

Southam Primary School



Early Years Foundation Stage Policy

Chair of Governors signature

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Person responsible for overseeing the implementation: Headteacher and EYFS Leader



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Southam Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Introduction

'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.'

Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At Southam Primary School children are admitted to reception in the September following their fourth birthday.

Early childhood is the foundation on which children build the rest of their lives. At Southam Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

Aims & Objectives

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At Southam Primary School, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;

- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment;
- It acknowledges the importance of a full working partnership with parents and carers.

The Early Years Foundation Stage is based on four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At Southam Primary Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion - We value the diversity of individuals within the school and believe that every child matters. All children at Southam Primary Primary School are treated fairly regardless of race, gender, religion or abilities. All families are valued within our school.

We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning.

At the Foundation Stage we set realistic and challenging expectations keyed to the needs of our children, so that all children make progress and most achieve the Early Learning Goals by the end of the stage. We do this through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them learn effectively;
- Offering a safe and supportive learning environment in which the contribution of all children is valued;
- Employing resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds;

- Monitoring children's progress and taking action to provide support as necessary (such as referrals to speech therapy) as necessary.
- Working closely with parents, carers and other outside agencies to ensure all children's needs are met and we enable them to access the curriculum and make good progress.

Positive Relationships

At Southam Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners - We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents/carers before their child starts school at our open afternoons and induction meetings.
- Arranging, where possible, visits by the teacher to all children in their home setting or childcare provision prior to their starting school.
- Providing a handbook of information about commencing Reception at Southam Primary.
- Outlining the school's expectations in the Home-School agreement.
- Inviting parents/carers and children the opportunity to spend time in Reception Class for an induction visits before starting school.
- Providing an induction meeting for Reception parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- Holding a parent consultation early in the academic year to establish how a child is settling into the school environment.
- Operating an open door policy for parents/carers with any queries or concerns. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Publishing a Curriculum topic map detailing the areas of learning and the overarching theme of the term or half-term as well as a class newsletter/termly overview.
- Inviting parents to attend informal meetings about areas of the curriculum- how to support at home, phonics/reading and maths
- Sharing regularly the children's 'Learning Journey' with parents/carers and valuing the on-going contributions to this from parents/carers.
- Offering three parent/teacher consultation meetings per year at which their child's progress is discussed.
- Sending a written report on their child's attainment and progress at the end of their time in reception.
- Asking parents to sign a generic permission form for visits, food tasting and photographs etc.
- Asking parents to sign an intimate care permission form, where required
- Parents are invited to a range of activities throughout the school year such as assemblies, workshops, Christmas productions and sports day etc.
- Offering opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning e.g. hearing readers.
- Offering a range of activities, throughout the year, to encourage specific collaboration between child, school and parents e.g. topic outcome events.

Role of staff and key worker

The class teacher is the named key worker for each child in the setting. Their role is to help ensure that every child's care is tailored to meet their individual needs and to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. All adults within the Early Years setting actively seek to form positive respectful relationships with the children in their care. The formation of healthy relationships between adults and children is essential in enabling children's well-being now and their future successes.

There are rare occasions when significant adults cannot be in the class and we aim to be consistent in who covers these absences.

Enabling Environments

At Southam Primary Primary School we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Play-based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by staff.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly.

Learning and Developing

The EYFS Curriculum – Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals.

There are seven areas of learning and development that must shape educational provision in early years settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a number of learning areas.

They require a balance of adult led and child initiated activities in order for most children to reach the levels required at the end of EYFS. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive

The three Prime areas are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

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

Children's development levels are assessed and as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas.

However, if a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child.

Reception pupils also participate in a daily phonics sessions, following the guidance in the "Reda Write Inc Phonics" document and in line with our school policy.

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'.

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

Planning – As a school we have developed our own termly check points. Our termly checkpoints work towards the Early learning Goals, which we assess against at the end of the year. These checkpoints provide the basis for our planning throughout the Foundation Stage. Our curriculum has been carefully planned to build on children's prior knowledge and to ensure that they all progress towards the ELGs. Our topics are used as a vehicle to deliver the children's next steps in learning in a fun, interesting and inspiring way.

Observations - Foundation Stage staff use observations and interactions as the basis for planning. Staff are skilled at observing and interacting with children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning.

Assessment - During the first term in Reception, the teacher assesses the ability of each child using a baseline test and activities. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage.

We record each child's level of development against the 17 early Learning goals as Emerging or Expected. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.

Assessment is based primarily on the practitioner's professional knowledge of what the child knows, remembers and can do day to day. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement.

Tracking grids are updated at the end of each term, in line with the termly 'check points'. This provides a summary sheet for each child which feeds into the whole-school assessment and tracking process. We record each child's level of development to be working below, working towards, working at or working above. Phonics is also assessed every half term.

