



Kingsmoor Primary School

Early Years Foundation Stage (EYFS) Policy

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

EYFS, DfE, 2021

RATIONALE

At Kingsmoor we aim to provide a strong foundation for each child's future as a learner and as a member of the community. We create a safe and happy environment with motivating and enjoyable learning experiences that enable the children to become confident and independent. We value each child as an individual and work alongside parents to help every child to reach their full potential as they grow, develop and learn.

Kingsmoor's EYFS curriculum has been designed and constructed with our school vision at its heart:

'An inspirational school where we all want to work, learn and grow to become the best we can be.'

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape good EYFS practice:

- Every child is a **unique child** who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments**, with support from adults, who respond to their individual interests and needs and help them to build their learning over time, where there is a strong partnership between practitioners and parents
- Children **develop and learn** in different ways and at different rates. (The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).)

Approved by:	Education Committee	Date: 19/2/2024
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Table of Contents

1. Aims	2
2. Legislation.....	2
3. Roles And Responsibilities	3
4. Curriculum.....	4
4.1 Planning And Teaching.....	5
5. Assessment	6
6. Working With Parents	8
7. School Entry And Transition	9
8. Children With Special Educational Needs	10
9. Safeguarding And Welfare Procedures	10
10. Monitoring Arrangements	11
Appendix 1: The Early Learning Goal Descriptors	11
Appendix 2 Educational Programmes from the EYFS Statutory Framework (effective Sept 2021)	15
Appendix 3 Timetables	17
Appendix 4 Recording half termly sheet	19

1. Aims

This policy aims to ensure:

- That children access a broad and balanced and well sequenced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice
- That children gain confidence in themselves as independent learners and are immersed in our school values of kindness, respect, tolerance and resilience
- We generate and promote a positive attitude towards school and learning.

2. Legislation

This policy is based on requirements set out in the Early years foundation stage statutory framework and supporting documents:

https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf

<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>

<https://www.gov.uk/guidance/early-years-foundation-stage-exemplification-materials>

https://assets.publishing.service.gov.uk/media/644a870efaf4aa0012e12fad/2023_Reception_base_line_assessment_assessment_and_reporting_arrangements.pdf

<https://www.gov.uk/government/publications/development-matters--2>

In addition to this Early Years Foundation Stage policy, the following policies are also of particular importance and should be read in conjunction with this policy:

- Safeguarding and Child Protection Policy
- Online safety policy
- SEND policy and SEND Local Offer
- Behaviour Policy
- Anti-Bullying Policy
- Supporting Pupils with Medical Conditions
- Data Protection Policy
- School Admissions Policy
- Equalities and Diversity Policy

3. Roles And Responsibilities

The Headteacher has overall responsibility for all children, including those within the EYFS. Each class teacher within the Early Years Foundation Stage has a duty of care and is responsible for the welfare, safety, progress, and achievement of each child within their class. The class teacher should be the first port of call for parents/carers should they have any information or concerns regarding the well-being and progress of their child. The EYFS class has an allocated teaching assistant and ratios are adhered to with an appropriate number of TAs. Where there is additional need, further teaching assistants are deployed, usually to support pupils who have complex special educational needs where there is an Education, Health and Care Plan in place (see SEND policy for further information).

In addition:

- Mrs Sylvie Lawson is the EYFS Lead
- Miss Megan Sellick is the full time teaching assistant within EYFS
- The School's Special Educational Needs and Disabilities Co-ordinator (SENDCo), Mrs Charlotte Owens provides support for staff, parents, and pupils.

4. Curriculum

The Early Years Foundation Stage (EYFS) applies to the learning and development of all children from birth to the end of the Reception Year, which in Kingsmoor Primary School, is Class R.

Early childhood is the foundation on which children build the rest of their lives. It is not just a preparation for the next stage but is vitally important in itself.

Learning for children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the Foundation Stage, many of these aspects of learning are brought together effectively through playing and talking.

