

Staynor Hall Community Primary School



Early Years Foundation Stage Handbook

Excellence, Belonging, Opportunity, Respect

We would like to welcome you to our Early Years Foundation Stage at Staynor Hall Community Primary School.

We have provision for children from 2 years old in our Tiny steps provision, 3 and 4 years old in Esk and then two reception classes.

This booklet will give you some information about what your child will do during their time in our Early Years.

We look forward to meeting your child and supporting them to grow.

Tiny Steps

Esk

Reception

Our Early Years





Intent

What we want the children to learn

At Staynor Hall the Early Years consists of Tiny Steps, Nursery (Esk) and two Reception classes (Nidd and Swale).

Across the Early Years, we believe that all children deserve an education rich in wonder and memorable experiences that allows children's natural creativity and curiosity to flourish.

We have high ambitions for all our children and recognise that children enter the Nursery and Reception classes with varied life experiences and we plan accordingly to address this so all children are able to thrive and develop.

It is our intention to provide children with a safe and stimulating learning environment both indoors and outdoors. This will enable them to develop the skills to become a fantastic member of our community understanding the behavior expectations of Staynor Hall School.

To be a confident communicator expressing their own ideas. To be an independent learner demonstrating the characteristics of learning.

To be an excited explorer investigating their local environment.

To also be able to think deeply and solve problems. To become an active adventurer moving in a variety of ways. By the end of Early Years they will be a sentence superstar and imaginative creator.

Curriculum Goals

PSED

- Be increasingly able to talk about and manage their emotions.
- Develop friendships with other children.
- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
- Learn to use the toilet with help, and then independently.

Characteristics of Effective Learning

- Make independent choices.
- Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.
- Keep on trying when things are difficult.
- Know more, so feel confident about coming up with their own ideas.

Understanding the world

- Explore natural materials, indoors and outside.
- Explore and respond to different natural phenomena in their setting and on trips.
- Make connections between the features of their family and other families.
- Notice differences between people.

Communication and Language

- Enjoy singing, music and toys that make sounds.
- Listen and respond to a simple instruction.
- Start to say how they are feeling, using words as well as actions.
- Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.
- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').
- Listen to other people's talk with interest but can easily be distracted by other things.

Tiny steps Curriculum Goals *What the children will Learn*

Maths

- React to changes of amount in a group of up to three items.
- Compare amounts, saying 'lots', 'more' or 'same'.
- Count in everyday contexts, sometimes skipping numbers - '1-2-3-5'.
- Build with a range of resources.
- Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.

Physical Development

- Enjoy starting to kick, throw and catch balls.
- Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.

Literacy

- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Say some of the words in songs and rhymes.
- Copy finger movements and other gestures.
- Pay attention and respond to the pictures or the words.
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.

Expressive Arts and Design

- Use their imagination as they consider what they can do with different materials.
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Explore a range of soundmakers and instruments and play them in different ways.

Curriculum Goals

PSED

- To have confident children who can play with others.
- To develop a sense of responsibility and belonging in a community.
- To build on their confidence within the setting and social situations.
- To develop good friendships and build on them through play.
- To follow Staynor's behaviour expectations and have a good understanding of the different types of behaviour.
- To talk about and understand their feelings.

Characteristics of effective learning

Playing and exploring-To become confident exploring their environment and enjoy trying out new challenges.
Active learning- To be able to persevere completing an activity even when faced with difficulties.
Creating and thinking critically- To think of their own ideas.

Understanding the world

- To become an eager explorer and have confidence exploring my natural environment.
- To be able to use my senses to talk about my environment
- To know about different environments and talk about similarities and differences.

Communication and Language

- To enjoy listening to a wide range of stories.
- To be able to retell simple fairy tale stories.
- To be a careful listener understanding questions and instructions.

Esk Curriculum Goals

What the children will work towards achieving at Staynor Hall Primary School.

Maths

The children will practise their counting skills to ensure they can count using 1:1 correspondence.
 The children will also be confident to talk about shape, patterns and colours.

Physical Development

- To develop gross and fine motor skills.
- To develop movement in different ways

Literacy

- To know about rhyming words.
- To know how to orally blend words together.

Expressive Arts and Design

- To be able to create using a range of materials.
- To sing a range of songs.