At the end of the final term in Reception we send a summary of these assessments to the Local Authority and Department for Education for analysis. The child's next teacher uses this information to make plans for the year ahead. We share this information too at parental consultation meetings and in the end-of-year report.

Parents receive an annual written report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in early July each year.

The Learning Environment -The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, creative etc.

Children have access to both inside and outside area across the day; this has a positive effect on the children's development. The Foundation Stage has its own outdoor area. Being outdoors offers opportunities for doing things in different ways and in different scales than when indoors. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.

Teaching & Learning Styles

The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in Key Stage 1 or 2.

The more general features of good practice in our school that relate to the Foundation Stage are:

- the partnership between teachers and parents, carers and other settings that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching;
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents;
- the good relationships between our school and the other educational settings in which the children have been learning before joining our school;
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- the regular identification of training needs for all adults working at the Foundation Stage.

Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

Starting Reception – Parents of all children starting in the next academic year will be invited to an Induction Meeting in the Summer term to meet their child's new teachers and other key staff and learn more about the Reception curriculum. This is an opportunity for staff to

- To go through the school handbook
- Explain about uniform, PE kit and school dinners/ free school meals
- Explain about holidays and absences
- Purchase uniform and book bag if requested
- Explain the arrangements for the gradual induction in to reception

Play sessions - The children are given an opportunity to come into school to meet their new class teacher and other children in their class. They will spend the afternoon in their new class. Parents can leave their child during this session.

This means that before they join their new class the Reception environment is already a familiar place to them.

Arrangements are also made for the children's new class teacher to visit the child and staff in their current nursery setting.

September Intake - When children join the school in September the following procedures will apply in order that they can gradually adjust to their new surroundings:

- During the first week staff will visit the children at home
- During the second week, children will attend for the morning session and stay for lunch only.
- During the third week, and thereafter, children will attend for the full school day unless Foundation staff and parents or guardians agree that it is not in the best interests of an individual child.

Once the children have started school fulltime, we offer parents/carers another meeting early in the first half term to talk about how we do things at Southam Primary and how best to support their child's learning at home.

Starting in Key Stage 1 (Year 1) - Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in Key Stage and whole school assemblies as well as sharing playtimes with the Key Stage 1 children.

Children have the opportunity to meet their new class teacher and spend two days in their new class during the summer term. Reception staff also meet with the year 1 team to discuss each child individually, to ensure a smooth transition.

Safeguarding & Welfare

'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.'

(Statutory Framework for EYFS 2014)

At Southam Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

It is important to note that members of staff do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets.

Members of staff do, however, use school iPads to take photographs as evidence to share significant moments with parents/carers and as appropriate to support learning. These

photographs are used on Class Dojo, in class displays and on the school website. All parents are asked to state if they give permission for their child's image to be used on the school website and Class Dojo through the paperwork in their initial starter packs.

Keeping Safe It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

Good Health - All children are provided with a healthy snack each day as well as being given the choice of milk. They have access to water at all times.

Intimate Care - "Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene and it is good practise for the school to inform the school nurse of all children requiring intimate care.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. No intimate care is to be given without the express written permission of the parent or guardian of that child and all parents and guardians will be asked to provide that permission when their child joins reception at Southam Primary.

Monitoring and Review

It is the responsibility of those working in Reception to follow the principles stated in this policy. The Headteacher and EYFS leader will carry out monitoring on EYFS as part of the whole school monitoring schedule.

Intent

Our EYFS curriculum has been carefully designed to engage all children to help foster their love of learning through following the children's interests, developing collaboration, achieving personal goals and encouraging perseverance.

We aim to ensure all Reception pupils make at least good progress from their starting points and are equipped with the skills and knowledge to have a smooth transition into Year 1.

Our curriculum is designed to recognise children's prior learning, both from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start at Southam Primary, ensuring each individual reaches their full potential from their various starting points.

Our curriculum has been designed to enable all children to succeed. We have strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development, Physical Development and Communication & Language.

At Southam Primary, we recognise that oracy not only improves academic outcomes, but is a life skill to ensure success beyond school, in life and future employment. Oracy develops children's thinking and understanding, which in turn promotes self-confidence, resilience and empathy which support the child's well-being. Our enabling environments and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration right from the start.

We believe that high level engagement ensures high level attainment. We therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking. We follow children's interests and ideas to foster a lifelong love of learning both in and outside of school.

Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be.

Each half term, Reception introduce a new theme to provide inspiration for learning, whilst providing the flexibility for children to follow their own interests and ideas. Children learn through a balance of child-initiated and adult-directed activities.