Our early years setting follows the curriculum as outlined EYFS statutory framework. Our curriculum encompasses seven areas of learning and development. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving.

These are called the prime areas:

- Communication and language
- Physical development
- Personal, social, and emotional development.

Four areas help children to strengthen and apply the prime areas.

These are called the specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design.

Throughout their time in the Reception Year our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of reception goals. These goals are defined as Early Learning Goals (ELGs). The descriptors for these can be found in Appendix 1.

Our curriculum incorporates learning through play, by adults modelling, by observing each other, high level questioning and through guided learning and direct teaching. It is also important to highlight that our plans are flexible to allow us to respond quickly to children's new interests and/or needs.

Weaving throughout the EYFS curriculum at Kingsmoor are three **Characteristics of Effective Learning**:

- **Playing and exploring** - children investigate and experience things, and 'have a go'
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

'What children learn is important, but how children learn is even more important if they are to become learners in today's society.'

Helen Moylett

How Children Learn, Nancy Stewart (2011)

4.1 Planning And Teaching

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

We create long term plans centered around the educational programmes from the statutory framework (Appendix 2). These are based on a series of broad themes and a range of stories each of which offers experiences in all seven areas of learning and are planned sequentially.

We always remain flexible to allow for unplanned circumstances and children's responses. Our planning is continually evaluated by all staff to ensure that children's individual developmental needs are met.

Weekly timetables are mapped out each half term by the class teacher. These incorporate whole class teaching sessions alongside guided, small groups, focused interventions and independent learning time. Each area of learning and development is implemented through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As the children progress through the year and as their development allows, the length of whole class teaching increases alongside more frequent adult-led group work and activities. This is to support the children with their transition into year one by gently and gradually being introduced to Key Stage One expectations. Timetables are also adapted to include curriculum enrichment opportunities including Forest school, swimming, Friday activities and Mystery Mondays which are enjoyed by the whole school.

From the first day at school in September, the children engage in whole class phonics lessons, enjoy multiple stories and join in with maths songs and games. Once the children have experienced their settling in weeks at the start of the year, they participate in a more formal daily mathematics lessons. They also have a focus book which will guide their literacy discussions and lessons. The literacy lessons increase as the school year progresses, starting with two weekly and finishing the year with four weekly. In addition to this the timetable incorporates open ended learning time, "Learning through your play", where each pupil can explore the environment through child-initiated activities and play.

The curriculum is delivered using a play-based approach as outlined by the EYFS framework: *'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'*.

We plan a balance between children having time and space to engage in their own child-initiated activities and those which are planned by adults. During children's play, the adults in class interact

when appropriate to stretch and challenge them further. In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and build these into our practice.

Progress and Development

Kingsmoor practitioners recognise that when children show high levels of involvement, that is when there is progress and development occurring – when the brain is at its most active. High level involvement occurs most often when children are able to pursue their own interests in an enabling environment supported by skilled staff. Practitioners plan in 'enhancement opportunities' to specific areas within the classroom to add a level of challenge; encourage children to develop new skills/knowledge or build on their interest.

An Enabling Environment

We have a workshop style environment indoors and outside. Sometimes resources are laid out purposefully to ignite the pupil's interest usually linked to a theme or an area of focus. On other occasions the tables and/or areas not set up, with the emphasis on the child igniting their own imaginations, developing their play and following own interests by selecting their own tools and resources. The principal is that resources are accessible to the children and they are varied, open-ended and high quality. Weekly challenges are intentionally set up to support the children to remember previous learning and to enable the teacher to assess each child's understanding and current skills.

The Role of The Adult

The adults are there to facilitate learning. They do this through observing the children and through meaningful interactions, sometimes one to one or in small groups. Our adults know the children very well and have a sound understanding of child development. This ensures that the adults enhance and extend the learning at the appropriate level.

From the very first interactions with the children, staff are building trusted bonds and are taking into account the individual needs, interests, and stage of development of each child in their care. The knowledge gained on the individual child and cohort is used to create relevant, interesting and exciting activities. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their daily practice of both whole class teaching and small group activities.

