

EYFS Policy & Philosophy

At Ightenhill Primary School, all teaching staff deliver an EYFS curriculum through immersion in high quality teaching alongside an enriched environment. Our philosophy is to nurture every child's curiosity and enthusiasm for learning, developing both skills and confidence as they take their first steps on their own unique journey of lifelong learning.

Intent

The intent for our children is to enter the next stage of their education ready to tackle new challenges with confidence and a positive mindset.

ENGAGE our pupils in a stimulating environment led by the children yet carefully organised and managed by adults. Providing a curriculum responsive to individual starting points and needs.

INNOVATE our children to take the lead in their own learning, encouraging confidence to explore new ideas, think about problems, take risks, make links and seek challenge.

DEVELOP high levels of engagement, curiosity, collaboration and cooperation. Highly adept at managing their own behaviour in the classroom and in social situations.

EXPRESS themselves with confidence in a meaningful way. Respecting the opinions and values of themselves and others.

Early Years at Ightenhill Primary School

This document provides an overview of the policy, philosophy and practice in the EYFS at Ightenhill Primary School. It outlines our intentions in the EYFS and how we implement this within our provision.



“The education of even a very small child does not aim at preparing him for school but for life”

Maria Montessori, 1967



Implementation

Our approach is influenced by the work of educationalists, researchers, psychologists and practitioners who have guided our knowledge of how young children learn and how adults can support their learning.

“Knowledgeable practitioners appreciate that adult-led learning offers a child something different from, but complementary to, child led learning and it is one without the other that leads to an impoverished educational experience.”
Fisher, 2016.

At Igthenhill Primary provision is underpinned by a complementary relationship between adult led, adult-initiated and child led learning. (Definitions in glossary) We are ambitious in our approach using a continuous cycle of observation and assessment, planning/teaching, alongside structured and systematic lessons and guided group work.

See opposite - The structure of the day.

Linked provision

Each day begins with an opening short session of linked provision. This session is activity based, active and fun.

“provision that you link to a need that had been identified by observation or assessment.

Everyone is engaged in activities that are themed around the identified need. The same activities are repeated every day for a week and the children get to experience and repeat all of them.” Alistair BryceClegg, 2013

8.50am	Welcome at the door
8.50am	Linked Provision (based upon children's next steps)
9.10am	Welcome and Register
9.20am	Shared RWI phonics
9.35am	Adult led RWI Groups and Continuous Provision Balance of focused, child initiated and independent within indoor and outdoor environment. May also include adult led small group activities.
10.45am	Maths Input Adult led maths groups and Continuous Provision Balance of focused, child initiated and independent within indoor and outdoor environment. May also include adult led small group activities.
11.45am	Lunch Time
Afternoon	Organisation
12.45pm	Collect children from the playground
12.50pm	Register
12.55pm	Word Aware
12.55pm – 1.45pm	Adult led objective led groups and Continuous Provision Balance of focused, child initiated and independent within indoor and outdoor environment. May also include adult led small group activities.
Break 1.45pm – 2pm	
2pm – 3pm	Shared story time/ milk
3pm	
3.20pm	Home Time

“Young children learn from those they trust and with those who foster enthusiasm for learning.” Trevarthen, 2002

Shared Input

There is a shared input three times a day as a whole class covering the specific areas of literacy, maths and phonics objectives. Using the curriculum document ‘Development Matters’ 2020.

Adult led focused groups

Short focused groups are planned for reading, writing and maths and immediately follow a shared input. These sessions are planned with care, meeting the needs of all children, using prior knowledge of the child’s learning experiences and guidance from the EYFS document ‘Development Matters’, 2020.

Continuous Provision

“To continue the provision for learning in the absence of an adult.” Alistair Bryce-Clegg, 2013

Indoor and outdoor resources are organised to develop children’s skills in personal interaction and exploration and are linked to current assessment data. Resources are carefully selected to meet the development needs of the children in order to enhance potential for new learning and consolidate prior learning. Resources are dressed/displayed to reflect children’s interests – discover, experiment and explore are key themes.

Continuous provision transcends all areas of learning and provides children with the opportunity to demonstrate the three characteristics of effective learning. Children are given the freedom to make independent choices and are encouraged to be active learners and take control of their own learning.

“High-level attainment comes from high-level engagement.”
Alistair Bryce-Clegg, 2015

Assessment

Within continuous provision our assessment strategy is 3-fold.