The timetable is carefully structured so that children have directed teaching during the day. The timetable changes throughout the year to take into consideration the changing needs of the children. These sessions are followed by small focused group work and gold star challenges within the setting. This means the teachers can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Our provision promotes the ethos of independent learning through providing children opportunities throughout the day to follow their own interest, goals and next steps through carefully planned and resourced child-initiated activities (both inside and outside).

Adults work alongside the children developing learning in a fun way by working with the children in the provision, challenging, supporting and targeting specific learning. The adults are fluid around the environment, modeling, narrating and supporting children in their play. Adult-led learning is reflected in the environment so that children have an opportunity to practice and apply new knowledge and skills.

Impact

With the successful implementation of both an enriched, rounded and balanced curriculum and well-structured, safe, active and challenging environment, both indoors and outdoors children will be able to develop their skills, knowledge and understanding that enables them to be successful learners. Children will be actively engaged in learning and their enjoyment of this learning will be apparent to all.

Children have a smooth transition from Nursery into Reception through carefully planned visits, meetings and activities. Parents are actively involved in the children's learning to support the children's development and celebrate their successes.

All children will have experienced a curriculum that provides, exciting and enriching learning experiences and opportunities for the children to learn through educational visits and hands on experiences. Children will more fully appreciate and understand the world around them, experiencing and learning about different cultures, music, dance, art and history. Children will actively ask questions about the world around them and their learning experiences and they will never fear making mistakes but instead see this as an opportunity to learn.

Children will be able to make links with their learning, developing their skills as they are able to use and apply skills learnt within their learning across the curriculum. Children will be effective communicators and be skilful at solving problems as they will have effectively developed their personal levels of resilience and independent learning skills.

Children will be successful learners and fully prepared for their next stage of their education as they transition from the Foundation Stage to Year One. Children will have developed a sense of the world around them: developing tolerance, compassion and an understanding of their rights and the rights of others in an ever evolving world.

At the end of the Foundation stage children will have developed essential knowledge and skills required for everyday life and lifelong learning. Children at Southam Primary will be well rounded, happy, inquisitive and successful learners.

Creating With Materials: Art

Intent

In Early Years we capitalise on children's natural excitement for and freedom to express their thoughts, ideas and inner feelings as artists by:

- Providing children with opportunities to explore and experiment with different media and materials
- Encouraging children to be inventive and imaginative allowing them to express their creativity in ways that are personal to them
- Allowing children to use their own imagination to be uninhibited artists

Implementation

Art is valued and promoted through direct teaching and purposeful learning opportunities across different themes throughout the year.

We use planned themes and capitalise on unplanned moments that present themselves to talk about line, shapes, colour, form and texture.

We study three contrasting local and famous artists to provide children with opportunities to learn about different techniques and styles. This provides a stimulus for the development of their own artistic style whilst learning to appreciate and form opinions about different types of art.

We deliver regular observational drawing sessions where drawing skills are modelled and taught. This learning is then reflected within the provision where children have opportunities to practise and refine these skills.

For each theme we have identified the artistic knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited. We cover the following themes:

- Ourselves: through this topic children will learn about lines and shapes through portraits
- Around the World: through this topic children will learn about colour, shape and texture through collage and painting
- Farmyard Hullabaloo: through this topic children will learn about form through sculpture

In addition to Art being taught as a discrete subject, opportunities are also provided for children to express their own creative ideas by exploring, experimenting and combining materials to create different effects.

Creative areas, inside and outdoors, are resourced with a wide range of tools, media and materials and are organised in a way that encourages children to be independent in their choices and decisions. We recognise and use the links between Art and gross and fine motor development and provide vertical surfaces and large areas where children can stand enabling them to have greater stability and more control over the tools they are using.

In the provision adults promote children's creativity and imagination by valuing their ideas and encouraging freedom of expression. They support and facilitate children in the application of their artistic knowledge and skills.

Impact

By the end of Foundation Stage I can...

Express my imagination and creativity	Mould and sculpt	Share and talk about my creations	Use different techniques
Explain the processes I use	Express my own ideas	Use props and materials in my role play	Control and manipulate different tools
Talk about famous artists	Combine different materials to create different textures	Make different tones and shades of colours	Create 2D and 3D representations
Draw different types of lines and shapes with control	Draw myself to include head, body, arms, legs and facial features		

Communication and Language

Intent

In Early Years, we foster and capitalise on children's instinctive need and desire to communicate by:

- Role modelling the qualities and characteristics of an exemplary communicator
- Immersing children in a rich environment of words, sounds, rhythm, verbal and non verbal expression
- Engaging children in conversation
- Providing genuine reasons, irresistible provocations and a real purpose to listen and talk
- Valuing the different ways and means that children use to communicate

Implementation

Communication and Language is a fundamental core skill. It is the key to enabling children to achieve and provides the strong foundations for future learning. It is promoted through a language rich ethos and environment in which adults narrate, ask questions, model thinking, provide a running commentary, repeat and extend language and give children reasons and a desire to talk.

