

Godley Community Primary Early Years Approach

*Nursery and Reception
3-5years*



Learning and
Development



Unique Child



Positive
Relationships



Enabling
Environments



Cultural
Capital

EYFS Ethos

Safe – Secure - Happy

EYFS Effective Learning Characteristics – Building Better Learners

Playing & Exploring – Active Learning – Creating and Thinking Critically

Godley Community Primary Early Years Approach



Learning and
Development

QR Code

Learning and Development

At Godley, a carefully designed curriculum reflects the different ways in which children learn and reflects the broad range of skills, knowledge and attitudes needed as foundation for good future progress. Individual needs are identified and supported to ensure children benefit fully from the opportunities ahead of them.

Seven areas of learning and development

Prime Areas:

Personal, Social and Emotional Development, Communication and Language, Physical development

Specific Areas:

Literacy, Maths, Understanding of the World, Expressive Art and Design

Early learning goals

Used as 'best-fit' judgement about child's development to measure attainment against expected levels at the end of EYFS.

Assessment

Baseline assessment (formal & teacher assessed) – within first 6 weeks of Reception

Based on teacher professional judgement

Measuring progress, identifying individual needs, planning and developing support

Final term – Summer 2 – EYFS Profile completed – attainment against expected levels - ELGs

Safeguarding and welfare

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.

Playing & Exploring – Active Learning – Creating and Thinking Critically

- Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations
 - Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity⁶, and to make healthy choices in relation to food
 - Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities
 - Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest
 - Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure
 - Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment
 - Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology

Godley Community Primary Early Years Approach



Unique Child

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Unique child

Every child is a unique child who is constantly learning and has potential to be resilient, capable, confident and self-assured. Children's individuality is celebrated, valued and nurtured, with all children being given an equal opportunity to succeed.

Child Centred Approach

High expectations for all children

Staff know each child well and respond to their interests, strengths and needs

Each child is given time, space and support to express their feelings and talk about things matter to them

Proactive monitoring of the rate at which a child learns new concepts

Children's confidence and self-respect are nurtured and actively promoted

All children and families are valued and respected equally

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Positive Relationships

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Positive Relationships

Children develop positive relationships at Godley with adults and other children within an inclusive, nurturing environment based on mutual respect.

Adult – Adult Relationships

- Partnership with parents developed through effective transition and clear, regular communication.
- Positive and purposeful relationships modelled between staff
- Consistency in approach between staff members ensures continuity of care and consistency across the different environments

Adult – Child Relationships

- Warm, loving and fostering a sense of belonging
- Mutual respect and celebration of uniqueness
- Adults act as role-models for positive attitudes to learning
- Adults are supportive of children's independence and fosters individual interests
- Children feel safe and are confident to ask for help and support

Child – Child Relationships

- Developing communication skills to listen, turn take and ask questions of one another
- Develop empathy and understanding of own feelings and others' feelings
- Positive relationships are formed with KS2 role models
- Collaboration skills, teamwork and a sense of belonging are established

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Enabling Environments

Enabling environments at Godley provide rich, varied and safe spaces in which children can play, explore and learn. The environments act as a “third teacher” and are stimulating, open-ended and challenging. Adult modelling, questioning and effective direction supports pupils in developing their interests and responding to their individual needs.

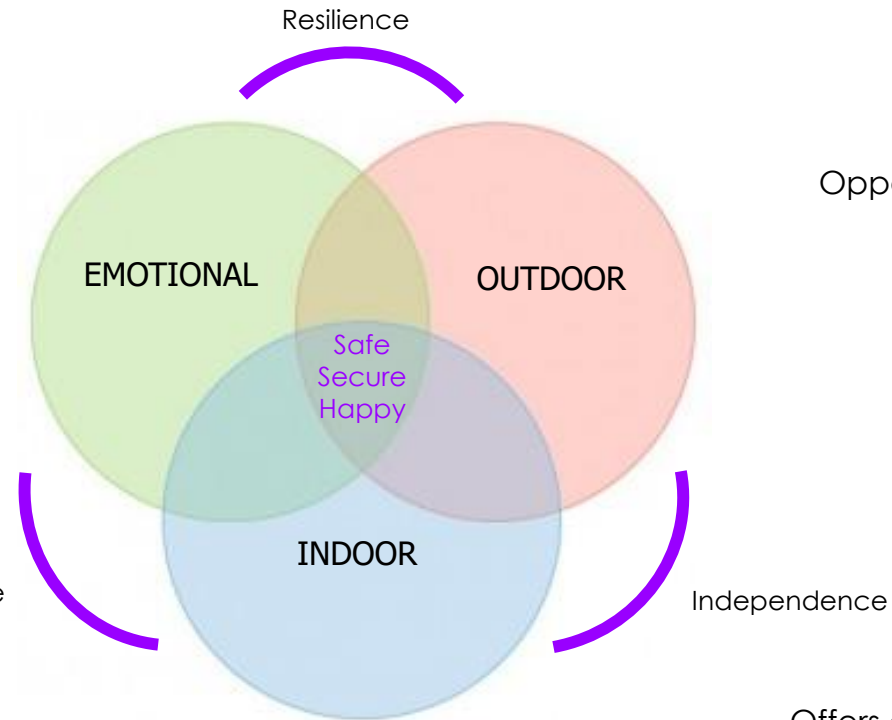
Planned Purposeful Play – Adult-Led Activity – Child Led Activity

Emotional Environment

Effective transition
Positive relationships
Clear routines, rules & boundaries
Equal opportunities
Celebrate diversity
Freedom of expression
Consistent & clear communication
Nurturing self regulation

Enabling Environments

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Outdoor Environment

Opportunities for risk management
Multi sensory
Collaborative
Discovery, exploration & investigation

Indoor Environment

Engaging & stimulating
Accessible
Comfortable
Language rich
Offers opportunity to revisit, rehearse and embed skills

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Cultural Capital

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Cultural Capital

At Godley, our cultural capital provides experiences, opportunities and knowledge in order to achieve success and make progress.

Meaningful & Enriching Experiences



Books & Literature



Music



Vocabulary
& Communication



Art



Food & Cuisine



Festivals, Language
& Culture

Children are provided with planned opportunities to experience awe and wonder. Exposure to a wide range of vocabulary through conversation, stories and discussion around purposefully planned activities and experiences gives children the confidence to articulate their thoughts, feelings and understanding. A rich and varied supply of high quality books exploring different cultures and themes are available to children to read and take home. Children are given opportunities to engage their senses and explore how new things look, sound, smell, feel and taste. A range of opportunities to experience different environments and settings are carefully planned to enhance learning across the curriculum. Diversity is explored, embraced and celebrated. Children develop their social skills and awareness by applying their prior knowledge to new experiences when carefully guided by adults. Visitors are welcomed into our setting to give specialised knowledge and experience and to share in the children's learning.

Playing & Exploring – Active Learning – Creating and Thinking Critically