



Teaching and Learning Policy 2013 - Appendix 2

A Generic Classroom Model for Early Years

Key Classroom Areas:	General Areas:
Book area: <ul style="list-style-type: none"> The area is well organised and comfy with a selection of fiction and non fiction texts, some of which are themed linked and changed regularly. The area encourages sharing of books and stories, speaking and listening activities. 	General Areas: <ul style="list-style-type: none"> There is a positive and calming atmosphere in the classroom. Temperature is regulated. One fan per classroom. There is a clear set of classroom rules in line with the schools behavior policy. There is a designated timeout area with clear resources. There is a clearly labelled recycling bin. Each child has access to fresh drinking water. Learning and achievement is celebrated in each classroom. Children are involved in the creation of their learning. Planning files are easily accessible. The room is well ventilated and there is adequate lighting. The environment is word and number rich.
Writing/graphics area: <ul style="list-style-type: none"> The area needs to be well organised with a selection of writing tools and materials including; cards, paper, post it notes, envelopes, whiteboards. Writing tools include; pen , pencils, stapler, sellotape. The environment should display a letter rainbow in front of the writing table and children should have independent access to individual letter rainbows for independent writing. The area displays a variety of prints including typed and hand written and that in other languages. 	
Creative area: <ul style="list-style-type: none"> There is an easel, independent access to paint brushes, rollers, whiteboard pens and chalks. There is a malleable area/table for developing fine motor skills. The work shop area will allow children to independently construct and create using a wide variety of tools and resources which are regularly updated. There is an area for children to display their work so that they are fully independent. 	
Role play: <ul style="list-style-type: none"> The area provides children with a selection of stimulating resources to develop role play skills. Children are clear of the purpose of the role play area and roles within this. The area provides children with spontaneous role play and ensure all role play areas provide opportunities for mark making and writing. 	
Construction and small world area: <ul style="list-style-type: none"> All storage is clearly photo labelled, well organised and provides space for children to display work A construction book is provided to allow children to record their work through own drawings, digital photographs and writing. Small world offers builder tray activities, animals, cars, play people, dolls house etc and these are imaginatively presented. 	
Sand and water: <ul style="list-style-type: none"> Children experience both wet and dry sand and the area is well resourced with a range of clearly labelled equipment nearby and accessible to children. The sand and water should allow children to access all areas of the early years curriculum. 	Health and Safety: <ul style="list-style-type: none"> Staff act as role models for good practice. All equipment is used appropriately. Children are made aware of potential dangers. Wires are kept tidy. Children are well informed about equipment. Children are well supervised whilst using specialist equipment.
Exploratory area: <ul style="list-style-type: none"> The area provides children with a range of equipment including, mirrors, magnifiers, magnets, colour slides, kaleidoscopes, marbles and a collection of natural and interesting materials e.g. pine cones, sheep's wools, sand paper, keys. 	
Maths area: <ul style="list-style-type: none"> There is a range of equipment with photo labelled storage which is readily available. Equipment should include scales number cards/fans, number lines, calculators, measuring jugs, comparing resources, heavy and light objects and long and short ribbons. 	
ICT: <ul style="list-style-type: none"> There is a laptop, interactive whiteboard and opportunities for independent ICT use e.g. remote control cars, telephones, mobiles, cameras, metal detectors and wide range of software for the computer. A range of everyday ICT resources including microwaves and tills in role play area. Children are trained and have access to use digital camera for recording their work. 	
Outdoor provision: <ul style="list-style-type: none"> The provision needs to be planned for and resourced as carefully as the indoor area to make it an effective learning environment. There should be a designated adult each day to ensure outdoor area is well supervised. There should be opportunities for role play, large construction, writing, investigating, maths, small world, PSHE and ICT. The area should provide a range of natural materials and surfaces, nature hunts and exploration, gardening, sand and water. Graphics and writing on a large scale, using buckets of water, large brushes, chalks and large paper. There should be an area for quiet time and books. Creative and imaginative play, using boxes and drapes, making dens, placing and arranging on a large scale. Gross motor skills, e.g. climbing, balancing and crawling. Small apparatus e.g. balls bean bags are used to enhance throwing and catching skills. 	Display: <ul style="list-style-type: none"> All boards should be backed with boarders. All children's work is at least single mounted or laminated. Displays include key vocab. Displays are changed regularly. There is always a literacy and Numeracy display. All displays are interactive and stimulating and include challenging key questions. Displays are cross curricular. There are a range of displays including boards, table top and hanging displays. Class displays include numberlines, phonics, key words and prompts.