As time goes on during the year and the children are able to concentrate for longer periods, we increase the duration of adult-led guided group activities as well as the length and content of whole class teaching. The children are offered more learning challenges to access during their learning through their play time. This is illustrated by the timetables included in the appendices (Appendix 3).

5. Assessment

Upon entry to school, the first 2-3 weeks, Class R pupils undertake the statutory government Reception baseline line. The RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin school, using materials that most children of your child's age will be familiar with. It became statutory for all schools from

September 2021. https://assets.publishing.service.gov.uk/media/64f5e8b29ee0f2000db7be4f/2023_Information_for_parents_reception_baseline_assessment_WEBHO.pdf

At Kingsmoor, ongoing assessment is an integral part of the learning and development process.

The cycle of observation, assessment, planning, observation is carried out on a moment-by-moment basis. We work in this way because:

“Babies and young children are experiencing and learning in the here and now, not storing up their questions until tomorrow or next week. It is in that moment of curiosity, puzzlement, effort or interest – the ‘teachable moment’ – that the skillful adult makes a difference. By using this cycle on a moment-by-moment basis, the adult will be always alert to individual children (observation), always thinking about what it tells us about the child’s thinking (assessment), and always ready to respond by using appropriate strategies at the right moment to support children’s well-being and learning (planning for the next moment).” From National Standards document Learning, Playing and Interacting P.22 – 23

Whilst the pupils are learning through their play, adults will observe and interact with the pupils. We try to ensure that the adult goes to the child, rather than the adult calling the child over. We work this way because we know and value that high-level involvement occurs in child-initiated activity. There are times where children are asked to come and work with an adult for a focused or group activity, we try to not interrupt high level involvement where possible.

Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers. On entry to school parents meet with the class teacher to discuss the child and their interests - a recording sheet is completed which is updated each half term to reflect the changes that may occur. (See Appendix 4.)

In addition to the above, photos of children’s achievements and activities that they have engaged in are collated and shared with parents through the Class Dojo app weekly. Parents/carers are encouraged to add their own comments and also to upload their own observations to show us what their children are able to do at home.

Ongoing observations are used to inform where the children are working within the Development Matters bands. The children’s progress is reviewed continually. Throughout their time in Reception, parents/carers are welcomed in to share their children’s learning; both informally through Dojo and more formally during parent/teacher consultations.

If a child’s progress in any prime area gives cause for concern, teachers will discuss this with the child’s parents and/or carers and agree how to support the child; considering whether a child may have a special educational need or disability which requires specialist support. They will link with, and help families to access, relevant services from other agencies as appropriate.

Statutory assessments

Within the first 6 weeks that a child **starts reception**, staff will administer the **Reception Baseline Assessment (RBA)**. Staff also complete their own baseline assessments and make a best fit judgement of whether children are “on track”.

At the **end of the EYFS**, staff complete the **EYFS profile** for each child profile providing a summary of every child's development. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Expected ELG – meeting the expected level
- Emerging ELG – not yet meeting the expected level

Children are assessed against the Early Learning Goals (ELG) by the class teachers - who use the exemplification documents, and their knowledge of the children to make a 'best fit' judgement, and report whether they have reached a 'Good Level of Development' (GLD) by achieving expected levels in all prime areas, plus literacy and maths. This profile data is the statutory data that is sent to the Local Authority and used to help school benchmark and identify improvements. This information is shared with the Year 1 teacher in order to aid transition.

Assessment for SEND pupils

The Profiles must be completed for all children, including those with special educational needs or disabilities (SEND). Reasonable adjustments to the assessment process for children with SEND must be made as appropriate. School will consider seeking specialist assistance to help with this.

