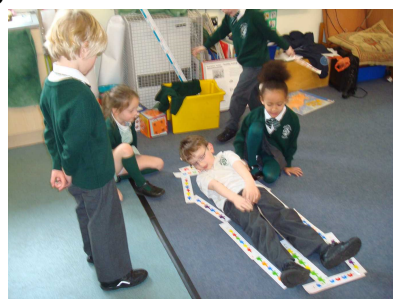


Little Acorns Curriculum Meeting 12th September  
2014

Changes to EYFS profile  
Housekeeping  
Curriculum



The reformed EYFS, effective from September 2012, takes forward the Government's changes to the 2008 framework as recommended by the 2011 Tickell Review. The reforms have:

- reduced paperwork and bureaucracy;
- strengthened partnerships between parents and professionals;
- focused on the three prime areas of learning most essential for children's readiness for future learning and healthy development;
- simplified assessment at age five

Changes to the learning and development requirements

1. Areas of learning and development: now consist of three prime areas and four specific areas. The prime areas cover the knowledge and skills which are the foundations for children's school readiness and future progress, and which are applied and reinforced by the specific areas. Where they have close links with National Curriculum subject areas – particularly literacy and maths – they form an appropriate baseline for the National Curriculum.
2. Early learning goals and assessment: instead of 69 goals, there will now be 17. Instead of the current set of judgements against 117 scale-points, teachers will make judgements against the 17 goals. For each goal, teachers determine whether children are meeting expected levels, are exceeding them, or are below the expected level ('emerging'). Providers are required to share the report on each child, along with a brief report on the characteristics of learning, with the Year 1 teacher.
4. Play and teaching: it is has been made clearer that providers are responsible for ongoing judgements about the balance between play and teaching, between activities led by children and activities led or guided by adults.

The areas of learning and development:

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

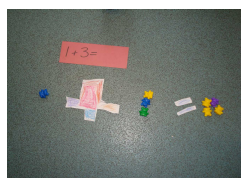
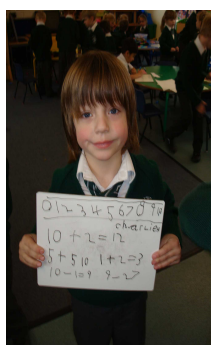
- communication and language;
- physical development; and
- personal, social and emotional development.





Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

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



**School Day** - Begins at 8.45am 'til 2.45 pm. Please endeavour to be prompt. Regular lateness will go on your child's school record and the Educational Welfare Officer may have to contact you.

**Lunches** - Choice of meat or vegetarian school lunch, or jacket potato with choice of filling (baked beans, tuna or cheese). Packed lunches must not contain nut products or fizzy drinks and should contain a balance of foods. Please don't give your child too much to eat or they will not have enough time to play at lunchtime. In the summer term there is the additional option of school packed lunch.

**Wellies and outdoor gear** - Please ensure that your child has a suitable coat for playing in inclement weather. Also wellies for playing in the forest. In hot weather they need a sunhat and named suncream, which you should apply before school(or teach your child to apply themself).

**Spare Clothes** - Accidents happen! Children often regress slightly re toileting when they join school as they are having too much fun! We toilet the children on a regular basis to avoid accidents but it is essential that they have a change of clothes especially underwear and socks in case of accidents. If your child persistently wets/ soils themself then we will work with you to ameliorate this and encourage you to rule out any underlying medical condition that may be causing this.

**Wow Books and wow moments** - Wow books are the childrens' learning journeys for their time in Little Acorns. The children can choose what they deem to have the wow factor and stick it in this book on request. We love to hear about any significant 'wow' moments at home (eg learning to swim without armbands, or being a bridesmaid) and we will include them in your child's wow book. This will be given to you at the end of the academic year.

**After school clubs** - An after school club is available on a daily basis. This is booked through the school office. At present ballet is an after school activity open to Foundation. More may follow, although, as a rule most rugby/football clubs do not take Foundation children as they are too young, and more importantly, too tired after a long school day.

**Kiss and Drop-** A revolutionary service introduced a few years ago to help with the traffic congestion at dropping off time.This is open to Little Acorns and the children in foundation have been regular users in the past.. Drop off from 8.30am.

**Photo Permission**

**After school clubs** - An after school club is available on a daily basis. This is booked through the school office. At present ballet is an after school activity open to Foundation. More may follow, although, as a rule most rugby/football clubs do not take Foundation children as they are too young, and more importantly, too tired after a long school day.

**Kiss and Drop-** A revolutionary service introduced a few years ago to help with the traffic congestion at dropping off time. This is open to Little Acorns and the children in foundation have been regular users in the past.. Drop off from 8.30am

**Birthdays-** Braywood has a 'healthy school' marque. If it is your child's birthday they can come to school in their own clothes instead of bringing in sweets/birthday cake (this is also a health and safety issue as several children in school have a nut allergy). They also get to choose the classes to leave assembly! We cannot give out party bags etc on your behalf although we are happy to provide you with a class list for party invitations and to put invitations in the childrens' book bags for you.

**Illness-** your child is unwell please ring the school office to let us know the reason for absence. Failure to do so will result in an unauthorised absence mark. If your child has sickness and/or diarrhoea please ensure that 24 hours elapses, free of any symptoms, before returning to school. If your child requires medicine in school time please download and complete a medicine form from the school website.