Curriculum Goals

Reception

A fantastic member of our community

To understand the behaviour expectations at Staynor Hall. To be able to talk about what 'Good' choices they can make at school. To be able to share how they are feeling with others using the appropriate language. To manage their own personal needs and understand the importance of making healthy choices. To be able to play alongside others, understanding both their view and others.

Independent learner

Playing and exploring- To become confident exploring their environment and enjoy trying out new challenges.

Active learning- To be able to persevere completing an activity even when faced with difficulties.

Creating and thinking critically- To think of their own ideas and be able to make links between different ideas.

An excited explorer

To be able to explore and investigate their local environment and talk about differences to other countries. To know about changes that occur in the natural world. To develop an understanding of different cultures and be able to talk about their own family. To know about historical events and the lives of people in the past. To ask questions and make observations.

A confident communicator

To be confident expressing their own ideas and opinions when talking to others. To be able to interact with others in social situations. To be able to listen and respond to others using a wide range of vocabulary. To share how they feel in different situations including during 'check in circles.'

Reception

Curriculum Goals

What the children will work towards achieving at Staynor Hall Primary School.

A deep thinker

To understand how to solve a range of mathematical problems including those in their everyday situations..
To know how to use different resources to solve the problem.

Active adventurer

To be able to explore the outside area safely, understanding how to move carefully. To be able to move in a variety of different ways showing balance and coordination. To be able to use a range of tools including a pencil using a tripod grip.

A sentence superstar

To enjoy reading a range of different texts and understand what they have read. To use the vocabulary within discussion about the text. To be able to decode and blend words including digraphs and trigraphs. To be able to read a range of tricky words. To be able to write a sentence independently using recognisable letters and show an understanding of capital letters, finger spaces and full stops.

An imaginative creator

To express their creativity through art, music, role-play and performance. To be able to show their self expression using a range of media and materials.



Implementation

How the curriculum is delivered

Throughout the Early Years at Staynor Hall, we encourage children to demonstrate their attitudes and behaviours to learning through the Characteristics of Effective Learning. The children experience both adult initiated and adult directed activities, and child initiated activities.

This enables them to develop a number of competences across all areas of learning. The Early Learning Goals are in line with the National Curriculum

Our curriculum is designed to be child-centred and is taught in a logical progression so that children are able to build upon prior learning. We ensure the content of the curriculum is delivered in an exciting, engaging way, based upon engaging topics which motivate and inspire all children. From Tiny Steps to Reception, the EYFS curriculum is followed and carefully planned to ensure the learning environment is one that is broad, balanced and progressive, allowing all children to achieve their full potential.

Throughout the Nursery and Reception years, as part of the learning and teaching process, children will be assessed in relation to their progress against the EYFS staynor hall curriculum. These judgements are made on the basis of observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year. End of year assessments are finalised during the summer term, summarising each child's development at that point.



Impact

Pupils outcomes

Excellent communication and effective transition between Tiny Steps, Nursery and Reception means children leave the EYFS with a solid foundation of learning of which to build upon. Throughout the academic year we put supportive interventions in place to support children with their learning. By monitoring assessment procedures regularly, we can effectively demonstrate what learning is taking place and how each child is progressing in all areas of the EYFS curriculum.

Evidence in the children's online learning journey supports all areas of the EYFS curriculum and is used consistently across the Foundation Stage.

From different starting points, children progressing from their first year in Tiny Steps to transitioning into Year 1 will make good progress academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be promoted and eventually mastered to ensure children are ready and fully prepared to begin learning the National Curriculum programme of study in Year 1. Alongside this, we endeavour for all children to develop into well rounded individuals who live out our school values and carry with them the knowledge, skills and attitudes required for everyday life and lifelong learning.



Phonics

How we teach children to communicate



At Staynor Hall we use the Foundations for Phonics program to support children with their communication and language skills.

Developing language through talk

Children's brains grow more in their first five years than at any other time of their lives. Scientists have found out that the way we talk to children can change the way their brains develop. The more back-and-forth interactions that adults have with young children, the more their language skills develop.

Having regular back-and-forth interactions with your child will have a positive impact on your child's ability to:

- understand and use new words
- start conversations and ask appropriate questions
- listen and pay attention to others
- confidently express their needs and feelings.

Little Wandle Foundations for Language supports Nursery practitioners to interact with your child in the best possible way to develop their language. Read on to find out how you can help at home!

Phonics

How we teach children to communicate



At Staynor Hall we use the foundations for language program to support children with their communication and language skills.

