



## Reedley Primary School

### Early Years Foundation Stage Policy

*Our school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Children at Reedley learn to become resilient and self-assured in a safe environment where challenge is key. Team Reedley are encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.*

## **Introduction**

*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.*

### **Statutory Framework for the Early Years Foundation Stage 2021**

The overarching aim of the Early Years Policy at Reedley Primary School is to promote the principles of the EYFS Statutory Framework and the non statutory Development Matters in the Early Years Foundation Stage Guidance. (Revised Framework September 2020 and/or Birth to Five Matters)

The Statutory framework states the requirements for schools and early year's settings to support children's learning and development, assessment, safeguarding and welfare.

The Statutory framework sets out the educational programmes which provide the overview of learning and development from which practitioners can refer to, to develop a curriculum for their children.

It also sets out:

- The Areas of learning, the aspects within them and the early learning goals for each area. The areas of learning and development must shape activities and experiences (educational programmes) for children in all early years settings.
- Each child's level of development must be assessed against the early learning goals at the end of reception. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile.
- Assessment arrangements for measuring progress (and requirements for reporting the EYFS Profile to parents and/or carers).

The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to ensure:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

The Development Matters in the Early Years Foundation Stage Guidance provides guidance on observing what children are learning at different age phases, plus examples of what practitioners might do or provide to support children's learning across each aspect of each area. It offers a top-level view of how children develop and learn. It guides, but does not replace, professional judgement.

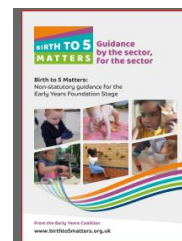
The guidance can also help practitioners to meet the requirements of the statutory framework for the early years foundation stage.

Development Matters sets out the pathways of children's development in broad ages and stages. However, the actual learning of young children is not so neat and orderly. The main purpose of these pathways is therefore to help you assess each child's level of development. Accurate assessment helps practitioners to make informed decisions about what a child needs to learn and be able to do next.

Birth to Five Matters is another updated non-statutory guidance document which some early years practitioners may find useful, the following extract from the document explains:

*'Birth to 5 Matters provides comprehensive guidance, drawing on previous guidance for the Early Years Foundation Stage (EYFS) which has been updated in order to reflect recent research, to meet the needs of practitioners, to respond to current issues in society, to meet the needs of children today and to lay a strong foundation for their futures.'* *'Birth to Five Matters can support practitioners in all their statutory responsibilities within the EYFS areas of learning and development and educational programmes, and to help children make progress toward the Early Learning Goals (ELGs).*

*This guidance is a reference point for practitioners developing their practice, not a "how to" manual or a tick-list. We want Birth to 5 Matters to support practitioners to implement the Statutory Framework for the Early Years Foundation Stage (EYFS) in a pedagogically sound, principled and evidence-based way. Practitioners can then use their professional judgement based on their knowledge of the children in their setting and their wider context including family, community and the setting itself to construct an appropriate curriculum.'*



## **Themes, Principles and Practice:**

### **Seven Key Features of Effective Practice –**

1. **The best for every child**
2. **High-quality care**
3. **The curriculum: what we want children to learn**
4. **Pedagogy: helping children to learn**
5. **Assessment: checking what children have learn**
6. **Self-regulation and executive function**
7. **Partnership with parents**

In our school/setting the seven key features permeate through our practice, philosophy and the environment for learning we provide.

## **Safeguarding**

### **Relevant Documents:**

*Statutory framework for the early years foundation stage: setting the standards for learning, development and care for children from birth to five', DfE, 2021<sup>1</sup>*

*Inspecting Safeguarding in Early Years, Education and Schools Ofsted 2019*

*'Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism', HM Government, 2015.<sup>2</sup>*

**As a school and in our early years provision safeguarding is a priority. We look to ensure children feel safe, and we always aim to promote children's welfare and strive to safeguard children.** This includes:

- regular safeguarding training, including child protection training and updates for staff. There is a named and designated lead who is enabled to play an effective role in pursuing concerns and protecting children and learners. All staff have signed to say that they have attended training and read key documents such as the safeguarding policy, the behaviour policy the health and safety policy intimate care policy, COVID risk assessment, whistleblowing policy, Keeping Children Safe in Education, ICT policy, first aid policy, Control/restrains policy, SEND policy the medicines policy.
- staff and other adults working within the setting are clear about procedures where they are concerned about the safety of a child or learner.
- safeguarding policies and procedures that cover the safe use of mobile phones and cameras in the setting and how staff should respond if they have concerns about the behaviour of colleagues, (see *e-safety policy, mobile phone/photos policy, allegations against staff and whistle-blowing policy*)

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<sup>1</sup> [www.gov.uk/government/publications/early-years-foundation-stage-framework--2](http://www.gov.uk/government/publications/early-years-foundation-stage-framework--2).

<sup>2</sup> [www.gov.uk/government/publications/prevent-duty-guidance](http://www.gov.uk/government/publications/prevent-duty-guidance).

- the extent to which children behave in ways that are safe for themselves and others
- children's understanding of dangers and how to stay safe, including e-safety through the use of Jessie and Friends NCA.
- the extent to which children show that they feel safe and are confident to confide in adults at the setting/school
- the steps taken by the key people to safeguard and promote the welfare of children and how well adults teach children about keeping safe
- the necessary steps taken to encourage good oral health, to prevent the spread of infection, particularly measures to combat the pandemic and to ensure appropriate action is taken when children are ill
- the suitability and safety of outdoor and indoor spaces, furniture, equipment and toys
- the maintenance of records and policies and procedures required for the safe and efficient management of the Early Years Foundation Stage and for ensuring that children are safeguarded and their needs are met
- the suitability and qualifications of the adults looking after children or having unsupervised access to them. All staff follow the code of conduct (3:17 Statutory Framework Staff taking medication/other substances).
- the appraisal arrangements, training, support and skills development of staff. All staff in EYFS have supervision sessions on a half termly basis (see supervision policy). All staff working within the EYFS are provided with opportunities for coaching, training, peer support, teamworking, continuous improvement of skills, and confidential discussion of sensitive issues.
- the effectiveness of risk assessments and actions taken to manage or eliminate risks. If there has been an accident we add to CPOMS and discuss what we can do to eliminate this from happening again.
- There are procedures in place for daily checks of the classroom and outdoor environment and all staff are aware of the overall risk assessment of the learning environment.

### **EYFS Provision at Reedley School:**

This policy reflects the main aims of the school which are:

To nurture curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Children at Reedley learn to become resilient and self-assured in a safe environment where challenge is key. Our children are encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

- The main aims of education are that all children, in accordance with their age, ability, aptitude and any special needs they may have, will become active and responsible members of their own community and of society'. Children will acquire and develop the following:

- skills
- knowledge
- understanding
- cultural capital
- characteristics of effective learning, including playing and exploring, active learning and creating and thinking critically.

## **EYFS Provision at Reedley Primary School**

### **Staff in the early years are:**

Miss Jenny Mackenzie- EYFS Class Teacher EYFS Lead

Mrs Claire King- EYFS Class Teacher (Miss Louise Cowell current EYFS Teacher to cover Mrs King's maternity leave)

Mrs Sophie Forbes – Level 3 Teaching Assistant & Welfare Assistant

Mrs Jabeen Mehmood – Level 3 Teaching Assistant (Bilingual) & Welfare Assistant

Tracy Fenn- Level 2 Teaching Assistant & Welfare Assistant

### **Organisation and management of provision:**

Early Years provision at Reedley Primary School is organised into two reception classes for up to 30 pupils aged 4-5, which share access to the 'corridor area', 'sensory room', 'two classrooms', 'garden area', 'outside area', toilets and cloakroom.

A wide range of indoor /outdoor equipment and resources are available to meet the needs of the children in the early years department, and the children also have access to other equipment and facilities throughout the school, e.g., hall during P.E. and lunch times, playground during break times, the all-weather pitch for P.E. outside and the whole school library.

The class teacher is key person for those children in their class. If the class teacher is not in school, the Teaching Assistant is key worker during that time.

The Teaching Assistants stay with the children during lunch time and playtime.

The daily routine is organised into specific times such as phonics groups, whole class inputs, adult focused times and continuous provision times.

## **Early Years Foundation Stage Curriculum**

### **Intent**

The Reedley Early Years Curriculum is based on the principles of child development and the educational programmes in the revised EYFS Statutory Framework 2021. It is planned to lead smoothly into the National Curriculum at KS 1 in a way which is relevant and meaningful for all children. Reception and KS1 staff work together through the year to ensure a successful transition into YR1.

The EYFS curriculum stresses the importance of the prime areas of learning - the child's personal, emotional and social development, the vital element of communication and language and the role of physical development. It also emphasises that the knowledge and skills in the specific areas of early literacy and numeracy, understanding the world or expressive art and design lay the foundations for the future learning of all children.

