



**CITY OF PETERBOROUGH
ACADEMY
SPECIAL SCHOOL**

The Early Years Foundation Stage

Parent Information Booklet

Curriculum 2015-2016

The EYFS at The City of Peterborough Academy Special School aims to develop each child to their full potential by offering a principled play based and communication centred approach to learning and development.

The EYFS Curriculum Framework

Through this booklet you will see the areas of learning that are available in the Early Years Foundation Stage (EYFS) at the City of Peterborough Academy Special School.

Children in the EYFS learn by playing and exploring, being active and through creative and critical thinking which takes place both indoors and outside.

The activities that are provided for our young children will underpin the skills they need to work towards the Early Learning Goals.

There are **7 areas of learning development**. All areas of learning and development are important and interconnected. Most activities will cover many of the areas. Each area is divided into stages of development.

Areas of Learning and Development			
Prime Areas			
Personal, Social and Emotional Development <ul style="list-style-type: none"> • Making Relationships • Self-confidence and Self-awareness • Managing Feelings and Behaviour 	Physical Development <ul style="list-style-type: none"> • Moving and Handling • Health and Self-care 	Communication and Language <ul style="list-style-type: none"> • Listening and Attention • Understanding • Speaking 	
Specific Areas			
Literacy <ul style="list-style-type: none"> • Reading • Writing 	Mathematics <ul style="list-style-type: none"> • Numbers • Shape, Space and Measure 	Understanding the World <ul style="list-style-type: none"> • People and Communities • The World • Technology 	Expressive Arts and Design <ul style="list-style-type: none"> • Exploring and Using Media and Materials • Being Imaginative

The curriculum is designed to be really flexible so that staff can meet your child's needs and interests. This is a really important feature for us as it enables us to use activities, materials and resources that are particularly engaging and motivating for our pupils as they have a diagnosis of autism. It enables us to develop their strengths and to encourage interest in other areas.

We hope that you find this booklet useful and informative and should you need any further information or have any questions about the EYFS curriculum please do not hesitate to contact:

Deputy Principal and EYFS Leader: Mrs Laura Ives

Learning and development are broken into 7 areas. Three areas are particularly important for igniting children's enthusiasm for learning.

There are **3 prime areas** under the headings of:



Communication and Language



Physical Development

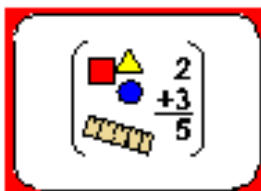


Personal, social and emotional development

This leaves **4 specific areas** through which the 3 prime areas are strengthen and applied. These 4 areas are:



Literacy



Mathematics



Understanding the World



Expressive arts and design

We integrate all these areas of learning into a themed approach every half term.

Themes for EYFS

At the City of Peterborough Academy Special School pupils spend the second year of the EYFS in our setting. Most children will have spent time in other local early year's settings before they join our school.

The EYFS is based on four themes and the principles which inform them. They are:



We offer a themed approach to teaching and learning over the year which may cover topics such as:

Autumn Term	Spring Term	Summer Term
All About Me	Growing and Changing	Under the Sea
My family and friends	Animals and their Babies	Pirates
Food and looking after myself	Mini-beasts	Dinosaurs
Winter	Spring	Getting Ready and Moving On

Enhanced Provision

Throughout reception year there will be areas which provide enhanced space within an enabling environment and continuous provision to support play, development and learning. Equal emphasis is given to both the indoor and outdoor provision and may include experiences of bikes and scooters, sensory play, heuristic play, exploration of natural objects, mark making opportunities, sharing books, small world, role play imaginary play, instruments to play and 'cosy corners', dens and tunnels to relax and explore.

We regularly make use of our excellent on-site facilities and have activity sessions in areas such as soft play, the sensory rooms, trampolines, outside play areas with exercise equipment and area for bikes and trikes and the library. We routinely offer off-site opportunities at New Ark and St. Georges Hydrotherapy Pool.

Each area of learning and development must be implemented through planned, purposeful play and through a combination of:

- Child initiated activities –pupils are given a choice from a range of structured activities with an adult hand to model and support.
- Adult led activities - a planned activity with learning objectives pitched individually, working one to one or in small groups.
- Individual learning targets- these are two or three targets decided upon with parents and the class teacher during arranged 'learning conversations' each term including the annual review process or review of the Education, Health and Care plan. They are specifically related to the needs of the child. Staff then focus on these during the school week as frequently as possible, e.g. walking from the front door to the classroom independently or to sit on the toilet for two minutes each time nappy is changed or to tolerate a small portion of a new food on their plate each mealtime.

We implement a key person system so that every child and family has a special relationship with one member of the reception team. Each child is assigned a key person who helps to ensure that every child's learning and care is tailored to meet their individual needs as outlined in their EHCP. The key person gives reassurance for the child to feel safe and cared for and builds positive relationships with parents.

An overview of the 7 areas of learning that children are working towards-



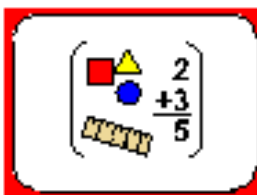
Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.



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 activity and to make healthy choices in relation to food.



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 measures.



Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given a wide range of reading materials (books, poems, and other written materials) to ignite their interest.