When is it best to have back-and-forth interactions?

- You can have turn-taking conversations anywhere, at any time!
- Some of the best conversations happen during everyday routines, for example, having a bath, cooking dinner or walking to school.
- Research tells us that it is the quality of back-and-forth interactions that makes the biggest difference, so make time for longer conversations where you listen and build on what your child is interested in.



How can I keep an interaction going?

- Follow your child's lead and give them time to respond to what you say. Some children need longer to process what you have said and to think of their response.
- Use "I wonder ..." to get your child to think about things differently.
- Be curious and ask open questions starting with 'where', 'why', 'what', 'who' and 'how' to find out more.



How can I teach my child new words?

- When you have lots of conversations with your child, you will be teaching them new words all the time without even realising it.
- To help your child learn new words, try to repeat them and briefly explain what they mean.
- Don't be afraid to use a wide range of words, including some you might think are too hard – children love learning new words and you are their first teacher of vocabulary!

How should I start an interaction?

- Before you speak, take time to 'tune in' to your child and to watch what they are doing.
- Wait for them to start the conversation. Many studies tell us that when children speak first, they will speak for longer.
- Be patient, pause and embrace moments of silence as you play alongside them.
- Remember that children can start a conversation without words, for example, by holding up an object for you to see.

Phonics

How we teach children to read.



In Reception the children will be taught Phase 2, Phase 3 and Phase 4.
The children will have a daily Phonics session focusing on different aspects of reading and writing. This will include the children learning a range of tricky words that they will learn to read by sight. The children will begin by writing CVC words.





Communication and language

Support for your children's communication and language skills



At Staynor Hall Community Primary School staff will ensure your child's communication and language skills are supported throughout their time in EYFS.

Early language ability is one of the strongest predictors of later development through school and in life. Language is essential for thinking, expressing our feelings, making friends and finding solutions. This is the reason why early language development is an important aspect of your child's time in the foundation years.

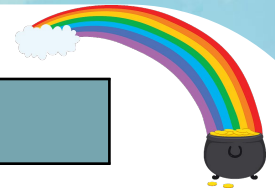
Children may be supported through the Early Talk Boost programme if they require additional support with their communication and interaction skills. The teacher will inform you if your child will complete the Early Talk Boost programme.

Early Talk Boost is a targeted programme aimed at 3-4 year old children who need help with talking and understanding words, helping to boost their language skills to narrow the gap between them and their peers. The programme aims to accelerate children's progress in language and communication by an average of 6 months after 9 weeks.

Children who are selected to take part in the programme will attend three sessions per week during circle/story time, each lasting 15-20 minutes delivered by an early years practitioner. The sessions include activities that cover the foundation skills in speech, language and communication that children need for learning and understanding new words, as well as having conversations.



Staynor Hall EYFS Reading Rainbow



Intent: The reading rainbow is a program developed to ensure the children are exposed to a variety of texts throughout their time in EYFS at Staynor Hall. The texts will expose the children to a range of different cultures. The children will develop a love of reading and be able to retell stories. The children will develop their listening and speaking skills through these sessions.

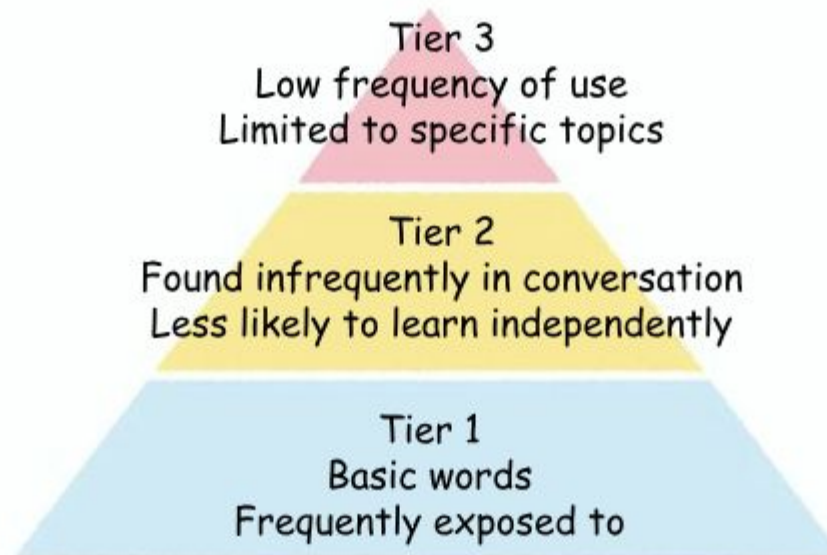
Implementation: The children will complete six reading sessions planned on one high quality text. The texts have been selected mostly from the '100 picture books for EYFS to read before you are five.' The sessions will plan what vocabulary will be taught showing progression from Tiny Steps through to Reception as the vocabulary moves from tier one to tier three. The planning will also highlight how new vocabulary will be taught to the children. The sessions will be highly interactive engaging the children with the text. The children will also have the opportunity to take some of these texts home as reading for pleasure texts.