The EYFS framework is organised into seven areas of learning and development, all of which are interdependent and of equal importance;

**Prime:**

**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.

**Key Learning:**

<b>Self regulation</b>	<b>Building Relationships</b>	<b>Managing Self</b>
<p>Express feelings – show how they feel in response to different experiences as appropriate (happy, sad, excited, upset, angry, frustrated, worried,) show pride in their own achievements.</p> <p>Communication – make choices, communicate what they need, listen to others, maintain attention in familiar and unfamiliar situations, attend to other people (adults, peers) both familiar and unfamiliar.</p> <p>Recall experiences, initiate an apology when appropriate.</p> <p>Respond – Follow instructions, requests, and ideas in a range of contexts and situations.</p> <p>Understand feelings – talk about and discuss with others how they feel; explain why they are experiencing particular feelings.</p> <p>Manage feelings and behaviour – understand and follow rules, share with others, work with others, change and adapt their behaviour in response to different situations, deal with anger and frustration, negotiate with others to solve simple problems.</p> <p>Understand how others feel – show care and concern for others, show sensitivity to others, show</p>	<p>Build friendships – engage in positive interactions with adults and peers, form relationships with others, seek others to share activities and experiences, seek familiar adults and peers to engage in conversations, ask for help.</p> <p>Work together – understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the view point of others, take on ideas of others, work together in collaboration.</p> <p>Use language – to negotiate, co-operate, plan and organise play, resolve conflict.</p> <p>Social skills – observe others, initiate and understand the rules of social interaction, negotiate, resolve conflict, able to compromise, take responsibility for themselves and others.</p> <p>Recognise the needs of others - show sensitivity to others, demonstrate empathy, show awareness of how their actions may impact on others, know that other children think and respond in</p>	<p>Self-awareness – know what they like and do not like, talk about what they are doing and why, talk about and discuss their interests, share their ideas and interest with others, take pride in themselves and their work and achievements, share their achievements with others.</p> <p>Work together – understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the viewpoint of others, take on ideas of others, work together in collaboration.</p> <p>Independence – select own resources, carry out tasks without help, will try to complete a task themselves before asking for help, can work on own and with others.</p> <p>Confidence – try new activities, make own choices and decisions, talk to others about what they need or their ideas, ask for help, initiate own ideas, seek a challenge.</p> <p>Responsibility – take care of their own belongings, take care of the belongings of others and class resources.</p> <p>Communication – Use language to negotiate, co-operate, plan and organise play, resolve conflict, listen, speak, reflect, explain, respond, recall, review.</p> <p>Self-care – eating, drinking, making or helping to make own snacks, personal hygiene, cleaning teeth, dressing undressing, takes care of own belongings.</p> <p>Safety – understand and follow rules on how to keep safe when using and</p>

<p>awareness of how their actions may impact on others, know that other children think and respond in different ways to them.</p> <p>Active learning – engage in challenges, show awareness of strengths and what they need to learn, develop ability to plan, adapt, persist and review their progress</p>	<p>different ways to them.</p> <p>Communication – use gestures, non-verbal communication, facial expressions, body language, appropriate language and vocabulary; listen to others, speak to peers and adults and engage in discussions in a positive way, reflect on experiences, explain reasons why, respond to experiences and people, recall events, make suggestions</p>	<p>transporting tools, equipment and resources; understand rules linked to road safety.</p> <p>Keeping healthy – knowledge of food groups including healthy foods; knowledge of importance of exercise to keep their body healthy.</p> <p>Vocabulary – use vocabulary linked to: foods and food groups, body parts, exercise and effects on body, dressing skills, road safety, safety including using and transporting tools and equipment. Communication – communicate own needs in relation to being thirsty, hungry tired, use of toilet; communicate when they need help from others including peers and adults</p>
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**Prime:**

**Communication & language** - involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

**Key Learning**

<p><b>Listening, Attention and Understanding</b></p> <p>Listening – listen to others 1:1/in groups/whole class, in familiar and new situations, during conversations or activities, listen to stories with enjoyment and interest.</p> <p>Attention – maintain attention in different contexts, attend to other people (adults, peers) both familiar and unfamiliar. Show attention and interest in stories read to them in whole class and small group contexts.</p> <p>Respond – with relevant comments, questions of their own or actions when listening to stories, to instructions and when engaged in play activities e.g. role play/creative expression. Interact with and respond to others in a range of situations including small group interactions, whole class discussions and during play. Engage in purposeful conversations with others during play, in response to stories or questions, daily routine, etc.</p>	<p><b>Speaking</b></p> <p>Speaking – speak clearly, speak in full sentences, use sentences that give many details, express ideas about feelings and experiences.</p> <p>Vocabulary – use an increasing range of vocabulary appropriately, understand the meaning of new words and use appropriately in discussions and conversation.</p> <p>Communication – communicate freely with different people, engage in conversations taking into account the listener, and take turns to listen and to speak in different contexts including small group, whole class and 1-1 discussions. Talk about and discuss familiar events or characters in stories.</p> <p>Questioning – ask and answer questions in different contexts including group activities, during their play, daily routine, personal conversations with others etc.</p> <p>Uses Tenses – past, present and future – in conversations with peers/adults about themselves and their experiences, activities, ideas and events. Begin to</p>
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<p>Demonstrate Understanding – follow instructions, requests, and ideas in a range of contexts and situations. Ask and answer questions in different contexts including in response to stories, ask questions to check understanding.</p> <p>Respond to and answer questions – ‘where’ ‘how’ and ‘why’ questions about self and own experiences; ‘how’ and ‘why’ in response to stories and events; answer questions in response to thoughts, ideas, predications, speculation, provocations in different contexts and situations, including their play.</p>	<p>use conjunctions to extend ideas.</p> <p>Reasoning – talk about, explain and give reasons for actions, events and activities linked to their experiences, stories, or other contexts. Offer explanations for why things might happen.</p> <p>Clarify Thinking – use talk to connect ideas, and share their thinking in different contexts.</p> <p>Narrative – use language of stories, rhymes, poems and non-fiction to imagine and recreate ideas in different contexts and offer explanations for why things happen</p>
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**Prime:**

Physical development - involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

**Key Learning**

<p><b>Gross Motor Skills</b>  Fundamental movement skills – run/running fast, travel on feet/feet and hands, underhand throw, underhand roll, catching, vertical jump and land, hop, static balance, balance on body parts and balance using equipment, side roll and rock and roll, pencil roll.</p> <p>Gross motor skills/movements – climbing, crawling, skipping, sliding, slithering, shuffling.</p> <p>Spatial Awareness – awareness of own space, negotiates space, finds a space, changes direction, stops.</p> <p>Safety Awareness – when moving themselves; when travelling on, under, over through equipment and apparatus; using small apparatus and equipment; carrying and moving equipment and apparatus; respond to safety instructions.</p> <p>Apparatus – control and balance when using equipment for climbing, jumping, scrambling, travelling, swinging; interacts with small equipment – drop, push, throw, roll, catch, kick. •</p>	<p><b>Fine Motor Skills</b>  Fine motor skills – demonstrates left/right hand dominance, demonstrates hand-eye co-ordination; dexterity, manipulation and control when interacting with materials, objects, equipment and toys; manipulation and control when using tools and equipment.</p> <p>Linked to Handwriting/Drawing  Movement of body parts – rotation of shoulder; bending, flexing and rotation of elbow and wrist; making a fist; finger isolation, wriggling and stretching fingers, grasp and release, exploring mark making using fingers and media.</p> <p>Strength – shoulder, elbow, wrist, fingers.</p> <p>Pencil grip – holds writing tools and implements with a mature pencil grip, uses appropriate amount of pressure.</p> <p>Lines and Patterns - uses a variety of media and tools to scribble and doodle, draw lines, shapes and patterns: undulating, wavy, vertical, horizontal, diagonal, straight, parallel, zig-zag, curved, circular, enclosed abstract shapes, dots.</p>
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<p>Body strength – with and without tools and equipment e.g. sky writing outdoors, carrying, pushing, pulling, digging. •</p> <p>Movement of body parts - rotation of waist, shoulder, hip, knee; bending, flexing and rotation of elbow and wrist; making shapes with arms and hands, legs and feet; wriggling and stretching elbows, wrists, fingers, knees, ankles, feet, toes. •</p> <p>Use of Vocabulary linked to Movement - names of body parts, directional movement – up down, backwards, forwards, sideways; speed – fast, faster, slow, slowly, slower</p>	<p>Drawing - draws pictures using a range of media and materials, adds detail to pictures, demonstrates control of tools for drawing, takes care when drawing, demonstrates accuracy in their drawing.</p> <p>Communication - talks about their mark making, representations, drawings and writing; discusses mark making, writing and drawings with others.</p> <p>Manipulate and control a range of tools with increasing accuracy to represent their ideas and experiences.</p> <p>Control of writing tools and equipment – size of letters, correct starting points for different groups of letters, forms letters correctly.</p> <p>Letter formation – draws patterns, understands and follows language linked to talk about shape and movement of patterns and letters, knows the handwriting movements involved in the three basic letter shapes as exemplified by 'l' 'c' 'r' and forms basic letter shapes (linked to teaching of phonics and those letters in their name).</p>
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**Specific**

Literacy - It is crucial for children to develop a life-long love of reading. It involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

