



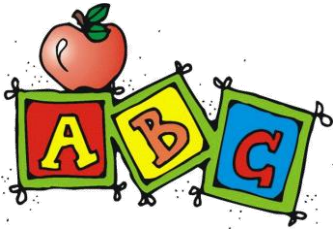
Sowing The Seeds For Paradise...

Welcome to the Early Years
Foundation Stage (EYFS) at
Crystal Gardens



Welcome to
Early Years





Welcome to Early Years



Welcome to the Early Years Foundation Stage.

We hope that you and your child will be very happy during your time at our setting. Early Years is a busy, happy place where fun and laughter is inevitable!!

Starting Nursery/Reception for the first time is a big change in the life of a child, even if they have been used to attending a nursery or playgroup. There are many new demands that they will need to cope with such as, the outdoor area and new environment which can all take some getting used to!

We must do all we can to ensure that your child's first few weeks at our setting are smooth and secure. This booklet will help to explain how we can all work together to make starting nursery/school a happy and rewarding experience for both you and your child!

The staff are here to work in partnership with you to ensure your child's successful learning and happiness at nursery/school. We recognise that parents are the child's foremost and most influential educator. It is therefore crucial that the setting and parents work together to help every child fulfil their full potential. We therefore welcome information about your child; their likes and dislikes, worries, achievements and anything else you feel we should know.

The early years of children's lives are characterised by rapid growth and development. During these years children share many learning experiences within their families and with friends, neighbours and relatives and many will have further experiences of learning through play at parent and toddler groups, playgroups or nurseries.

At Crystal Gardens we work in partnership with parents to develop children's learning. We promote this partnership by learning about, valuing and building upon children's early learning. During the Early Years Foundation Stage we develop and broaden the range of children's learning experiences, leaving them confident, eager and enthusiastic for further learning. Such an education should be of the highest quality.



Aims for the Early Years Foundation Stage

The curriculum for the Early Years Foundation Stage underpins all future learning by supporting, nurturing, promoting and developing children's:

Communication and Language: 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.

Personal, Social and Emotional Development: 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 will 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.

Physical Development: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood. 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 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.

Literacy: 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 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).

Mathematics: 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, children will have rich opportunities 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.

Understanding of the world: 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.

Expressive Arts and Design: 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.

Based on these principles The Early Years Foundation Stage at Crystal Gardens aims to:

- Provide a safe and stimulating environment in which children feel happy and secure.
- Encourage the personal, social, emotional, physical, creative and intellectual development of children.
- Promote the welfare of children.
- Encourage positive attitudes to self and others, and develop confidence and self esteem.
- Create opportunities for play.
- Provide opportunities to stimulate interest and imagination.
- Extend children's abilities to communicate ideas and feelings in a variety of ways.

The achievement of these aims involves much more than organising a set of resources for learning. Values and attitudes are communicated to children by what adults do and say and by the expectations set for their learning and behaviour. Children also learn from the quality of relationships among staff and between staff and children and the co-operation of staff with parents and the community. In thinking about how these aims are achieved, it is important to consider the ways in which staff value:

- The individual child.
- Equal opportunities and social justice.
- Partnership with parents/carers.
- The importance of the community.
- Education as a life-long process.

It must be remembered that younger children need:

- Lots of support and encouragement.
- Ongoing praise and reassurance.
- Opportunities to develop independence.
- Familiar routines.
- Time to engage in new experiences.
- Small and secure spaces.
- Quiet time, to rest and reflect.

In order to meet these needs practitioners need to:

- Listen to what children say.
- Have realistic expectations.
- Make time for one to one activities and discussions.
- Be flexible in planning the curriculum.
- Be consistent in responses and praise.
- Know when to intervene.
- Give appropriate support when teaching new skills.
- Allow time for settling in.
- Introduce new routines gradually.

The Early Years Foundation Stage Curriculum

Your child is about to enter the Early Years Foundation Stage at Crystal Gardens. The first year of the Early Years Foundation Stage begins from birth. At our setting your child will be offered a range of learning experiences which will allow them to explore, investigate, build upon, question, talk about, observe, reflect and respond to! Quite a challenge! Through well-planned play and a stimulating environment, we aim to ensure your child learns with enjoyment and challenge during the Early Years Foundation Stage.

The Early Years Foundation Stage Curriculum is split into 7 areas of learning:

The three prime areas are:

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

The four specific areas are:

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

Each area of learning is very important and are taught through a wide range of activities, both indoors and outdoors. Throughout nursery, we will be focusing on children's prime areas especially.

Children's progress is monitored by careful, meaningful observations which are then used to plan their next steps.

During the first few weeks the emphasis is on settling in and assessing what your child can do already through our baseline assessment.

Themes have been developed for each half term to allow children to learn from work linked to their relative theme.

