

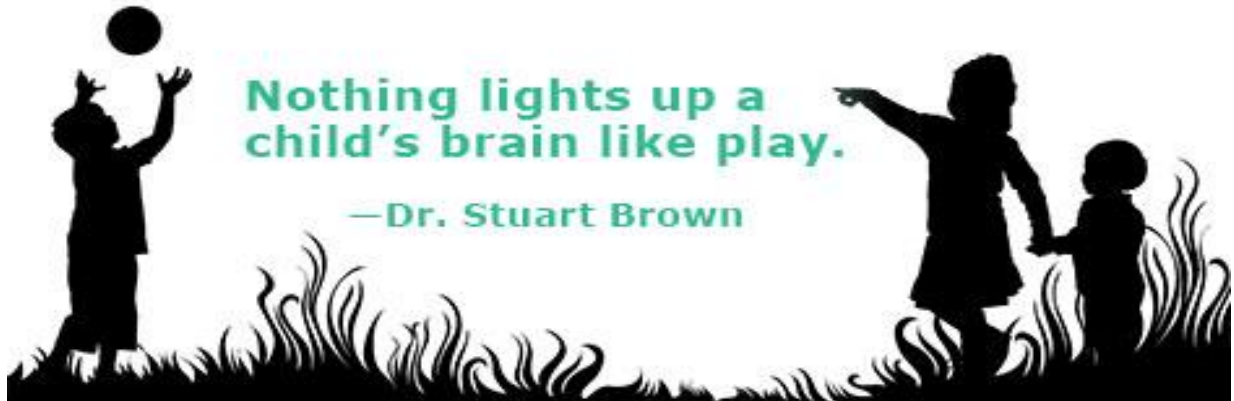
Early Years Handbook



"Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning."

—Mr. Rogers

Our vision for Early Years at St Katharine's



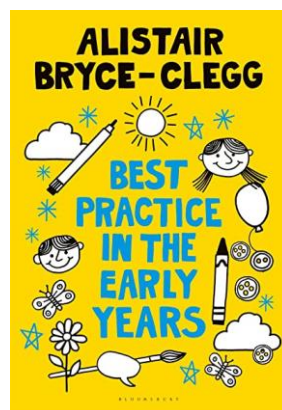
At St Katharine's wellbeing is at the heart of everything we do. We believe that children's learning is nurtured through child initiated play. The classroom extends into the outside where they explore, investigate and question the environment with real experiences. Learning should be fun. As part of everyday learning the children are encouraged to use our shared powerful learning attributes within their play, they underpin the core of how the children learn by using their independence, resilience and problem solving. We believe in high expectations to challenge and help them achieve their full potential. 'learning without limits'

The characteristics of learning form the basic principles of everything we do in Early Years. These are taken from the EYFS framework.

Characteristics of Effective Learning

Engagement	Motivation	Thinking
Playing and Exploring	Active Learning	Creative and Critical Thinking
Finding out and exploring <ul style="list-style-type: none">• Showing curiosity about objects, events and people• Using senses to explore the world around them• Engaging in open-ended activity• Showing particular interests Playing with what they know <ul style="list-style-type: none">• Pretending objects are things from their experience• Representing their experiences in play• Taking on a role in their play• Acting out experiences with other people Being willing to 'have a go' <ul style="list-style-type: none">• Initiating activities• Seeking challenge• Showing a 'can do' attitude• Taking a risk, engaging in new experiences, and learning by trial and error	Being involved and concentrating <ul style="list-style-type: none">• Maintaining focus on their activity for a period of time• Showing high levels of energy, fascination• Not easily distracted• Paying attention to details Keeping on trying <ul style="list-style-type: none">• Persisting with activity when challenges occur• Showing a belief that more effort or a different approach will pay off• Bouncing back after difficulties Enjoying achieving what they set out to do <ul style="list-style-type: none">• Showing satisfaction in meeting their own goals• Being proud of how they accomplished something – not just the end result• Enjoying meeting challenges for their own sake rather than external rewards or praise	Having their own ideas <ul style="list-style-type: none">• Thinking of ideas• Finding ways to solve problems• Finding new ways to do things Making links <ul style="list-style-type: none">• Making links and noticing patterns in their experience• Making predictions• Testing their ideas• Developing ideas of grouping, sequences, cause and effect Choosing ways to do things <ul style="list-style-type: none">• Planning, making decisions about how to approach a task, solve a problem and reach a goal• Checking how well their activities are going• Changing strategy as needed• Reviewing how well the approach worked

