be read by themselves and others with some words spelt correctly and others phonetically plausible.

How we support your child's literacy

Children take part in whole class activities, guided group work and independent tasks. Phonic sessions take place three times a week and are taught in addition to literacy lessons. Phonic teaching is structured using the Letters and Sounds program and based on the Jolly Phonics scheme. Writing is taught through teacher modelling, shared group writing and continuous child initiated opportunities provided by the classroom environment. Children are taught how to apply their phonetic knowledge to writing and are encouraged to write for purpose, so that they apply what they have learned and embed this into daily life. The children are introduced to a wide variety of literature to inspire a love for reading. Children read individually to an adult at least 3 times a week and have a guided reading session once a week. They also share big books and use a range of reading schemes to encourage a variety of reading strategies. Children are encouraged to read their own names, labels and captions independently using the techniques taught.

How you can support your child at home

The EYFS Coordinator holds a meeting in September to discuss how to support your children's reading at home. Parents are highly recommended to attend this meeting as it explains the variety of techniques taught. Children should be encouraged to read a wide range of text in a variety of places, to understand the importance and need for reading. Children can read text around the home such as food labels, packaging and instructions on the screen of the computer, which will help them develop purpose in their reading. Learning 'Tricky Words', reading school scheme books and looking at the Bug Club online scheme should become part of daily life and an enjoyable task for you to undertake with your child. Writing development strongly links with Physical Development, therefore the policy can directly reflect this. Encourage children to read

back any marks they make on paper to you and value all attempts at writing. Set a good example by writing in clear print using upper and lower case letters appropriately.

Mathematics Policy

Numbers

Shape, space and measure

Philosophy:

At The Harrodian we aim for children to develop a wide range of mathematical strategies and knowledge to solve problems. Mathematical learning includes counting, sorting, matching, making patterns, making connections, recognising relationships and working with numbers, shapes, space and measure and problem solving.

Aims:

- Children count reliably with numbers from 1 – 20, place them in order and say which number is one more or less than a given number.
- Children use quantities and objects to add and subtract two single digit numbers and count on and back to find out answers.
- Children solve problems including doubling, halving and sharing.
- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
- Children recognise, create and describe patterns.
- Children explore characteristics of everyday objects and shapes and use mathematical language to describe them.

How we support your child's mathematics

Children in Reception will be introduced to mathematics through stories, songs, rhymes, games, role play, construction, cooking, 2D/3D creative work and by observing numbers in the environment and daily routines. Children will undertake mental maths with the whole class practising and consolidating skills usually using rhymes and songs. There will be whole class teaching as well as group and individual work. This will include a range of teacher led and child initiated activities. Mathematics activities will be differentiated to suit the individual through adult support, questioning, expected outcome and set activities.

How you can support your child at home

Help children to recognise numbers, shapes and patterns that they see in their environment, for example on a clock, door or remote control and shapes of various household objects. Reinforce accurate counting out, placing a finger on each object as it is being counted. Ask the children 'how' and 'why' questions during mathematical activities to encourage active learning. Use accurate language when talking about mathematical concepts. Use the weekly activity in the Activity Book as a starting point for mathematical discussions, activities and ideas.

Understanding the World Policy

People and Communities
The World
Technology

Philosophy:

At The Harrodian our aim is to encourage curiosity, providing an environment where the children can expand their knowledge of the world around them through exploration, prediction, questioning and observation in the company of enthusiastic adult and peer support. The children will explore issues about themselves, personal needs and the needs of others, leading to the introduction of different faiths' values and beliefs. We will provide stimulating experiences within the classroom and outdoor environment.

Aims:

- Children talk about past and present events in their own lives and in the lives of family members.
- Children know that they don't always enjoy the same things and are sensitive to this.
- Children know about similarities and differences between themselves and others and among families, communities and traditions.
- Children know about similarities and differences in relation to places, objects, materials and living things.
- Children talk about features of their immediate environment and how environments might vary from one another.
- Children make observations of animals and plants and explain why some things occur and talk about changes.
- Children recognise that a range of technology is used in places such as homes and schools and select and use technology for particular purposes.

How we support your child's understanding of the world

Understanding the World is approached largely through discussion, investigation, exploration and experimental activities with some recording in 'learning log' books. This area is integrated into topic style work included in literacy and creative activities to reinforce understanding. Children can use the class iPad and have ICT lessons with a specialist teacher. Through our topic work we also look at how modern things work and how they are made. Children are encouraged to harness their interests and use the skills learned from exploring these, to a wider variety of topics and ideas.

How you can support your child at home

This strongly reflects the PSED and communication and language policy, therefore the previous ideas highlighted can be used. Give your children the opportunity to access a wide range of experiences, people, objects, living things and technology. Let the class teacher know of any particular interests or experiences that have inspired the children to observe, investigate and explain. Encourage the children to estimate and try things out to have ownership of their learning.

Expressive Arts and Design Policy

Exploring and Using Media and Materials
Being Imaginative

Philosophy:

We aim to develop children's creativity to enable them to make connections between the areas of learning. The children's creative knowledge, understanding and skills are developed through music, art, dance, role play and imaginative play. The children develop creativity within a rich learning environment and have a wide variety of resources to choose from.

Aims:

- Children sing songs, make music and dance and experiment with ways of changing them.
- Children safely use and explore a variety of tools, materials and techniques, experimenting with colour, design, texture, form and function.
- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

How we support your child's expressive arts and design

The children will be able to explore painting, drawing and modelling using a variety of media and techniques. Specialist teachers will provide twice-weekly opportunities to develop music skills, through movement, rhymes, songs, percussion instruments and rhythmic activities. The imaginative role play area will change frequently to allow children to experience a wide variety of scenarios, developing their imagination by taking on different roles and working cooperatively within a small group.

How you can support your child at home

Expose children to a variety of music, art, dance and play. Encourage imaginative stories and games and allow children to experiment with different media and equipment. Try to encourage original thinking by moving away from 'colouring in the lines' or 'doing it wrong' and question their choices of what they have made, how they did it and why.

Person responsible: EYFS coordinator

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