At the planning stage, new and ambitious vocabulary linked to the theme is identified and displayed within the environment in the form of words and sentences acting as visual prompts for adults and children. Careful consideration is also given to how children develop listening, attention and understanding to improve speaking skills.

Within the provision, adults actively seek and plan for opportunities to provoke talk. It is also taught through direct teaching e.g. daily group times, snack times and story and rhyme time.

- A Talking Table/Knowledge Nook is used to display intriguing objects and pictures and children are encouraged to describe, discuss and ask questions about what they see.
- The Investigation Area is used to pose questions and extend language through observing change, growth and new life.
- Enhancements are regularly added to all areas of the provision as a stimulus to inspire interest and engage children in talk e.g. setting up a scenario in the Role Play area such as a burglary or party to encourage discussion and problem solving.

Adults have a sound knowledge and deep understanding of how children learn to talk. They move fluidly around the environment modelling the qualities of a good communicator and searching for and capitalising on opportunities to engage with children in conversation.

Impact

By the end of Foundation Stage I can...

Make positive relationships

Express opinions, feelings and ideas

Take turns in conversation

Use a range of vocabulary

Use different parts of speech in my talk

Speak in full sentences

Participate in discussions

Retell in sequence

Use tenses and conjunctions in my talk

Ask questions

Describe and explain

Give reasons

Creating With Materials: Design and Technology

Intent

In Early Years we capitalise on children's natural intuition to be creative, inventive and innovative by:

- Introducing them to the design world of how things work
- Providing children with a purpose to design, make and evaluate functional products
- Encouraging children to investigate and explore a wide range of materials and tools
- Supporting children to find original solutions using resources in unique ways
- Nurturing children's confidence to try new things
- Fostering children's resourcefulness and resilience to enable them to take risks and learn from their mistakes

Implementation

Design Technology is valued and promoted through direct teaching and purposeful learning opportunities across all planned themes throughout the year.

We use planned themes and capitalise on unplanned moments that present themselves to encourage children to design, make and evaluate.

- For each theme we have identified the Design Technology knowledge and skills that we will teach ensuring that they are regularly revisited.
- We provide children with a purpose to design, make and evaluate products that move, are structurally sound and are healthy and safe for example through building, cooking and making products.
- We include opportunities for children to assemble and disassemble objects to learn more about how things work.
- Opportunities are also provided for children to practise and apply what they have learnt in different contexts and for a variety of purposes.

The environment has two focused areas for promoting and teaching Design Technology. These are the Construction area and Creative area, inside and outdoors, which are resourced with a wide range of equipment and tools. They are organised in a way that encourages children to be independent in their choices and decisions and to use their knowledge to find solutions and use resources in unique and innovative ways.

Both areas include a planning station where children can discuss, record and evaluate their ideas. We include a visual prompt for children to remind them of the design process: Think, Plan (design), Create (make), Share (evaluate).

In the provision adults promote children's creativity, originality and problem solving by valuing their ideas and encouraging them to make connections in their learning, take risks and learn from mistakes.

Impact

By the end of Foundation Stage I can...

Express my imagination	Solve problems	Be creative and innovative	Control and manipulate different tools
Share and talk about my creations	Design and plan	Talk about and identify what different materials can be used for	Make a structure strong, stable and balance
Join materials together	Evaluate my work so I can make improvements		

Being Imaginative and Expressive: Dance

Intent

In Early Years we capitalise on children's innate desire to move by:

- Providing freedom for children to be expressive, experimenting with and creating their own series of movements
- Reinforcing children's responses to music and encouraging choreography and performance
- Cultivating children's desire to be inventive and imaginative allowing them to express their creativity in ways that are personal to them

Implementation

Dance is valued and promoted through direct teaching and purposeful learning opportunities within the provision.

A weekly dance session is delivered focusing on dance knowledge and skills. We recognise the direct link between Dance and Physical Development and use the discrete sessions to practise balance and coordination through core work, building strength, crossing the midline and symmetrical movements.

We use our annual themes and the relationship between Dance and Music as a stimulus to plan opportunities for children to experiment with and create their own dance movements. Children also have access to a stage, instruments, recorded music, costumes and props where they are encouraged to be inventive, imaginative and perform themselves and appreciate others' performances.

In the provision adults promote children's creativity and imagination by valuing their ideas and encouraging freedom of expression. They support and facilitate opportunities for children to rehearse, refine and develop their dance skills.

Impact

By the end of Foundation Stage I can...

