

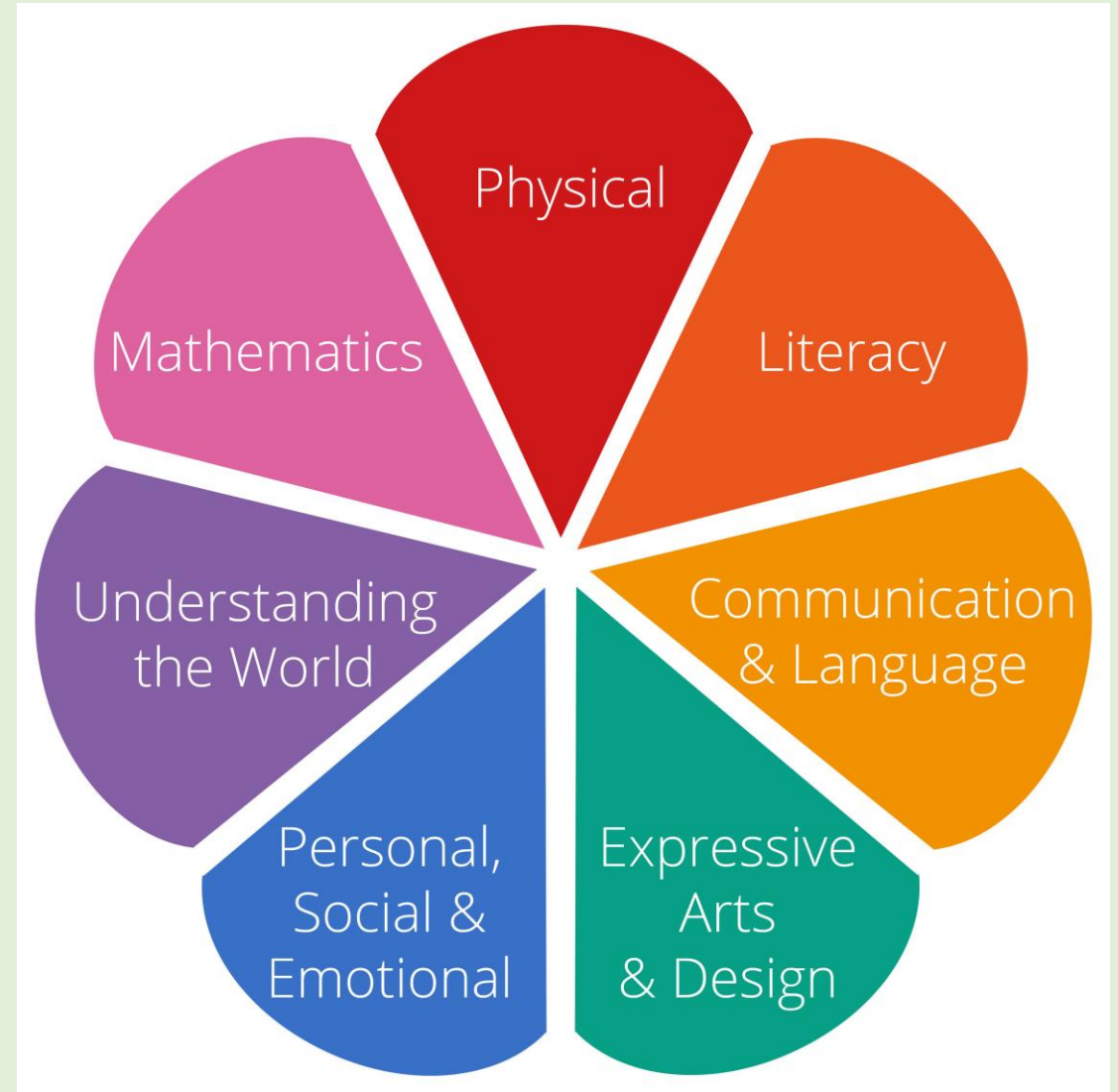
Our school provides a happy, safe and caring environment, in which each individual is respected and valued and their efforts and achievements celebrated.