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.

Swimming

Children have an opportunity of swimming for 6 sessions in the summer term. The children are taken by taxi to a local hydrotherapy pool based at St. Georges.

Staff ensure children develop confidence and individual water confidence safely in the water. Sessions are built around a programme of songs and activities such as 'here we go around the Mulberry Bush' – this is the way we wash our face – where children wash their faces in the swimming pool water.

Trips out and about

In reception we feel it is very important to provide an opportunity to visit a range of everyday places of interest and children learn how to behave when away from the classroom and home environment as well as discover the community and world around them.

If possible the children are able to go on a trip every week or every other week for either a morning or an afternoon excursion. Places they visit include the local shops, parks, New Ark city farm. Sometimes there are whole day trips to places like the zoo or a farm.

Music

Music lessons are once a week and provide an opportunity for children to try different sounds, rhythms and textures on a variety of musical instruments. They experience a range of sensory exploration as well as engage in purposeful accompaniment with familiar action songs and rhymes as well as learning new songs.

Throughout the year all pupils are provided with the opportunity to listen to different musicians perform and different genres of music.

Learning Journey and Pupil Profiles

Throughout the year, the EYFS team make observations about the progress of your child. They record what they see and hear and use evidence such as photographs, narrative and noting short observations alongside pupils work and discussions to help create a Learning Journal or record of achievement. This provides a wealth of evidence to support the small steps of progression taking place in accordance with the EYFS age/stage bands within the 'Development Matters' framework assessment. Assessments are then used to plan the next steps of experiences, opportunities, learning environment, resources, routines and the practitioners' role within the individual child's learning journey and to complete the end of year profile.

Planning and Assessment

In planning and guiding children's activities practitioners reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

Characteristics of Effective Learning
Playing and exploring – engagement Finding out and exploring Playing with what they know Being willing to 'have a go'
Active learning – motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do
Creating and thinking critically – thinking Having their own ideas Making links Choosing ways to do things

When adults plan and lead activities this is not really play. However, the activities can be fun and playful and provide good learning opportunities.

When adults join in with children's play they bring an extra dimension to the learning that arises in play. They may:

- Develop communication and language, taking part in role play or supporting vocabulary

- Encourage children to solve problems that emerge in play

- Model and support

- Support a child to participate with others

- Support children to focus their attention

- Provide ideas and strategies

- Suggest a new direction or challenge

Baseline Assessment

This takes place within 6 weeks of your child's entry to reception. There are 47 assessment statements which practitioners make 'yes' or 'no' judgements against. Baseline is carried out within everyday activity provision with practitioners making observations and joining in play. Parents also feed into this information. It is not in the form of testing. Baseline assessment provides knowledge of what each child can do. The Early Excellence baseline assessment also gives an indicator of a child's well-being, using the Leuven Scales, and levels of involvement and engagement in a self-initiated or adult directed task.

Assessment is an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs and to plan activities and support. Ongoing assessment (formative) is an integral part of the learning and development process. Practitioners observe children to understand their level of achievement, interests and learning styles and then to shape learning experiences for each child reflecting those observations. In their interactions with children practitioners respond to their day-to-day observations about children's progress, and observations that parents and carers share. Progress is recorded in individual learning journey portfolios for each child through photographs, examples of recorded work, records of what children do and say in response to activities and events. This evidence is analysed for what it tells us about children and from this next steps of experiences, opportunities, the learning environment, resources, routines and the practitioner's role planned.

In the final term, the EYFS profile must be completed for each child. The profile provides parents and carers, practitioners and teaches with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

Language and Social Skills Assessment

An on-entry 'milestones' assessment using the VB-MAPP (Verbal Behaviour Milestones Assessment and Placement Program) may be carried out during the first half term. The VB-MAPP assessment provides educators and parents with an effective means of assessing the learning, language and social skills of children with autism. This assessment can help identify barriers that impede learning and language and assists in developing an individual intervention programme and targets to measure progress at key points throughout the year.

Reporting to Parents

Each term, parents are invited to meet with the practitioners working with their child. At this meeting we will listen carefully to parents' views of progress and work together to make shared and agreed targets for the next steps in the continued development and learning pathway for their child. We will always strive to work in partnership with parents and other professionals. On a daily basis we report to parents through home-school communication books. Parents should contact the class teacher with any questions or concerns that cannot be addressed through the communication book. Parents may be invited in to class on occasions, appropriate to their child, to observe practitioners model strategies, such as PECS (Picture Exchange Communication System) in order that strategies can be used effectively across the contexts of home and school.

Celebration of Achievements

We believe that it is really important to celebrate all the achievements that the children make each week, whether this be great behaviour, fantastic work, being a super friend or always trying their best.

We have a key stage assembly that reception children may attend later in the year.

Each week the class teachers choose a child who has stood out that week for great achievements and they will get a certificate in assembly to bring home. We hope that you enjoy celebrating all the successes as we will each Friday – the children's names will then be displayed on our stars wall.

Summer Play Scheme

A play scheme runs in the first two weeks of the summer holiday. All pupils from across the school are welcome.

Activities available include swimming, cooking, sports activities, arts and crafts, games and much more.

For more information, please contact the school office.

