

Welcome to Houghton Conquest Pre-School



Houghton Conquest
Primary School
Growing together



Houghton Conquest
Pre-School

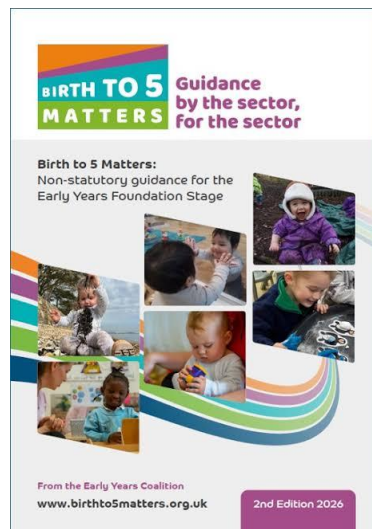
The Team

Christine Hobbs- Room Leader & Deputy DSL
Lucy Coleman- Early Years Practitioner
Tracy West- Early Years Practitioner
Donna Richardson- Early Years Practitioner
Sofia Villa-Buil- Early Years practitioner

Early Years Foundation Stage

The EYFS helps parents and early years settings work together to support children's learning, development and wellbeing from birth to age five, so they have the best possible start in life.

The EYFS is made up of seven areas of learning and development, which support children to learn, grow and develop through play, exploration and positive relationships



We use Birth to 5 Matters to inform our planning and Development Matters to monitor each child's progress and development.

EYFS- Prime Areas

- ▶ **Personal, Social and Emotional Development**- Helping children build confidence, manage feelings and develop positive relationships.
- ▶ **Communication and Language**- Helping children develop their speaking, listening and understanding skills.
- ▶ **Physical Development**- Supporting children to develop movement, coordination, strength and healthy habits.

EYFS- Specific Areas

- ▶ **Literacy**- Helping children develop a love of stories, books, language and early mark-making.
- ▶ **Mathematics**- Helping children understand numbers, counting, patterns, shapes and problem-solving.
 - ▶ **Understanding the World**- Encouraging children to explore people, places, technology and the world around them.
- ▶ **Expressive Art and Design**- Supporting creativity through art, music, dance, role play and imaginative experiences.

All areas of learning and development are interconnected and are supported through play, exploration and meaningful experiences throughout the day.

Understanding the Early Learning Goals

- ▶ The Early Years Foundation Stage (EYFS) covers children's learning and development from birth to the end of Reception. The Early Learning Goals (ELGs) describe the typical skills, knowledge and understanding children are working towards by the end of Reception.
- ▶ Children develop at different rates and in different ways. We support and challenge each child according to their individual needs, recognising that progress looks different for every child.
- ▶ While reading, writing and mathematics are important, we place equal value on all seven areas of learning. Developing skills such as communication, confidence, independence, self-regulation, physical development and positive relationships provides the strong foundations children need for future success.

Early Learning Goals

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Little Wandle- Foundations for Phonics

We use Little Wandle as our phonics programme, supporting children to develop the listening, language and early phonics skills that form the foundation for reading and writing.

- Develops listening and attention skills.
- Encourages children to hear and identify sounds in words.
- Uses songs, rhymes, stories and games to make learning fun.
- Builds the foundations needed for future reading and writing.
- Supports children's confidence with language and communication.

Little 
Wandle
Foundations



Tapestry & Observations

- ▶ We aim to upload an observation to Tapestry for each child approximately every two weeks.
- ▶ Not all learning is recorded on Tapestry. Staff are continually observing, interacting with and supporting children throughout the day.
- ▶ We extend learning through conversations, questions, modelling and introducing new challenges during play.
- ▶ We adapt activities and experiences in response to children's interests, achievements and next steps.
- ▶ We use our ongoing observations to support each child's development and ensure learning opportunities remain engaging, appropriate and meaningful.
- ▶ The strongest learning often happens through everyday interactions, which may not always be formally documented but are an important part of our practice.

