

Blossom Federation

Daubeney, Sebright and Lauriston



Early Years Foundation Stage Policy

April 2024



Lauriston School

AIMS

We believe that the early years are absolutely vital for children's development. We strongly believe in learning through structured play as well as personalised learning focussing on communication and social and emotional skills. Children in the early years are prepared for a lifelong love of learning and success no matter what.

Our Blossom Federation's aim is to provide the highest quality care and education for all our children, thus giving them a strong foundation for their future learning.

We provide a safe and happy environment supporting children in a stimulating and purposeful learning experience enabling children to develop confidence and independence.

We work in partnership with parents, ensuring all children's individual needs are met and supporting all children to reach their full potential.

This policy now also references Two Year Olds, as we are opening a small provision at Daubeney Primary School this term.

Two Year Old Provision at Daubeney

From April 2024, Daubeney Nursery will admit a small group of two year olds before expanding this wider in the Autumn Term. This was a requirement of the school when the LA designated Daubeney a Child and Family Hub.

Principles into practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning.
- Continually observe and assess children to support in planning challenging learning experiences.
- Plan for opportunities that are adult-initiated and child-initiated.
- Promote equality of opportunity and anti-discriminatory practice, providing early intervention for those children who require additional support.
- Work alongside parents and within the wider context.
- Provide a secure and safe learning environment indoors and out.

The Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning, enabling the children to achieve and exceed the early learning goals.

We believe that play, both indoors and outdoors are the fundamental ways in which young children learn. Through play, in a secure environment with effective adult support, children can:

- Explore, develop and represent learning experiences that help them make sense of the world
- Enjoy learning.
- Practice and build up ideas, concepts and skills.
- Learn how to control impulses and understand the need for rules.
- Be alone, be alongside others or cooperate as they talk or rehearse their feelings.
Take risks and make mistakes.
- Think creatively and imaginatively.

- Communicate with others as they investigate or solve problems.
- Express fears or relive experiences in controlled and safe situations.

Characteristics of Effective Learning

We believe that children become lifelong learners from a strong start to their school career. We focus on the process, not the outcome. Practitioners constantly refer to the characteristics of effective learning when planning, playing and resourcing the Early Years setting.

Playing and Exploring – Engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active Learning – Motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and Thinking Critically – Thinking

- Having their own ideas
- Making links
- Choosing ways to do things

These characteristics are also featured on the end of year report that is given to parents and shared with their new Year 1 teacher in order for them to get an idea of how each individual child learns best.

The Early Years Foundation Stage is based around four Key Themes, three Prime areas of Learning and four Specific Areas of Learning

The themes:

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

Each theme is linked to an important Principle:

A Unique Child: Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships: Children learn to be strong and independent from a base of loving and secure

relationships with parents and/or a key person.

Enabling Environments: The environment plays a key role in supporting and extending children's development and learning.

Learning and Development: Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

Two Year Olds

Communication and Language	Communication and Language	Physical Development
<ul style="list-style-type: none"> Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. Watch someone's face as they talk. Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements. Enjoy singing, music and toys that make sounds. Recognise and are calmed by a familiar and friendly voice. Listen and respond to a simple instruction. 	<ul style="list-style-type: none"> Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). 	<ul style="list-style-type: none"> Lift their head while lying on their front. Push their chest up with straight arms. Roll over: from front to back, then back to front. Enjoy moving when outdoors and inside.
<ul style="list-style-type: none"> Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). Babble, using sounds like 'ba-ba', 'mamama'. Use gestures like waving and pointing to communicate. 	<h3 style="background-color: #e91e63; color: white; padding: 2px;">Personal, Social and Emotional Development</h3> <ul style="list-style-type: none"> Find ways to calm themselves, through being calmed and comforted by their key person. Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Find ways of managing transitions, for example from their parent to their key person. Thrive as they develop self-assurance. Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. Feel strong enough to express a range of emotions. Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". 	<ul style="list-style-type: none"> Sit without support. Begin to crawl in different ways and directions. Pull themselves upright and bouncing in preparation for walking. Reach out for objects as co-ordination develops. Eat finger food and develop likes and dislikes. Try a wider range of foods with different tastes and textures. Lift objects up to suck them. Pass things from one hand to the other. Let go of things and hands them to another person, or drops them. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Begin to walk independently – choosing appropriate props to support at first. Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Develop manipulation and control. Explore different materials and tools. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Learn to use the toilet with help, and then independently.
<ul style="list-style-type: none"> Reach or point to something they want while making sounds. Copy your gestures and words. Constantly babble and use single words during play. Use intonation, pitch and changing volume when 'talking'. 		
<ul style="list-style-type: none"> Reach or point to something they want while making sounds. Copy your gestures and words. Constantly babble and use single words during play. Use intonation, pitch and changing volume when 'talking'. 		
<ul style="list-style-type: none"> Understand single words in context – 'cup', 'milk', 'daddy'. Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. 		
<ul style="list-style-type: none"> Understand simple instructions like "give to mummy" or "stop". Recognise and point to objects if asked about them. 		
<ul style="list-style-type: none"> Generally focus on an activity of their own choice and find it difficult to be directed by an adult. 		
<ul style="list-style-type: none"> Listen to other people's talk with interest, but can easily be distracted by other things. 		
<ul style="list-style-type: none"> Can become frustrated when they can't make themselves understood. Start to say how they are feeling, using words as well as actions. 		
<ul style="list-style-type: none"> Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. 		
<ul style="list-style-type: none"> Use the speech sounds p, b, m, w. Are usually still learning to pronounce: <ul style="list-style-type: none"> -l/r/w/y -s/sh/ch/dz/j -f/th -multi-syllabic words such as 'banana' and 'computer' 		

