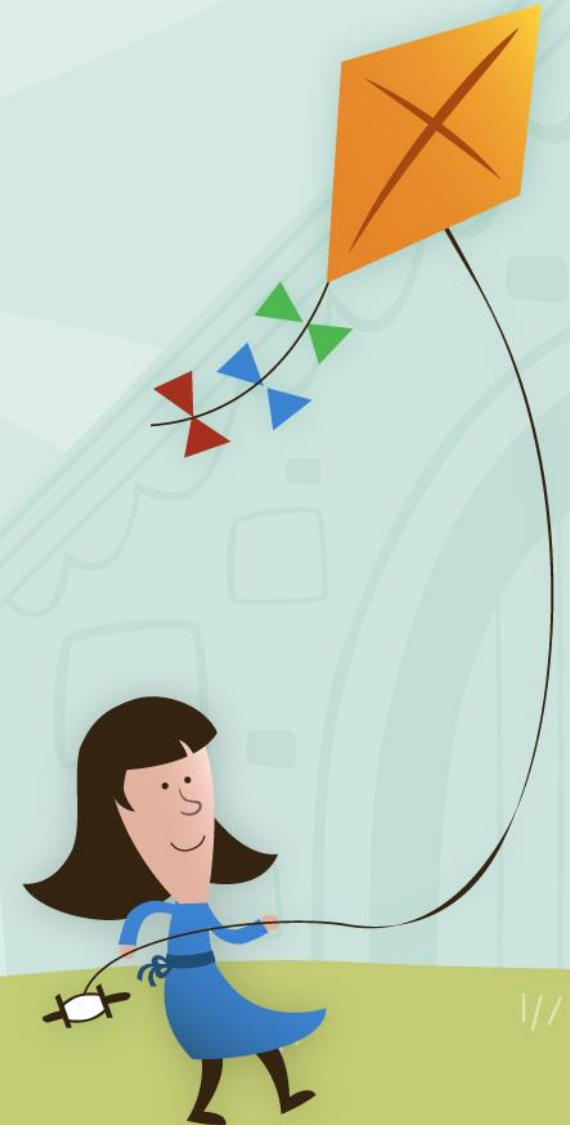


# Provision of Early years Foundation Stage at College Park School @ Hallfields



Hallfield school



# College Park School @ Hallfield

We are a wonderful provision of Early Years Foundation Stage, just 7 minutes walking distance from College Park School (main site). You will be able to find us in **Inverness Terrace street**, as we are sharing our space with Hallfield Primary School. The fact that we are next to Hallfield Primary School, brings the opportunity to some of our students to be part of an Inclusion programme.



Hallfield school

*We have our own entrance  
to our provision.*



# College Park School @ Hallfield

## Important information

\*As College Park School, we provide the same services to ensure the development of our students supported by Speech and language therapist and Occupational Therapist. We all work as multidisciplinary team. Our specialists are constantly delivering training to our staff to guarantee the progress of our students.

\*Our students will be @ Hallfield provision for two years, as we are just two classes, after that ,they will be moved to College Park School (main side).