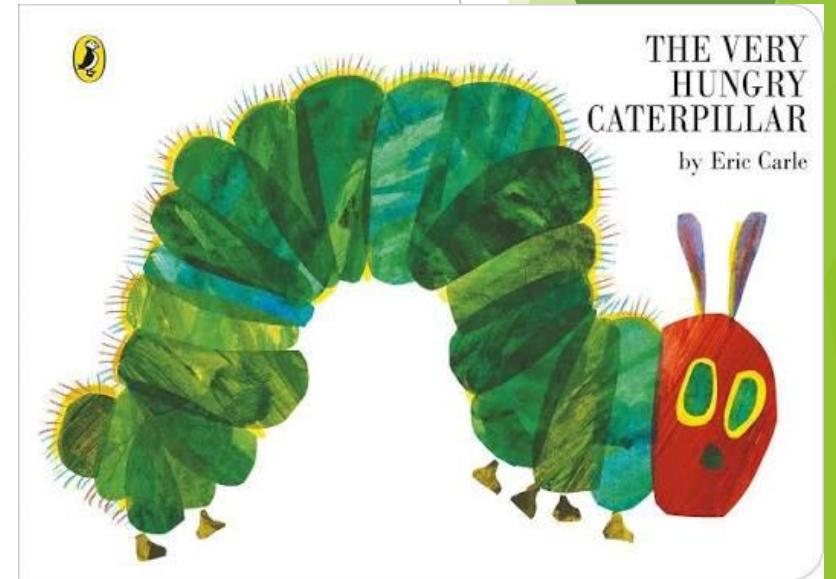
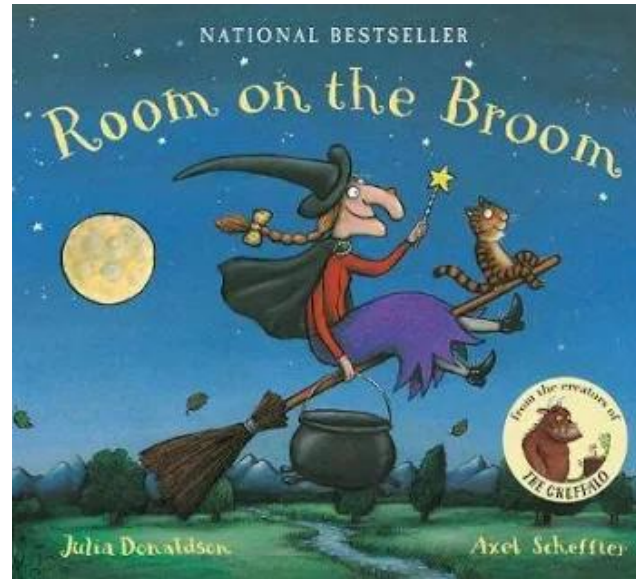


Children's Library

Our beautiful little library encourages children to develop a love of books and stories from an early age. Reading together is one of the most valuable ways to support children's language and literacy development. Children can borrow books to share at home with their families, and we look forward to reopening the library after half term following a refresh of our books and book bag's.

We're Going on a Bear Hunt

Michael Rosen Helen Oxenbury



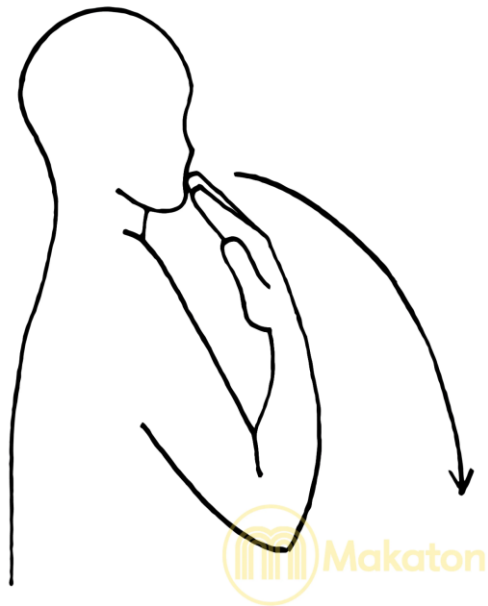
Behaviour and Relationships

- ▶ At Pre-School, we help children learn the skills they need to build positive relationships with others. We encourage children to use **good manners**, **kindness** and **respect** towards both their peers and adults. We recognise that communication can take many forms, including speech, gestures and Makaton signs.
- ▶ We are committed to creating a safe, happy and inclusive environment for **all** children. As part of our safeguarding responsibility, we support children to develop safe ways of expressing their feelings and needs.
- ▶ We understand that all behaviour is a form of communication, particularly in the early years when children are still developing language, emotional regulation and social skills. When challenges arise, we work closely with children and families to understand the cause of the behaviour and provide appropriate support.
- ▶ Our approach focuses on teaching, guiding and supporting children, helping them to develop the skills they need to manage emotions, build friendships and thrive within the setting.

