

# 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 Pre-school*

*Hygge Accreditation: Charlotte Hughes - Senior Teacher*

*Implementation Date: January 2021*

### *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 inside*

*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*
- Bring outside learning inside*
- Heavy focus on nature through Stanbridge topic PS plans.*



## Planning

Knowledge and what the practitioners know about their children are used to plan work that focuses on the interests of the children, their next steps and rich learning experiences.

Learning focuses on the Prime areas of learning CLL, Phy, PSE, using the Development Matters material and Stanbridge Pre-school Nature Planning

Learning focuses on specific areas of R, W, N, SSM using Development Matters material and Stanbridge Pre-school Nature Planning to plan from

KuW, EAD: use Development Matters material and Stanbridge Pre-school Nature 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
- Planning includes next steps and any key information about learning.

Specific Areas of Learning; R, W, N, SSM: use Development Matters to plan learning Letters and Sounds are planned for introducing phonological awareness and phase 2 letter sounds.

- Each term has a plan focusing on phonics, weekly objectives. This links to whole school development in phonics plan.

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.

## Assessment

Most importantly the Pre-school Leader and key workers know the children and drawn on their knowledge and their own professional judgement when making summative assessments based on a holistic overview of the child's development and learning across all areas.

The EYFS school assessment grid is then completed termly, recording judgements detailing if children are emerging, developing or secure using the aged 3/4 band in Development Matters.

They use this to plan learning experiences for children. At the end of each Pre-school session achievements and next steps are discussed so there is a shared understanding of children and their learning needs.

## Pedagogical Approaches

These range from directed activities by the Pre-school staff, to supported play and learning, to independent play.



## Journaling

- Teacher develops a learning journal wall across the year depicting all the wonderful rich and varied learning children are accessing across the year.



## Parents

- 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

*Pre-school Nature  
Planning*

*Trees*

*Spiders*

*Buzzing bees*

*Leaves*

*Stars*

*Sunny days*

*Clouds*

*Bugs bugs and more  
bugs*

*Dens*

*Springtime*

*Lambs and calves*

*Sunflowers*

*Pine cones*

*Puddles*

*Rain*

*Snowy days*

*Snowflakes*

*Rock pools*

*Conkers*

*The cold*

*Frogs*

*Bird watching*

*Digging*

*Dinosaur Dig*

*Kites*

*Apples and pears*

*Raspberries and  
Blackberries*

*Seeds*

*Butterflies*

*Water*

*Straw, wood and  
bricks*

*Bread*