1. Observation

Throughout ‘continuous provision’ observation forms a fundamental aspect of the pedagogy of EYFS at Ightenhill Primary School.

“Young children demonstrate language, mathematics, science, creativity, physicality – sometimes all within one activity – and the task of the practitioner is to make sense of what is seen, to recognise any significant steps in learning that may have taken place and to identify where help and support are needed to make further progress” Jan Dubiel, 2014

Observation and responding to children’s thinking inform our planning of experiences and opportunities, how we create our environment for thinking, the strategies the adults use to extend learning (modelling, scaffolding, questioning, discussion, shared sustained thinking) and how we capitalise knowledge of children’s interests to ensure high levels of engagement.

All adults record ‘Wow!’ moments – when a child does or says something that demonstrates progress or skill in a particular area.

2. The Leuven scales

Alongside the use of observation as an assessment tool we also rely upon the pioneering work of Professor Ferre Laevers (1980s) to understand how focused and comfortable the children are in our setting.

The scales of well-being and involvement act as a measure of deep learning and of the effectiveness of the learning environment. This has an empowering impact on our planning and can help to develop the huge potential of the children.



The 5-point scale measures:

Well Being refers to feeling at ease, being spontaneous and free of emotional tensions and is crucial to good mental health. It is linked to self-confidence, a good degree of self-esteem and resilience.

Involvement refers to being intensely engaged in activities and is a necessary condition for deep level learning and development.

A continuous cycle of observation, assessment and planning is embedded throughout our EYFS provision.



3. Summative Assessments

In addition to the continuous cycle of observation and formative assessment which informs each child’s next steps, summative assessments are carried out for phonic development, number and an assessment of each child’s stage of development for each of the 7 areas of learning. These take place half termly and informs planning of subsequent teaching and learning.

“One of the most powerful influences on development is what happens between people.”

Hobson, 2002

The role of the adult

Research shows that progress will be significantly enhanced by the effective support and role models of adults within a high-quality learning environment.

Within our setting interactions between children and adults will look like this:

- Tuning in to what is happening or a child's thinking.
- Showing genuine interest.
- Respecting children's own decisions and choices.
- Inviting children to elaborate.
- Recapping on what has happened so far.
- Offering personal experience.
- Clarifying ideas.
- Reminding.
- Using specific praise e.g. that is a good idea because...
- Offering an alternative viewpoint.

- Speculating/ using ‘I wonder if...’

The definition of teaching in the Early Years as stated by OFSTED (2015);

Teaching should not be taken to imply a ‘top down’ or formal way of working. It is a broad term which covers the many ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities:

communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.

It takes account of the equipment they provide and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do as well as take account of their interests and dispositions to learning (characteristics of effective learning), and use this information to plan children's next steps in learning and monitor their progress.

Interact, don't interfere.

“A key role of the early childhood educator is to sustain children's thinking and follow the momentum of their learning.” Julie Fisher, 2016.



The role of the environment

The importance of each adult to support progression is crucial however, we equally understand that in times when a child is on their own independent learning journey the environment plays a significant role in development.

“When it comes to what we have and where we have it, then nothing should be left to chance”
Alistair Bryce-Clegg, 2015.

At Ightenhill each area of the classroom is informed by assessment. As the needs of the children change, as they grow and develop, so does their learning space.

Using resources that are open ended encourage creativity, imagination and high order thinking skills. For example, the workshop may contain ribbon, lace, pinecones or lolly sticks. Outside role play is deconstructed with access to logs, planks, sheets and tyres. These resources can become anything and have unlimited potential.

Our timetable allows for long uninterrupted periods of continuous provision that allow the children time to reach a deep level of involvement as they engage, play, investigate and talk.



'the best learning machines in the universe' Alison Gopnik

EYFS learning and development requirements

Our curriculum encompasses seven areas of learning and development. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving.

These are called the prime areas:

- communication and language
- physical development
- personal, social, and emotional development.

Four areas help children to strengthen and apply the prime areas.

These are called the specific areas:

- literacy
- mathematics understanding the world
- expressive arts and design

Throughout their time in the Reception Year our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of reception goals. These goals are defined as Early Learning Goals (ELGs) The

descriptors for these can be found in the appendix.

As previously outlined our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. It is also important to highlight that our plans are flexible to allow us to respond quickly to children's new interests and/or needs.