Impact: The children will have developed their speaking and listening skills being able to talk about key texts they have read. The children will have a wider range of vocabulary that they are able to use in different contexts.

Environment: The children will all have a raised awareness of reading in the environment having access to the books that will be read and the books they have read in the previous year.



Tiered Vocabulary

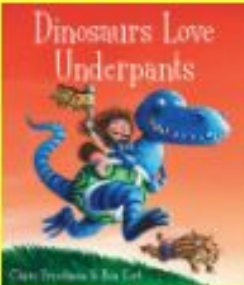
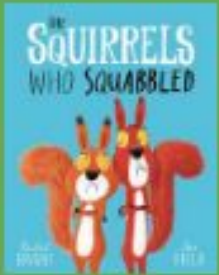
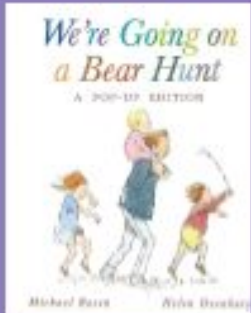
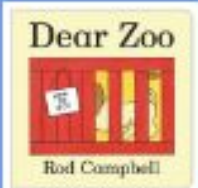


Early Language is one of the strongest predictors of later development through school and life. It is very important that a child develops the basic skills of speech, language and communication. This is the reason that we make this a priority. The children will be taught new tier two words whilst reading the selected texts. This will enable them to widen their vocabulary.



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

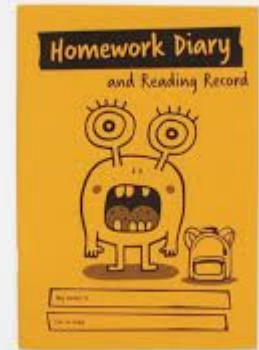
Reading Texts in Esk

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
					
					



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Reading at home



The children will bring a book home each week.

Please read this book with your child to support them develop their reading skills.

At the front of the book you will find some sounds and words to practise before you read the text.

A short amount of time each night is more beneficial than reading the whole text once. This will support your child's learning.

Tiny Steps Introduced in Cycle 1, Cycle 2, Cycle 3, ongoing provision - Development Matters Birth to 3 range

Composition	Cardinality, Ordinality and Counting	Comparison
	Counting • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence • Take part in finger rhymes with numbers. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5'. • To begin to say some counting and number words, like 1 and 2. • To begin to notice some numbers in the everyday environment.	• Comparison • React to changes of amount in a group of up to three items. • Compare amounts, saying 'lots', 'more' or 'same'
Pattern	Shape and Space	Measures
Pattern • Notice patterns and arrange things in patterns *To learn about colours.	Spatial Awareness • To begin to name simple shapes. - To recognise shapes in the everyday environment - Combine objects like stacking blocks and cups - Put objects inside others and take them out again. - Build with a range of resources. - Complete inset puzzles.	Measures • Compare sizes, weights etc. using gestures and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.

Nursery Developmental Objectives for N1 children January to July - Development Matters - 3-4 year old

Composition	Cardinality, Ordinality and Counting	Comparison
	Counting - To continue to develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. - To use their fingers to represent how many and represent the numbers in different ways. - To begin to use 1:1 correspondence up to 3. - To begin to use 1:1 correspondence up to 5. And be confident counting objects up to 3.	Comparison
Pattern	Shape and Space	Measures
Pattern - To use the names of colours in everyday situations. To objects by colour. - To be able to recognise simple patterns in everyday situations. - To begin to create their own simple patterns.	Spatial Awareness Shape To recognise shapes and be able to use vocabulary to name the shapes. To sort everyday objects by shape.	Measures To continue to develop their knowledge of sizes, weights etc. using gestures and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy' using the vocabulary in context.

