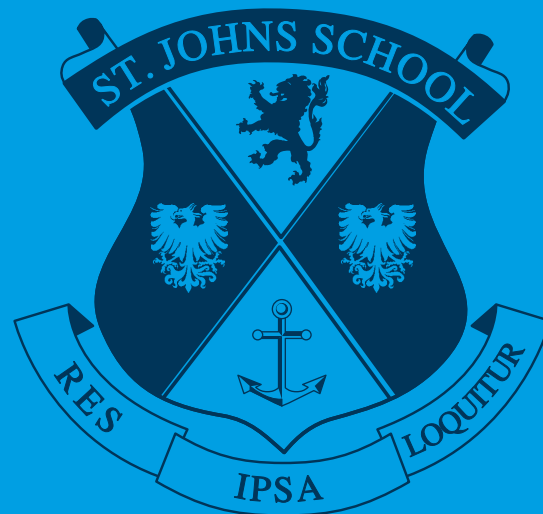


“The Early Years provision is outstanding. Children develop and learn well as a result of highly effective adult support in a rich learning environment”

Ofsted



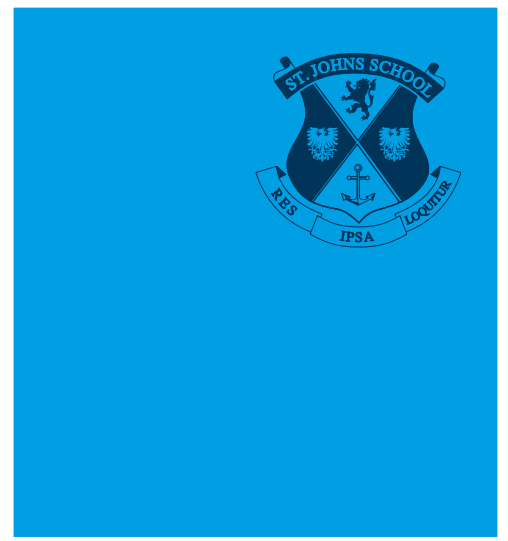
**Early Years at St. John's
3-5 years**



“Children are like tiny flowers. They are varied and need care, but each is beautiful alone and glorious when seen in a community of peers.”

Froebel





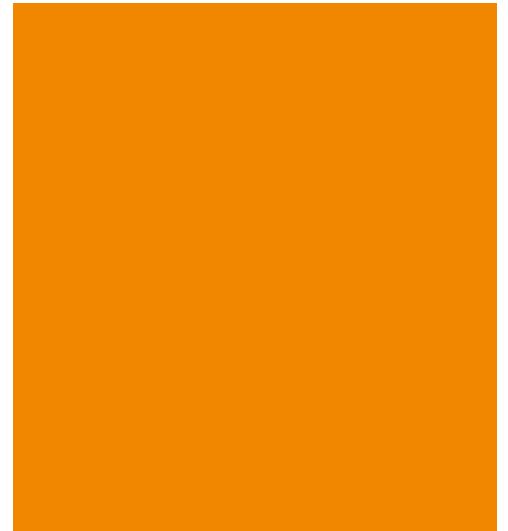
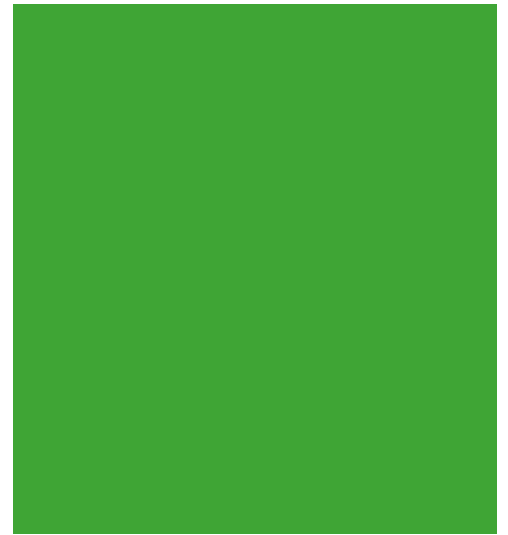
Trust

“For all the things my hands have held, the best by far is you.”