Express my imagination and creativity	Perform	Share and talk about my creations	Join and sequence different moments
Negotiate space	Transfer my weight from one body part to another	Move my body in different ways and in different directions	Cross the midline
Move in time to music	Balance		

Mathematics

Intent

In Early Years we develop fluent mathematicians who have a deep conceptual understanding of number. We ensure that they are able to provide explanations, give reasons for their answers and tackle future challenges by:

- Providing opportunities for children to practise, rehearse and apply mathematical knowledge and skills
- Encouraging children to investigate numbers by exploring their characteristics and patterns, understanding how they can be manipulated using different operations
- Encouraging them to think logically so that they can make connections and solve problems
- Fostering children's acquisition and use of mathematical vocabulary to justify and explain their ideas

Implementation

Mathematics is valued and promoted through daily direct teaching and purposeful learning opportunities across all subjects and all areas of provision.

During the planning process careful consideration is given to the next steps in our children's learning, we use White Rose and NCETM as a basis for our starting point. Each area of the provision is equipped with relevant maths resources to enable children to practise and apply their mathematical knowledge and skills.

- A Maths Base is situated within the provision. It offers a variety of open ended resources that promote a conceptual understanding of number encouraging children to become confident and fluent.
- The resources are thoughtfully organised on open shelves so that children can see what and how many are available, access them independently and tidy up time can be optimised as an opportunity to practise and rehearse number skills.
- The environment is enhanced with a Challenge Station with number lines, hundred squares, mathematical vocabulary and questions to provide children with visual prompts and opportunities to solve problems.

Adults appreciate that maths can be taught everywhere and that the conceptual understanding of number is the basis for all other mathematical learning. They have a sound knowledge and deep understanding of mathematical concepts and vocabulary to enable them to teach the necessary foundation skills which children need to become fluent mathematicians.

Within the environment adults capitalise on every opportunity to present mathematical problems for children to think about and solve. They support children in practising and applying their mathematical knowledge and skills by encouraging them to talk about their thinking, provide explanations and give reasons for their answers.

Impact

By the end of Foundation Stage I can...

Give reasons for my answers	Read and write numbers	Estimate
Sort and match	Recall number bonds to 10	Solve problems
Recognise an amount in different arrangements	Identify and talk about number patterns	Recognise an amount without counting
Add and subtract numbers	Calculate	Compare quantities
Count	Partition numbers	Sequence numbers
Talk about shape, space and measure		

Being Imaginative and Expressive: Music

Intent

In Early Years we capitalise on children's innate desire to listen to, make and explore sound by:

- Providing freedom for children to be curious, experimenting with and creating their own music
- Reinforcing children's responses to sounds and encouraging composition and performance
- Cultivating children's desire to be inventive and imaginative allowing them to express their creativity in ways that are personal to them

Implementation

Music is valued and promoted through direct teaching and purposeful learning opportunities across the provision.

Each month we focus on a different composer/genre of music. The music from the composer/genre is played to provide opportunities for children to listen to, appreciate and explore sounds, instruments, beat and rhythm.

Singing is an integral part of the daily routines and children are taught new songs as well as practising songs they already know. Over the year they develop a wide repertoire of songs and rhymes that they know by heart.

We also attend weekly singing assemblies with Key Stage 1 led by our Music Lead focussing on developing our musical knowledge and skills.

Our music area is resourced with a wide range of untuned and tuned musical instruments and beaters, familiar songs and rhymes and equipment to play and record music. It is organised in a way that encourages children to be curious about sound and confident in experimenting with ways of combining different sounds.

We recognise and use the links between Dance and Music and provide children with a stage where they are encouraged to perform themselves and appreciate others' performances.

In the provision adults promote children's creativity and imagination by valuing their ideas and encouraging freedom of expression. They support and facilitate opportunities for children to rehearse, refine and develop their musical skills.

Impact

By the end of Foundation Stage I can...

Express my imagination and creativity	Express opinions about music	Share and talk about my creations	Sing with pitch and melody
Sing a range of rhymes and songs	Compose and perform	Play untuned and tuned instruments	Manipulate and combine sounds
Keep a steady beat	Follow a rhythm	Perform	

Understanding the World The Natural World

Intent

In Early Years we capitalise on children's thrill of discovery and their instinctive desire to know, understand and find out more by:

- Providing freedom to explore, investigate and experiment using the five senses
- Cultivating children's curiosity about how and why things work and how things change
- Encouraging questioning, testing out of ideas and drawing conclusions
- Fostering children's excitement and pleasure in the awe and wonder of natural phenomena

Implementation

Science is valued and promoted through direct teaching and purposeful learning opportunities across different themes throughout the year.

We use planned themes and capitalise on unplanned moments that present themselves to talk about living things, materials and changes. These include natural objects, new life and recycling.

