

# Stanbridge Lower School



Hygge (hue-guh)

Well-being, comfort, peace, enjoyment, curiosity, self-confidence, discovery, friendship



## Hygge in the Early Years Theory, Pedagogy and Ethos at Stanbridge

Hygge Accreditation: Charlotte Hughes - Senior Teacher

Implementation Date: September 2020

### Philosophy

Hygge is a feeling you cannot translate. It's about space that promotes emotional well-being, togetherness and friendship. It's a place children can feel comfortable and explore with confidence. It gives a sense of security and wellbeing - An extension of their home.

Links to discovery learning. Stressed by Friedrich Froebel who believed learning should be natural, organic and ever changing. When care is applied to a child's surroundings children can be guided and inspired and the simplest of spaces can become a haven of play and learning.

Anna Ephgrave - Discovery learning says ...Children are born with a natural desire to explore and learn and practitioners can support them in this. We do this by creating an enabling environment (both physical and emotional) and through the relationships and interactions that the children experience

### Environment

**This links to the EYFS Framework Overarching Principles: Unique child, positive relationships, enabling environments, learning and development**

Create Hygge special moments: e.g. hot chocolate outside on a cold winters day, baked potato on the field in the rain, splashing in puddles, cooking and smelling baked gingerbread, cooking spiced apples and enjoying it in front of a bonfire projection, going for a walk in fresh autumn rain, making dens in the woodland area, taking a picnic to the woodland garden.

Hessian boards, Soft lighting, cushions, drapes, fairy lights, thoughtful nooks, dens or cosy corners, blankets, cosy seating, use soft muted colours

Nature tables, resources set out to encourage curiosity, bring outside inside, soft music

Cosy slippers/socks are worn inside. Wet weather suits are worn on wet days outside.

This environment encourages children to be comfortable, secure, gives a sense of wellbeing, enables curiosity and inspires children to explore their surroundings enabling them to discover learning and make progress in the prime and specific areas of learning.

### Outside Learning

- Provide wellies and all weather suits
- Include outside discovery learning in plans and topics studied
- Bring outside learning inside
- Heavy focus on nature through Wanderlust planning and Forest Schools approach to learning.



## Planning

Learning focusing on CLL, Phy, PSE, KuW, EAD: use Wander Lust planning focusing on nature topics and outside learning

Planning Books: part in the moment and part planned to allow for possible lines of enquiry.

- Plan inc provision for all ELGs; directed and independent learning
- Using the plan teacher allocates learning to different days
- Includes next steps and key information about learning.

Specific Areas of Learning; R, W, N, SSM: use Wanderlust planning, White Rose Maths and Letters and Sounds

- Each term has a plan focusing on phonics, reading, writing and numeracy showing weekly objectives This links to whole school curriculum and is adapted as taught.

Interventions to support learning are planned for across the year.

## Assessment

Most importantly the teacher and key workers know the children and drawn on their knowledge and their own professional judgement when making assessments of children.

The Reception Baseline Assessment (RBA) is completed at the beginning of the year. The Reception summative assessment tracks development in all areas of the EYFS across the year.

Reading and Phonic Profiles show how the teachers make summative judgements on children's progress and learning

- Half termly assessments in phonics (Reception only)
- Writing examples in writing books (Reception only)
- Complete Reading assessments in Reading Profiles
- Maths I can statements update as appropriate to show attainment in maths and next steps.

Targets are set during the middle of the autumn term to see who is on track/not on track to meet the expected outcomes at the end of the year.

## Vocabulary Development

Books and songs are used to develop children's vocabulary. Children are read to regularly across each session and books are chosen to develop vocabulary. Specific vocabulary is extended through Helicopter stories directed maths/literacy teaching and specific learning activities.

## Journaling

- Teacher develops a learning journal wall across the year depicting the rich, varied, inclusive and stimulating curriculum all our wonderful children are accessing across the year.
- Helicopter and Talk for Writing Story Journal shows development in children's writing and expressive language across the year.
- Floor Books: show how lines of enquiry are explored. These show how children have explored their learning, showing examples of their work.



## Pedagogical Approaches

These range from directed activities by the teacher, to supported play and learning, to independent play

## Parents

- Teacher sends home photograph of the learning Journal wall showing learning across the week
- Teacher displays learning and topics at the start of the week for parents to extend learning at home
- My Home Learning Journal goes home to parents each week for parents to comment on significant achievements and learning at home
- Phonics homework books and reading books sent home