Anon

Children joining our school have already learned a great deal. The Early Years education that we offer our children is based on the following principles:

- It builds on what our children already know and can do.
- It ensures that no child is excluded or disadvantaged.
- It offers a structure for learning that has a range of starting points, and content that matches the needs of young children. It provides activities that give opportunities for learning, both indoors and outdoors.
- It provides a rich and stimulating environment.

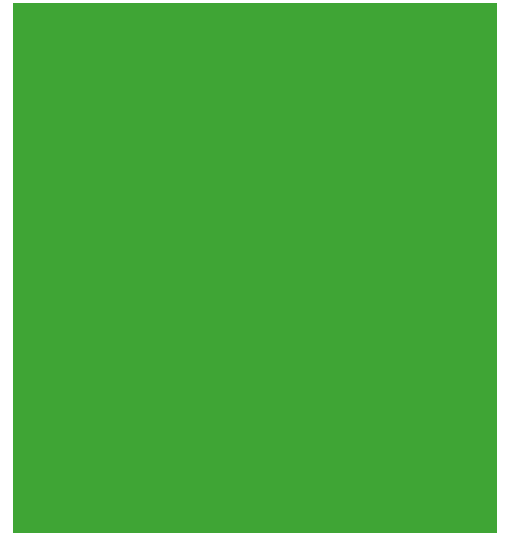
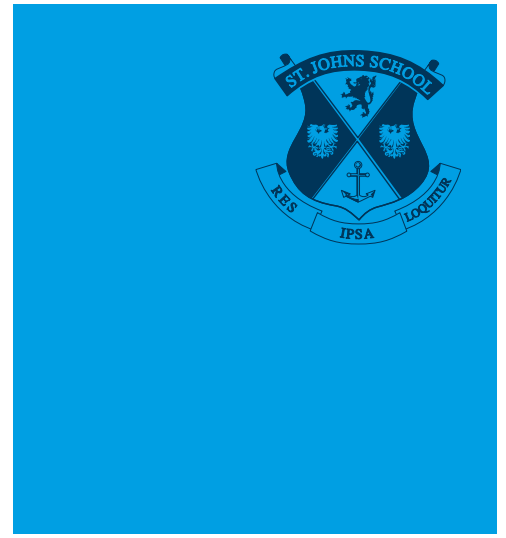


Safe

“Children are well cared for and safe, staff are well trained and teachers and teaching assistants plan activities together to ensure the highest quality of teaching and outcomes for pupils.”

Ofsted

The Early Years are critical in a child's development and our aim in this unit is to provide the highest quality of education in a stimulating and supportive learning environment, enabling each child to flourish and reach their potential.

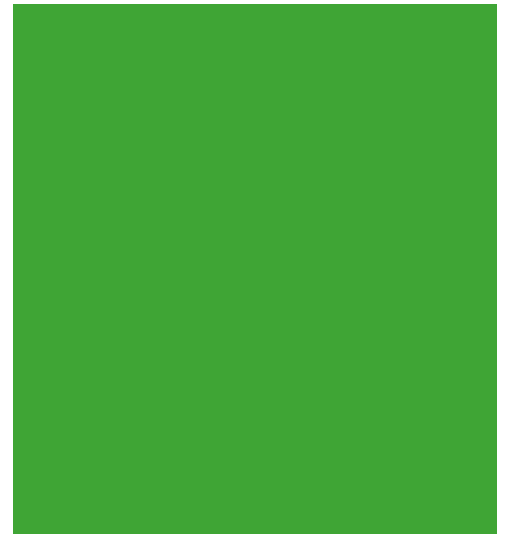


Play

“Play is the highest expression of human development for it alone is the free expression of what is in a child’s soul.”

Froebel

Childhood is a time of play and through play we discover the excitement of learning, the rewards of achievement and acquire our life skills. The Early Years unit, with its bright, colourful, well-planned and busy environment, encourages the children in the development of skills, attitude and understanding that will help them to become confident, active members of a diverse and constantly changing society and equip them with skills for life-long learning.

