

Provision at Moorlands



Everybody Writes

Everybody Writes is the adult directed lesson in which children are taught to write. At the beginning of Early Years, the focus is on mark making, ascribing meaning to marks they make, forming letter shapes and beginning to write initial sounds or words. This then moves towards forming simple sentences.

Not all children start reception year physically ready for writing. We encourage all children to mark make and immerse them in phonics to ensure children still practise the skills to help them on their way to becoming writers. Children are taught to segment words into sounds and all children are involved in a shared write at the start of an Everybody Writes lesson to harvest ideas and be part of learning the key skills needed for being a writer while the teacher models the writing. As children show they are physically ready for writing, children are then taken in focus groups to do their own piece of writing while the Early Years base is set up with provision for the rest of the children while they are not in a focus group.

The provision across the base is a mixture of activities focused around fine motor skills and gross motor skills (to help build up children's ability to write and help continue to develop handwriting); phonics activities and mark making/writing opportunities.

Children build up the amount of independence in writing over the course of the year and are taught to write for different purposes. They are taught that writing is a form of communication and we strive to find a purpose that suits all children in order for all of our children at Moorlands to be motivated to write.

Everybody Maths

Everybody Maths is the longer adult directed lesson in which children are taught a new concept or have time to consolidate or practise a concept we are working on.

All children are part of a whole class input at the beginning of the lesson with the teacher modelling and the children are involved in the problem solving with concrete resources to manipulate.

Following this the provision across the Early Years base offers a range of activities linked to the input in which the children can practise and embed the skills taught to them alongside some of other basic maths skills. A selection of these activities will always incorporate cross-curricular physical development; as we recognise this is a key learning driver which requires constant development during the EYFS, in order for children to access other areas of learning.

There are staff which support this learning to ensure that all children are focused and making progress. Children are encouraged to have a go and encounter challenge to help them learn through trial and error.

During this time the children who require more support with their maths skills, or are finding the concept being taught trickier, will work with the teacher in a focus group on an activity in which they continue to practise the skills being taught in a more structured way with teacher support.

Adult Directed Time

Adult directed time refers to the learning taking place which is set out by the teacher. It is where the adults are in control of the learning outcomes. You will see on our timetables that our days are made up of both adult directed and child initiated time. Adult directed learning enables us to teach the children skills or concepts in order for them to learn something new and practise it in order for them to make progress and encounter all different areas of learning in a broad and balanced curriculum.

At Moorlands our first lesson of the day is an adult directed lesson across one of the seven areas of learning whether this be Everybody Writes, Everybody Maths, PE, RE, Art, Music, Understanding the World, PSED, etc.

During these lessons there is a mixture of adult led focus groups or class activities (e.g. PE), adult suggested activities such as the provision during Everybody Writes or Everybody Maths, and some child initiated time in a few lessons too. During a lesson such as PSED, RE or art while the children are not engaged in an adult led activity the children are given time for child initiated choosing. The children can choose where and how they learn across our Early Years base. Adults may have set out some adult suggested activities linked to that lessons learning objectives however children will be able to choose whether they want to engage in those or not.

After break, our day is made up of solely adult led learning when the children take part in Phonics, Magic Maths (a daily 10 or 15-minute maths lesson/activity) and Happy Hands (a 15-minute physical development based lesson in which the children over the week rotate around a carousel of jobs set out by the teachers).

On returning from lunch our children take part in our daily shared reading lesson, which is incorporated as part of our phonics scheme from FFT 'Success for All'. The rest of the afternoon is made up of child initiated learning (Adventure Time).

Adventure Time (Child Initiated Learning)

Child-initiated play is a style of play where the activities are directed by children. Like Free Play in Early Years, it gives children the freedom to choose what they play with, as well as how and when they do so. Within child initiated time children are able to extend and apply their learning. They are encouraged to explore, take risks, make decisions, solve problems (stepping out of their comfort zone) and share their achievements with others. The role of an adult here is vital as there is an art of knowing when to be involved in a child's play and






when to leave them to play independently or with their peers. Adults in the EYFS should be immersed in the child's play and take on board their ideas and follow their lead while being able to use effective questioning to move a child's learning forward or suggest ideas. An adult has the ability to introduce new ideas to a child's play to help them make their learning cross-curricular and apply newly learnt skills which can then become embedded and something the children do naturally of their own accord.