**Reading**

**Key Learning:** 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.

<p><b>Phonics</b> – <i>GPC recognition (hear, say, read letters), oral blending, blending for reading</i></p> <p>Orally blend sounds to make simple words.</p> <p>Decode a number of regular words using Phase 2 phonemes.</p>	<p><b>Word Reading</b> – <i>HFW both decodable and common irregular words (tricky)</i></p> <p>Read decodable HFWs sight words (list 1) (e.g. a an as at if in).</p> <p>Read decodable HFWs sight words (list 2) (e.g. will that this then them).</p>	<p><b>Comprehension</b></p> <p>Listen attentively to a story at the appropriate interest level.</p> <p>Recite simple rhymes, songs and poems.</p> <p>Differentiate between text and illustrations.</p> <p>Understand that print conveys meaning. Hold a book correctly and turn pages from front to back and</p>
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<p>Phase 3 phonemes/Phase 4 (combination of adjacent consonants) with build and blend strategy.</p> <p>Link sounds to letters, naming and sounding letters of the alphabet as well as digraphs (Phase 3 phonemes).</p> <p>Use decoding to read – using build and blend strategy – towards automatically reading known words.</p> <p>Blend phonemes to read a range of words using build and blend towards automaticity, fluency and accuracy.</p> <p>Use phonic knowledge to attempt unknown words</p>	<p>Read common exception words (tricky) from Phase 2 (e.g. the to no go into).</p> <p>Read common exception words (tricky) from Phase 3 (e.g. he she we me be was you they all are my her).</p> <p>Read some common exception words (tricky) from Phase 4 (e.g. said like have so).</p> <p>Distinguish between a word, a letter and a space.</p> <p>Read simple sentences and books consistent with their phonic knowledge.</p> <p>Recognise some capital and lower case letters</p>	<p>recognise front and back cover. Know that in English print is read from left to right and top to bottom. Use picture clues to help read a simple text.</p> <p>Predict storyline and key events (e.g. the ending and appropriate vocabulary, aided by illustrations). Talk about events, settings and characters.</p> <p>Retell stories and narratives in the correct sequence and in their own words, drawing on the language patterns of stories.</p> <p>Use and show understanding of recently introduced vocabulary appropriately when retelling stories and narratives, and during discussions about stories, non-fiction, rhymes and poems.</p> <p>Respond to questions about who, what, where, when linked to text and illustrations.</p> <p>Sequence a simple story or event. Use gestures and actions to act out a story, event or rhyme from text or illustrations.</p> <p>Make predictions and anticipate key events based on illustrations, story content and title.</p> <p>Respond to questions about how and why something is happening. Say what a character might be thinking, saying or feeling. Say how they feel about stories and poems.</p> <p>Recall the main points in text in the correct sequence.</p> <p>Use the structure of a simple story when re-enacting and re-telling in their own words.</p> <p>Talk about the themes of simple texts, (e.g. good over evil).</p> <p>Act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary</p>
<p><b>Writing</b> <b>Emergent Writing – mark-making</b></p>	<p><b>Composition: <i>vocabulary, grammar, punctuation/composition</i></b></p>	<p><b>Transcription: (<i>Spelling/handwriting</i>)</b></p>

<ul style="list-style-type: none"> <li>• <i>Develop language skills (listening and talking) in a range of contexts.</i></li> <li>• <i>Show awareness that writing communicates meaning.</i></li> <li>• <i>Give meaning to the marks they make.</i></li> <li>• <i>Understand that thoughts can be written down.</i></li> <li>• <i>Copies adults writing behaviour, (e.g. writing on the whiteboard, writing messages when on the phone, etc).</i></li> <li>• <i>Make marks and draws using increasing control.</i></li> <li>• <i>Know there is a sound/symbol relationship.</i></li> <li>• <i>Use some recognisable letters and own symbols.</i></li> <li>• <i>Write letters and strings, sometimes in cluster like words.</i></li> <li>• <i>Beginning to use appropriate letters for initial sounds.</i></li> <li>• <i>Beginning to build words using letter sounds in their writing.</i></li> <li>• <i>Use writing in their play.</i></li> <li>• <i>Use familiar words in their writing.</i></li> <li>• <i>Show awareness of the different audience for writing. (N.B links to daily systematic teaching of phonics)</i></li> </ul>	<p>Composition:</p> <ul style="list-style-type: none"> <li>• <i>Use talk to organize, sequence and clarify thinking, ideas, feelings and events.</i></li> <li>• <i>Understands that thoughts and stories can be written down.</i></li> <li>• <i>Have their own ideas and reasons for writing.</i></li> <li>• <i>Orally compose a sentence and hold it in memory before attempting to write it.</i></li> <li>• <i>Begins to use simple sentence forms.</i></li> <li>• <i>Can talk about the features of their own writing.</i></li> <li>• <i>Writes a simple narrative.</i></li> <li>• <i>Write different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards).</i></li> </ul> <p><b>Vocabulary, grammar, punctuation</b></p> <ul style="list-style-type: none"> <li>• <i>Begin to recognise and know there needs to be spaces between words in a simple sentence.</i></li> <li>• <i>Recognise and know that full stops are at the end of a sentence.</i></li> <li>• <i>Recognise and know that a sentence starts with a capital letter.</i></li> <li>• <i>Write a simple phrase with finger spaces that can be read back by themselves.</i></li> <li>• <i>Write simple sentences using finger spaces that can be read by themselves and others.</i></li> </ul>	<p>Spelling: GPC recognition, Oral segmenting, segmenting for spelling</p> <ul style="list-style-type: none"> <li>• <i>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</i></li> <li>• <i>Segment sounds in simple words.</i></li> <li>• <i>Segment to write VC and CVC words independently using Phase 2 and Phase 3 graphemes (e.g. it, mop, bell).</i></li> <li>• <i>Make phonetically plausible attempts when writing more complex words, (e.g. using Phase 4 CCVCC).</i></li> <li>• <i>Spell some irregular common words (tricky) the, to, no, go, independently.</i></li> <li>• <i>Write own name.</i></li> </ul> <p><b>Handwriting: (also see Physical Development –gross/fine motor)</b></p> <ul style="list-style-type: none"> <li>• <i>Write left to right and top to bottom.</i></li> <li>• <i>Form some lower case letters correctly – starting and finishing in the right place, going the right way round, correctly orientated.</i></li> <li>• <i>Know how to form clear ascenders ('tall letters') and descenders ('tails').</i></li> <li>• <i>Form some capital letters correctly, including the initial letter of their name.</i></li> <li>• <i>Forms letters from their name correctly.</i></li> </ul> <p><i>(N.B. the letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly).</i></p>
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## Specific

Mathematics - 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

## Key Learning

<p><b>Number</b> Rote counting</p> <ul style="list-style-type: none"><li>• Rote count from 1.</li><li>• Rote count on from a given number between 1 and 20.</li><li>• Rote count back from 5 to 1 then from 10 to 1.</li><li>• Rote count back from a given number between 1 and 20.</li><li>• Know what number comes before, or after a given number.</li><li>• Say a number between two given numbers.</li><li>• Count in 10s, 5s, 2s.</li></ul> <p><b>Recognition</b></p> <ul style="list-style-type: none"><li>• Recognise numerals 1-5, 6-10, 0, 11-15, 16-20.</li><li>• Order numerals 1-5, 1-10, 1-15, 1-20 based on knowledge of quantities.</li></ul>	<p><b>Counting Items</b></p> <ul style="list-style-type: none"><li>• Understand that counting is to find out how many.</li><li>• Use one to one correspondence when counting.</li><li>• Understand the last number said is the number in the set.</li><li>• Count items, sounds and actions.</li><li>• Understand and use conservation of number.</li><li>• Use the word 'zero' to represent 'none'.</li><li>• Match numerals to sets of objects.</li><li>• Understand more, less, fewer.</li><li>• Compare two sets of different items saying which set is more, less, fewer.</li><li>• Compare and order three or more sets of objects.</li><li>• Can state without counting (subitise) quantities within 5.</li><li>• Make a sensible guess of quantities within 10.</li></ul>	<p><b>Number Sense</b></p> <ul style="list-style-type: none"><li>• Partition a set of objects in different ways using the terminology part/part-whole.</li><li>• Make a group of 10 objects.</li><li>• Arrange a group of items between 10 and 20 into 1 group of 10 plus another group.</li><li>• Understand that 'teen' numbers are a group of 10 plus another number.</li><li>• Understand 20 is the same as two groups of 10.</li><li>• Recognise repeating patterns in the sequence i.e. 6,7,8,9 and 16,17,18,19.</li></ul> <p><b>Ordinal Numbers</b></p> <ul style="list-style-type: none"><li>• Understand and use ordinal numbers.</li></ul>
<p><b>Fractions</b></p> <ul style="list-style-type: none"><li>• Can share a whole item into two equal parts.</li><li>• Understand that halving means sharing into two equal parts.</li><li>• Understand the relationship between doubling and halving.</li><li>• Know doubles of numbers and corresponding halves.</li></ul> <p><b>Vocabulary</b> Number, order, count, pattern, next, forwards, backwards. More, less, fewer, altogether, equals, the same as, how many, too many, lots of, not enough, fewer than, before, after.</p>	<p><b>Calculating</b></p> <ul style="list-style-type: none"><li>• Understand the concept of addition by practically combining sets of objects.</li><li>• Understand the concept of subtraction by practically removing one amount from within another.</li><li>• Relate subtraction to addition in practical situations.</li><li>• Identify one more and one less than a given number. Identify two more and two less than a given number.</li><li>• Add two single digit numbers totalling up to 10 using practical equipment.</li></ul>	<p><b>Graphics</b></p> <ul style="list-style-type: none"><li>• Represent amounts in their own ways.</li><li>• Represent their thinking in their own ways.</li><li>• Talk about their representations.</li><li>• Write numerals 0-9 and then 10-20.</li></ul>

<p><i>Zero, one, two, three.....</i></p>	<ul style="list-style-type: none"> <li>• <i>Add two single digit numbers totalling more than 10 using practical equipment.</i></li> <li>• <i>Subtract a single digit number from a number up to 10, using practical equipment.</i></li> <li>• <i>Subtract a single digit number from a number greater than 10, using practical equipment.</i></li> </ul>	
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**Specific**

