

Watlington Early Years

Our approach



Our aims



- To share our ethos about learning in the early years
- To give you some of the rationale behind our approach
- To share the key areas of the new framework
- To give you an insight into what your child will experience with us
- To provide you with practical ideas use at home

The challenges of today

We are very busy!

Technology

We live in a world filled with noise

They are growing, changing and learning every second



From the start

- Get to know you and your child
- Assess your child from their starting point
- We then plan to make sure they have an exciting and challenging learning experience with us
- Ongoing observations, tracking and assessments
- We will contact you if we have any specific concerns, 'no news is good news!'

We use:

- 'All about me' form
- Observations
- Leuvens - wellbeing
- Baseline
- Language screening (WellComm)
- Our own initial assessments



1. Unique child
2. Positive relationships
3. Enabling environments
4. Learning and development

The Principles

The new Early Years Framework 2021



3 Prime Areas



- Communication and Language (CL)
- Personal, Social and Emotional development (PSED)
- Physical development (PD)
- A new change in the EYFS framework - promote "good **oral health** of children"

Public Health England that suggests that 1 in 5 children aged 5, have experienced tooth decay



Reading and writing
float on a sea of talk.

-James Britton

What does language rich look like?



- Correct modelling of reading and writing
- Shared experiences
- New vocabulary introduced and explained/ explored
- Opportunities to talk and be listened to – language developed/ modelled
- Range of texts to develop language – from different cultures, magazines, newspapers, non-fiction as well as fiction. New and different authors.

'Speaking and Language skills are on the decline'

(Nursery World article,
Building your Curriculum –
Communication
and Language – April 2020)

Additionally, it seems that we may be seeing a decline in children's home experiences of talking, singing and learning nursery rhymes. It's likely that as children's engagement in playing with phones and tablets rises, the focus on play and talking might be diminishing.

For example, in 2017, Ofcom reported that nearly half of all children aged three to four years use YouTube. More than half are online for eight hours per week.





4 Specific areas

- -Maths
- Literacy
- Understanding the World
- Expressive Arts and Design



Maths

- Numbers
- Numeral Patterns

Early mathematical concepts and skills


Ordinality	Cardinality	Subitising regular number patterns	Equality
<p>Being able to order numbers and that numbers give a position in an order. 'I came first' 'you came second' etc</p> <ul style="list-style-type: none"> - Who will be the first to get in the car? - Who woke up first, second etc. - I live at number 5. 	<p>Showing the essence of a number. 'Show me 2' 'show me 5'. To ten, then teens</p> <ul style="list-style-type: none"> - Find different ways of making a number, using objects. - 4 is always 4 however it is arranged, and whatever objects are being used. 	<p>Recognising small groups of number patterns.</p> <ul style="list-style-type: none"> - Recognising numbers on a dice. Should be able to spot patterns to 5. 	<p>Understanding the concept of the same as.</p> <ul style="list-style-type: none"> - Can you show me what is the same as 10? $10 = 9 + 1$, $5 + 5 = 10$ - 'You've got the same as me' - Use the terminology 'the same as' instead of equals
Concept of zero	Conservation of number	One-to-one correspondence	Counting on and back from a number
<p>0 should not be introduced until? Should not be counted as it can cause confusion. It's not a number but a place holder.</p> <ul style="list-style-type: none"> - Finding different ways of making 10. - What does nothing/ zero look like? 	<p>Child to develop an understanding of the total staying the same.</p> <ul style="list-style-type: none"> - Make a line of teddies longer but keep the same total. - Make a total in different ways – talk about the total being the same. 	<p>Being able to count objects, reliably 1:1, saying one word for each object. Also, reminding to double check for accuracy.</p> <ul style="list-style-type: none"> - Practise counting objects - Could count toys, food objects. 	<p>Verbally or using a number track (to start before a number line) Being able to count on or back from a given number.</p>














"From the day our children are born (yes), to the day they tell us to stop, we should read to them," (Michael Rosen)

Literacy

PRE-WRITING SHAPES 

Children should be able to form these 9 pre-writing strokes before asking them to write.

 2 years	 2½ years	 3 years	 3½-4 years	
 4 years	 4½ years	 4½ years	 4 years 11 months	 5 years 3 months

Children who can adequately draw the oblique cross can copy a significantly higher number of letters than little ones who cannot.

