

# Welcome to High Clarence Academy Early Years



# Our School



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# Our Values



High Clarence Primary Academy is proud to be part of The Enquire Learning Trust and is strongly shaped by the values and ambitions of the Trust.

# Welcome from the Principal



**We know that children learn best when parents and school work closely together and we value your support to ensure every child has the best opportunity to succeed.**

**We look forward to working with you.**

**Mrs Caraher**

# Meet the Team



**Dawn Cottey**  
Two-Year-Old Room Lead



**Hannah Hancock**  
Early Years Teacher



**Nicole Woodall**  
Early Years Lead



**Miss Bonar**



**Miss Crosby**



**Mrs Hunter**



**Mrs Singleton**

# Our School Day

**Two-Year-Old's and Nursery**  
**8.45am - 11.45am**

**Reception and 30 Hours**  
**8.45am - 3.15pm**

**We offer 30 hours provision  
for those eligible.**



# 30 Hours Funding



All children age 3 and 4 are entitled to 15 hours free nursery care. However, some working families are eligible to 30 hours funded places, which we offer at High Clarence. Find out if you are eligible.

[www.beststartinlife.gov.uk/](http://www.beststartinlife.gov.uk/)

# Learning Through Play

Play is often viewed as a simple pastime for children, but its significance in early childhood education is profound. Play-based learning fosters essential cognitive, social, and emotional development in young learners.

Play-based learning is an educational approach that uses play as the primary mode of learning. Children engage in structured and unstructured play to explore concepts, solve problems, and develop skills. This method is rooted in the understanding that children learn best when they are actively involved and having fun.



Our highly skilled team provide a learning environment that enables children to explore, create, experiment and play! Our resources, equipment and activities are all set up in a way that meets the developmental needs of each child. Our staff will regularly play with the children because it is our skilled questioning and support that helps them to progress. Throughout each day the children will play independently, in groups, with an adult, at a table, on the floor, writing in a book, writing in the mud! We encourage all of our parents to play with their children at home too. You will be amazed at what children are capable of when we meet them at their level.



## WHAT WILL MY CHILD LEARN IN EARLY YEARS?

THERE ARE 7 AREAS OF LEARNING IN THE EARLY YEARS FOUNDATION  
STAGE FRAMEWORK



**COMMUNICATION &  
LANGUAGE**  
LISTENING, ATTENTION  
AND UNDERSTANDING,  
AND SPEAKING



**PHYSICAL  
DEVELOPMENT**  
GROSS AND FINE MOTOR



**PERSONAL, SOCIAL  
AND EMOTIONAL  
DEVELOPMENT**  
MANAGING SELF, SELF-  
REGULATION AND  
BUILDING  
RELATIONSHIPS



**LITERACY  
DEVELOPMENT**  
COMPREHENSION, WORD  
READING AND WRITING



**MATHEMATICAL  
DEVELOPMENT**  
NUMBER AND  
NUMERICAL PATTERNS



**EXPRESSIVE ARTS  
AND DESIGN**  
CREATING WITH  
MATERIALS AND BEING  
IMAGINATIVE AND  
EXPRESSIVE



**UNDERSTANDING THE  
WORLD**  
PAST AND PRESENT,  
PEOPLE, CULTURES AND  
COMMUNITIES, AND THE  
NATURAL WORLD



# Early Learning Goals

## Communication and Language

### 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.

### 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.

## Understanding the World

### 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.

### 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.

### 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.

## Personal, Social and Emotional Development

### 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.

### 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.

### 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.

## Expressive Arts and Design

### 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.

### 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.

## Mathematics

### 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.

### 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.

## Physical Development

### 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.

### Fine Motor Skills

- 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

## Literacy

### 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.

### 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.

### 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.

# Indoor Environment



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# Outdoor Environment



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# School Uniform

Uniform can be ordered through the school office.



# What can I do to prepare my child for Nursery?



## Encourage independence

Encourage your child to independently go to the toilet and put on their shoes and coat. It's also a great idea to teach them how to ask an adult for help if they need it.

## Develop their communication

Practise greetings, simple questions and have lots of conversations. Giving your child time to talk - and also time when they have to listen - teaches vital speaking and listening skills. Encourage your child to talk in full sentences.



## Talk to your child about Nursery

Talk about what will happen and what to expect at school. You could encourage them play schools. Talk about how much fun Nursery is and all the things they have to look forward to! You could watch video clips such as Woolly and Tig - First Day at Nursery School on CBeebies.



# Communication



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Built on botheredness . . .  
the **enquire**  
learning trust