Literacy
<ul style="list-style-type: none"> Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing.
<ul style="list-style-type: none"> Enjoy sharing books with an adult. Pay attention and responds to the pictures or the words. Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props.
<ul style="list-style-type: none"> Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
<ul style="list-style-type: none"> Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy". Make marks on their picture to stand for their name.

Mathematics
<ul style="list-style-type: none"> Combine objects like stacking blocks and cups. Put objects inside others and take them out again.
<ul style="list-style-type: none"> Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items.
<ul style="list-style-type: none"> Compare amounts, saying 'lots', 'more' or 'same'. Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
<ul style="list-style-type: none"> Count in everyday contexts, sometimes skipping numbers - '1-2-3-5'.
<ul style="list-style-type: none"> Climb and squeezing selves into different types of spaces. Build with a range of resources. Complete inset puzzles.
<ul style="list-style-type: none"> Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
<ul style="list-style-type: none"> Notice patterns and arrange things in patterns.

Understanding the World
<ul style="list-style-type: none"> Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside.
<ul style="list-style-type: none"> Explore and respond to different natural phenomena in their setting and on trips.
<ul style="list-style-type: none"> Make connections between the features of their family and other families.
<ul style="list-style-type: none"> Notice differences between people.

Expressive Arts and Design
<ul style="list-style-type: none"> Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds.
<ul style="list-style-type: none"> Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound-makers and instruments and play them in different ways.
<ul style="list-style-type: none"> Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
<ul style="list-style-type: none"> Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
<ul style="list-style-type: none"> Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.
<ul style="list-style-type: none"> Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.

Nursery

Communication and Language
<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time.
<ul style="list-style-type: none"> Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
<ul style="list-style-type: none"> Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
<ul style="list-style-type: none"> Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying: <ul style="list-style-type: none"> some sounds: r, j, th, ch, and sh multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
<ul style="list-style-type: none"> Use longer sentences of four to six words.
<ul style="list-style-type: none"> Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Personal, Social and Emotional Development
<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community.
<ul style="list-style-type: none"> Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.
<ul style="list-style-type: none"> Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
<ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.
<ul style="list-style-type: none"> Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
<ul style="list-style-type: none"> Begin to understand how others might be feeling.

Physical Development
<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.
<ul style="list-style-type: none"> Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
<ul style="list-style-type: none"> Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
<ul style="list-style-type: none"> Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
<ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand.
<ul style="list-style-type: none"> Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.

Literacy
<ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> print has meaning the names of the different parts of a book print can have different purposes page sequencing we read English text from left to right and from top to bottom
<ul style="list-style-type: none"> Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother
<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary.
<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name.
<ul style="list-style-type: none"> Write some letters accurately.