Nursery Cycle 1 Developmental Objectives -Development Matters - 3-4 year old

Composition	Cardinality, Ordinality and Counting	Comparison
	Counting • Says some counting words • May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence Cardinality • Uses number words, like one or two and sometimes responds accurately when asked to give one or two things	Comparison • Responds to words like lots or more
Pattern	Shape and Space	Measures
Pattern • Becoming familiar with patterns in daily routines • Joins in with and predicts what comes next in a story or rhyme • Beginning to arrange items in their own patterns, e.g. lining up toys	Spatial Awareness • Enjoys filling and emptying containers • Investigates fitting themselves inside and moving through spaces Shape • Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles • Beginning to select a shape for a specific space • Enjoys using blocks to create their own simple structures and arrangements	Measures • Shows an interest in size and weight • Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram • Beginning to understand that things might happen now or at another time, in routines

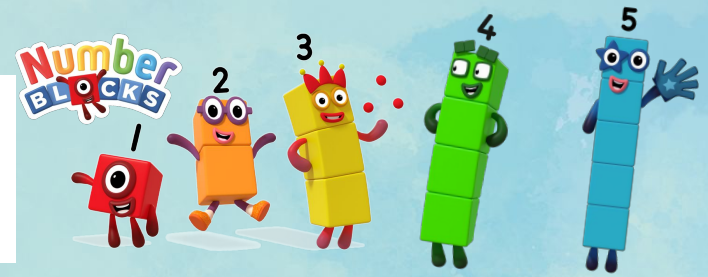
Nursery Cycle 2 Developmental Objectives - Development Matters - 3-4 year old

Composition	Cardinality, Ordinality and Counting	Comparison
	Counting • Begins to say numbers in order, some of which are in the right order (ordinality) Cardinality (How many?) • In everyday situations, takes or gives two or three objects from a group • Beginning to notice numerals (number symbols) • Beginning to count on their fingers.	Comparison • Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'
Pattern	Shape and Space	Measures
Pattern • Joins in and anticipates repeated sound and action patterns • Is interested in what happens next using the pattern of everyday routines	Spatial Awareness • Moves their bodies and toys around objects and explores fitting into spaces • Begins to remember their way around familiar environments • Responds to some spatial and positional language • Explores how things look from different viewpoints including things that are near or far away Shape • Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape • Makes simple constructions	• Measures • Explores differences in size, length, weight and capacity • Beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time

Nursery Cycle 3 Developmental Objectives - Development Matters - 3-4 year old

Composition	Cardinality, Ordinality and Counting	Comparison
Composition • Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers • Beginning to use understanding of number to solve practical problems in play and meaningful activities • Beginning to recognise that each counting number is one more than the one before • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same	Counting • May enjoy counting verbally as far as they can go • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. • Uses some number names and number language within play, and may show fascination with large numbers • Begin to recognise numerals 0 to 10 Cardinality • Subitises one, two and three objects (without counting) • Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) • Links numerals with amounts up to 5 and maybe beyond • Explores using a range of their own marks and signs to which they ascribe mathematical meanings	Comparison • Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!
Pattern	Shape and Space	Measures
Pattern • Creates their own spatial patterns showing some organisation or regularity • Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) • Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next	Spatial Awareness • Responds to and uses language of position and direction • Predicts, moves and rotates objects to fit the space or create the shape they would like Shape • Chooses items based on their shape which are appropriate for the child's purpose • Responds to both informal language and common shape names • Shows awareness of shape similarities and differences between objects • Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes • Attempts to create arches and enclosures when building, using trial and improvement to select blocks	Measures • In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items • Recalls a sequence of events in everyday life and stories

Maths in Reception



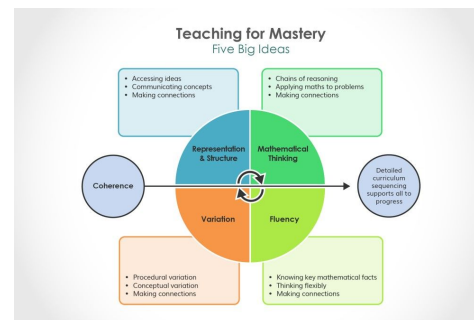
At Staynor Hall we teach Maths using a Maths Mastery approach. This involves pupils acquiring a deep, long-term, secure and adaptable understanding of the subject.

