



Information for Parents Prime and Specific Areas of Learning



Our Indoor Learning Space



What will my child be learning?

Early Years Foundation Stage Framework (EYFS)

The following is taken from the Early years foundation stage statutory framework for group and school-based providers (Dated 11th October 2024)

There are seven areas of learning and development that set out what providers must teach the children in their settings. All areas of learning and development are important and inter-connected.

Three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas. These are the prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

Providers must also support children in four specific areas, which help strengthen and develop the three prime areas, and ignite children's curiosity and enthusiasm. The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

On the following pages we have taken the direct text from the framework to show you what is expected of us as practitioners. We will then go on to explain how we go about teaching these areas of learning within the environment of Langtoft Preschool.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁹. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

What will my child's learning look like at Langtoft Pre-school?

The EYFS framework identifies the essential role that play takes in your child's development. It is through both child-led and play guided by an adult that your child will develop confidence and relationships with others. It is again through play that your child will develop their communication skills by modelling the adult practitioners and peers.

At Langtoft we pride ourselves on individual planning for all of our children and great emphasis is placed on getting to know each individual child inside and out. We have a key person system in place and this enables us to work in partnership with you, sharing information about your child both on Tapestry and verbally.

The EYFS framework identifies three characteristics of effective teaching and learning:

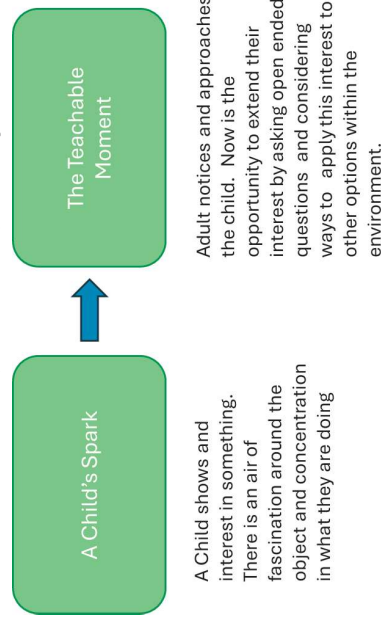
- Playing and exploring
- Active learning
- Creating and thinking critically

These underpin our teaching and planning for the children.

When planning for our children we also plan 'In the moment' and also we use their schema and schematic play to ensure that we are doing all that we can to aid their learning journey with us.

In the moment Planning

According to Anna Ephgrave, the author of one of the most influential publications on in the moment planning, we must let the young learners decide what to do, we must accompany them and support them in their tasks. And, then document what happened. This approach to scaffolding requires a balance of adult direction and child interactions. Traditional planning would want a clear route to achieve the learning objective but this approach involves more spontaneous planning.



To be successful, we must have a rich repertoire of actions that we can use to complete the learning journey. The universal thinking framework enables educators to 'think in the moment'. Skilful adults can often spot opportunities to take the learning in different directions.

In practice this means that instead of taking the traditional long-term observation, reflection and planning cycle, our skilled practitioners do all of these spontaneously, as it happens. Our practitioners work very closely with our children and by getting to know the children well and seeing how they learn, and finding out their interests they can then extend their teachable moments accordingly.

From the very start with the 'all about me' booklet that is filled in when the children start, the key person is starting to get a picture of the child. In the first few weeks of starting they then build on this knowledge and plan for that individual child's needs. This is where in the moment planning is fantastic as it is moulded specifically for each and every child in our care. The graphic and text is taken from <https://www.structural-learning.com/post/in-the-moment-planning-a-teachers-guide>

What are Schemas?

It is....

- * how we learn and play.
- * a pattern of behaviour.

A schema is like a set of instructions. As adults we use them all the time, and we don't really notice we're doing it. Switching on a light or making a sandwich and you are using a schema to do it; a mental model you've created through a process of trial and error to find the best and most efficient way of completing your task

Schema play is especially noticeable in toddlers. Bashing, banging, pushing, pulling: destruction testing is a key feature of this kind of activity. What does this thing do? What happens if I drop it? Will it break if I hit it? What if I hit it again? Your child wants the answers to all these questions and will persevere until they have them. They are trying to make sense of the world, one action at a time. <https://www.pengreen.org/wp-content/uploads/2018/05/Pen-Green-Key-Concepts-Schemas.pdf>

What types of schemas are there?

Transporting — Children will be fascinated with moving objects and themselves from place to place.

Trajectory — Children will be interested in how things move and respond.

Enveloping — Children are learning about space and capacity,

Transforming — Children are learning about cause and effect.

Connection — Children are exploring how things join together and separate.

Rotation — Children show fascination with how things rotate.

Positioning — Children will be interested in placing objects in lines, patterns or rows.

Enclosing — Children are exploring concepts which relate to size, shape and pattern.

Orientation — Children will be interested in looking at themselves, objects and the world around them from different angles, places and positions.

How will I Know How My Child is Doing?

Each child in the EYFS has a key person who will work in partnership with you and will share information both verbally and on Tapestry to share your child's learning journey.

Our practitioners use their knowledge to understand your child's level of development and if they have any concerns about your child's progress they will discuss these with you.

There are three formal assessments that take place during your child's EYFS journey however the only formal assessment that takes place at preschool is the 2 year progress check which takes place from 24 to 36 months. The next formal assessment takes place during your child's reception/foundation year at primary school and will be a baseline assessment. The final assessment will be the early years foundation stage profile which takes place at the end of the EYFS.

Special educational needs (SEND) and disabilities

We recognise that every child should have the best possible learning opportunities and we therefore promote an inclusive practice. We recognise that some children may have particular needs or disabilities and we take specific action to support and encourage these children within a caring environment.

We enable all children to participate fully in learning activities and experiences by providing a curriculum that responds to the individual development of each child.

We use the graduated approach of assess, plan, do and review to identify and address the needs of the children with SEND in our care.

We follow the guidelines set out in the Special Educational Needs and Disability Code of Practice (2015), The Equality Act (2010) and the EYFS framework.

Our SENCo is Lucie Cunningham and she is assisted by our assistant SENCo Nicola Ferdinand. They will be happy to discuss any questions or queries that you may have.