Mathematics
<ul style="list-style-type: none"> Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
<ul style="list-style-type: none"> Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.
<ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.
<ul style="list-style-type: none"> Understand position through words alone – for example, "The bag is under the table," – with no pointing.
<ul style="list-style-type: none"> Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.
<ul style="list-style-type: none"> Make comparisons between objects relating to size, length, weight and capacity.
<ul style="list-style-type: none"> Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc.
<ul style="list-style-type: none"> Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Understanding the World
<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.
<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history.
<ul style="list-style-type: none"> Show interest in different occupations.
<ul style="list-style-type: none"> Explore how things work.
<ul style="list-style-type: none"> Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.
<ul style="list-style-type: none"> Explore and talk about different forces they can feel.
<ul style="list-style-type: none"> Talk about the differences between materials and changes they notice.
<ul style="list-style-type: none"> Continue to develop positive attitudes about the differences between people.
<ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Expressive Arts and Design
<ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with different buildings and a park.
<ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.
<ul style="list-style-type: none"> Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
<ul style="list-style-type: none"> Explore colour and colour-mixing.
<ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.
<ul style="list-style-type: none"> Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know.
<ul style="list-style-type: none"> Play instruments with increasing control to express their feelings and ideas.

Reception

Literacy
<ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> print has meaning the names of the different parts of a book print can have different purposes page sequencing we read English text from left to right and from top to bottom
<ul style="list-style-type: none"> Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother
<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary.
<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page, write 'm' for mummy. Write some or all of their name.
<ul style="list-style-type: none"> Write some letters accurately.

Mathematics
<ul style="list-style-type: none"> Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
<ul style="list-style-type: none"> Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.
<ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.
<ul style="list-style-type: none"> Understand position through words alone – for example, 'The bag is under the table,' – with no pointing.
<ul style="list-style-type: none"> Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.
<ul style="list-style-type: none"> Make comparisons between objects relating to size, length, weight and capacity.
<ul style="list-style-type: none"> Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc.
<ul style="list-style-type: none"> Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'...

Understanding the World
<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.
<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history.
<ul style="list-style-type: none"> Show interest in different occupations.
<ul style="list-style-type: none"> Explore how things work.
<ul style="list-style-type: none"> Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.
<ul style="list-style-type: none"> Explore and talk about different forces they can feel.
<ul style="list-style-type: none"> Talk about the differences between materials and changes they notice.
<ul style="list-style-type: none"> Continue to develop positive attitudes about the differences between people.
<ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Expressive Arts and Design
<ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
<ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.
<ul style="list-style-type: none"> Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
<ul style="list-style-type: none"> Explore colour and colour-mixing.
<ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.
<ul style="list-style-type: none"> Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know.
<ul style="list-style-type: none"> Play instruments with increasing control to express their feelings and ideas.

Literacy
<ul style="list-style-type: none"> Read individual letters by saying the sounds for them.
<ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
<ul style="list-style-type: none"> Read some letter groups that each represent one sound and say sounds for them.
<ul style="list-style-type: none"> Read a few common exception words matched to the school's phonic programme.
<ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
<ul style="list-style-type: none"> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
<ul style="list-style-type: none"> Form lower-case and capital letters correctly.
<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s.
<ul style="list-style-type: none"> Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
<ul style="list-style-type: none"> Re-read what they have written to check that it makes sense.

Mathematics
<ul style="list-style-type: none"> Count objects, actions and sounds.
<ul style="list-style-type: none"> Subitise.
<ul style="list-style-type: none"> Link the number symbol (numeral) with its cardinal number value.
<ul style="list-style-type: none"> Count beyond ten.
<ul style="list-style-type: none"> Compare numbers.
<ul style="list-style-type: none"> Understand the 'one more than/one less than' relationship between consecutive numbers.
<ul style="list-style-type: none"> Explore the composition of numbers to 10.
<ul style="list-style-type: none"> Automatically recall number bonds for numbers 0–10.
<ul style="list-style-type: none"> Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
<ul style="list-style-type: none"> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
<ul style="list-style-type: none"> Continue, copy and create repeating patterns.
<ul style="list-style-type: none"> Compare length, weight and capacity.

Understanding the World
<ul style="list-style-type: none"> Talk about members of their immediate family and community.
<ul style="list-style-type: none"> Name and describe people who are familiar to them.
<ul style="list-style-type: none"> Comment on images of familiar situations in the past.
<ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past.
<ul style="list-style-type: none"> Draw information from a simple map.
<ul style="list-style-type: none"> Understand that some places are special to members of their community.
<ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways.
<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries.
<ul style="list-style-type: none"> Explore the natural world around them.
<ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside.
<ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live.
<ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them.

Expressive Arts and Design
<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.
<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses.
<ul style="list-style-type: none"> Watch and talk about dance and performance art, expressing their feelings and responses.
<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody.
<ul style="list-style-type: none"> Develop storylines in their pretend play.
<ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups.