At Moorlands we call our child initiated learning 'Adventure Time'. The children have access to the full early years base which includes the two classrooms, messy area and outdoor area. All areas of learning are open and accessible to children and children should have access to all play and areas of learning in both indoors and outdoors.

The adults set up provision both indoors and outdoors to offer the children new ideas or suggestions for their play and to help give them opportunities to return to previously learnt activities from their adult directed learning. Children are able to choose whether or not they would like to participate in any of these activities or whether they would prefer to get out other resources for an activity.

Timetables

Below are examples of weekly timetables for Early Years at Moorlands to allow you to see a 'typical' day as well as the coverage of the curriculum over two weeks.

	Mon	Tues	Wed	Thurs	Fri
8.40 – 9.00	Morning Jobs Registration	Morning Jobs Registration	Morning Jobs Registration	Morning Jobs Registration	Morning Jobs Registration
9.00 – 10.00	<u>PE</u>	<u>Everybody Maths</u>	<u>Everybody Writes</u>	<u>Understanding the World</u>	<u>PSED</u> Jigsaw
10.15 – 10.30	Playtime with snack	Playtime with snack	Playtime with snack	Playtime with snack	Playtime with snack
10.30 – 10.50	Phonics	Phonics	Phonics	Phonics	Phonics
10.50 – 11.15	Magic Maths	Magic Maths	Magic Maths	Magic Maths	Magic Maths
11.15 – 11.30	Happy Hands	Happy Hands	Happy Hands	Happy Hands	Happy Hands
11.45 -12.45	Lunchtime	Lunchtime	Lunchtime	Lunchtime	Lunchtime
12:45 – 1:00	Register, Travel Tracker, Singing	Register, Travel Tracker, Singing	Register, Travel Tracker, Singing	Register, Travel Tracker, Singing	Register, Travel Tracker, Singing
1:00 – 1:20	Shared Reading	Shared Reading	Shared Reading	Shared Reading	Shared Reading
1.20 – 2.45	Adventure time 	Adventure time 	Adventure time 	Adventure time 	Adventure time 
2.45 – 3.15	Snack and Story-time Thought for the day	Snack and Story-time Thought for the day	Snack and Story-time Thought for the day	Snack and Story-time Thought for the day	Snack and Story-time Thought for the day

	Mon	Tues	Wed	Thurs	Fri
8.40 – 9.00	Morning Jobs Registration	Morning Jobs Registration	Morning Jobs Registration	Morning Jobs Registration	Morning Jobs Registration
9.00 – 10.00	<u>PE</u>	<u>Everybody Maths</u>	<u>Everybody Writes</u>	<u>EAD</u>	<u>RE</u>
10.15 – 10.30	Playtime with snack	Playtime with snack	Playtime with snack	Playtime with snack	Playtime with snack
10.30 – 10.50	Phonics	Phonics	Phonics	Phonics	Phonics
10.50 – 11.15	Magic Maths	Magic Maths	Magic Maths	Magic Maths	Magic Maths
11.15 – 11:30	Happy Hands	Happy Hands	Happy Hands	Happy Hands	Happy Hands
11.45 -12.45	Lunchtime	Lunchtime	Lunchtime	Lunchtime	Lunchtime
12:45 – 1:00	Register, Travel Tracker, Singing	Register, Travel Tracker, Singing	Register, Travel Tracker, Singing	Register, Travel Tracker, Singing	Register, Travel Tracker, Singing
1:00 – 1:20	Shared Reading	Shared Reading	Shared Reading	Shared Reading	Shared Reading
1.20 – 2.45	Adventure time 	Adventure time 	Adventure time 	Adventure time 	Adventure time 
2.45 – 3.15	Snack and Story-time Thought for the day	Snack and Story-time Thought for the day	Snack and Story-time Thought for the day	Snack and Story-time Thought for the day	Snack and Story-time Thought for the day