**Shape, space and measures** - 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.

**Key Learning**

<p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• <i>Use everyday language to talk about shapes in the environment.</i></li> <li>• <i>Build and make models with 3D shapes.</i></li> <li>• <i>Create patterns and pictures with 2D shapes.</i></li> <li>• <i>Name common 2D (circle, triangle, square, rectangle, oblong).</i></li> <li>• <i>Name common 3D shapes (sphere, cube, cuboid, cone).</i></li> <li>• <i>Talk about using mathematical language (straight, curved, sides, flat, solid).</i></li> <li>• <i>Sort shapes according to their own criteria.</i></li> <li>• <i>Know that shapes can appear in different ways and be different sizes.</i></li> </ul>	<p><b>Measurement – Distance</b></p> <ul style="list-style-type: none"> <li>• <i>Understand that measures of distance can have different names including length, width, height.</i></li> <li>• <i>Compare two objects of different length.</i></li> <li>• <i>Compare two objects of different width.</i></li> <li>• <i>Compare two objects of different height.</i></li> <li>• <i>Understand and use language of comparison, (e.g. wider/narrower; longer/shorter; taller/shorter).</i></li> <li>• <i>Order three objects of different length/width/height.</i></li> <li>• <i>Understand and use language of comparison of three objects, (e.g. widest/narrowest; longest/shortest; tallest/shortest).</i></li> <li>• <i>Find an object of similar length, width, height.</i></li> <li>• <i>Understand the concept of the conservation of length, width, height.</i></li> <li>• <i>Use uniform non-standard units to measure length, width, height.</i></li> </ul>	<p><b>Measurement – Volume/Capacity</b></p> <ul style="list-style-type: none"> <li>• <i>Understand the measurement of volume/capacity (empty/nearly full).</i></li> <li>• <i>Compare two of the same container holding different amounts.</i></li> <li>• <i>Understand and use language of comparison, (e.g. empty, full, more/less; most/least).</i></li> <li>• <i>Order three of the same container holding different amounts.</i></li> <li>• <i>Understand and use the language of comparison of three of the same container holding different amounts, (e.g. more/least).</i></li> <li>• <i>Understand and the concept of conservation of volume/capacity.</i></li> <li>• <i>Use uniform non-standard units to measure volume/capacity.</i></li> </ul>
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<p><b>Space</b></p> <ul style="list-style-type: none"> <li>• Understand and use positional language in everyday situations.</li> <li>• Understand and use ordinal numbers when describing position.</li> <li>• Understand and use the language of movement/ direction.</li> <li>• Recognise patterns made of objects, numbers and shapes.</li> <li>• Describe patterns made of objects, numbers and shapes.</li> <li>• Create and describe their own patterns made of objects, numbers and shapes.</li> </ul> <p>Measurement – Money</p> <ul style="list-style-type: none"> <li>• Understand that we need to pay for goods.</li> <li>• Talk about things they want to spend their money on.</li> <li>• Talk about different ways we can pay for things.</li> <li>• Recognise that there are different coins.</li> <li>• Recognise 1p coin.</li> <li>• Use 1p coins to pay for items.</li> </ul>	<p><b>Measurement – Weight</b></p> <ul style="list-style-type: none"> <li>• Understand the measurement of weight (heavy/light).</li> <li>• Compare two objects of different weights.</li> <li>• Understand and use language of comparison, (e.g. heavier/lighter).</li> <li>• Understand the concept of conservation of weight.</li> <li>• Use uniform non-standard units to measure weigh</li> </ul>	<p><b>Measurement – Time</b></p> <ul style="list-style-type: none"> <li>• Talk about significant times of the day, (e.g. home time, lunch time, snack time, bed time, etc).</li> <li>• Use the language of comparison when talking about time, (e.g. longer/shorter; faster/slower).</li> <li>• Understand and use language (e.g. before, after, yesterday, today, tomorrow).</li> <li>• Sequence two or three familiar events and describe the sequence.</li> <li>• Know the names of the days of the week.</li> <li>• Say names of days of the week in order.</li> </ul>
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**Specific**

**Understanding of the world - involves guiding children to make sense of their physical world and their community.**

**Key Learning linked to People and Communities:**

<p><b>Cultures and Beliefs</b></p> <p>Communication – express feelings, give opinions and reasons. Comment on significant events in own lives, talk about family, friends and the local community.</p> <p>Consider issues of similarity and difference in gender, language, ethnicity, religion, culture and SEND. Use their developing language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or nonverbally.</p>	<p><b>Historical Development</b></p> <p>Communication – talk about key events, in own lives, about family, friends, other people including significant people.</p> <p>Observe – show an interest in significant events and experiences in the lives of others, including friends and family members.</p> <p>Describe – features of objects, people, places at different times, make comparisons.</p> <p>Research – find out about, people, places, events, objects, ask</p>	<p><b>Working Scientifically</b></p> <p>Explore/Observe: look closely at/notice.</p> <p>Describe: talk about what they notice/observe; talk about changes they notice and changes over time.</p> <p>Record: draw pictures, take photographs, make models or scrapbooks.</p> <p>Questioning: shows an interest in/is curious about; ask questions about what they notice/observe or changes that occur.</p> <p>Explain: talk about why things happen/occur; talk about how things work.</p>
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<p>Respect – <i>themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions.</i></p> <p>Observe – <i>look closely and consider the people and the lives of different people and events in the world around them, examine objects and find out more about them.</i></p> <p>Describe – <i>themselves, friends, family, other people, significant places, events, objects or artefacts.</i></p> <p>Research – <i>show curiosity and interest, find out about people, special places and events or objects, explore and ask different types of questions, examine possibilities, consider alternatives.</i></p> <p>Vocabulary – <i>language of tolerance, respect and co-operation</i></p>	<p><i>questions, use different sources to find the answers.</i></p> <p>Chronology – <i>order simple experiences in relation to themselves, and others including stories, events, experiences.</i></p> <p>Vocabulary – <i>language of time when talking about past/present events in their own lives.</i></p> <p><b>Geographical Development</b></p> <p>Communication: <i>talk about the features of different places (familiar/other places), talk about patterns and change in relation to places with which they are familiar.</i></p> <p>Mapping: <i>know about features of different places, recognise and talk about the features in familiar/other places.</i></p> <p>Fieldwork: <i>look closely at similarities and differences between different places (familiar/other places), make simple comparisons.</i></p> <p>Enquiry: <i>comment and ask questions about familiar places/other places, and about familiar/other people.</i></p> <p>Use of Technology: <i>use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about different locations and places.</i></p>	<p>Research: <i>talk to people (visits/visitors/family), think of questions to ask to find things out and find out how things work; use first hand experiences /use secondary sources, (e.g. books, photographs, internet).</i></p> <p>Equipment and measures: <i>use senses/use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, digital microscopes, etc).</i></p> <p>Compare/sort/group/identify/classify: <i>notice similarities, notice differences; talk about similarities and/or differences.</i></p> <p>Test: <i>make suggestions, show resilience, work with others.</i></p> <p>Vocabulary: <i>use simple vocabulary to name and describe objects, materials, living things and habitats.</i></p>
<p><b>Technology</b></p> <p>Generic Skills and Knowledge linked to IT</p> <p><i>Use a finger to move a pointer around a screen.</i></p> <p><i>Know that a mouse and keyboard are tools for communicating with a computer.</i></p> <p><i>Use an interactive whiteboard/large screen or tablet for mark-making.</i></p> <p><i>Interact and respond to a range of IT stimuli, including media and IT texts.</i></p>	<p><b>Text and Digital Imagery</b></p> <p><i>Know that marks can be made on screen as well as paper and that a range of tools can be used to change the effects.</i></p> <p><i>Use simple tools/apps (e.g. to make effects or use brushes to add or change colour or etc.) on a paint program/app or interactive screen to communicate ideas.</i></p> <p><i>Explore changing text size, style and colour (with appropriate simple software).</i></p>	<p><b>Data Handling</b></p> <p><i>Know that information can be sorted both practically and by using a computer program.</i></p> <p><i>Collect information, (e.g. by taking photographs or collecting objects).</i></p> <p><i>Sort, classify or group various objects progressing from practical activities to the use of IT, (e.g. practically sorting fruit into colours, or types, and then on-screen).</i></p>



<p><i>Print out text and images using appropriate software.</i></p> <p><i>Interact with multimedia software to make something happen on screen.</i></p> <p><i>Understand that ICT can be used to communicate through text, images and sound.</i></p> <p><i>Can use simple tools on an interactive whiteboard, (e.g. software and pen tools).</i></p> <p><i>Use of different forms of electronic communication (e.g. mobile phones, hand held devices, walkie-talkies, etc).</i></p> <p><i>Use equipment to make a simple video.</i></p> <p><i>Use a shortcut such as an icon on the desktop to navigate to a specific website.</i></p> <p><i>Explore a teacher-selected website to find a desired page, using hyperlinks and navigation buttons.</i></p> <p><i>Know that IT sources, (e.g. the World Wide Web). (SWIGGLE: <a href="http://www.swiggle.org.uk">www.swiggle.org.uk</a>) can be used to find things out.</i></p> <p><i>Know that information can be in different forms, (e.g. video, pictures, sound and text)</i></p>	<p><i>Be aware that text comes in different colours, sizes and styles.</i></p> <p><i>Know that there are various ways of capturing still and moving images.</i></p> <p><i>Use multimedia equipment including digital cameras, tablets, video cameras, microscopes, webcams and visualisers to capture still and moving images.</i></p> <p><i>Use control buttons to play back captured still or moving images, becoming familiar with the control buttons, (e.g. using play, stop and pause).</i></p> <p><i>Know that still objects can be animated using the computer.</i></p> <p><i>Use a program to select objects and animate them.</i></p> <p><b>Audio</b></p> <p><i>Know that computers and other devices can be used to record and play back sounds.</i></p> <p><i>Use simple programs and devices to make and listen to sounds.</i></p> <p><i>Record sounds and speech using a microphone and computer or a recording device (e.g. talking tins, recording pens, talking postcards).</i></p> <p><i>Use buttons to play back sounds on a computer and a sound player.</i></p> <p><i>Choose pre-recorded sounds within a piece of software.</i></p> <p><i>Know IT software and equipment can be used to select, control and change sounds.</i></p> <p><i>Experiment with pitch and sound using simple programs and tools.</i></p>	<p><i>Use IT to sort and sequence objects on a screen or interactive whiteboard.</i></p> <p><i>Produce simple charts (pictograms, bar charts).</i></p> <p><i>Understand how a computer/tablet allows:</i></p> <ul style="list-style-type: none"> <li><i>– objects to be moved around easily on screen</i></li> <li><i>– changes to be made easily</i></li> <li><i>– changes to be saved</i></li> <li><i>– information to be revisited at another time and changes made</i></li> </ul>
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**Specific**

