

## **Dunton EYFS Enabling Environments 2021-2022:**

In Reception our children learn through an environment that is planned to reflect and broaden their interests. They benefit from timely, positive interactions with the adults which both supports and extends their learning. We use the educational programmes from the Statutory EYFS Framework 2021.

### **Reception Enabling Environments**

#### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

##### **EDUCATIONAL PROGRAMME**

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

- Children make 'All about me' posters at the beginning of the year - getting to know each other, identifying similarities and differences
- Books about emotions, feelings and relationships available and shared at story times
- Circle time activities
- Children supported to build relationships with others, adults act as positive role models
- Conflict resolution encouraged
- Resources available for children to choose independently
- Clear expectations and rules for children to follow
- A range of games available to encourage turn taking
- Role play
- Open ended and collaborative resources
- Children are encouraged to manage their own turn taking for things like the bikes, the woodwork bench or the interactive whiteboard (e.g. write a waiting list of names or using a sand timer)
- Independent cooking must be done with at least one friend, deciding on a recipe and working together
- Healthy snack provided by school- children help to choose and prepare snacks

- Whole school reward system
- Classroom monitors - each day two different children receive extra responsibilities in class
- Whole school events and activity days e.g. Harvest Festival, Christmas Performance, World Book Day etc.
- School values which are displayed and discussed in class and are recognised and rewarded across the whole school with a Values Champion nominated each month
- Friday Club enrichment activities, where they mix with children throughout the school
- Regular invitations for parents to come in to school, including book looks, phonics and maths sessions with the children, Mothers and Fathers Day

## COMMUNICATION AND LANGUAGE

### EDUCATIONAL PROGRAMME

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

- Oral storytelling (helicopter stories)
- Opportunities for speaking and listening: circle time
- Daily whole class story/singing time
- Books available throughout the classroom
- Reading in the 'Calm Corner'
- Adults modelling language and listening skills
- Adult's carefully scaffolding
- Sustained shared thinking
- Extended time to play and interact with others, including adults
- Role play area
- ICT- cameras and voice recorders, promoting conversation, CD players and story CDs
- Introducing new vocabulary through books and interests

- Puppets and small world play
- Arts and crafts
- Playdough
- Wood work
- Baking area

## PHYSICAL DEVELOPMENT

### EDUCATIONAL PROGRAMME

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

- Play dough gym activities
- Gross motor activities- brooms, mops, large brushes, paint rollers, kites
- Access to playground, outdoor area and climbing equipment throughout the day
- Bikes, trikes, scooters,
- PE equipment- balls, bats, ropes, shuttlecocks, hoops etc
- Playdough and clay- cutters, mark making tools, rolling pins, small beads etc
- Woodwork, including hammers, saws, screwdrivers, tape measures, nails, screws, loose parts
- Independent baking area, including balance scales, scoops, knives, rolling pins, cutters
- Loose parts, including curtain rings, nuts, bolts, pebbles, pine cones, beads
- Large constructions: outdoor wooden blocks, crates, planks, tyres
- Den making: pegs, material, sticks and crates
- Small world resources, including playmobil, trains, natural resources
- Water play: funnels, tubes, guttering, pipettes, jugs, sieves, water butt, taps, brushes
- Mud kitchen: tweezers, scissors, spoons, tongs, stones, pans, bowls, pestle and mortar
- Crafting station: including scissors, paint brushes, glue sticks, stamps, hole punches, stapler, collage materials

- Friday club P.E sessions
- Encourage independence of clothes fastenings- try before you ask for help

## LITERACY

### EDUCATIONAL PROGRAMME

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

- Daily phonics sessions
- Daily story/rhyme/singing time
- Talk 4 Writing stories
- Oral storytelling, helicopter stories
- A range of genre of books available around classroom; adults support the children's interests by taking the opportunity to find appropriate library books or to help them find information on the internet
- Interactive games on the whiteboard to support our phonics learning
- Mark making resources available indoors and outdoors- clipboards, paper, card, highlighters, pens etc- changed according to interests and skills
- Writing prompts, high frequency words, graphemes around the classroom
- Phonics display
- Children's writing displayed and celebrated
- Role play opportunities
- Writing and reading for a purpose in a range of situations. E.g. recipes for independent cookery, shopping lists for planned cookery projects, plans with labels for woodwork projects, lists of names for taking turns, posters
- Reading books sent home, supporting the phonics learning in class
- Phonics workshop for parents, games and packs sent home

## MATHEMATICS

### EDUCATIONAL PROGRAMME

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

- Daily White Rose maths sessions
- Visual timetable- time, days of the week, ordering
- Birthday display
- Maths opportunities in daily routine- counting, comparing, sharing, subitising, measuring time
- Baking- measuring, weighing, comparing, capacity, time
- Woodwork- measuring, comparing, counting, shapes, patterns, positional language
- Crafting Station- patterns, shapes, positional language
- Board games and game making resources
- Maths shelves- tape measures, timers, counters, numicon, cubes, numerals, natural resources,
- Roleplay- money, till, counting, writing numerals
- Small world and construction- shape, size, comparing, subitising, distance
- Water- range of containers to explore capacity and shapes, water trays at various heights,
- Mud kitchen- patterns and counting with natural resources, range of containers and utensils to explore capacity,

## UNDERSTANDING THE WORLD

### EDUCATIONAL PROGRAMME

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

- Books about different cultures, families, beliefs
- Circle times about families and friendships
- Books about nature, science, the world, looking after the environment
- Visits and visitors relating to interests and learning (fire fighters, police, vet...)
- Visits to the Church, regular visits to school by the vicar and Open the Book (Bible stories through drama)
- Focus child: information from home about interest, family occasions etc to support learning in school
- Natural materials – shells, pebbles, natural wood, bark, cones, seed heads
- Investigating with magnifying glasses, binoculars, bug pots, magnets
- Access to school garden growing fruit and vegetables
- Areas around school designed to attract minibeast, birds and other creatures
- Walks in the local woods, fields and village
- Access to ICT equipment: computer, ipad, cameras,
- Interactive whiteboard with a range of games available, including Purple Mash

## **EXPRESSIVE ART AND DESIGN**

### **EDUCATIONAL PROGRAMME**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

- Range of books about music, design, craft, artists
- Opportunities to listen and respond to a range of music genres
- Crafting station- independent access to a range of resources (paint, clay, playdough, varied collage materials, glue, pens)
- Musical instruments available to play, modelled by adults
- Storytelling, helicopter stories
- Small world resources
- Roleplay
- Puppets
- Woodwork- designing, making, evaluating
- Baking- creating own recipes, decorating, designing
- Singing and dancing activities form part of our everyday learning for example in phonics and maths
- Singing opportunities, whole school singing practice, learning songs and singing for events Harvest Festival, Christmas, Easter