Our challenging, stimulating, broad and balanced curriculum reflects the expectation that all children will maximize their potential.

Everyone within the school community is fully committed to working together to achieve these shared aims enabling us to meet the challenges of today and tomorrow.



The Early
Years
Foundation
Stage



How does Discovery Learning work?

Teaching is organised through a range of approaches and provides a balance of child initiated and adult-led activities:

Planned focused activities where adults work with a small group of children at a time.

We will differentiate the activity to meet the needs of every child.

Small group teaching of early reading.

Group time for short periods of time such as shared story times, songs and rhymes, discussions and sharing work.

Opportunities for educators to work alongside children as they develop their own interests in particular areas of the curriculum.



A Typical Session

Children will arrive, self-register and put belongings away with adult support.

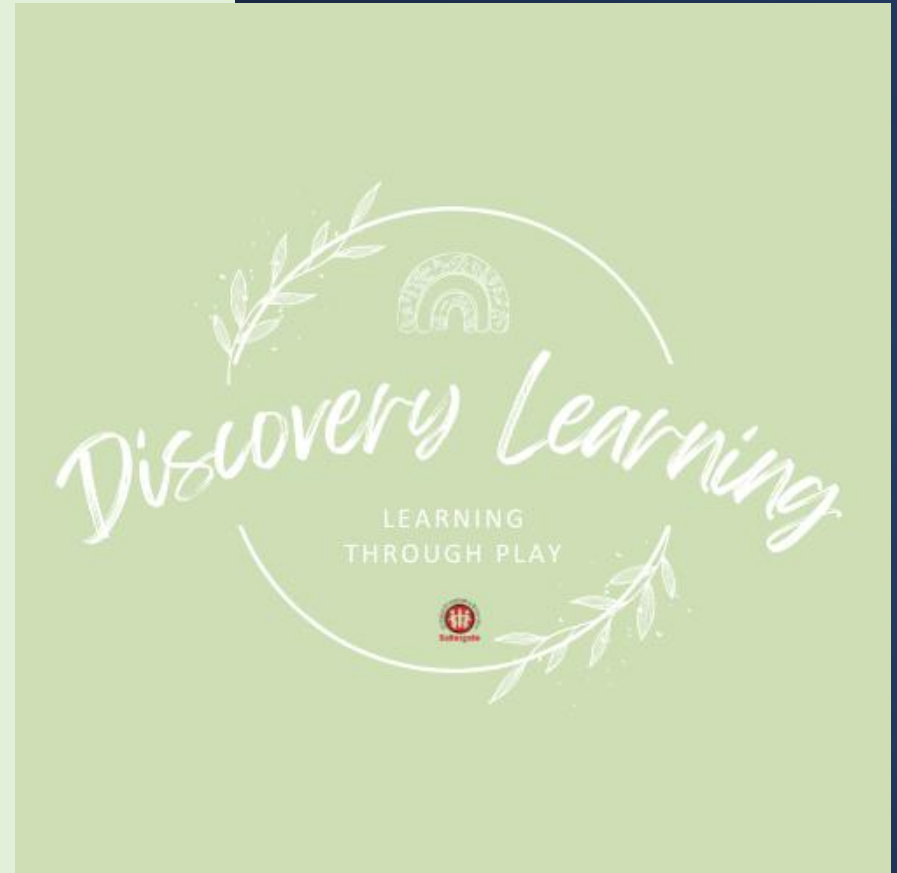
Meeting Time. The children gather to welcome each other and plan their learning, songs and rhymes.

Children begin their independent learning throughout the provision.

During this time there will be adult led activities, indoor/outdoor provision and an adult led Snack time.

End of session meeting. The children will gather to discuss their learning, songs and sharing.

Story time this will be in groups with their key person.



The curriculum is we want the children to learn in the time they are with us

It must be based on the statutory early years foundation stage (EYFS), which gives us a framework that we can build on, through the 7 areas of learning.