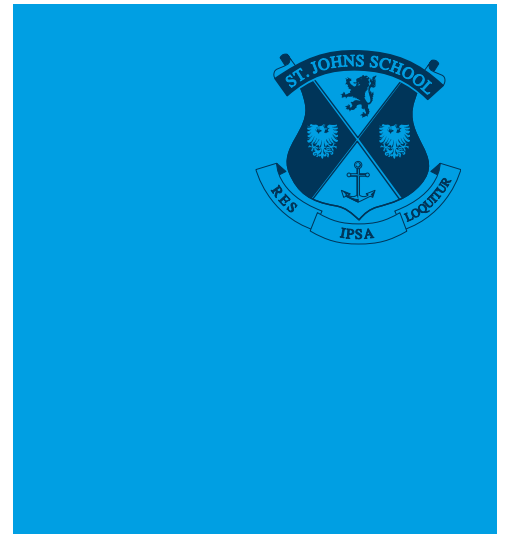


Learn

“A little progress each day adds up to big results.”

Diana Martin

At St. John's we want the children to be happy and confident enabling them to learn and develop. We consider the needs of each child to support their progress. Children are encouraged to be independent both in their learning and in looking after their own needs. Children learn about the needs and feeling of others and the importance of respect. We aim high, both socially and academically and our pupils rise to this challenge admirably. Not only do we offer a high standard of practical and purposeful activities, but we insist that the children receive the type of education that prepares them fully for the high academic standards one expects at St. John's.



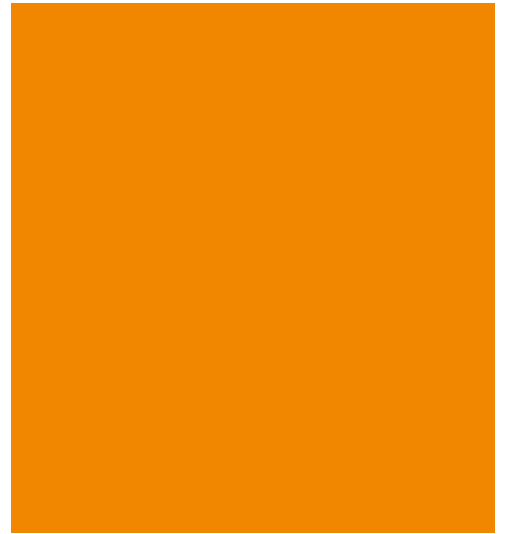
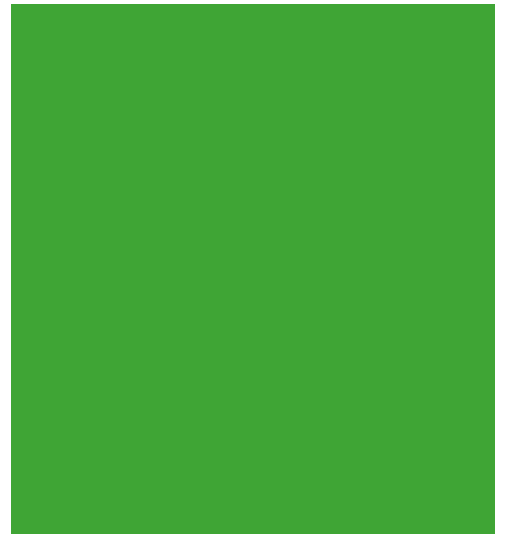
Fulfill

“To eat well is to live well.”