Expressive arts and design - involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

**Key Learning Linked to Expressive Art and Design**

<p><b>Art</b></p>	<p><b>Being imaginative</b>  Experiment – <i>explore media and materials freely and in different ways.</i></p>
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<p>Observation – <i>look closely at the world through real experiences, objects and artefacts, in natural and made environments.</i></p> <p>Communication – <i>talk about what they are doing, talk about colours, patterns, shapes, textures, in what they see, touch, and feel.</i></p> <p>Aesthetic Awareness – <i>respond to creative and aesthetic experiences, showing pleasure and enjoyment, awareness and appreciation of sensory experiences/different stimuli.</i></p> <p>Physical skill – <i>manipulate and control a range of tools and equipment for different purposes.</i></p> <p>Art processes and techniques – <i>use different techniques within painting, drawing, collage and sculpture using a variety of media and materials.</i></p> <p>Evaluation – <i>talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used.</i></p>	<p>Respond – <i>to different stimuli using gestures, actions, talk, movement and performance.</i></p> <p>Represent Ideas – <i>initiate own ideas, make choices/decisions using objects, media, materials, own voice, dance, instruments and props.</i></p> <p>Recreate – <i>familiar experiences, familiar activities and familiar stories.</i></p> <p>Expression – <i>of feelings, ideas, thoughts and emotions in response to different media and materials.</i></p> <p>Communication – <i>communicate their ideas, thoughts, feelings and preferences through talk, gestures, actions and performance.</i></p>
<p><b>Designing and making</b></p> <p>Explore – <i>experiment and build with a range of construction resources, find out about the properties and functions of different construction materials.</i></p> <p>Design – <i>talk about ideas, choose resources, tools and techniques with a purpose in mind.</i></p> <p>Make – <i>make models using different construction materials, e.g. construction kits, reclaimed materials, experiment with different ways to build, construct and join resources.</i></p> <p>Evaluate – <i>talk about what they like/dislike about their models/constructions, say why, and how they would change them.</i></p> <p>Tools and equipment – <i>use equipment and tools to build, construct and make simple models and constructions; use tools and equipment linked to food preparation.</i></p> <p>Safety – <i>handle and use equipment appropriately and safely.</i></p>	<p><b>Music</b></p> <p>Listening to – <i>sounds in the environment, vocal sounds, instrumental sounds, matching, sorting and reproducing sounds.</i></p> <p>Rhythm – <i>follow steady beat or pulse, follow rhythms and patterns.</i></p> <p>Movement – <i>in response to music, beat, rhythm.</i></p> <p>Singing – <i>familiar songs, chants, activities which develop the voice as a sound maker.</i></p> <p>Making Music – <i>using voice, objects, home-made and real musical instruments and a range of ICT.</i></p>

### Implementation

In line with the principles of the EYFS, practice at Reedley starts with the child and their individual/cognitive development. Staff observe and assess children on-entry to determine their needs, interests, abilities and skills which are used to develop the curriculum. Reedley School offers a play-based curriculum inside and outside the classroom, which is carefully organised and planned for, and includes opportunities for children to develop knowledge and skills through a wide range of opportunities and experiences.

Play is fundamental to children’s development, building their confidence as they learn to explore, to think about problems, and relate to others.

Teachers use the Development Matters when planning provision, to support learning and development across all seven areas of learning & development, and when planning for characteristics of learning.

The pedagogy is founded on teacher's understanding of how children learn and develop, and the needs and interests of the children. Staff follow a key text and linked text approach, to give all children a love of reading and a wide vocabulary. Staff aim to ensure children's access to a diverse and appropriate range of books containing exciting and gripping stories, ambitious vocabulary, thought provoking imagery and situations which will develop their imagination, understanding of the world, emotional resilience and empathy.

The curriculum at Reedley is implemented in a considered structured way, by staff modelling and teaching in continuous provision using activities which develop children's skills, knowledge and understanding. This adult led/adult guided learning enables them to learn independently in continuous provision, building on, practising and developing what they have been working on. Children's interests are developed through areas of continuous provision in both the indoor and outdoor environment.

Key learning is developed through children's interests, festivals and themes in continuous provision, adult led and adult guided learning and is sequenced through observation, assessment and planning.

- The wider curriculum at Reedley Primary School consists of Educational visits, visitors and community links are included over the year.

During our 'ourselves, homes and houses topic we invite a mother and baby into school so children can discuss the key question, 'How have you changed since you were a baby?'

When learning about people who help us, police officers and healthcare workers are invited into school, this enables children to discuss the key concept, 'tell me about people who help us.'

During the Spring Term children learn about animals. Teachers have made videos of how they look after their pets and a vet's role play is set up to encourage children to discuss what they know about pets. Similarly, when children are looking at the topic 'Toys' they help to create a toy shop which enables them to discuss the concept, 'tell me what happens inside a toy shop'.

During our growth and change topic, children have opportunities to have first-hand experiences of an animal lifecycle (chickens and butterflies).

- Children are provided with opportunities to access the local and wider environment including the school grounds for weather walks as well as trips further afield such as visiting the Blue Planet.
- British Values are promoted through PSED.

- British Values provide are incorporated into children's everyday routines such as learning about democracy, children are taught their interests are important and are used to influence the curriculum with themes are shaped by the cohort.
- When discussing the rule of law children work as a team to create a class promise where boundaries are set with children to support them in managing their feelings and behaviour.
- We have formed links with our feeder pre-schools, day nurseries and local authority-maintained nurseries. During the transition process teachers and TAs carry out visits at these settings to meet the children in a familiar environment, hold discussions with their key workers to learn about individuals coming to Reedley Primary School in Reception.

## EYFS Planning

At our school planning includes:  
Reception Curriculum Map/LTP with an outline of themes and predicted interests and activities linked to both prime and specific areas of learning:

### Reedley Primary School

#### Reception Long Term Plan 2021-2022

<u>EYFS PRIME AREAS</u>							
<u>Term &amp; Topic</u>	<u>Personal, Social &amp; Emotional Development</u>			<u>Physical Development</u>		<u>Communication and Language</u>	
	<u>Self-Regulation</u>	<u>Managing Self</u>	<u>Building Relationships</u>	<u>Gross Motor Skills</u>	<u>Fine Motor Skills</u>	<u>Listening</u>	<u>Speaking</u>
	Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly; Have a positive sense of self and show resilience and perseverance in the face of challenge; Pay attention to their teacher and follow multi-step instructions.	Manage their own basic hygiene and personal needs, including dressing and going to the toilet; Understand the importance of healthy food choices; Explain the reasons for rules and know right from wrong.	Work and play cooperatively and take turns with others; Form positive attachments and friendships; Show sensitivities to others' needs.	Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Hold a pencil comfortably using the tripod grip; Use a range of small tools, including scissors, paintbrushes and cutlery; Show accuracy and care when drawing and copying.	Listen carefully and respond appropriately when being read to and during whole-class and small group discussions; 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 teachers and peers.	Participate in small group, class and one-to-one discussions, offering their own ideas, using new vocabulary; Offer explanations for why things might happen, making use of new vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas using full sentences, with modelling and support from their teacher.
Autumn 1 All about me 6 weeks 2 days 02.09.21-21.10.21	Creating class rules together, discussing each one in turn, talking about making good choices, taking pictures of children following the class promise and creating a display. Praise children who are following the class promise.  Learning to help our new friends, discussing how some children may feel when they come to school, scared shy frightened tired upset, discussing how we can help those children and praising children who are being kind and helpful towards their friends.	Learning to talk about own wants & needs, beginning with the toilet, washing hands, needing a tissue, help with their coat and other basic needs.  Discussing how we need to make our own choices such as when we're choosing you could choose to make a card, build something etc. Praise children who can make their own independent learning choices, take an interest in classroom activities and participate. Bonfire night safety.	Short circle time discussions about rules & expectations. Why do we need to have them? What may happen if we don't follow them e.g. running inside, tipping toys all over the floor, not looking at someone is talking, snatching or any other issues that arise. How we would feel if we don't follow the rules and expectations.	P.E.- fundamentals of movement  Outdoor Play  Outdoor Play with equipment  Using one-handed tools  Forming recognizable letters	Discussion based around how we stay healthy after reading non-fiction books about our bodies & Wash Scrub Brush. Create posters to show ways in which we can keep our bodies healthy e.g. Brushing our teeth, exercising, washing, eating healthily, washing hands before and after eating/using the toilet/ keeping clean after we have sneezed etc. Begin to get changed for P.E. learn how to undress and dress. Know when I am hungry, thirsty, tired, too hot, too cold and verbalising this. Use the correct vocab. from the EAL picture dictionary	Learning to maintain attention & sit quietly for short activities beginning for 5 minutes and then building this up depending on children's levels of attention.  Recall events that have happened with support from the teacher. Model asking questions and making comments.  Follow simple directions (using hands and voices signs alongside speech) through use of song too e.g. tidy up song, lining up song, sitting down song.	Target children during continuous provision who need additional support to participate in one to one discussions e.g. in the home corner role-play a familiar activity with the child to encourage them to speak. Discussions in talk partners, introduce talk partners, listen to the question, look at your partner, use a big voice, stop talking if your friend is. If children are not yet confident to talk use mixed ability talking trios to provide good role models. Ensure children take-turns in conversations, model talking over someone with a puppet with a TA discuss why this isn't good.