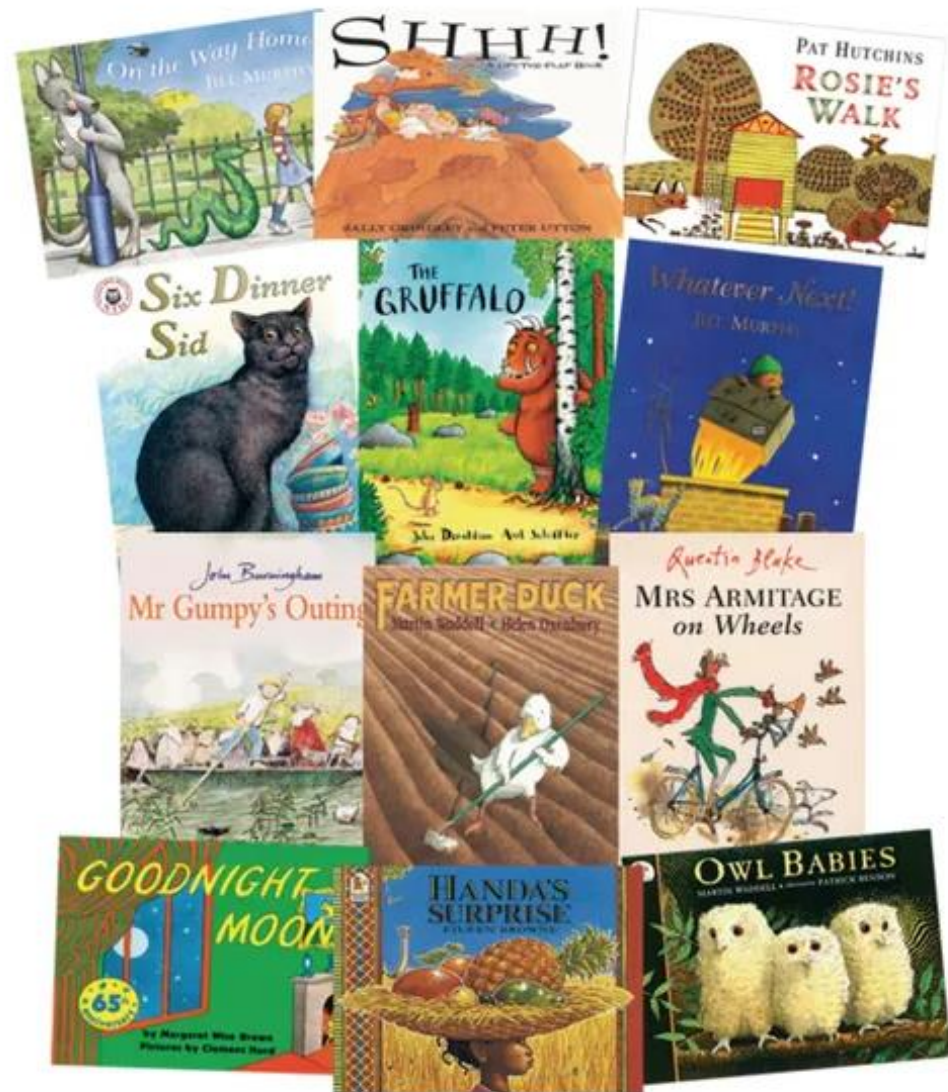
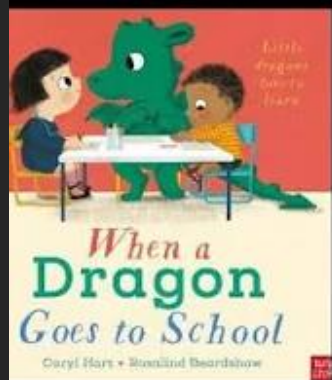
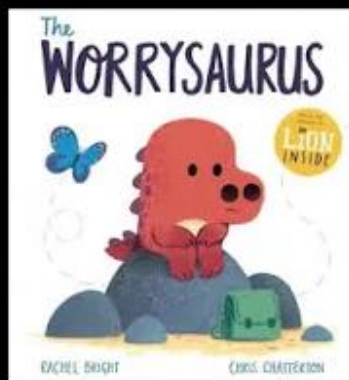
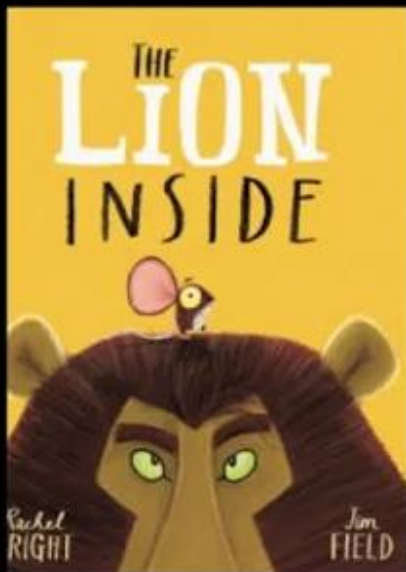
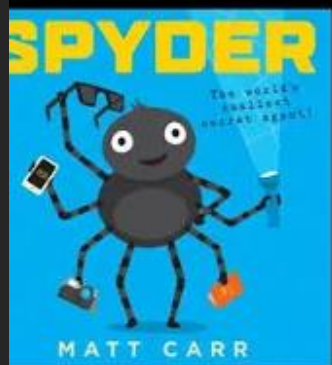
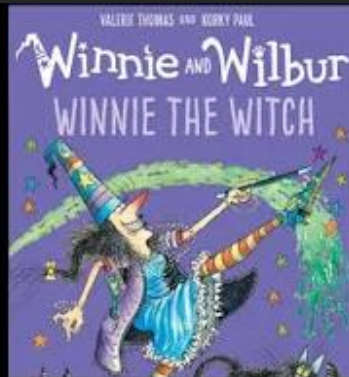