For each theme we have identified the scientific knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited. We cover the following themes:

- Ourselves: through this topic children will learn about changes and living things
- Around the World: through this topic children will learn about changes and living things
- Farmyard Hullabaloo: through this topic children will learn about changes and living things
- Buried Treasure: through this topic children will learn about living things and materials

In addition to Science being taught as a discrete subject, opportunities are also provided for children to practise and apply scientific knowledge and skills through investigation and exploration in all areas of the provision.

Investigation areas, inside and outdoors, are resourced with a range of scientific equipment and materials which offer opportunities for children to observe, investigate, explore and experiment.

Adults know the characteristics of a good scientist. They model technical language and scientific behaviours and attitudes encouraging children to ask questions, test out ideas, carry out investigations and draw conclusions.

Impact

By the end of Foundation Stage I can...

Name the parts of plants and animals	Talk about and recognise some materials	Talk about similarities and differences	Make a sensible prediction
Draw conclusions	Record findings	Talk about reversible and irreversible changes	Observe, notice and make comparisons
Carry out an investigation	Talk about the characteristics of weather and the seasons	Talk about how to look after the natural world	

Understanding the World: Past and Present

Intent

In Early Years we develop a chronological framework to help children understand where they and significant people and events sit in time by:

- Capitalising on children's innate desire to make sense of their own place in history
- Exploring the lives of people who are familiar to them comparing similarities and differences
- Introducing them to well known historical figures and events both within and beyond living memory
- Cultivating children's curiosity about people and events within and beyond their living memory
- Exploring historical information and artefacts to ask questions and draw conclusions

Implementation

History is valued and promoted through direct teaching and purposeful learning opportunities across different themes throughout the year.

We use planned themes and capitalise on unplanned moments that present themselves to talk about artefacts and significant events to develop a conceptual understanding of the passing of time. These include birthdays, recent events and experiences and well known points in history.

For each theme we have identified the historical knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited. We cover the following themes:

- Ourselves: through this topic children will understand their own place in history
- Celebrations and Festivals: through this topic children will learn about significant people and events in history e.g. Guy Fawkes
- To the Stars and Back Again: through this topic children will learn about significant people and events in space travel
- Farmyard Hullabaloo: through this topic children will learn about how things have changed over time and look closely at Royal/family Weddings from the past and present

Within the provision a timeline is developed as children find out about and plot significant points in their own history and wider historical events. This visually exemplifies the passing of time, the sequencing of events and their own place in history.

Children are encouraged to share historical artefacts and events from the past. Adults know and understand historical language. They take every opportunity to model historical vocabulary and teach historical skills encouraging children to ask questions, compare similarities and differences and draw conclusions.

Impact

By the end of Foundation Stage I can...

Talk about myself in a historical sense e.g. this year I am 4, next year I will be five, last year I was 3	Talk about significant historical people and events	Use time vocabulary	Sequence events in the right order
Talk about the roles people have in society	Recall historical facts	Use information in books to talk about life in the past	Compare similarities and differences
Draw conclusions about what I have found out	Ask questions to find out more	Use comparative language of the past, present and future	

Understanding the World **People, Culture and Communities**

Intent

In Early Years we capitalise on children's fascination and interest in their surroundings and the world in which they live by:

- Encouraging an appreciation of the natural world and recognising its similarities and differences
- Fostering a sense of awe and wonder about the world in which they live
- Developing an appreciation of other people, their communities and their traditions
- Enhancing children's sense of responsibility for the care of their own environment and the impact it has on the whole world

Implementation

Understanding the World is valued and promoted through direct teaching, purposeful learning opportunities and first hand experiences (e.g. Welly Walks).

We use planned themes alongside first hand experiences and capitalise on unplanned moments that present themselves to talk about places, communities and the natural world, to develop an appreciation of the world in which they live. These include where they live and their school, their local community and interesting local places e.g. parks, The Holy Well, library.

For each theme we have identified the geographical knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited. We cover the following themes:

- Ourselves: through this topic children will learn about their local community
- Celebrations and Festivals: through this topic children will learn about and compare different celebrations
- Around the World: through this topic children will learn about the features of specific locations
- Buried Treasure: through this topic children will learn about the natural world and our role in helping to look after the environment

Within the provision we ensure that children have constant access to world and local maps and globes and understand how to use them. We make connections with children's first hand experiences to exemplify where children live, where they have visited, holidays they have had, wider global events and countries they have found out about.

Children are encouraged to expand their knowledge of the natural world by capitalising on every opportunity to explore and experience the outdoors. Adults know and understand geographical language. They take every opportunity to model geographical vocabulary and teach geographical skills encouraging children to ask questions, noticing and comparing similarities and differences and expressing opinions.

Impact

By the end of Foundation Stage I can...