Coherence

Teaching is designed to enable a coherent learning progression through the curriculum, providing access for all pupils to develop a deep connected understanding of mathematics that they can apply in a range of contexts.

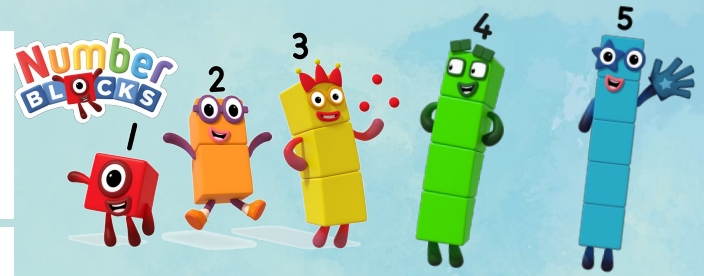
Representation and Structure

Teachers carefully select representations of mathematics to expose mathematical structure. The intention is to support pupils in 'seeing' the mathematics, rather than using the representation as a tool to 'do' the mathematics. These representations become mental images that students can use to think about mathematics, supporting them to achieve a deep understanding of mathematical structures and connections.



Maths in Reception

Continued explanation of Maths



Mathematical Thinking

Mathematical thinking is central to how pupils learn mathematics and includes looking for patterns and relationships, making connections, conjecturing, reasoning, and generalising. Pupils should actively engage in mathematical thinking in all lessons, communicating their ideas using precise mathematical language.

Fluency

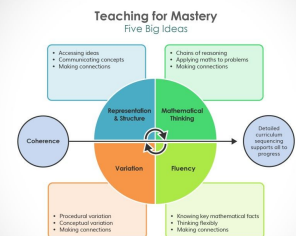
Efficient, accurate recall of key number facts and procedures is essential for fluency, freeing pupils' minds to think deeply about concepts and problems, but fluency demands more than this. It requires pupils to have the flexibility to move between different contexts and representations of mathematics, to recognise relationships and make connections, and to choose appropriate methods and strategies to solve problems.

Variation

The purpose of variation is to draw closer attention to a key feature of a mathematical concept or structure through varying some elements while keeping others constant.

Conceptual variation involves varying how a concept is represented to draw attention to critical features. Often more than one representation is required to look at the concept from different perspectives and gain comprehensive knowledge.

Procedural variation considers how the student will 'proceed' through a learning sequence. Purposeful changes are made in order that pupils' attention is drawn to key features of the mathematics, scaffolding students' thinking to enable them to reason logically and make connections.



Cycle 1 Overview-Reception

	1	2	3	4	5	6	7	8	9	10	11	12	13
MN				<u>Mastering Number Weeks 1-5</u>					<u>Mastering Number Weeks 6-10</u>				
Main Teaching Input (Developmental Objective Links)	Number Songs with actions and puppets Measure Days of the week My school day Weekly Planning Ideas	Number Songs with actions and puppets Measure Days of the week My school day Weekly Planning Ideas	Number Number sense Number 1 (Cardinality) Weekly Planning Ideas	Number Number sense Number 2 (Discuss one more) (Cardinality) Weekly Planning Ideas	Number Number sense Number 3 (Discuss one more) (Cardinality) Weekly Planning Ideas	Number Number sense Number 4 (Discuss one more) (Cardinality) (Double) Weekly Planning Ideas	Number Number sense Number 5 Weekly Planning Ideas	Number Ordering Numbers 1-5 Weekly Planning Ideas	Calculation Every number can be made from one (Composition) Weekly Planning Ideas	Calculation Number composition (Part, part, whole) Weekly Planning Ideas	Calculation Number composition (Part, part, whole) Weekly Planning Ideas	Geometry Shapes, Shapes, Everywhere! 2D Shape Weekly Planning Ideas	Pattern Can you see my pattern? Identifying repeating patterns Weekly Planning Ideas
							Calculation Finding one more	Calculation Finding one less			Calculation Adding two groups together		