Pupils for whom English is an additional language

For children whose home language is not English, school will take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We will ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin year 1. When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

6. Working With Parents

We recognise the central importance of parents/carers as children's first educators. We believe they have a significant role to play in the lifelong education of their child. We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

- Holding 1:1 meetings with parents before the children start school, sharing information and talking to them about their child's interests and needs
- Sharing information with the nursery, and vis versa, to support knowledge of the family and the child with aids a smoother transition from setting to setting
- Sharing information via Class Dojo in the summer months beginning transition to school
- Being welcoming and approachable and having an open-door approach for parents to voice concerns/ask questions
- Inviting them to a parent consultation to discuss how their child has settled and share progress and next steps for learning
- Sharing whole class observations and "what we have been learning this week" summaries via Class Dojo
- Valuing parents' contributions to Class Dojo
- Ensuring parents understand the phonics scheme (Read, write, inc) taught at Kingsmoor and how this is supported at home: via updates on Class Dojo, letters and activity packs being sent home and holding a parental phonics meeting in school
- Encouraging parents to read with their child at home and make comments in their reading record books
- Providing parents with an end of year summary report detailing achievements and their child's EYFS profile
- We also draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting to talk about their lives, work and experiences.

7. School Entry And Transition

Open school sessions are held every Autumn for prospective parents to visit the school and talk to the Head teacher and Early Years teachers. They are given a guided tour by our Year 6 Kingsmoor scholars. Familiarisation visits are offered during the second half of the summer term including a "stay and play session" for children and parents to meet staff and explore the learning environment. Class R staff will contact the Pre-school or Nursery settings and speak to the children's keyworkers, where possible we will also visit the children in their setting.

Parents are invited to 1:1 welcome meetings with their child in July before starting a 2 week staggered entry program in September. This will include two weeks of mornings/afternoons only before becoming full time in the third week of school. The pupils are grouped according to information from pre-school settings and our staff's observations of the children during their transition visits.

A booklet about our school including some short activities is sent home for the children and parents to read and fill in together, as well as an 'All about me' booklet for the children to complete. This can be brought along to their 1:1 meeting in order to tell their new staff and grown-ups about themselves.

We value partnerships with parents and aim to be available for informal discussions about the children at the beginning or end of each day, via Class Dojo or to make an appointment for more in depth discussions.

At the end of the Reception year, the Reception and Year One teacher will meet to discuss each child's development against the Early Learning Goals and other important information about them as learners, in order to support a smooth transition to Year One. The children's assessment data and writing books are sent with them to Year 1 so that their new teachers are able to plan for their 'next steps in learning' from the moment they enter their new class. Children spend a number of sessions towards the end of the school year in the Year 1 classroom or with the Year 1 teacher in the Class R classroom to ensure that they are familiar and comfortable with their new teacher and are 'next year ready'. When deemed necessary, specific children are offered a transition booklet which is created with their current reception teacher, their upcoming year 1 teacher and their families – the book include photos of their new class, their new teacher and key areas of the time table and classroom.

8. Children With Special Educational Needs

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that children achieve their potential.

We adapt our planning, teaching and personal care to include all children and their needs. Individual education programs are set up, aided by the SENCO and additional small group interventions are planned into the timetable when there is a need, for example: for speaking and listening, social skills, physical development. School Entry Planning Meeting are held with parents, pre-school settings and outside agencies when necessary to enable a smooth transition into school for any children with additional needs.

9. Safeguarding And Welfare Procedures

The safety and welfare of our children is paramount at Kingsmoor. We have robust policies and procedures and record keeping in place to ensure their safety. Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2014) and we adhere to the school's safeguarding policy.

In Reception we provide a safe and secure environment and provide a curriculum which teaches children how to take risks, follow rules and stay safe. We comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage and understand that we must:

- Promote the welfare of all children;
- Promote good health;
- Manage behaviour effectively and appropriately;
- Ensure all adults working with children are suitable to do so;
- Ensure that the environment is safe and all equipment and furniture is fit for purpose;
- Ensure all children have a challenging and enjoyable learning experience.

We are a healthy school and our children under 5 receive free milk and all children have access to fresh water and free fruit from a Government scheme. Reception children are eligible for free school meals or can choose to bring in a healthy packed lunch. Our classroom has access to their own toileting facilities and we teach the children the importance of hygiene, hand washing techniques and throughout the year we plan cooking activities to give children experiences of a range of healthy food.