All staff have read this text and ensure they use the approaches outlined to provide outstanding provision for our children. Staff will also attend training with Alistair Bryce Clegg where possible



Environment

We aim to create an environment for effective learning by ensuring our environment enables children to play and explore and that the entire space is based on assessment and skill progression

- An environment for talking and writing
- An environment with communication friendly spaces (see Elizabeth Jarmen book)
- Small world play that encourages exploration and investigation
- Open ended resources that encourage creative and critical thinking
- Every area of the environment inside and out should be engaging
- Staff should constantly reflect on areas that are not used by children
- Outdoor learning is as important as indoor learning
- The space will develop and change over the course of a year in line with the children's identified needs
- A gap and strength analysis (see Alistair Bryce Clegg book) will be completed every term and this will identify where the gaps are for the cohort so that the environment can be mapped and planed for accordingly
- Display that is personal to the children and encourages self esteem
- Role play will be developed with the children, following any interests they have or it will be deconstructed role play



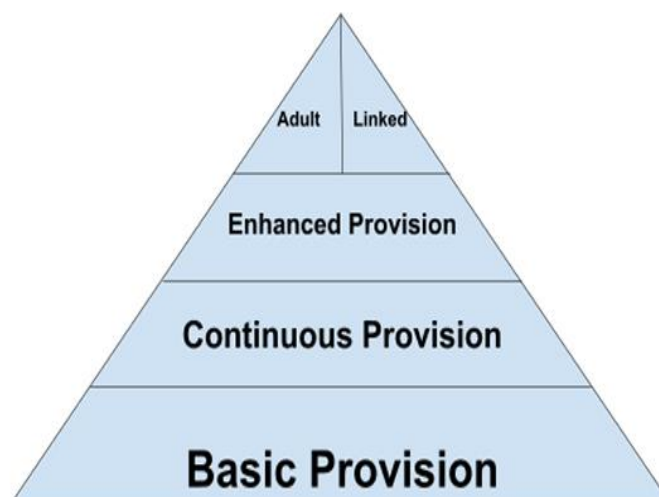
For deconstructed role play you create a space that is full of things that can be anything. It is like that old saying about children getting expensive toys for Christmas and then playing with the box! There is good reason for that. A toy is a toy, but a box has a million possibilities (at least)!

It doesn't look 'pretty'! It is a pile of boxes, fabric, tubes and crates. The more the children use it the shabbier it will look. But, the level of imagination and language that you will get will be reward enough. The space can change almost by the minute depending on who is playing in it and better than that you can often have multiple role play scenarios all happening at once based on what the children want to play.

Over time you will create theme or enhancement boxes. These will be boxes full of goodies that are linked to a particular child led interest or theme/topic. When there is an adult leading the play they can use them as a teaching tool. When they leave the play the enhancements are available to the children to either copy the theme of the adult or use in their own non related play.

Our provision

- We have basic provision – resources linked to expected ages and stages of development
- Continuous provision- resources linked to current assessment that have been levelled to match the attainment and learning preferences of current cohort
- Enhanced provision- areas of provision that have been enhanced with objects or prompts that support an interest or encourage investigation and questioning
- Linked provision- which is a daily session that happens at the very beginning of the day. Everyone is engaged in activities that are themed around the identified need. The activities are repeated every day for a week on a rotation. One adult will hear readers whilst the other adult supports and moves on the learning of children in linked provision



The provision pyramid

“Judging if, when and how you intervene in children’s play is not an exact science and no one gets it right all of the time. But, when you do it well, it allows you to observe, challenge, support and extend children’s learning all based on the high-level engagement that you will get because they are at play”

Alistair Bryce Clegg ‘Best Practice in the Early Years’

Timetable

8:45 – children come into school

8:50- whole class read of rocket phonics book

9:00 – Register

9:00 – Busy bee time – linked provision where adult will hear 1-1 readers and TA will work on an activity with a group. The other groups will work through a carousel of adult directed activities

9:30 – phonics

10:00- snack- rhyme time

10:15- play

10:30 – Drawing Club/English

Sparkletime – child initiated play

11:55 – Mastering number input

12:15 lunch

1:25 – storycise/ dough disco/yoga/meditation

1:30 White Rose Maths input

1:40- sparkletime

2:15 snack

2:30 play

2:45 Worship

3:15 Home



Sparkletime

Sparkletime is what we call our continuous provision time. The children will all be engaged in child led learning in an environment that has been carefully planned to meet the needs of the children. Children will use the classrooms, creative area and outdoors.