Weaving throughout the EYFS curriculum at Ightenhill are three **Characteristics of Effective Learning**.

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

'What children learn is important, but how children learn is even more important if they are to become learners in today's society.' Helen Moylett
How Children Learn, Nancy Stewart (2011)

Early Adopter Curriculum 2020

At Ightenhill we follow the EYFS Early Adopter framework (2020). Within this framework there are four guiding principles which shape practice.

These are:

1. **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. Children **develop and learn at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).



Phonics

At Ightenhill, we use the Read, Write, Inc scheme to teach phonics. This involves whole class and small group teaching which takes place daily.

In the autumn term all the children will be taught set 1 sounds from the Read Write Inc programme. Teachers and teaching assistants follow the programme strictly to ensure that all sessions follow the same consistent structure, and there is continuity between groups and practitioners.

Regular assessment is used to assess when children are ready to move onto set 2 sounds and set 3 sounds.

Each phonics session is 15-20 minutes in duration and follows a teaching sequence which is implemented throughout Key Stage 1 ensuring transition to the next class is seamless.

Phonics Lesson Structure

Each lesson follows the same structure – recap, teach, practise, read and apply and write.

Sound	J (bounce j-j-j)
Say the sound	j-j-j-j Push your lips up as you say the sound
	Use picture sound cards: j-j-j-j-jam j-j-j-j-jug j-j-j-j-jelly j-j-j-j-jigsaw
Read the sound	Draw the Jack-in-a-box on the board, then write j next to it.
Review the sounds	Spot the new sound in the pack.
Write the letter	Show the children how to write the letter correctly saying: “Down his body, curl and dot”
Speed Write	Select 3 sounds you have taught the children so far.
Fred Talk (oral)	j-e-t jet j-o-b job j-o-g jog j-a-m jam

Assessment of phonics – Reception

RWI phonics assessments are completed every half term, enabling teaching staff to stream reception children from both classes. Children will be split into smaller groups to greater support individual needs. Groups are fluid and children can be moved in between groups when teaching staff feel another group may best suit the individual’s needs. Strong staff knowledge of the Read Write Inc programme will ensure phonics is taught consistently and skills can be transferred as children work with a range of practitioners.

These assessments also enable teachers to identify those children who are falling behind and need to be placed into intervention groups. Class teachers plan intervention activities for support staff to carry out in small intervention groups, in line with the school and RWI phonics assessments to ensure key skills and sounds are covered.





Reading

Fred the Frog puppet plays an important role in our Read Write Inc lessons. Fred is only able to speak in sounds, not whole words. We call this Fred Talk. For example, Fred would say m-a-t we would say mat. Fred talk helps children read unfamiliar words by pronouncing each sound in the word one at a time. Children can start blending sounds into words as soon as they know a small group of letters well. During lessons children are taught to hear sounds and blend them together in sequence to make a word. We start with blending oral sounds, then progress to reading the letters and blending them together to read the word.



Order of teaching sounds

In Read Write Inc phonics the individual sounds are called 'speed sounds' –because we want children to read them effortlessly. Set 1 sounds are the initial letter sounds. They are taught in the following order. m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk

There are 12 Set 2 'speed sounds' that are made up of two or three letters which represent just one sound, e.g. ay as in play, ee as in tree and igh as in high.

When children learn their Set 2 sounds they will learn:

- the letters that represent a speed sound e.g. ay
- a simple picture prompt linked to the 'speed sound' and a short phrase to say e.g. may I play

Every speed sound has a list of green words linked to it, so your child can 'sound out' and 'sound blend' words containing the new speed sound they have just learnt, for example s-p-r-ay = spray.

When learning their Set 3 speed sounds they will be taught that there are more ways in which the same sounds are written, e.g. ee as in tree and ea as in tea.

Word time Lessons

As soon as children have learnt a few initial letter sounds they begin to learn to blend the sounds together to read real words in a Word Time lesson. Each word time lesson involves oral blending of known sounds before they are shown the words written down on green cards. Children practise Fred talking the words until they become able to read them on sight. Ditty lessons follow on from this where children who are becoming excellent at reading single words are introduced to reading whole sentences. Once children are confident reading the short sentences they are challenged to use their developing phonic knowledge to write a sentence.