- Talking about and sharing book
- Print in the environment
- Early mark making and writing



'Before children write a story, they need to play a story'
EE
conference

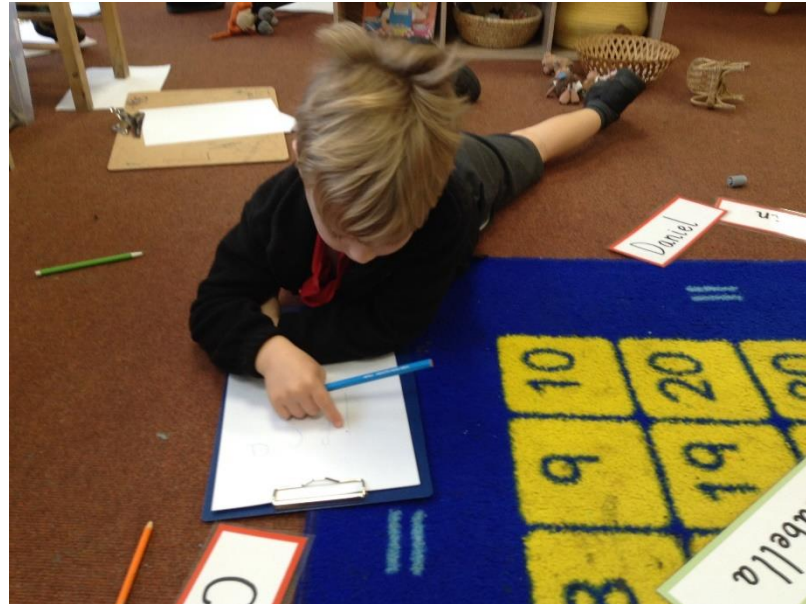




Immersing ourselves into a story by...

- Using actions
- Mapping / sequencing
- Reciting together
- Using our own ideas
- Role play

Talk 4 Writing



Phonics



Nursery Class – Phase 1 (Listening, Rhyme, Rhythm, Music, Alliteration, Blending sounds) Reception following on Early Letter Sounds (ELS) - starting from Phase 2. Introduce letter sounds and shapes which build to make words like s-a-t, p-a-t, p-i-n, t-i-n Children learn to write the letter shapes – not cursive.

Secret to success –GOOD LISTENING!

Phonics



Phase 1 starts in our nursery class – teaches children to listen to familiar sounds and distinguish one sound from another

There is a strong focus on listening, rhyming and saying the sounds

Flexible phonics groups – assessed on a regular basis

Direct teaching AND exploring through play

How do we teach phonics?

- We use a simple, consistent approach to teaching phonics.
- We have mnemonics and rhymes to support learning and recall
- We teach phonics every single day from the first days of Reception



Learning to read



Supporting your child with reading at home

ELS Essential Letters and Sounds

- Only 1 in 3 children are read a bedtime story night
- Reading a bedtime story every night to your child improves their outcomes
- If your child views themselves as a 'good reader' when they leave Primary School they are more likely to earn a higher salary in their 40s.



ELS Essential Letters and Sounds

Supporting your child with reading at home

- Children are only reading from books that are entirely decodable
- Your child should be able to read their book confidently
- We only use pure sounds when decoding words (no 'uh' after the sound)
- We want them to practise reading their book 4 times across the week working on these skills:

decode

fluency

expression



Reading less than weekly to a three-year-old is associated with a child being four months behind a child who was read with daily when they were three.

Building up sounds isn't easy!



ELS Essential
Letters and
Sounds

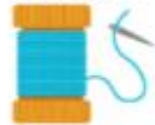
Supporting your child with writing at home



You can use the spelling sequence with your children at home to support them with their writing.

Let's try this with the word: rain

We also practise saying our sentences before we write them to make sure we write the sentence we have planned and to ensure it makes sense!



Why a play based approach?

**“Nothing lights up a child’s brain like play.” ~
Dr Stuart Brown, M.D.**

“Did you know that the most important interactions you have with a child can happen through play? By engaging in playful serve and return with a child, you can literally help build stronger connections in the brain. Strong neural connections are the foundation for all of a child’s future learning, behavior, and health.”

- UNICEF, Director Jack P. Shonkoff, M.D.”

How do the teachers support this?



- Playing IS learning
- Might look like ‘just playing’
- Valuing children playing and extend upon opportunities – take their lead
- The environment is carefully planned to develop children’s progress
- Challenging activities to support learning
- Careful balance between adult and child led learning
- Opportunities for play based learning continues into KS1



What does this look like in practice?

- Structured routines – visual timetables used to support all learners.
- Time for free flow play
- Adult led and child led opportunities
- Rich questioning opportunities to develop children’s learning extending ideas and vocabulary



We
will...

- Provide a motivation and exciting learning environment
- Treat your child as a unique child
- Work with you – ready to answer questions
- Speak with you about any concerns we have

How can you help?

- Check the class webpage regularly
- Use class emails
- Check your child's book bag daily
- Where possible, attend the open afternoons
- Establish a good routine at home
- Try to set limits to screen time
- Contact us with any questions, however small
- Work with and support us
- **Register with a local dentist!**
- **Reception:**
- Yellow reading diaries are used to communicate and both these and reading books are brought into school **daily**
- Engage in the home learning

Some useful ideas



Bookstart

Spot numbers when out and about

Teach your monster to read

Local library

Count objects – knives and forks, fruit, sweets etc

Bedtime stories – every night

Story CDs at home/ in the car

Modelling reading

Reading a range of texts – magazines, comics, recipes, letters, logos, menus

Outside learning, enriching visits and experiences.