The adults will use the SHREC approach to encourage high quality interactions with the children and extend their learning and vocabulary.

HIGH QUALITY INTERACTIONS IN THE EARLY YEARS The 'ShREC' approach



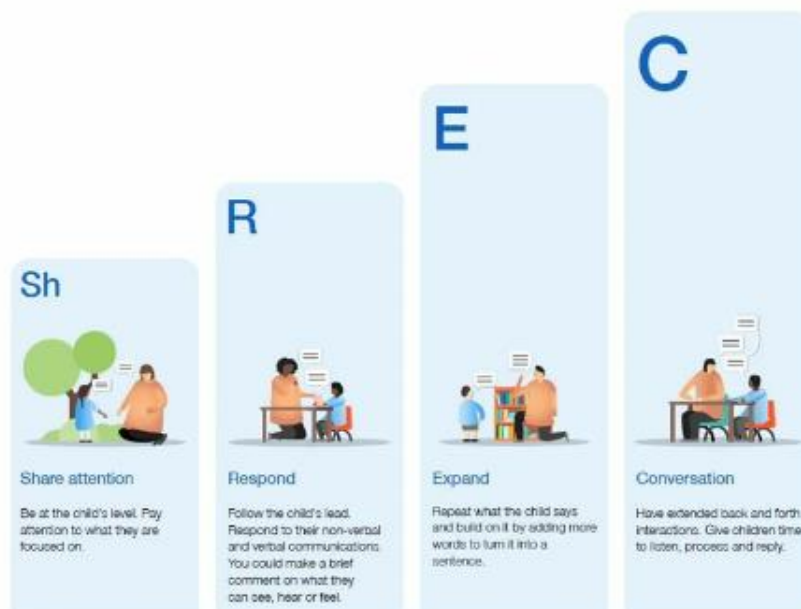
The aim of the ShREC approach is to provide early years professionals with a simple, memorable set of specific evidence informed strategies that can be embedded into everyday practice.

"When done well, high quality interactions often look effortless but they are not easy to do well."

EEF Guidance Report,
Preparing for Literacy



This resource supports the 'Preparing for Literacy' guidance report.





Drawing Club can be truly transformative as a bridge into KS1 - its magic is extraordinary because Drawing Club is an adventure into the world of story itself.

Drawing club is a way of sharing skills including fine motor, maths, early writing and vocabulary. It can immerse children in the world of story and show them the joy of books



Reading Books

In Early Years children work their way up the colour book bands (Lilac, pink, red, blue, yellow, green, orange). There are a range of reading scheme books within each colour designed to develop the child's ability to decode text. A phonics assessment is carried out for each pupil so that teachers are able to match each child to the most suitable book band colour.

We use the Rocket Phonics scheme to allow children to read and re-read books that match their phonic ability. These books are read at home and at school with a focus on the child developing fluency and accuracy.

The children can also choose a book from our book corner to enjoy at home.

The children will read with either the Teacher or TA once a week during linked provision first thing in the morning. They will read their rocket phonics book and then keep it at home for a week to re-read and improve fluency and accuracy. This book will then be changed after a week by either the teacher or TA.

Colour Band	Age	Year
Lilac	4-5	R
Pink	4-5	R
Red	4-5	R
Yellow	5-6	1
Blue	5-6	1
Green	5-6	1
Orange	6-7	2
Turquoise	6-7	2
Purple	6-7	2
Gold	6-7	2
White	7	2-3

Teaching Reading in Early Years

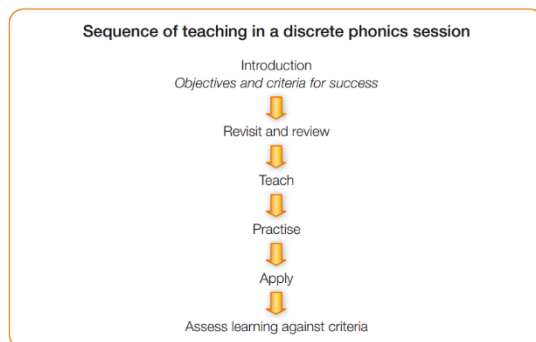
From the moment children join us in Early Years, there is a focus on developing children's love of books and reading. We have a well-embedded culture where books, vocabulary and reading take top priority. Through the power of reading stories aloud, singing rhymes and sharing poems all children are exposed to a language-rich environment. Our curriculum projects are designed with reading as the focus with author and book studies taking the lead; this enables our children to foster a love of reading throughout their time here, hopefully lasting a life time.