Cycle 2 Overview-Reception

	1	2	3	4	5	6	7	8	9	10	11	12	13
MN		<u>Mastering Number Weeks 11-15</u>						<u>Mastering Number Weeks 16-20</u>					
Main Teaching Input <u>(Developmental Objective Links)</u>	Cons	<u>Number Subitising</u> (10 Black dots)	<u>Number</u> Number sense Number 6 Multiplication and Division Introduce doubling	<u>Calculation</u> Addition from counting on	<u>Number</u> <u>Number sense</u> <u>Number 7</u>	<u>Number</u> <u>Number sense</u> <u>Number 8</u> Multiplication and Division Introduce halving	<u>Multiplication and Division</u> <u>Doubling and halving</u>	<u>Pattern</u> <u>Creating repeating patterns</u>	<u>Number</u> Number sense Number 9	<u>Number</u> Number sense Number 10	<u>Number</u> Number sense Number 10 Calculation Number bonds to ten.	<u>Number</u> Odd and Even	<u>Geometry</u> <u>3D Shape</u>

Cycle 3 Overview-Reception

	1	2	3	4	5	6	7	8	9	10	11	12	13
MN		Mastering Number Weeks 21-26						Mastering Number Weeks 26+					
Main Teaching Input (Developmental Objective Links)	Geometry Spatial awareness/positional language	Number Counting patterns 10-20	Number Counting patterns beyond 20.	Calculation Addition from counting on	Calculation Subtraction from counting back	<u>Measure</u> <u>Length, height and distance</u>	Measure Weight and capacity	Calculation Sharing	On the move Extended problem solving and reasoning Spatial reasoning	Consolidation			

Behaviour expectations

At Staynor Hall Community Primary Academy our philosophy towards responding to behaviour is rooted in the Restorative approach; we aim to provide children with clear boundaries and consequences to behaviours. Our aim is to provide children with the skills and tools to successfully resolve conflict, understanding how the choices they have made have affected others.



EXCELLENCE | BELONGING | OPPORTUNITY | RESPECT

Our Behaviour Expectations

Wow!

I have made someone in school proud.
I am always being supportive.
I challenge myself.
I am always enthusiastic and positive.
I set a good example to others.

I am a positive role model.
I am trustworthy.
I will earn a Wow sticker.
I will make my teachers, family, friends and myself proud!

Good

I make the right choices.
I tell the truth.
I am able to be a good learner.
I can keep to the school expectations.
I am a good friend.
I show respect to everyone.
I follow instructions the first time.

Everybody will see how hard I am trying.
I am a successful learner.
I will be happy and enjoy coming to school.
My team will be very proud!

Wobbly

I have disrupted my learning and that of other children in my class.
I am not working as hard as I can
I am not considering other people's feelings.
I am not showing respect.

I will be given a friendly reminder.
I will be given a warning.
I will explain my behaviour to an adult.
I will have 5 minutes on the carpet to think about my choices.
I can turn things around and go back to good.

Unacceptable

I am persistently disrupting my learning and that of others.
I am making the wrong choices, even when having chances to make the right choices.
I am using violence - any kind, kicking, hitting, hurting others, OR threats to do so.
I am encouraging others to make the wrong choices.
I am using inappropriate language and actions.
I am not telling the truth.
I have damaged/broken others property.

I will look at the behaviour chart with an adult.
I may have a circle with my team.
I will spend time away from my team to reflect.
I will have a phone call home.
I may be excluded.
I will explain my behaviour to my parents.



What will my child do in Tiny Steps...

- The children have the opportunity to have a morning snack
 - They will have time to explore in the provision areas both inside and outside.
- The children will eat their lunch in our smaller hall and then have time to learn in the outdoor area.
- They will have time to explore in the provision areas both inside and outside.
- At the end of the day they will read their rainbow reading book.

What will my child do in a day in Esk..

- They will complete a check in with their key worker and be given the opportunity to discuss how they are feeling.
- They will have time to explore in the provision areas both inside and outside.
 - During the day they will take part in small group Phonics activities.
 - Before lunch the children will spend time in their groups learning about aspects related to the current topic.
 - The children will eat their lunch in our smaller hall and then have time to learn in the outdoor area.
 - After lunch the children will complete a Maths activity.
- They will have time to explore in the provision areas both inside and outside.
 - At the end of the day they will read their rainbow reading book.

What will my child do in a day in Reception

- They will complete a check in with their key worker and be given the opportunity to discuss how they are feeling.
- They will then complete the daily Little Wandle Phonics lesson.
- Before lunch the children will spend time learning about aspects related to the current topic and complete an NCETM maths session.
- The children will eat their lunch in our hall and then have time to play on the playground or field.
- After lunch the children will complete a Maths activity.
- They will have time to explore in the provision areas both inside and outside.
- At the end of the day they will read their rainbow reading book.



Staynors Hall