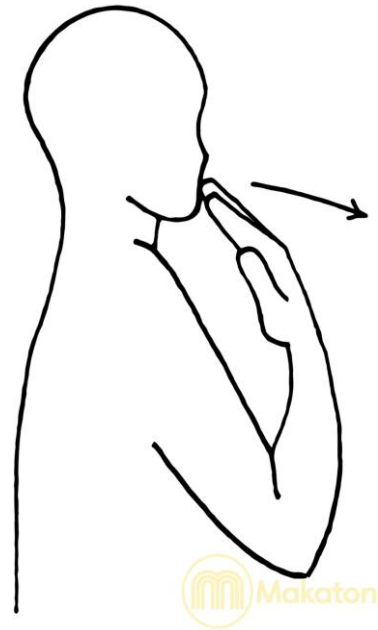
Makaton



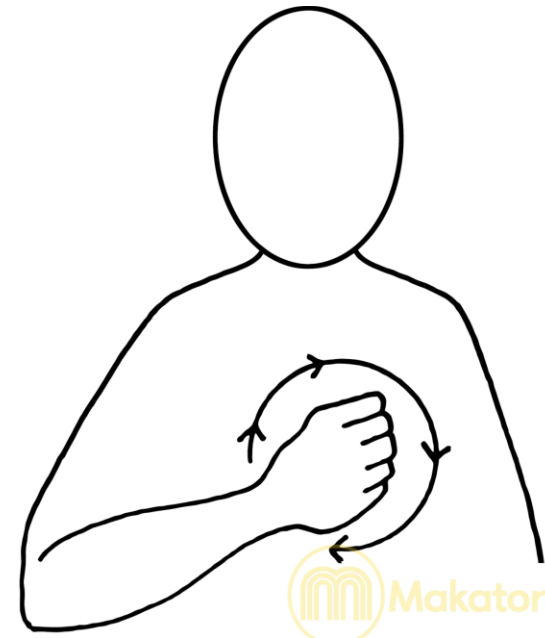
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Thank you



Sorry



Healthy eating

Snacks and Drinks

Children are offered two healthy snacks each day, one in the morning and one in the afternoon. Our snacks include a variety of fresh fruit and vegetables provided through the government scheme, alongside additional fruits, carbohydrates and other healthy options funded through parental snack contributions.

We encourage children to develop independence during mealtimes and support them in using open cups when drinking milk or water.

Lunch

School Dinners

Children who have school dinners are provided with a hot meal. Parents can choose their child's meals each day using the **SchoolGrid** app.

Packed Lunches

We encourage packed lunches to include a variety of nutritious foods, such as fruit, vegetables, yoghurt and sandwiches.

As part of our Healthy Eating Policy, we kindly ask that packed lunches do not contain:

- Sweets
- Chocolate bars
- Fizzy drinks

Nut-Free Setting

We are a **nut-free setting**. To help keep all children safe, please ensure that packed lunches and snacks do not contain nuts or products containing nuts.

Working in Partnership with Parents

- A **weekly email** is sent to families, providing a snapshot of the children's week, celebrating learning and sharing any important reminders.
 - We encourage families to make use of our **library** and enjoy reading together at home.
- **Parents' evenings** provide an opportunity to discuss progress, celebrate achievements and raise any questions or concerns.
- We aim to share a meaningful observation on Tapestry for each child approximately every two weeks.
- We welcome **observations from home on Tapestry**. Sharing achievements, milestones, interests and special moments helps us build a fuller picture of your child's development.
- Throughout the year, we look for opportunities to involve families in **celebrations** and **special events**. As we continue our journey as part of the primary school, we are exploring new ways to do this and would value your feedback. For example, we are considering a **Pre-School Christmas sing-along** for families as an alternative to taking part in the Early Years Nativity.

Thank you