The themes in NURSERY will be:

In **Term 1A** children will explore:

'Me and My Friends'

'Verily, greeting people with a smile and a happy face is from the prophetic manners' (Bukhari)

Children in nursery will engage in various activities designed to help them understand themselves and their relationships with others. Children will explore concepts such as: their own identity, emotions, likes/dislikes, friendship, sharing and taking turns, expressing needs and wants, explore listening skills and non-verbal communication and lots more.



In **Term 1B**, children will explore:

Superheroes

'Indeed, in the messenger of Allah you have an excellent example to follow'
(Qur'an 33:21)

Children will engage in various activities that stimulate their imagination and creativity. Children will learn to identify their own strengths and 'superpowers' and listen to superhero stories. Children will engage in physical activities such as obstacle courses, action role play to develop gross motor skills. Children will also learn about real life heroes, such as: fire-fighters, police officers and doctors.



In **Term 2A**, the theme will be:

Growing/Creatures

'Every act of kindness is charity' (Prophet pbuh)

Children will learn about various aspects of growth and different creatures, enhancing their understanding of the natural world. Children will learn to care for living things, such as plants and small creatures. By exploring the topic of growing and creatures, children in nursery will develop a deep appreciation for the natural world, fostering a sense of curiosity and respect for living things.



In **Term 2B** the theme will be:

Vehicles and Journeys

'Glory unto him who created this transportation for us, though we were unable to create it on our own' (Qur'an)

Children will learn about various types of transportation, travel and movement, and the importance of vehicles in everyday life. Children will explore: types of vehicles, talk about their own journeys, road safety and more.

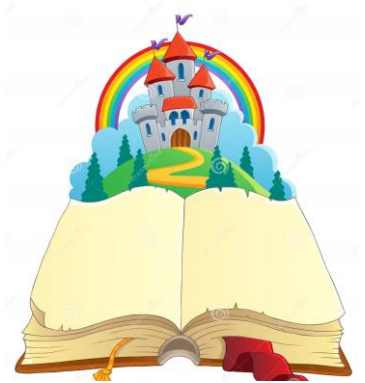


In **Term 3A** the theme will be:

Fairytales

'In Jannah, there are things an eye has never seen, an ear has never heard and a mind cannot imagine' (Bukhari)

Children will focus on storytelling and listening skills. We will focus on fairytales involving 'three', focusing on number, role playing using props to tell stories. Children will engage in creative activities such as making crowns, wands, creative fairytale gardens in the outdoor area!



In **Term 3B** the theme will be:

Day and Night

'And it is He who created the night and the day, and the sun and the moon' (Qur'an 21:33)

Children will learn about the natural world, daily routines and the difference between day and night. Children will explore sources of light and learn about the sun as a source of light during the day and the moon and stars visible at night.



The themes in **RECEPTION** will be:

In **Term 1a** children will learn about:



All about me/ Ourselves/Staying Healthy

'Love for your brother what you love for yourself' Hadith

Children will learn about their own bodies and learn to respect ourselves and others. Through aadaab and Islamic Studies they will learn about the blessing of our 5 senses and respect for their bodies in cleanliness, wudhu and salah. Children will find different ways to move their bodies and use different body parts to do this.

In **Term 1b** children will learn about:



People Who Help Us

'Allah helps those who help themselves.' 'The best among you are the ones who help others.' - Hadith

Children will learn about the different people that help us in our community. This will include a visit from the fire service, police and Bradford's road safety team.

They will be given opportunities to role play various occupations through familiar characters such as Fireman Sam, Bob the Builder etc. understanding the importance of each job. They will learn the importance of listening to elders and the respect that is emphasised for the mother in Islam.

In **Term 2a** children will learn about:



Change and Growth/Minibeasts

'Whoever is kind to Allah's creatures, Allah is kind to him. 'Quranic Ayat'.

We will learn about the changes that occur in animals and plants as they grow. Children will plant seeds and care for their plants. They will learn about the different parts of a plant and count the number of petals and leaves their plant has.

Children will visit a Farm and learn about common farm animals and their young. We will work outside to find where insects live and describe their differences.

In **Term 2b** children will learn about:

Travel and Transport

` When three people set out on a journey, they should appoint one of them as their leader`. Hadith

We will learn about the different forms of travel and study the basic history of transport. Children will learn about road safety and discuss holidays.

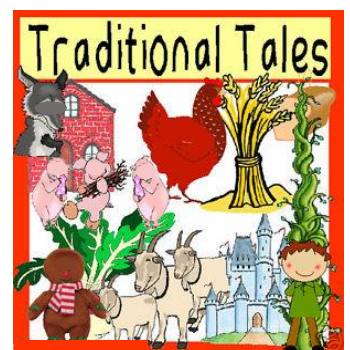


In **Term 3a** children will learn about:

Traditional Tales

'Indeed, we have created the human being upon the best of forms.' Quranic Ayat'

Children will listen to the familiar traditional tales such as 'Goldilocks and the Three Bears, Jack and the Beanstalk, Little Red Riding Hood etc. Children will learn from the morals of traditional tales and activities planned around the common traditional tales will enable them to enhance their skills and learning whilst having fun.



