



The Lyceum School - Early Years Foundation Stage

At The Lyceum we believe in providing a vibrant, exciting themed approach to learning based on structured play and covering all aspects of the Early Years Foundation Stage Curriculum. The Lyceum encourages children to become competent, confident and independent learners who ask questions and make discoveries. Investigation, creativity, reflection, spontaneity, explanation, communication and social interaction are all valued and promoted. We recognise that every child learns in his or her own way. The Early Years unit builds upon strengths, needs and interests that each child brings into the school.

The EYFS curriculum focuses on 7 areas of learning:

The PRIME areas we focus on:

- Personal, Social and Emotional development
- Physical Development
- Communication and Language

The SPECIFIC areas of learning we look at:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

All children, whether they attend mornings sessions or a full day at school, will be working within these 7 areas of the curriculum.

Every term we hold Parents Evenings. This is an opportunity for parents to discuss their child's progress with their Key Teacher.

Feedback is important for parents so, in addition to parents' evenings, 2 short reports in the Autumn and Spring Term are written and in the Summer Term a longer report is given to parents.

Nursery Class (3-4 years)

In the Nursery, topics are developed through the use of teacher led and child initiated activities. We aim to provide a variety of activities that cover the entire Early Years Foundation Stage Curriculum.

These include music, water and sand activities, art and construction, physical activities such as gym and dance, and games that develop children's ability to question and discover. The Early Years team also plans activities for our outdoor learning sessions at Bunhill Fields; this time allows the children to learn about the world around them.

In the Nursery, Communication Language, Literacy and Numeracy are taught in a more informal way through the use of targeted activities, songs and games, most of which are topic based. Children are encouraged to try all the activities on offer. The Teacher/Nursery Nurse also offers children a chance to choose activities independently, which aims to encourage independence and social interaction.

Reception class (4-5years)

The reception class aims to build on the skills children have learnt in Nursery. It runs in a more formal way and is used to build up children's knowledge, learning and independence before entering Year One.

In Reception, topics are integrated into all areas of the Early Years Foundation Stage Curriculum where possible to allow children to develop a broad, in depth knowledge of the topics covered. Although Reception has a more formal approach to learning, children also take part in daily structured play activities. Activities in Reception aim to be as practical as possible for the first half of the year as children become more familiar with reading and writing.

In Reception, all areas of the EYFS curriculum are taught on a daily basis. Children are encouraged to write on a regular basis through diary writing, and will begin to read books and learn about the conventions of print. Children will also take part in games and songs that aim to build up words, alphabet and phonic knowledge. Children will be expected to read in the evening with parents to support their learning at school.

Reception also take part in daily physical activities. These outdoor classroom activities are used in conjunction with the nursery to allow more social interaction between children of different ages.

A sense of wellbeing and belonging underpins the Early Years Foundation Stage curriculum. Children are taught traditional manners, how to listen to instructions and follow routines and how to make choices and be independent. Social interactions and dealing with problems are covered during circle time where children are encouraged to share with each other.

The Early Years team provide a stimulating and supportive environment. Their interaction with children extends them and their learning and development through the observation of the children, talking with the parents and professional knowledge. Teachers are able to plan individually children within the class.

Reviewed by CB June 2018