Willie Brown

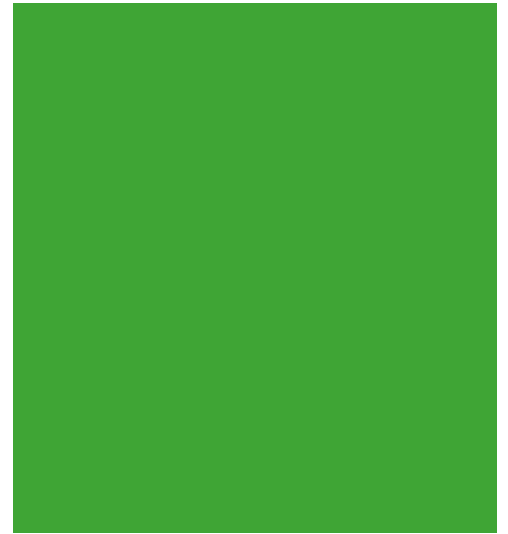
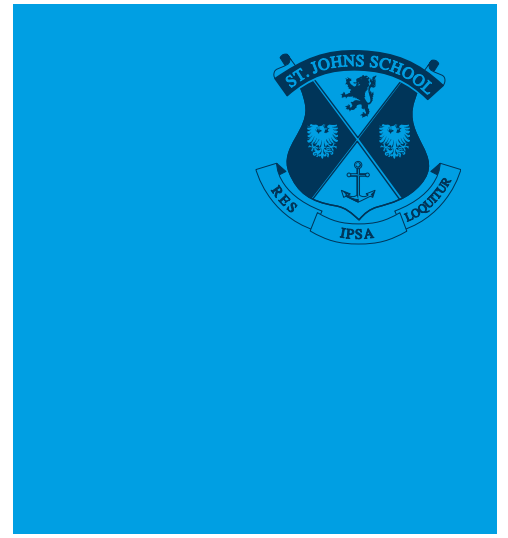
The children are provided with a snack in the morning in Prep One and in the morning and afternoon in Pre-Prep. A nutritious two course lunch is provided each day, which the children eat in the Hall in a special Early Years sitting. Staff sit and eat with the children, modelling good manners.

We cater for a variety of dietary requirements, which is managed carefully by staff. Drinking water is available at all times and children have milk each day mid-morning.



Key Carer

All staff involved with the EYFS develop good relationships with the children, interacting positively with them and taking time to listen, supporting their emotional well being. Each child's allocated key person is the class teacher, who is supported by teaching assistants. The key person approach is aimed at enabling and supporting close attachments between children and practitioners. Attachment provides a sense of security so that children can become confident, independent and capable young learners. The role of the key person is to meet the needs of each child in their care and respond sensitively to their feelings, talking to the parents when appropriate, and working in partnership with them.



Outdoors

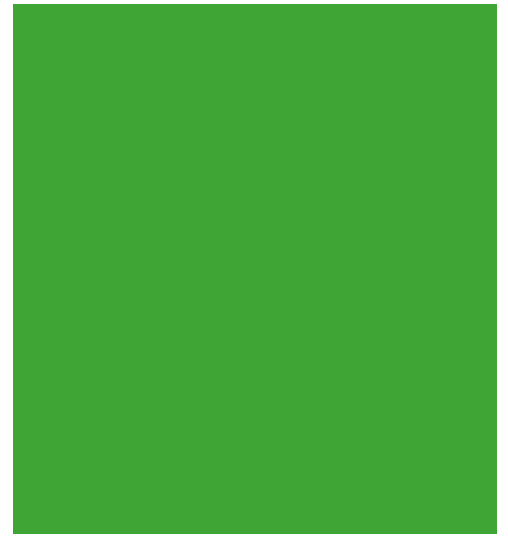
“If you have a garden and a library, you have everything you need.”

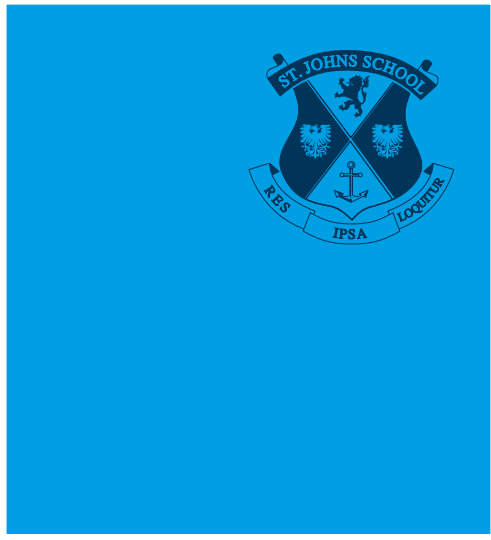
Marcus Tullius Cicero

The Pre-Prep children have access to a dedicated outdoor classroom enabling learning, exploration and play to take place in a natural environment.

Directly from the Prep One classroom the children can access a covered decking area, which extends the learning and enables children to explore in a different environment and engage with the natural world.

For both class groups there is also a sensory garden and a natural trail through trees where children can hunt for bugs or just sit peacefully and listen to the sounds of nature.