**Holidays** - Holidays during term time are only allowed in exceptional circumstances e.g. for family wedding/ bereavement. Permission must be sought in writing from the headteacher prior to booking any holidays within school time. A form can be found on the website.

**Independence Skills-** Getting dressed/undressed, putting on shoes, bottom wiping, telling an adult when they are worried/upset, putting their book bags in their draw, putting their book in the book tray.

**Show and Tell-** I will work out a rota for show and tell. Your child can bring in one item or tell the class about 1 significant event in their life during their allotted week. Please discourage your child from bringing toys into school as they get lost!

**Bug Club-** An e book reading scheme. Your child will be given a login and simple password to access this resource. An ipad app is available, free, online. Every 3rd week will be a bug club week.

**Brain Builders-** Topic related activities to help you share your child's learning at home. ~Not obligatory but they always have an open interpretation and are fun to do.



### Curriculum

Independence and self care  
Conflict resolution, sharing, taking turns  
Handwriting and mark making  
Phonics  
Counting ,numeral recognition & problem solving  
shape space and measure  
Stories and Books  
Reading and Bug club  
Wow moments  
Child Initiated learning  
Open questioning



Independence and self care: Children are encouraged to be as autonomous as possible. They select and use resources independently and should soon be able to dress themselves and see to their personal hygiene. If you encounter any issues with toileting please let a member of staff know and we will support you and your child in this respect.

Conflict resolution, sharing, taking turns: The children in Little Acorns are helped to develop their interpersonal skills which they need to be successful and happy learners. We encourage 'restorative justice' whereby the child is the first person to talk to their peers about any problems or issues, instead of an adult immediately intervening. Taking turns and working as a group is the basis of many learning opportunities and children are asked to reflect upon any 'wrong choices' they may have made. They are encouraged to celebrate their achievements by means of their 'wow' books and by putting their name on the 'superstar' wall chart.

Handwriting and mark making: Many children enter school with emerging pencil control and are only able to make marks instead of writing. Through discrete (stand alone) handwriting exercises and lessons, the children learn effective pencil manipulation and cursive handwriting. In conjunction with a range of activities (peg boards, band boards etc), occupational therapy type exercises are undertaken with the whole class to consolidate the fine motor skills necessary for effective letter formation.

Phonics : At Braywood we follow the ReadWrite inc (Ruth Miskin) phonics programme. This is a very effective system that teaches children synthetic phonics by means of a picture mnemonic. This develops the child's ability to segment and blend unfamiliar words (ie to read by breaking words down into their phonemes). The programme includes writing words and learning non-decodable words which can't be segmented ('red' words) e.g. the, said. The children are differentiated according to their ability after their baseline assessments upon entry and taught in small groups.

Counting ,numeral recognition & problem solving, shape, space and measure : It is crucial that children have grasped fundamental mathematical principles at the end of the Foundation stage. They are taught to count with one to one correspondence, to count on from a given number, to count in 2s, 5s, 10s and learn, through practical 'hands on' activities, addition and subtraction. They learn comparative language such as taller, wider, heavier, positional vocabulary, to recognise different denominations of money, to tell the time to the hour and half hour, to recognise and recreate sequences, and to differentiate between 2d and 3d shapes and their properties. The teaching is based upon concrete, practical activities and we have a very useful learning resource, Numicon, which has proved highly effective in helping children to learn number and calculating.

Stories and Books : At least two stories are read to the children every day. This develops their imagination, recall, understanding of narrative construct and characterisation. Stories are used as the basis of drama and literacy activities. Little Acorns are encouraged to look at non fiction books and shown how to use them to find information. We encourage parents to share books with their children as it impacts directly on their reading and writing progress.

Reading and Bug club: Reading books are issued every day to read at home. We also use an online e book system called 'bug club'. Children enjoy signing in to this secure site and reading their books and completing the quizzes online. If a child reads on a regular basis it has been proven to advance their reading and writing age substantially.

Wow moments : Children are encouraged to celebrate their achievements across the curriculum. Each child has a 'wow' book (a glorified 'learning journey') wherein pieces of work, drawings etc can be included. Staff also add 'wow' moments they have observed to the book. Parents and carers are encouraged to share the children's achievements at home for inclusion (e.g. a swimming certificate, or photo of them being a page or bridesmaid at a wedding). These books are returned home at the end of the academic year.

Child Initiated learning: The curriculum is planned to ensure that it covers each strand of the EYFS profile. This is done through topic based learning on a weekly or biweekly basis. The topics covered are generated by the children's interests and by subjects or questions which they themselves raise during class discussions. For example, the children may talk about their pets so each area of the curriculum will be planned around this. Maths can be covered by producing a pictogram of different pets, they can learn about how to care for living things (Personal, social and emotional development) and about different jobs e.g. a vet (understanding of the world). The role play will be centred around this theme. Literacy will centre on writing about pets and they can interact with a Simple City software featuring short films and interactive games about vets and animals. Parents are encouraged to share their child's interests with the teacher as a basis for whole class planning.

Open questioning: The most important acquire a child can have to be an effective learner is an open and inquisitive mind. Children are questioned in a non threatening and open manner. They are not asked questions which only demand a 'yes' or 'no' answer as this does nothing to develop their thought processes and language. If they ask a question about something they are initially asked what they themselves think the answer may be. This helps them to be more confident and diminishes their anxiety about getting things wrong. The children will gradually understand that through 'having a go' i.e. through trial and error they learn and hone their skills and thinking. This approach is encouraged at home.