Autumn 1 7 weeks 2 days 02.09.21- 21.10.21 All about me	<p>Week 1: Print all around me e.g. peg, tray labels, self-registration. Daily Phonics- Phase 1 and 2. Introduce Individual Reading books. Shared Read: Owl Babies Wk1 introduce book &amp; vocab Wk 2 Act out Wk 3 draw a scene from the story teacher to scribe what they can remember from the story verbs-hunt, lose, fuss adjectives dark, brave, silent other - night</p> <p>We're Going on a Bear hunt. Verbs- hunt, tiptoe, trip adjectives- long, dark, wavy, narrow, furry other- through, over, under wkl: introduce book &amp; vocab Wk2 Act out change the animal with You Choose discussion Wk. 3 draw new story map label with initial sounds.</p> <p>Key Texts: <b>The Three Little Pigs Owl Babies and We're Going on a Bear Hunt</b></p> <p>Shared Reading over the half term: <b>Wash Scrub Brush-hygiene activities as a class (week 1-3).</b></p> <p>Other texts in provision about ourselves, babies, houses and homes alongside other traditional tales which children should be familiar with from Nursery.</p>	<p>Model mark making tools</p> <p>Model using mark making tools in continuous provision e.g. writing label for construction, using clipboard in Maths area.</p> <p>Re-telling stories using drama techniques/ mark making initial observations for L.J- can children talk about what they have drawn or written?</p> <p>Initial sounds/cv and CVC words phonic assessment and groupings</p>	<p><b>Number</b></p> <p>Baseline assessment (Mathematics task, early number, early calculation (addition and subtraction), mathematical language, early understanding of pattern.</p> <p>Just Like Me- match, sort, compare amounts, size, mass and capacity explore pattern. Key concepts- same/different, colour, size, shape, equal symbol, more than, fewer than, large/small, big/little, short/tall, tallest/shortest, simple pattern</p>	<p>Week 1 and 2 baseline assessments and wellbeing assessments</p> <p>Week 3: Describe their immediate environment using knowledge from observation, discussion - introducing areas of continuous provision and discussing the equipment and its uses</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>Week 7: Look at EAL dictionary (home and school page) children to discuss how their environments are similar/different they can make a map of their house.</p>	<p>Week 5: know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class book about growing adult focus what I could do as a baby now I'm at school-visit from a baby children encouraged to bring in pics of them as baby and we'll take a pic of them at school to add to their sheet</p>	<p>Week 4: Understand the effect of the changing seasons on the natural world around them.</p> <p>Go for a walk outside around school grounds take pictures of trees to add to our display in sensory room with quotes e.g. the leaves are green</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences.</p> <p>Take pictures of children playing at school and get quotes from children saying how it is the same/different from nursery or their house e.g. I like using playdough at my house too. We had a trike at nursery now we have a scooter. The playground at Redley is massive. We didn't have a big field at Nursery etc. for our display.</p>	<p>Week 6: Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Draw their family on A3 with pencil then colour using own choice then add materials for clothes e.g. felt material scraps, tissue paper, wool etc.</p>	<p>Weekly music sessions to cover:</p> <p>Wk1: The name song</p> <p>Wk 2: 1, 2, 3, 4, 5.</p> <p>Wk 3: This Old Man,</p> <p>Wk 4: Five Little Ducks,</p> <p>Wk5: Pat a Cake (link to initial sounds)</p> <p>Wk 6: Things for Fingers.</p>
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## Teaching backwards planner for our theme:

**TOPIC / MODULE TITLE:**  
Autumn 1 – Ourselves, Homes and Houses

**CLASS:** Reception RCK

**DURATION:** Six weeks

**What concepts the topic covers / entails?**  
Getting to know each other teacher-pupil and encouraging pupil friendships. Developing listening & attention and speaking skills / Becoming familiar our school. / Children talking about themselves e.g. who lives with them. / Expanding vocabulary for linked to home and school. / Developing vocabulary within their own writing and within their own play and story-telling. / Baseline assessments.

**LINKING THE LEARNING**  
How does this topic/module link with prior learning (including cross-curricular)?  
We have visited the children at their homes. When the children came to school part two we asked questions about their homes and asked the children if they could speak about previous experiences from Nursery. We took in small group L&A, WellComm and Pre-assessment with the children - see how far we were able to link the children had just begun to work with at their Nursery's. We did this with other Step up or Step up Down the challenge depending on the individual needs of the children.

**How does this topic/module link to future learning/topics?**  
Year 1: LO changes within living memory. They learn about the changes from a baby, to a toddler to a child. Also they need to find and describe the differences between past and present.

**PRE-ASSESSMENT**  
Pre-Assessment activities  
Feedback from asking Key Questions and sentences starters at the start of the term. Q1. Group discussions and modelling to the children while in the provision, were that they found understanding 'now' a challenging concept. Q2. Looking at books and images about babies. Q3. 'I's assessment - asking who lives in our homes. Speaking about family and their home from looking at picture. Q 4/5 When modelling the provision we have assessed if children were prompted to think about similarities and differences between their nursery. Some were able to discuss similarities but most found difference challenging. Also we have documents and transition information about the children's interests and curriculum attainment e.g. language proficiency.

**Results of Pre-Assessment activities**  
Q1. The results from the group discussions were that they found understanding 'now' a challenging concept. They didn't know the names of resources in our new classrooms. Q2. Misconceptions - the children stated that babies in a car crying. They didn't speak in sentences e.g. "I can now walk." They didn't understand that we wanted information about how they have changed. Q3. Many children were not able to answer this without the prompt of looking at their picture. Children didn't answer or listed many misadventures.

**DEMYSTIFYING THE DESTINATION (I DO)**  
What will 'perfect' or 'excellent' look like for this topic?  
Oracy will be improved e.g. speaking in sentences which are 4 or 5 words long or more. Children will be familiar with substitution tables. Children will be confident to talk about their new environment at Redley. Children will have an understanding of their family, how they have grown since they were a baby and how their home/school/nursery environments are different and similar. Children will discuss what they know about themselves and their families and use this vocabulary in their play e.g. within our role play area, small world, workshop. Children will be confident to talk to their friends and teachers.

**LOOKING FOR PROOF (WE DO)**  
What proof will you have as a teacher that progress is being made?  
Target tracker observations of children's work and progress. Modelling good work/examples. Teacher makes mistakes - can the children spot the mistake? So children can orally demonstrate understanding. Encourage oracy by modelling and encouraging speaking in sentences. Children showing L&A skills. Children are confident to use their new learning environment and use the vocabulary linked the permanent resources within each area. Children can demonstrate the specific vocabulary which has been taught within their own play.

**CHALLENGE (YOU DO)**  
What challenge(s) will best match with the success criteria? How will these challenges engage learners?  
WellComm and substitution tables to develop oracy. The amount of information carried words in each table will differ depending of the level of challenge based on prior assessments. This will be built upon throughout the learning. I will be able to find evidence of the children speaking, listening and writing independently in the CP. In guided work the children will be expected to talk about what they are learning and they will be encouraged to write through labelling. Children able to say what they have learned about their continuous provision resources and how they can be used in new ways. The adults will encourage this by prompting the children to think about what they have learnt about the resources and ask them to use it in original ways e.g. "I wonder how you could use the H blocks to build a house?" Children begin to become independent in storytelling and roleplaying using specific vocabulary taught which will be topic or targeted language (i.e. positional language).

**CATERING FOR LEARNERS**  
How will you cater for all learners?  
**Community:** Learners will discuss their home experiences (bring in pictures e.g. pictures of their family and pictures from when they were babies).  
**Adult assistance:** TA/teacher to work with target children- notes on planning based upon substitution activities linked to assessment.  
**Tasks:** working with children to discuss specific vocabulary linked to school/home/family. Speaking in full sentences and develop fluency.  
**Extension:** opportunities for children to discuss similarities and differences. 'Step Up WellComm' activities.  
**Resources:** Word Aware games/activities to develop the expansion of vocabulary.

**KEY QUESTIONS**  
What will be the focus key questions during the topic?  
1. What can you do now you're at school?  
2. What can I do now that I couldn't as a baby?  
3. Who lives in my house?  
4. How is my school the same as Nursery?  
5. How is my school different from Nursery?

The curriculum is organised into half termly themes. Teachers use LTP, MTP and then short term plans.

Lessons are delivered in a variety of ways. For some topics whole class teaching is used e.g. when introducing a new number or subitising. Teaching assistants sit with children and support target children where needed e.g. bilingual children sitting with our bilingual TA.

Some sessions are delivered outside, with targeted children or with individuals depending on need.