Pre-Prep

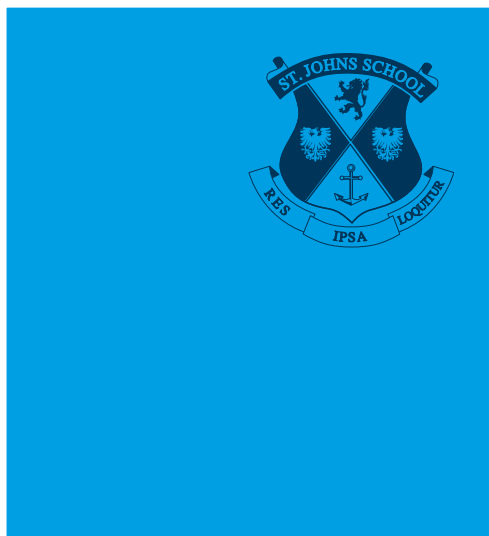
**“As soon as I saw you,
I knew an adventure was
going to happen.”**

Winnie the Pooh

In both the Pre-Prep and Prep One, the children engage in purposeful play, which enables them to communicate with others as they investigate and solve problems and develop reasoning and questioning skills.

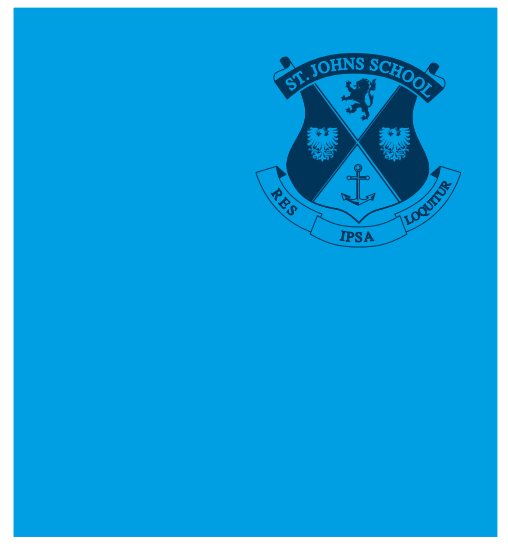
High staff pupil ratio enables the children to develop and be supported and challenged according to their individual needs. Teaching is undertaken as a whole class, in small groups or individually.





Pre-Prep





Prep One

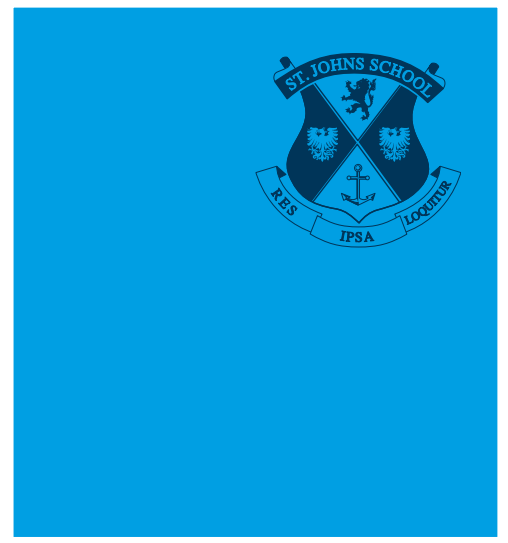
“Children can discover things for themselves.

They are curious and observant.

Children learn well from each other and they share, take turns and help each other solve problems.”

Ofsted



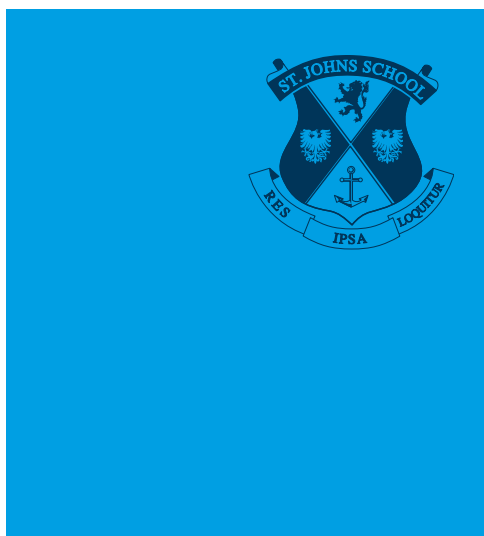


The Early Years Foundation Stage

The Early Years Foundation Stage is the curriculum for the Nursery (Pre-Prep) and Reception (Prep One) classes. It is both skill and knowledge based and draws on the children's previous experience and their current knowledge.