*College Park  
School @ Hallfield*

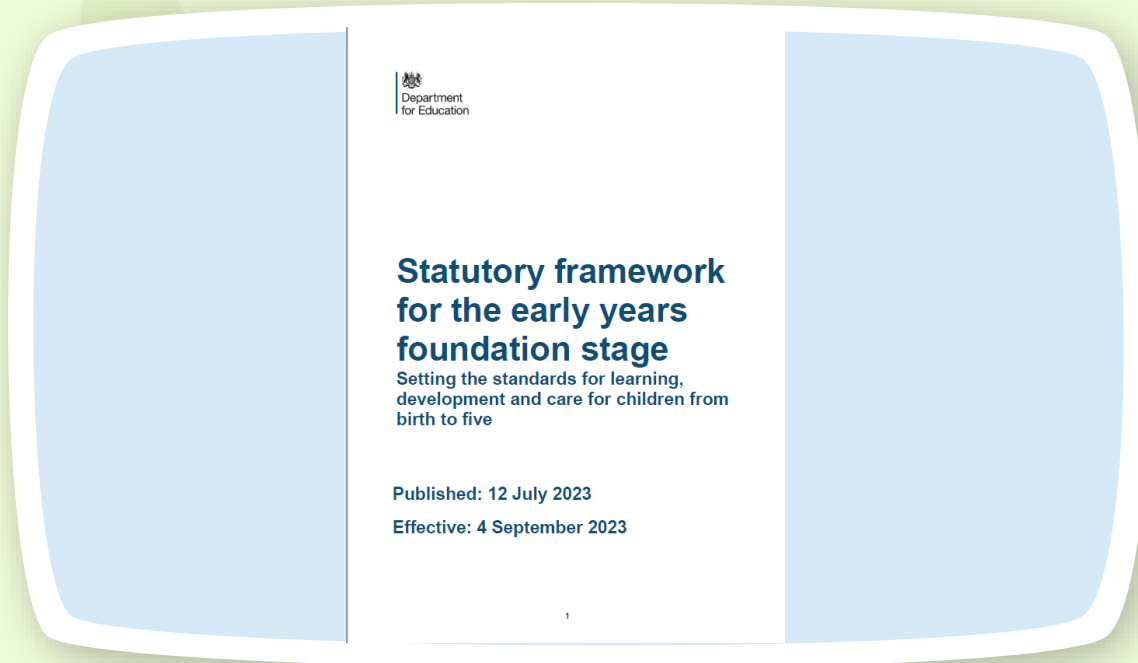
After 2 years



*College Park  
School (Main side)*



In our provision we are following the statutory framework for the early years foundation stage, adapted to the needs of our students.



The Early Years Foundation Stage (EYFS) is divided into 7 Areas of Learning. These shape activities and experiences for all children in early years settings. They are divided into two sections:





# 7 Areas of Learning Early Years Foundation Stage

## Prime areas of learning

## Specific areas of learning

### Personal, Social & Emotional Development

- Forming positive relationships with peers and adults
- Playing co-operatively, taking turns
- Building confidence to choose what they like or want
- Build awareness of needing help
- Managing feelings and emotions

### Communication & Language

- Help to build listening and attention skills for being able to follow instructions.
- Learn the use of different communication aids as Makaton, symbols, PEC's book, communication books.
- Communication development is the key for supporting emotional regulation.

### Physical Development

- Developing control and coordination of movement
- Fine and gross motor skills
- Learning about healthy diet and exercise
- Managing their own hygiene and personal needs

### Literacy

- Use of symbols which incorporate symbols and words
- Use phonics to decode straightforward words
- Read simple words and sentences
- Use phonics knowledge to write simple words and sentences
- Our priority is to establish language comprehension

### Mathematics

- Use counting on and number knowledge during practical activities.
  - Begin to recognise and describe simple patterns
- Use everyday language to talk about size, position, time , etc.
- Use mathematical language to describe shapes and objects

### Understand the World

- Know about similarities and differences between communities
- Encourage to explore the natural world: animals and plants
- Recognise that technology is used in homes and schools

### Expressive Arts & Design

- Experiment with songs, music and dance
- Use a range of artistic materials, tools and techniques
- Represent ideas through art, music, role-play, dance and stories



## Examples in our routine of the 7 areas of learning

### Personal, Social & Emotional Development

- \*Attention autism
- \*Sensory box or what's in the bag? Activities:
  - Turn taken
  - Choosing what they like
- \*Good morning routines
- \*Asking for help, modelling by adults.
- \*Intensive interaction and sensory diets.

### Communication & Language

- \*Sensory stories
- \*Snack time
- \*Structured activities where the students are high motivated to request. We are always focus on their interests.
- \*Messy play

### Physical Development

- \*Fine motors skills: thread, squeeze, drawing, cutting activities, tracing...
- \*Gross motors skills: Movement, sensory circuits with Obstacles, yoga.

### Literacy

- \*Reading activities: Decoding (Phonics stage 1 & 2)
- Comprehension (Quiz and blank level questions level 1 & 2)
- \*Symbols, PEC's books, chat boards, communication books.
- \*Reading for pleasure

### Mathematics

- \*Following recipes:
  - Measuring (spoon and cup)
  - Sequencing numbers while counting spoons and cups
- \*Lego therapy with blocks or sticky blocks: Shapes, colours.
- \*Problem solving while we play with Legotherapy.

### Understand the World

- \*Small world play
- \*Role playing
- \*Geography lessons
- \*Arts and crafts
- \*Food explorer programme

### Expressive Arts & Design

- \*Weekly lessons of Music, Drama and Art.
- \*Arts and crafts included in our daily lessons.



## **And also ... the importance of Playing in early years!**

We have daily opportunities for free , structured and messy play. At specific times of the day children are encouraged:

- either to freely choose toys to play with and explore independently
- structured play, where children are requesting a preferred toy and the adults are supporting them modelling and challenging them to extend their playing skills
- play that supports the consolidation of specific learning goals (i.e. to count swords to put on the barrel of prate pop game during Maths)