Talk about what it is like to live in this country	Talk about the similarities and differences between people's religions and cultures	Talk about what it is like to live in another country	Compare similarities and differences
Use a simple map to find out information	Talk about where I live and the key features of the local environment	Talk about the key features of different places and different countries	Talk about the key features of the country I live in

Physical Development

Intent

In Early Years, we nurture children's strong need and desire to be physically active, which builds the foundations for other areas of their development by:

- Building children's strength, stamina, balance, co-ordination and dexterity
- Developing a range of large and small movements, which they can control
- Improving and refining children's control and manipulation of a variety of tools
- Instilling a sense of confidence in children's own physical abilities enabling them to negotiate spaces
- Promoting independence by teaching them to make decisions and choices that will keep them healthy and safe

Implementation

Adults have a sound knowledge and deep understanding of physical development and the key aspects of gross and fine motor skills. They know that fine motor development relies on children having well developed gross motor strength and recognise the strong links between physical development and the ability to control and manipulate writing tools. Within the environment, adults actively encourage children to build their strength, stamina, balance, co-ordination and dexterity.

Physical Development is valued and promoted through:

- Weekly PE sessions.
- Capitalising on transition times to promote gross motor skills e.g. stand in the line on one leg.
- Setting up a Finger Gym and a Fastening Station which offer weekly challenges that develop wrist and finger strength, finger isolation and pincer grip.
- Equipping the provision with stools and different vertical surfaces to promote core strength, wrist strength and crossing the midline.
- Situating a Tool Station in the centre of the provision offering a wide variety of mark making tools and equipment e.g. hole punches, staples, treasury tags and paperclips to support the development of muscle strength and the control and manipulation of real tools.
- Providing authentic resources throughout the provision e.g. real kitchen equipment.
- Using the outdoor area daily for Physical Development where small apparatus is organised, displayed and available for children to use independently.
- Setting up a mini gym and yoga station which are equipped with resources that enable children to develop their strength, stamina, balance and co-ordination.
- Equipping the outdoor area with a base layer of resources to promote balance and upper body strength e.g. balance bikes, scooters, wheeled vehicles, wheelbarrows, buckets and weighty objects.

Impact

By the end of Foundation Stage I can...

Demonstrate strength and stamina	Demonstrate upper body strength	Balance using my core stability
Control a variety of tools	Use a tripod grip	Draw with accuracy
Cross the mid-line	Move in a variety of ways	Negotiate space and obstacles safely
Co-ordinate both sides of my body to do different things at the same time	Throw, catch and kick a ball	

Personal, Social and Emotional Development

Intent

In Early Years we create a supportive and nurturing climate and ethos which provides children with a sense of safety, security, belonging and self worth by:

- Establishing and developing mutually respectful relationships with and between adults and children
- Understanding children's idiosyncrasies, qualities and attributes so they feel valued and develop positive attitudes towards themselves and others
- Knowing and understanding children's family contexts and dynamics
- Setting rules, establishing boundaries, following routines and explaining consequences
- Modelling and explaining behaviours and emotions and how to manage and resolve conflict
- Empowering children to be independent enabling them to make informed choices and decisions
- Using praise to build confidence

Implementation

Personal, Social and Emotional Development is highly valued and underpinned by British values. Children's emotional well being thrives when they have positive and strong relationships with adults and other children. This starts with a clear and robust transition programme. Information is collected about each child through home visits, stay and play sessions, visiting other settings and discussions with parents, carers and key workers. This information is used to inform the design of the environment and helps to focus the learning in the first few weeks of term.

- On entry quality time is spent establishing clear structures, routines and boundaries.
- The timetable is planned so that children get to know their new environment, make new friends and build trusting relationships with adults.
- The environment is set up to promote independent learning encouraging children to make their own informed decisions and choices.
- Praise and mutual respect are corner stones of the behaviour policy and are used to create a positive ethos where children feel equally valued, safe and develop high self esteem.
- Rules are explained and visually displayed so that children understand that actions can have consequences and begin to learn to manage their own behaviour.
- Circle Time is used for direct teaching of British Values and specific Personal, Social and Emotional knowledge e.g. bullying, keeping safe, understanding emotions. We use Jigsaw as a starting point to support us deliver a well planned and progressive PSHE curriculum that leads into Year 1 and the rest of the school.

Adults understand how to create a nurturing climate and ethos by:

- Providing good role models of how a good citizen should behave
- Demonstrating how to be a good friend
- Showing respect and fairness and are consistent in their approach
- Listening carefully to children, responding to their needs, helping them

Impact

By the end of Foundation Stage I can...