We promote good oral health, as well as good health in general, in the early years by reading stories and having discussions during circle times. These include talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth – Reception class have joined The Big Brush Club, an NHS funded scheme to promote daily teeth brushing in nurseries and schools
- The importance of a healthy diet
- Suncream and sunhats in the summer.

The rest of our safeguarding and welfare procedures are outlined in our whole school safeguarding policy.

The EYFS staff hold the Paediatric First aid qualification, which is a statutory requirement of the EYFS.

10. Monitoring Arrangements

All adults in the Reception team have a key role in children's learning and development. Therefore, they are required to be knowledgeable and skilled in the EYFS curriculum. Any training needs for existing or new members of staff are identified and addressed as part of performance management targets.

This policy will be reviewed and approved by the headteacher and EYFS team every 2 years.

At every review, the policy will be shared with the governing board.

Appendix 1: The Early Learning Goal Descriptors

Communication and Language

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.

-Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

ELG: Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.

ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.

- Share their creations, explaining the process they have used.

- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

- Invent, adapt, and recount narratives and stories with peers and their teacher.

- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.

Appendix 2 Educational Programmes from the EYFS Statutory Framework (effective Sept 2021)

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Activity

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

EYFS Framework Effective 1st September 2021

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Appendix 3 Timetables

	Registration 8.50-9.15	Session 1 09:15 – 10:00	Snack 10 - 10:15	Session 2 10.15 – 11:30	Session 3 11:25 - 11:45	Lunch 11:45 - 12:45	Session 4 1:00 – 1:30	Session 5 1:30 – 2:45	Sharing time 3:00- 3:30	Home time 3:30
Monday	Brain warm up Calendar Wake up shake up	RWI	MS / SL	Outside/CP 11:05 - Maths	Tidy Story/ Song/ Poem	MS in hall Show and tell	UTW	CP, readers and interventions EAD	Tidy Story/ Song/ Poem/ Share/ Yoga	Club
Tuesday	Brain warm up Calendar Wake up shake up	RWI	MS / SL	Outside/CP 11:05 - Maths	Tidy Story/ Song/ Poem	MS in hall Show and tell	Squiggle - English	CP, readers and interventions PSED	Tidy Story/ Song/ Poem/ Share/ Yoga	Staff Meeting

Wedn esday	Brain warm up Calendar Wake up shake up	RWI	MS / SL	P.E/Forest School Maths	Tidy Story/ Song/ Poem	MS in hall Show and tell	Squiggle - English	CP, readers and interventions	Tidy Story/ Song/ Poem/ Share/ Yoga
Thurs day	Brain warm up Calendar Wake up shake up	RWI	MS / SL	Outside/CP 11:05 - Maths	Tidy Story/ Song/ Poem	MS in hall Show and tell	UTW P.E/Swimming	CP, readers and interventions Poetry Basket	Tidy Story/ Song/ Poem/ Share/ Yoga
Friday	Brain warm up Calendar Wake up shake up	RWI	MS / SL	Outside/CP 11:05 - Maths	Tidy Story/ Song/ Poem	MS in hall Show and tell	Quiz/game for learnt knowledge	Golden Time Interventions	Tidy Story/ Song/ Poem/ Share/ Yoga

Appendix 4 Recording sheet

Parent /Carer child Recordin

Appendix 4 Recording sheet

Parent /Carer child Recording sheet

We will be observing the children to find out more about their interests and how they are progressing. We value the knowledge and

What are your child's current interests?	What new learning are they showing at home?
Do you have anything you would like to ask us about your child's progress and development?	Are there any celebrations, day trips or changes coming up?

understanding that you have of your child and would really appreciate it if you would share this with us so that together we can plan

activities to meet your child's needs and for their future learning and development. **Please return this sheet to us ASAP so that we can add your thoughts and ideas to the planning process. Many thanks.**