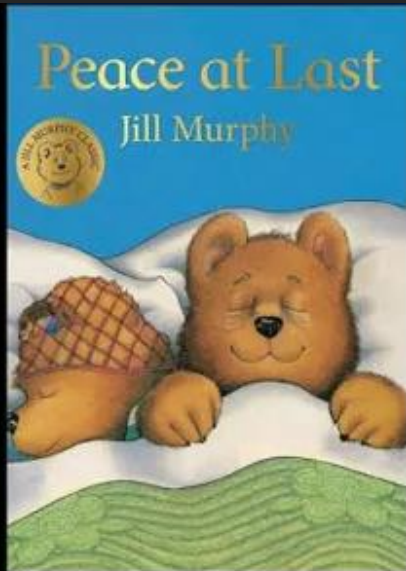
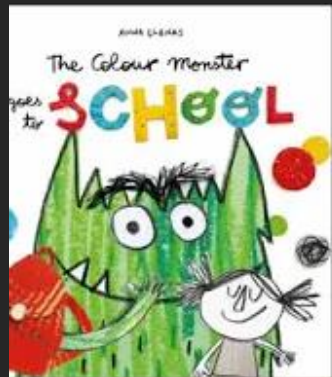
We will have a curriculum that is unique to our setting, providing activities and experiences that deliver those areas of learning.