Make positive relationships	Share and take turns	Follow instructions
Persevere	Focus my attention	Express and talk about emotions
Follow rules and manage my own behaviour	Dress and undress	Wait for my turn
Compromise and negotiate to resolve conflicts	Manage risks and keep myself safe	Manage my own personal hygiene

Literacy: Reading

Intent

In Early Years, we develop enthusiastic emerging readers, who take delight in listening to stories, enjoy reading for pleasure and knowing how to use text to find out information by:

- Teaching early knowledge and skills of reading
- Fostering a love of books by sharing and talking about texts
- Immersing children in sounds, words, rhythm, rhyme and song
- Modelling the pleasure and joy that books provide
- Demonstrating that text has meaning
- Showing the characteristics of a fluent reader

Implementation

Reading and the enjoyment of books is highly valued and promoted through daily direct teaching in the form of Phonic sessions, Story and Rhyme Time and listening to children read. Opportunities for children to read within the provision and across the curriculum are also planned for and capitalised on.

During the planning process, careful consideration is given to the next steps in learning and how this links with phonics and what key texts will be used.

- For each theme a key text is carefully identified and explored in detail to help children become familiar with its structure and content.
- Supporting texts are also used to expand children's knowledge and fire their imagination.
- New and ambitious vocabulary we want children to read is identified and displayed in the environment in the form of words and sentences.
- To help children make connections across their learning, each area of the provision is also equipped with relevant fiction and non-fiction texts for children to reference knowledge and stimulate ideas.

A Reading Area is situated within the provision. It offers a selection of fiction and non-fiction material and resources connected to the theme, texts from the reading scheme and familiar rhymes and stories. The resources are carefully selected and organised on open shelves so that they are visually inviting to children and adults and allow for thoughtful choices.

Adults have a sound knowledge and deep understanding of reading development. They:

- Recognise the strong links between reading and phonics and how these life long skills enable children to develop knowledge in other subjects.
- Draw children's attention to text.
- Demonstrate that text has meaning, model the enjoyment of reading and support the application of phonic knowledge and skills.
- Actively encourage children to become familiar with the stories and rhymes they have heard through role play, small world play and favourite books.

Impact

By the end of Foundation Stage I can...

Read from left to right and top to bottom

Segment and blend

Talk about what I have read

Make a link between graphemes and phonemes

Understand what I have read

Predict what might happen in a story

Read some common regular and irregular words with some fluency

Retell stories I have heard

Use vocabulary from books in my talk and writing

Literacy: Writing

Intent

In Early Years, we develop enthusiastic emerging writers, who have an enduring and positive attitude to writing, who can form letters and words and who can draw from a rich store of language and imaginative ideas by:

- Valuing the different ways that children make marks
- Teaching the physical skills, which will enable them to control and manipulate writing tools
- Teaching how phonemes are represented through graphemes
- Teaching letter formation
- Providing children with genuine reasons to write
- Ensuring that writing tools and materials are readily available
- Modelling the pleasure and purpose of writing
- Immersing children in an environment of print e.g. vocabulary, sentences, books, labels • Developing children's vocabulary by rehearsing orally what they are going to write

Implementation

Writing is valued and promoted through daily direct teaching and purposeful learning opportunities across all subjects and all areas of provision.

- During the planning process, careful consideration is given to the next steps in learning and how children can rehearse and refine their writing skills.
- New and ambitious vocabulary we want children to learn and use is identified and displayed in the environment in the form of words and sentences.
- A Literacy Tool Station is situated in the centre of the provision offering a wide variety of mark making tools and materials.
- Vertical surfaces, such as white boards and easels, are also available indoors and outside e.g. big black.
- Each area of the provision is equipped with relevant writing resources.
- We use sensory experiences to develop children's confidence and enjoyment in early writing skills. We encourage them to mark make in positions where they feel most comfortable e.g. standing, lying, whilst they are developing their core stability.

Adults have a sound knowledge and deep understanding of child development and they recognise the strong links between physical and communication skills and emerging writers. Within the environment, adults actively encourage children to practise and develop gross and fine motor skills and oral communication in readiness for writing. By modelling, suggesting and encouraging they promote ways in which children can record their ideas in different ways.

We recognise and use the links across Literacy between reading, spelling and writing. We ensure that children are immersed in different genres of books promoting an enjoyment of reading, extending their vocabulary and cultivating their imagination. We deliver a daily phonics session following (*Read, Write Inc*) developing fluency and helping children to make connections between reading and writing.

Impact

By the end of Foundation Stage I can...

Control and manipulate a writing tool	Use a tripod grip	Hold a sentence in my head
Use some capital letters and full stops in my writing	Leave spaces between words	Draw on a rich store of language in my writing
Use and talk about the features of different types of writing	Spell regular and irregular words	Use imaginative ideas in my writing
Write a sentence or a series of connected sentences that can be read by others	Form lower case and upper case letters correctly using anticlockwise movements and retracing vertical lines	