The EYFS starts from birth and continues to the end of the Reception year, when children are assessed against their achievement in relation to the Early Years Learning Goals.

The Early Years Foundation Stage is organised in seven areas of learning and development.



Personal, Social and Emotional Development

This area of learning is about emotional well-being, knowing who you are and where you fit in and feeling good about yourself. It is also about developing respect for others, social competence and independence and a positive disposition to learning. PSED feeds into all subjects of the national curriculum.

Communication and Language

This area of learning includes speaking and listening, involving the sustained ability to hold lengthy conversations, encompassing a range of questioning skills to develop and enhance knowledge.

Physical Development

This area of learning focuses on moving and handling through large and small scale physical activity, which develops an awareness and increased control of children's own bodies. It also encompasses health and self-care, promoting independence and an awareness of healthy lifestyle.

Literacy

In this area we begin linking sounds to letters and reading and writing simple words. We foster and promote a passion for storytelling, sharing books and developing early reading and writing skills.

Mathematics

This area includes number recognition, counting, calculating and shape, space and measure.

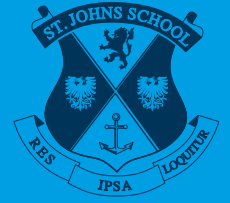
Understanding of the World

In this area of learning children are developing the crucial knowledge, skills and understanding that help them to make sense of the world. This provides the foundation for later work in Science, History, Geography, Design and Technology and Information and Communication Technology.

Expressive Arts and Design

This area of learning includes exploring paint and mixed media, 2D and 3D modelling, art, music, dance, role-play and imaginative play.





The Cycle of Observation, Planning and Assessment

We hold the individual child at the centre of our planning. This is achieved through detailed observation and assessment. This observation and on-going formative assessment is at the heart of effective Early Years practice. Staff achieve this through:

- Observing children as they act and interact in their play, everyday activities, child initiated activities and planned activities, and learning from and sharing with parents about what the child does at home.
- Evaluating learning in adult led experiences.
- Considering ways to support the child to strengthen and deepen their current learning and development.
- Considering the individual needs, interests and stage of development of each child in their care. This information is then effectively used to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.
- We use the tablet based Tapestry programme to record our observations of the children.

Specialist Teachers

Children in the Early Years Unit also enjoy lessons with specialist teachers each week. These lessons are complimentary to the Early Years Foundation Stage and help to develop and enhance the rounded experience the children receive.

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Early Years Foundation Stage is ongoing and is an integral part of the learning and development process. Monitoring of each child will take place through regular observations, discussion, photographs, record keeping and planned assessments of each child's achievements, interests and learning styles. These are used to identify learning priorities and plan the next stages in the learning experiences for the child.

Games

The children participate in games lessons developing different physical skills, which also build their cognitive thoughts and help with their confidence and self esteem. They discover how to move their bodies and what they can do and develop different skills.

French

Over the year the children gradually build up their French vocabulary starting with simple greetings and counting. They also explore vocabulary associated with special times of the year.

Music

The children participate in weekly

music activities which explore a range of songs and singing techniques, including being aware of others as they sing, as well as developing confidence and memory skills. The children also explore percussion instruments, developing and creating sound together and exploring the properties of the different instruments.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our school through meeting and being shown around the classroom.
- Offering children the opportunity to spend time in the Foundation Stage before starting school.
- Operating an open door policy for parents with any queries.
- Sharing regularly the children's 'Learning Journey' using the Tapestry on line system and valuing the on-going contributions to these from parents.
- Inviting all parents to an induction meeting during the first term their child is in Pre Prep and Prep One, in order to detail how we aim to work with their child particularly in relation to reading and phonics and mathematics.
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher.
- Parents receive a report on their child's attainment and progress twice a year.
- Written contact through home school message book and reading record for Prep One, as well as the acknowledgement that parents can ring school to contact the class teacher.
- Ensuring all parents know that their child's teacher and teaching assistant are their key workers.
- By providing a quiet and confidential area where parents are able to discuss any concerns with the class teacher or the Head of Early Years.





**Early Years at St. John's
3-5 years**