The curriculum at Reedley Primary School has been developed in line with the EYFS requirements for observation, assessment and planning. The long term plan outlines the skills taught and the medium term plan. From this, short term planning is created based on the cohort/class/individuals. To ensure essential skills and knowledge are covered there are specific adult focused activities planned in each area of the EYFS curriculum.

**Long Term Planning:** this forms an overview of learning, predictable themes, topics and core texts and helps us focus on our medium term planning:

- ❖ Teachers ensure coverage of all areas of Learning and Development in line with the educational programmes of the EYFS Framework, and whole school initiatives such as PE with a coach from BFC, library visits and art weeks.
- ❖ Teachers identify how requirements of the educational programmes in relation to the seven areas of Learning and Development are met, and the Characteristics of Effective Learning, including ongoing monitoring and evaluation.

**Medium Term Planning:** this informs the sequencing and teaching of content, knowledge, understanding and skills.

- ❖ Teachers allocate a block of time for different themes taught. For example, two weeks are allocated to learning about the Nativity in December, whereas a longer block is allocated to investigating what a seed needs to grow.
- ❖ Teachers include a range of learning experiences and activities appropriate to the groups of children, in line with the EYFS educational programmes using Development Matters positive relationships/enabling environments to support planning effective provision
- ❖ Main resources are planned for such as enhancements to continuous provision, planning for outdoor learning, planning for special events and celebrations, planning for identified children's interests and themes e.g. ourselves houses and homes, transport, animals, toys, growth and change and water.
- ❖ Teachers review and plan for the balance between activities both indoors and outdoors, to meet the observed needs and interests of individual and groups of children
- ❖ Teachers review and plan for the balance between activities both adult directed, adult guided and child initiated to meet the observed needs and interests of individual and groups of children, which will change throughout the year.
- ❖ Teachers evaluate our provision in relation to the principles of the EYFS, and as part of our Early Years action plan, teachers review our progress, e.g. parental involvement, procedures for observation and assessment, awareness of child development

**Short Term Planning:** Through professional daily dialogue, teachers and teaching assistants continually use the observation, assessment and planning cycle to determine the children's starting points, needs and interests. Short term planning is responsive to the children's

needs/fascinations and provides a weekly overview of the implementation of the curriculum, through teaching and learning activities, covering the seven areas of learning and opportunities for the development of the characteristics of effective learning.

Short Term Planning is built upon to develop knowledge and skills. This specific planning meets the requirements of the seven areas of learning and development, mental maths and phonics. Planning for adult focused activities, enhancements in continuous provision, activities to support observed interests of the children. Identify whole class and small group learning and how the interests and needs of individuals are met.

### **Our planning includes:**

A long term overview, medium term planning, planning for continuous provision indoors and outdoors, and weekly plans for literacy and maths and theme and weekly.

- On-going observations are used to inform planning and next steps in children's learning and through discussions with the EYFS team, children go over concepts where needed in different ways.
- Adult focused activities are differentiated to meet the needs of all children. This may be through resources and adult support.
- Enhancements to continuous provision are implemented both indoors and outdoors linked to key skills children/groups/individuals are currently working on.
- Key vocabulary is added to planning and all teachers and teaching assistants are aware of this vocabulary and our key questions from the knowledge organiser and questions as appropriate.

Children with SEN are supported, monitored by their class teacher and our SENDCO.

High quality teaching, differentiated and personalised, is the first step in responding to pupils who have, or may have, SEND.

Pupil Progress Meetings are held each term. Here, the class teacher meets with a member of the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion highlights any potential problems, in order for further support to be planned. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries are monitored.

- a) Once a pupil has been identified as possibly having SEND, they are closely monitored by staff in order to gauge their level of learning and possible difficulties.
- b) The child's class teacher takes steps to provide differentiated and personalised learning opportunities that aids the pupil's academic progression and enables the teacher to better understand the provision and teaching style that needs to be applied.
- c) The SENDCo/SLT are informed and consulted, as needed, for support and advice and may wish to observe the pupil in class and/or carry out a more detailed assessment of the child's needs.
- d) Through (b) and (c) it will be determined the type of provision the child will need going forward.

- e) If a pupil has recently been removed from the SEND register, they may also fall into this category as continued monitoring will be necessary.
- f) Parents are informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- g) The child is recorded by the school as being monitored as being a 'cause for concern' by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.
- h) The length of monitoring cycles will vary but are reviewed after half a term. This monitoring follows the Assess, Plan, Do, Review process. The classteacher prepares an Individual Education Plan to track progress against targets set.

Indoors, the classroom environment is divided into two classrooms a corridor area and a sensory room. Continuous provision in the Sensory Room consists of: wet sand, water, malleable materials, workshop area and painting area.

One classroom has the following areas of continuous provision: interactive whiteboard, writing area, small world enhanced by theme/children's interests, construction, reading area and puppets.

The second classroom has the following areas of continuous provision: interactive white board, writing area, dramatic role play changed depending on theme/interests, maths area, small world area, construction.

The corridor area has the following areas of continuous provision: role play area, reading area, junk modelling area, small world.

Outside, the garden area has the following areas of continuous provision: crates, den building equipment, large water play with buckets, watering cans guttering etc, physical development box of equipment, and construction.

The yard area has following areas of continuous provision: nature kitchen, table and chairs, creates, mud pit, sand pit, gardening area, sheltered reading area, large scale water play.

Teachers provide for 'planned, purposeful play' experiences over the year depending on the needs of the children. There is a balance between adult focused activities and child-initiated learning, with an emphasis on following the needs and interests of the children in order to ensure learning is real, relevant and purposeful.

Teachers and teaching assistants work with children on adult focused activities. Teachers ensure planning for these activities are 'fun and playful learning opportunities. The EYFS team regularly reflects upon their interactions and group work by filming themselves and discussing successes and areas which could be changed.

Over a week, there are two adult focused teaching and learning activities in Literacy and Maths. Each theme incorporates elements of Personal Social and Emotional Development,



Communication & Language, Physical Development, Understanding the World and Expressive Arts & Design. There is one planned activity each week each week. These activities are based on the group of learners.

The learning environment enables children to demonstrate the characteristics of effective learning and adults to support the children in playing and exploring, active learning, and developing creativity and thinking critically. All practitioners are aware of the CEL and develop this through purposeful interactions such as sustained shared thinking.

Teachers and Teaching Assistants organise a range of experiences and opportunities based on 'real' events, which give children chance to make decisions and choices, work individually or in groups and explore the learning environment. Some examples include supporting the snack monitors to count out the correct amount of fruit and milk, holding a vote on which story to read as a class ensuring each child has one vote each.

### **Impact**

At Reedley Primary School, staff work towards all children making the best possible progress, enjoying learning and fulfilling their potential. Teachers set out to ensure all children are achieving a good level of development in the early learning goals by the end of the reception year. Staff recognise the importance of a broad curriculum meeting the needs of the children, enabling them to become deeply engaged and to develop life enhancing knowledge, skills and attitudes. Teachers aim to create a curriculum which enables everyone to succeed, where children are resilient, co-operate and work well with each other. Development Matters age phases and the practitioners knowledge of child development help staff identify children's developing interests, strengths and talents as they make progress through our curriculum, towards the early learning goals at the end of reception.

### **Observation and Assessment**

#### **On Entry Assessment**

A range of information is collected on entry to Reedley, using a range of information such as the mandatory reception baseline. This is also complemented by the staffs' own observations. These observations are then used to gain knowledge of their child development to provide a holistic 'Best fit' baseline. In addition, all children are assessed on the Wellcomm speech and language assessment to see if they need additional support in any aspects of their speaking, listening or attention.

Information is gathered from inductions such as come and play sessions, visits to nursery settings, discussions with their key worker, samples of children's work, parental contact through home visits and parents visiting school/phone calls, meetings with other professionals e.g. to discuss a SEND. Over the year, teachers gather assessments through adding key pieces of learning to individual learning journals. In addition, pictures or videos are added to observations on Target Tracker. This information is then collected is collated, organised and analysed then used to plan for and adapt and inform the provision and planning.

#### **Formative Assessment**

A variety of observation and assessment strategies are used in our EYFS setting at Reedley. Our procedure for collecting high quality ongoing information on a child's progress and achievements over the year are through ongoing assessments on Target Tracker where

statements from Development Matters are highlighted as, 'working towards' or 'met'. These assessments are discussed as they highlight individual progress which informs future planning.

Children are also involved in creating floor books based on their learning and what they'd like to find out about our topic such as, discussion notes, pictures of past activities, samples of children's learning and quotes and key learning which is looked back on to ensure learning is remembered.

### **Summative Assessment**

We use summative assessment in our setting to ensure that:

- Practitioners have a clear understanding of a child's progress across all areas of learning and development.
- Parents understand their child's progress and are helped to support learning and development at home.
- Concerns about individual children's progress are identified and addressed.
- The quality of provision is monitored, and improvements made where necessary.
- The progress of groups of children can be monitored to make sure they are being given the best opportunities to learn.
- The staff have the skills and knowledge they need to enable the children to make progress.

Summative information from the Wellcomm toolkit is used as a baseline for speaking and understanding skills. For those children who are working below their age-related expectations they take part in the Wellcomm intervention.

Children's fine motor control is observed and interventions are set up such as dough disco, threading activities etc to ensure children's fine motor control develop. Children's gross motor skills are assessed (fundamentals of movement) and children who need additional support participate in additional physical interventions with Coach Wall.