Lesley Clarke's Letters & Sounds

A DfE Validated SSP Programme

At St. Katharine's we follow Lesley Clarke's Letters and Sounds phonics programme.

Daily phonics lessons in Early Years and Year 1 build up the children's phonics knowledge so that they are able to segment, blend and decode new words. Sounds are taught in phases and repeated regularly to ensure accuracy and fluency. ***Please refer to our medium term planning for phonics for further details.***



Revisit and review

- Practise previously learned letters
- Practise oral blending and segmentation

Teach

- Teach a new letter
- Teach blending and/or segmentation with letters (weeks 2 and 3)
- Teach one or two tricky words (week 3 onwards)

Practise

- Practise reading and/or spelling words with the new letter

Apply

- Read or write a caption (with the teacher) using one or more high-frequency words and words containing the new letter (week 3 onwards)

Assessment of phonics

A phonics assessment is completed at the end of each phonic phase and this is recorded on Lesley Clarke's assessment sheets to track the progress being made and address gaps. This information is recorded on the school's data platform called Insight as well as being recorded on Lesley Clarke's assessment sheets.

Effective assessment of phonics throughout Early Years and Key Stage One enables staff to quickly identify children who are falling behind and give targeted support to these pupils.

Training or further CPD

We liaise with Lesley Clarke, a local advisor and direct staff and parents to her planning and resources.

<https://www.lesleyclarkesynteticphonics.co.uk/>



Maths

We use White rose maths and Mastering number (NCTEM) to plan maths in Early Years. The children are introduced to concepts using concrete objects or pictures before moving on to the iconic with numicon, 10's frame or cubes to secure their learning. Where possible the leaning will happen in continuous provision with a short 10 minute daily teacher input.

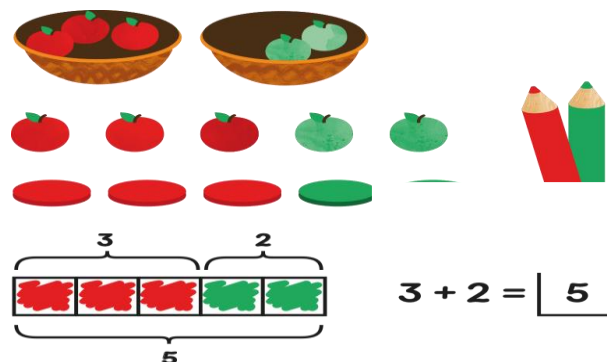
Concrete to Iconic to Abstract (CIA):

This is a system of learning that uses physical and visual aids to build a child's understanding of abstract topics.

Concrete = The 'doing' stage – physically moving objects to explore a concept. This helps bring the maths to life. Every abstract concept is first introduced using physical, concrete objects.



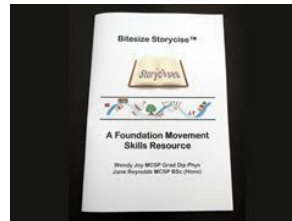
Iconic = The 'seeing' stage – images or more abstract objects used to represent the maths.



Abstract = The 'abstract' stage – symbols and numbers are used to model the problem or calculation. The teacher uses operation symbols (+, -, x, /) to indicate addition, multiplication, or division.

Challenge cards are used as part of our maths continuous provision. These challenges are based on the next steps for children in the cohort and some children are given extra challenges to extend their learning further.

Physical development



Storycise

This program was developed by a physiotherapist in response to the amount of children they were seeing that had missed part of their fundamental part of their physical development. The storycise program is a daily 5 minute program which gets progressively more difficult over the three terms. It focusses on improving children's gross and fine motor skills.

The children also have a daily session on the school play trail as well as two PE sessions a week to develop balance, coordination and confidence in their physical ability.