Storybook Lessons

The next stage of the Read Write Inc scheme is for children to read storybooks that are closely matched to their developing phonic knowledge. The storybooks consist of green words linked to the sounds they have been learning, red word (words that are not decodable) and challenge words to extend children's vocabulary. After children have practised these words individually they are prepared to see them in context in the story.

Activities such as comprehension questions, partner discussion and writing activities based on the book follow.



Writing

During the RWI writing lesson, the children will 'hold, edit or build a sentence'.

Hold a sentence is an activity that encourages children to remember a whole sentence while focusing on spelling and punctuation.

Build a sentence is to give children the opportunity to create their own sentence that shows the meaning of a word.

Edit a sentence allows the children to critique a sentence using their knowledge of spelling punctuation and grammar.

Children also complete a longer piece of independent writing about each book, which gives them the opportunity to show off their creativity and to practise their spelling, grammar and punctuation.



Spelling with your Fred Fingers

Children are taught to use their fingers to help them write words. The children say the word out loud and break it down into its individual sounds. If a word has 3 sounds children hold up 3 fingers, 4 sounds 4 fingers etc. Children then pinch each finger as they say the sounds needed in the word then they write the letters that represent each sound.



When using Fred Fingers each finger represents one sound. When children reach yellow Read Write Inc storybooks they will begin to learn to trace the letters onto each finger and say the letter names.

Letter formation

Children are taught how to form letters using a handwriting phrase to help.



Word Aware

'Word Aware' is a whole school approach we use at Ightenhill for developing vocabulary. It is a fun and engaging way to promote word learning for all children.

Improving young children's vocabulary is paramount. Exploring and extending pupils' vocabulary is part of everyday teaching. Lessons are planned to enrich vocabulary and incidental opportunities are exploited. Vocabulary is discussed with the intention of building background knowledge so pupils can comprehend the content of a text.

Our EYFS classroom has a vocabulary display which is used, referred to and added to in partnership with the children.

Shared reading

Texts are shared as a whole class daily. 'Shared Reading' is a recognised strategy for teaching reading in which pupils and teacher read a text together with a focus on a specific aspect. Through experiencing a variety of texts, fiction and non-fiction, children will become aware of the range of strategies required when reading for different purposes.

The million-word gap

Young children who are read five books a day by the age of 5 have heard about 1.4 million more words than children who were never read to. Ohio State University, 2019

Individual reading (Home Reading)

Encouraging reading for pleasure is part of our school vision to create learners for life. All children have their own individual reading books; one phonetically decodable and one library book. Children select books from a wide range of genres including picture books, non-fiction information books and poetry.



Maths at Ightenhill

Children learn about maths through play and their daily experiences. And the more meaningful to them and hands on it is, the better.

Our setting is full of mathematical opportunities for children to explore, sort, compare, count, calculate and describe. Providing a safe environment to be creative, critical thinkers, problem solvers and to have a go.

Mathematics is identified as one of the specific areas of learning, alongside expressive arts and design, literacy, and understanding the world.

Our objective is to ensure that all children develop firm mathematical foundations in a way that is engaging, and appropriate for their age. This means actively learning using resources and activities provided in the environment.

In addition, maths is explicitly taught daily as short whole class sessions and followed up with small group work within the environment.

Concrete – Pictorial – Abstract

Mastery of mathematical concepts in the EYFS takes the following approach:

Concrete – children use concrete objects and manipulatives to help them understand what they are doing.

Pictorial – children build on this concrete approach by using pictorial representations. These representations can then be used to reason and solve problems.

Abstract – with the foundations firmly laid, children move to an abstract approach using numbers and key concepts with confidence.



Maths is everywhere!

Here are a few examples of how our environment promotes mathematical development:

- Sand & Water can develop mathematical concepts and language, e.g. heavy, light, empty, full, big, little.
- Malleable – dough can develop mathematical language – short, long, fat, thin. Children can make shapes of different dimensions – flat shapes, 3-d shapes.
- Imaginative play - set the table for dinner can develop counting skills. Sorting clothes into different colours, or different types of clothes, e.g. t-shirts and socks will develop knowledge of shapes and colours.
- Physical play can develop fine motor skills e.g. Sorting out a jigsaw, threading beads. Block play or playing with toy cars can help to develop sequencing according to size, colour. Playing with different sized blocks can help to develop an understanding of weight and dimensions. Tidying toys allows children to sort into different sizes and colours. It can also develop mathematical language – first, second, third, how many are blue, which is largest / smallest.
- Outdoors – Children may plant seeds this can develop understanding of time and the life cycle of plants. As the plants grow children use measures and develop mathematical language of size.
- Books & Rhymes - Enjoying stories and rhymes with a mathematical element, e.g. “One-two buckle my shoe” can develop number concepts, knowing direction that the print reads from left to right.