Children's phonic skills are assessed using the LCC phonic assessment sheet) and additional phase 1 or 2 interventions are set up for those children who need additional support. Children who need additional support with reading are heard read individually to ensure that they catch up to age related expectations as quickly as possible. Children's progress is recorded. Once children's progress has been recorded this is analysed to ensure children are making progress and adult led activities are changed according to need. For children who do not speak English at home an Early Years NASSEA Assessment sheet is used to track English language progression.

The RBA is an activity-based assessment of pupils' starting points in:

- language, communication and literacy, and mathematics
- The RBA is a short task-based assessment, children use practical resources to complete these tasks and staff record the results on a laptop, computer or tablet.
- Schools are required to carry out the assessment within the first 6 weeks of pupils starting reception.

- Numerical scores are not shared and the data will only be used at the end of Year 6 to form the school-level progress measure. (These measures will be published for all-through primaries in the summer of 2028 for the first time)
- Teachers receive a series of short, narrative statements that tell them how their pupils performed in the assessment. These statements are used to inform teaching within the first term.

The EYFSP (Early Years Foundation Stage Profile) which takes place at the end of the school year in reception and is reported to the local authority.

***‘Each child’s development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or not yet reaching expected levels (‘emerging’). This is the EYFS Profile’***  
Statutory Framework

To ensure judgements made against the EYFS Profile are correct teachers are moderated. The EYFSP exemplification materials are used for both internal and external procedures for moderation of judgements in relation to the 17 ELG’S in each of the seven areas of learning and development.

In order to complete the EYFSP for each child, practitioner knowledge of the children plus any significant information collected each term (phonic assessments, Maths activity notes, Wellcomm assessments). ***The Profile reflects: ongoing observation, practitioner knowledge of child development and pupil progress discussions; discussions with parents or carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.*** EYFS Statutory Framework

Detailed Information is shared with Year One staff to ensure effective transition. Discussions include the child’s EYFS profile. Then discussions take place around their skills and abilities in relation the ELGs, *their abilities in relation to the three key characteristics of effective learning.* Additional opportunities are used in order for Year One staff to build up further information about each child such as Year One Tas coming down into Reception for 30 minutes per week for a half term. Year One teachers observing Reception staff teach and then taking their new class for transition days.

## Reporting to Parents

- At the end of the Reception year, currently, schools must share the results of the Profile with parents to inform them of their child’s progress towards the Early Learning Goals and the profile must be completed for all children, including those with SEN or disabilities.
- Assessment should inform an ongoing dialogue between practitioners and Year 1 teachers about each child’s learning and development, to support a successful transition to Key Stage 1.
- Information about the child is shared between staff and parents on an ongoing basis throughout the year through interactions at the beginning and end of the day, sharing WOW moments, showing parents learning journals, VIP visit mornings, doorstep home visits before children begin school in September, sharing videos/pictures of learning through Target Tracker. Parents meetings are held three times a year. Comments are written in reading diaries and home learning books.

- Written reports are sent out after the children have been given their EYFS profile assessment. This information is sent out to parents and then discussed at a parent meeting with the class teacher who completed the EYFSP.

### **Induction/Parental Engagement & Involvement**

Each year, open days are held before parents/carers apply for a school place, to show prospective parents all that Reedley has to offer. Once the children have received their place, an information evening is held, where details of the school day and a tour around the Reception area takes place.

Admission information is gathered during this time e.g. Pupil Premium forms, doctor's information, contact information, photo permission, medical needs etc. Teachers/Tas then visit nurseries to gain further information about the family and child. Parents are given an option to have a home visit so we have a chance for a one to one conversation about anything further such as educational needs, medical needs, family circumstances etc. Children are then invited to three come and play sessions alongside parents. If they are confident, children can stop by themselves. Children are given a pack including lots of activities to complete over the summer holidays, playdough, a beanbag, a book, a chalk board, chalks, colours etc. Children are encouraged to complete and all about me sheet so we can gain further information about children's interests.

Parental engagement is fostered by ensuring parents are welcomed into school from their first welcome evening. The school uses a variety of communication methods such as - displays, meetings, parental workshops, class pages on the website, the school spider app, weekly home learning, reading diaries, phone contacts, videos and pictures on Target Tracker. These methods of engagement support parents to help their child's learning at home. A Reception brochure is printed alongside a goodie bag for children with an all about me document, playdough, scissors, crayons, colours, books etc. Booklets for parents are made such as how phonics is taught, how to access Bug Club and Spelling Shed.

Parents are informed about how the EYFS is delivered in the setting and how they can get more information. The procedures to be followed if a child is not collected by parents is to ring the parent/carers and then ring their emergency contacts. Children with SEN and disabilities are supported with meetings with teachers, SEND coordinator and outside agencies.

On-going parent involvement in school is encouraged through different ways. Parents are invited to informal school events such as parents support groups (Friday mornings). Parents are encouraged to sign up for VIP visit mornings to observe teachers and join in with their child's learning. During Sports Day, parents are invited to watch and join in with a penalty shootout. Parents are also invited to special events such as our art week afternoon.

### **Transition Procedures**

#### **Points of transition:**

Nursery to Reception

School liaises with parents via a welcome letter, inviting them to school for a welcome evening where further details are recorded such as their nursery, Pupil Premium forms, data collection sheets with Drs information, photo permission, health needs etc. Then visits to pre-school and

nurseries take place to speak to their key workers and visit the children in their familiar setting. Then home visits are set up to discuss any specific issues or question, finally children are invited to three come and play sessions with their parents/carers, if they are confident they are left with staff members for the morning/afternoon.

#### Reception to Y1

Parents/Carers are given details of their new class teacher and teaching assistant. Their new teachers create an all about me sheet which is sent to all children. Children have a transition day where they visit their new classroom environment, meet their new teachers and TAs. Information is transferred e.g. Bug Club log ins Spelling shed log ins.

#### **Information to be transferred:**

##### Nursery to Reception

- Personal information from parent / nursery about child e.g. who is picking child up from setting, passwords for pickup if it is someone else, allergies & medical needs, permission for photographs, EHCPs, Healthcare plans.
- Record of achievement / learning journal if used or transition information created by Nursery which includes information about progress in relation to EYFS

##### Reception to Y1

- EYFS Assessment data, characteristics of effective learning information and how this is used to plan for teaching & learning in Year One
- Learning journal
- NASSEA EAL Assessments
- Videos and pictures which are uploaded to Target Tracker
- On-going assessment documents e.g. reading records, which books children have been taken home linked to their phonics assessments, writing assessments, behaviour programmes, care programmes

#### **Liaison with other agencies**

Class teachers are responsible for liaison with other agencies relevant to their children in their class. Class teachers share information (with EYFS staff) from other agencies where applicable such as activities to support a child's speech and language from speech and language.

#### **Staff Development**

All staff working in Foundation Stage are becoming conversant with the revised EYFS Framework 2021, the features of the EYFS curriculum and procedures for observation, assessment and planning.

All staff will have understanding of early years pedagogy, child development, attachment theory and key person role. All permanent members of staff will be key person to a group of children, ***'Their role is to help ensure that every child's care is tailored to meet their individual needs ... to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.'*** The class teacher is usually the main point of contact for curriculum matters.

All EYFS staff have access to training. Staff develop and maintain their own record of professional development, this includes observations of colleagues within school, research and

courses. It will also involve staff being asked to reflect on their own practise on a regular basis with a focus on consistently improving their practice. Reedley is also a member of a local cluster of schools, SWAT (Schools Working and Achieving Together), and there is opportunities for the EYFS Team to liaise with colleagues from other schools such as moderation of work and for subject leaders to work together.

The identification of training needs for teaching and non-teaching staff will take place through Performance Management. The alongside the Head and Deputy the Early Years Lead will ensure that:

- ◆ appropriate dissemination of training/materials/good practice takes place regularly.
- ◆ a record of INSET activities is maintained.
- ◆ teaching and learning is monitored formally by performance management and appraisal systems and informally through provision audits, talking to children, peer review and support
- ◆ there is an assessment of the impact of INSET etc on the quality of teaching & learning.

### **Resource Audit**

- The equipment and material in the early years department includes:
- Writing Area X2, small world areas X4, reading areas X3, sand area, water area, malleable materials, workshop area, maths area x1, Interactive whiteboards x2, role play home corner x2. The details of which resources are in each area of continuous provision are listed on the long term continuous provision plans.
- The continuous provision is stored on the shelves which is accessible for the children. Half termly enhancements to continuous provision are stored in boxes inside our EYFS shed alongside other resources which are used when following children’s interests.
- The teachers and teaching assistants within the Early Years Foundation Stage are responsible for the upkeep of resources. When we need new resources the EYFS Lead will be responsible for sourcing the new equipment.
- Provision is monitored to identify development needs.
- For children who have EAL we have talking bilingual books, mantra lingua books and picture dictionaries. For children who have SEN we have resources linked to need such as sensory equipment.
- The Early Years Action plan takes into account the need to update and replace both consumable resources and expensive items of equipment from the whole school budget.

### **Reviewing the Early Years policy.**

A formal review of the Early Years Policy will take place one a year.

The Early Years provision is monitored by Jenny Mackenzie EYFS Lead Kerry Gorrell (Deputy Head) Sarah Bell (Headteacher)

The head teacher, staff and governors will review this policy on a regular basis to ensure it is being implemented appropriately and to take account of changing circumstances.

<b>Review Date</b>	<b>Signature</b>	<b>Position</b>
		Head
		EYFS Governor

<i>September 2023</i>	<i>Miss Jenny Mackenzie</i>	EY co-ordinator
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