In **Term 3b** children will learn about:

Electricity/Light and Dark.

` God is the light of the heavens and the earth.` - Quranic Ayat

We will learn about Allah's creation and how night and day are so important. Children will learn the etiquettes of sleeping and recap their duas. We will look at light sources both natural and man-made and the difference in our activities during the night and during the day and how our senses apart from sight come into play in the dark.



Although Reception Class are taught through the above named themed terms, children are also introduced to a more structured approach in all areas/subjects which InshaAllah prepares them for a smooth transition from the EYFS into Year 1.

Reading, writing and number work is incorporated into all these activities in an inspiring and child friendly way. Our aim is to give children as many new experiences as possible to inspire them to gain more knowledge.

Crystal Gardens Primary Nursery/Reception Induction Programme



Nursery session Day

The Nursery day is organised as follows:

8:30am- 11:30am—Morning session (For Nursery Children allocated 15 Hours)

11:30am- 12:30pm Lunch (For those children staying all day)

Lunch will be provided at a cost of £2.50

12:30- 3:30 Afternoon session (For Nursery Children allocated 30 hours and/or some children allocated the 15 Hours afternoon session)

Any child allocated 15 Hours can pay for additional sessions at a charge of £13.50 per session (3 hours)

3:30pm-5:00pm- Wraparound care (If required)

If parents require wraparound care this will be at a cost of £4.50 per hour.

Nursery children are not required to wear uniform.

Reception School Day

- The doors open at 8.30am and school starts at 8.50am.
- Each class has early morning activities to help children settle into the day.
- Lunchtime is at 12.00 and children will need to bring a packed lunch or have the option of school dinners.
- The afternoon session starts again at 1.00pm.
- School ends at 2.30pm.



Reception Daily Routines include:

- **Carpet time** - for news, teaching, circle time, games etc where the whole class get together.
- **Snack time**-a chance to have milk, water and fruit.
- **Play time**-an opportunity for children to use the playground and to learn some outdoor games.
- **Group work** - which could be with the teacher, a classroom assistant or doing an independent activity.
- **Child initiated time** - where children are able to choose different activities within the classroom, the shared area or outside.
- **Story time**-an opportunity for children to enjoy being read to.



Snack time

Your child is entitled to free milk until their fifth birthday and you will receive a form to apply for this in your 'Welcome pack'. Once they are five, you will need to pay for milk. Children have free access to water throughout the day. Children need to bring a named water bottle in each day; these can be

purchased from the school office. We are unable to allow children to bring in drinks for snack time, but they do need a drink for lunchtime. At snack times, nursery/school will provide children with a healthy snack, such as fruit.

Some important things for parents and carers to remember

- Please ensure your child has sufficient supply of nappies, wipes and nappy bags and spare clothes in Nursery.
- Please make sure all my belongings are labelled, so that my teacher can help me find my things easily.
- Please ensure you let my key worker know about my preferences including sleep times.
- Are my clothes, shoes and coats easy to manage?
- Please don't mind if I get my clothes dirty on occasions where 'messy' activities are planned as part of my school day.
- Please let my key worker/teacher know if I am upset about something at home. It will help them understand me at nursery/school.
- If I am irritable and want attention in my first few weeks at nursery/school, it is because I am adjusting to my new life and working very hard during the day.
- Please make sure I have had breakfast in the morning as my brain finds it difficult to work when I am hungry.
- Please make sure that I can go to the toilet and dress/undress by myself in Reception.
- Please remember to pick me up on time as I don't like being the last one left. If you are going to be late for me, please try and ring my teacher to let them know. That way they will make sure I have something nice to do whilst waiting.
- Please remember to tell me how good my paintings and drawings are when I bring them home. They may not look quite how you would think they should, but I have tried very, very hard!
- I might not bring home paintings and drawings every day but that doesn't mean I haven't been working hard.

- Please remember to tell my key worker/teacher all about me especially if there are changes at home such as a new baby as this will help them to understand me a bit more.
- Please help me to remember my book bag every day.
- Please try and spend time with me each day doing a fun activity such as reading, counting, helping me to learn my phonemes/letter sounds and even just talking and listening!

GDPR

Any personal data we collect on your child i.e. name, DOB, etc will only be shared with staff within school who are responsible for your child's learning and development. We may, on occasion need to share this information with authorised bodies such as Department for Education, OFSTED etc.