We decide what we want children to learn, the activities we want to do with them and how our setting can support their learning.

Our curriculum will be bespoke to our children. We will watch and engage with them and study how they lead their own play. We will talk to you to find out interests. We will listen to what children say about their curiosities.

It will be full of rich language with wonderful books at its heart.





Early Reading

Reading is at the heart of the curriculum.

Story time is a valued part of our daily routine. We recognise it as essential in developing children's language, vocabulary and comprehension.

We make language a priority, embed spoken language, vocabulary development and listening into all parts of our provision.

We give the children a strong foundation in reading, ready for Reception.

We create a love of reading that will stay with your child throughout their life.

Our Learning Environment

The learning environment plays a key role in our approach. It takes on the role of a teacher.

Children thrive in environments that are suited to their interests and developmental stages. The environment is viewed as a place that is welcoming, authentic aesthetically pleasing, culturally representative of community, embraces nature and filled with purposeful materials.

The layout of the environment promotes relationships, communication, collaboration, and exploration through play.

Materials are thoughtfully added to the environment to promote creativity, thinking and problem-solving skills, questions, experimentation and open-ended play.





Physical Classroom

The classroom will be an enabling environment carefully planned out to provide a continuous provision. It will enable the children to make choices and follow their interests.

Maths Area Block Area Reading Corner Home Corner

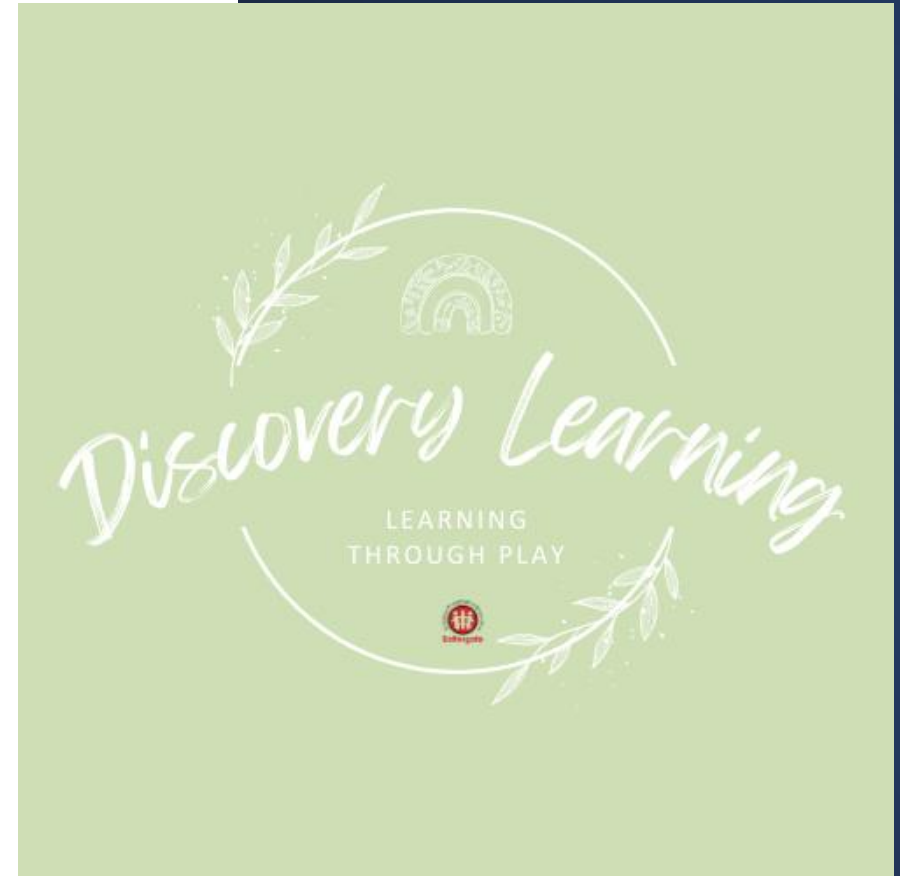
Meeting areas Message Centre Loose Parts

Small World Area

Water Area Sand Areas (Wet and Dry) Dough Area

Construction Area Finding Out Area

Snack Area



Emotional Classroom

We will help children to identify, manage, understand their emotions and feelings.

We do this through having time to reflect, talk freely and discuss emotions through stories and songs.



Hygge

Applying the concept of hygge within early years settings allows us to create a home-from-home feeling. It helps to create a sense of security and wellbeing that enables the children to feel calm and relaxed, and to explore and investigate with confidence.

Focusing on children's wellbeing is key for their development and progress. A natural and calm environment has been proven to have a positive effect on children's behavior



Working Together

In the process of learning, educators, parents and children are viewed as collaborators. The parent is viewed as an essential resource to the child's learning.

The exchange of ideas between parents and teachers is vital in creating a more positive and productive learning environment.

There are so many ways that you can help us to help your child have the best possible start to education.