Parent Engagement

Parents are the first and most important influence on their child's development and future outcomes.

Children have two main educators in their lives – their parents and their teachers. Therefore, the school and the parents all have crucial roles to play. The impact on a child's education is greater if parents and schools work in partnership.

At Ightenhill, parents are invited to be involved in every step of a child's journey in education. Beginning with a pre- starting school meeting, followed up with an invitation for their child to attend several 'transition' sessions before the Autumn term commences.

We use an online communication platform, 'ClassDojo' to communicate with our parents. Teachers use ClassDojo to inform parents of what is happening each day in class and add pictures from

throughout the day. They will also use it to record and celebrate progress made by each child.

ClassDojo enhances this special time in a child's life and captures children's experiences as well as development and learning.

Text, images and videos can be uploaded by parents to share learning and experiences from home via PC, tablet or our mobile app - anywhere there's an online connection. Every entry helps to create a complete story of a child's time at school.

Throughout the year families are invited to 'Mouse Club' sessions in the KS1 hall along with many whole school events.

We pride ourselves on building positive relationships with the families of Ightenhill. Creating a 'triangle of trust' between children, parents and practitioners. We understand that when parents relinquish part of the care and teaching of their child to the staff in our setting it is a big step.

We create an environment that is conducive to interactions where all feelings can be taken into account.

A warm welcome each day often leads to a deeper knowledge and understanding of each child and their family.

As stated earlier,

'it is knowing the child and family that opens up endless possibilities for interactions that deepen the emotional bonds between a practitioner and a child, and lead, in turn, to educational opportunities to support and extend learning.' (Fisher, 2016)

Impact

The most recent statistics show that from a low starting point 64% of our children leave the EYFS with a Good Level of Development (GLD).

Children enter Key Stage One ready to begin the next chapter of the educational journey. They are equipped with a broad range of knowledge and skills that provide the right foundation for future progress through school and life.

In 2017, a 'Study of Early Education and Development: Good Practice in Early Education' was published which outlined 3 themes that underpin effective practice that are aligned with our ethos and development.

At Ightenhill we;

1. Tailor practice to the needs of the children - the child is at the centre of our practice. We have a clear vision of what we want to achieve for the children in our care, and these clear goals inform all areas of our practice.
2. Invest in skilled and experienced staff - that support children to reach their full potential.
3. Operate an open and reflective culture – our culture is driven by continuous improvement. We seek out other settings and professionals to learn from, share and reflect practice. We recognise the knowledge and expertise of our own staff and value open discussion and staff consultation; and embedded within our school is a culture of self-evaluation as a means of driving continuous improvement.

The Early Learning Goal Descriptors

Communication and Language

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

ELG: Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Expressive Arts and Design

ELG: Creating with Materials

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

- Invent, adapt, and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music

Literacy

ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.

ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



Our School Values

“A school with values at the heart of everything we do”

Our School Values



At Ightenhill, we have seven school values:

- Ambition
- Co-operation
- Kindness
- Honesty
- Resilience
- Respect
- Responsibility

Our values are central to daily life and our ethos at Ightenhill.



Glossary

Adult-led learning

The practitioner knows exactly what outcomes they want to achieve. They have planned with care, using prior knowledge of the child's learning experiences and guidance from the EYFS document 'Development Matters', 2012.



Adult-initiated learning

The practitioner has a clear purpose for planning an activity or experience. Knowledge of the child or children, and of their previous learning, gives the practitioner evidence to plan either for consolidation of that learning, or to explore its next steps.



Child-led learning

Situations that evolve independently, the practitioner approaches not knowing what it is that the child or children are trying to do or what scenario they have been creating. Often spontaneous and frequently unpredictable. In this situation, the practitioner must wait and watch before deciding whether and when to intervene.



Synthetic Phonics

Is a way of teaching reading. Pupils are taught to read letters or groups of letters by saying the sound(s) they represent. Pupils can then start to read words by blending (synthesising) the sounds together to make a word.