A Summary of how we teach the EYFS Areas of Learning

Prime Areas

1. Personal, Social and Emotional Development – Crucial for all aspects of life which will give the children the best opportunity for success in all other areas of learning. Each child needs a positive sense of him/herself and respect for others. This involves covering the areas of self-regulation, managing self and building relationships.

2. Physical Development – Developing skills involved with moving and handling. Will improve coordination, control, manipulation and movement. It helps children to gain confidence and feel positive about being healthy and active. This promotes a positive feeling of well being, and knowledge of health and self-care. Children will be given the opportunity to develop their gross motor skills and fine motor skills in the Early Years environments.

3. Communication and Language - Children will develop confidence in listening, attention, understanding and speaking in a variety of settings and purposes.

Specific Areas of Learning

1. Literacy – Children will learn to read, using different strategies. They will demonstrate understanding when talking with others about what they have read. Children will use their phonic knowledge to write words in ways, which match their spoken sounds. They will then progress to writing simple sentences, which can be read by themselves and others. Daily phonics sessions are planned and taught following Blossom Phonics. Daily supported reading is introduced in the second half of the Spring Term. These sessions will develop the child's word reading skills and through quality stories and questioning, will also develop their comprehension skills. A systematic and consistent approach to handwriting will help with letter formation, moving on to writing simple phrases and sentences that can be read by others.

2. Mathematics – They will develop confidence and competence in learning and using key skills. This includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers and numerical patterns. The strategy of teaching mathematics follows the approach laid out by 'White Rose Maths'.

3. Understanding the World – Through immersive and interactive topics, children will learn about the past and present and talk about the lives of people around them. They will develop an understanding of the natural world as well as experience many different cultures, communities and people.

4. Expressive Arts and Design – Exploring and using media and materials is fundamental to successful learning. It enables children to make connections and extend their thoughts, feelings and understanding. It will include art, music, dance, role-play and imaginative activities.

Children have the opportunity to engage in whole group and small group activities which increase in quantity and length as they progress through the EYFS.

Timetable

1. Daily phonics sessions follow the progression using Blossom Phonics resources. Resources, banded books and techniques used in 'Jolly Phonics' and 'Read Write Inc' are used to supplement the phonics sessions.
2. Daily handwriting sessions that focus on fine motor skills, letter formation and applying skills learnt

in phonics sessions. Please refer to the Blossom Federation Handwriting Scheme for further details.

3. Whole group mathematics sessions four times a week progressing through the EYFS framework and supported by the 'White Rose' mathematics scheme.
4. Literacy, communication and language whole group sessions five times a week. Focusing on developing spoken language, grammar, vocabulary and understanding of concepts.
 - Reading is delivered in an enjoyable and accessible way by utilising quality texts and age appropriate early reading books. The teacher changes the books in the book bags once a week and dialogue with the parents is evident through the reading records. Children learn the first high frequency words through games and flash cards.
 - Writing is encouraged through play and choosing activities. Teachers also plan and deliver focused writing sessions, which enable children to work on individual targets.
 - Communication and language is at the forefront of all subjects and children are taught to talk through their ideas, feelings, and thoughts with a friend, adult or in front of the class. d. The children follow techniques and lessons as recommended by the Launchpad of Language programme.

The curriculum is delivered using a play-based approach as outlined by the EYFS guidelines with a focus of applying skills learnt during group sessions.

We plan a balance between children having time and space to engage in their own child initiated activities and those planned by adults. During children's play, early years practitioners interact with the children to stretch and challenge children further.

The environment is challenging and stimulating to encourage children to free- flow between inside and out. Resources are accessible for the children to use to encourage continuous provision.

Outdoor Play

Movement is a child's most natural form of expression and should be an essential part of their everyday experience.

Carefully planned outdoor play experiences support all children to find out about themselves and their capabilities. It helps develop self-confidence, independence and lays the foundations for a healthy life. Continuous provision resources will be made available daily for children to encourage children to play, learn and explore in a variety of ways.

The opportunity to play outside, throughout the year, in all different kinds of weather is as important as playing inside. We will endeavour to use the outdoor areas every day.

The role of practitioner outside should:

- Support children's learning through outdoor activities.
- Extend and support children's spontaneous play.
- Planning and resourcing a challenging environment
- Develop children's language and communication in their play.
- Observe children and adapt provision.

The provision outside should show clear links to the indoor curriculum and build on children's interests.

Key Person

All staff aim to form a good relationship with all children within the Foundation Stage. Quality interaction is very important, interacting positively with them and taking time to listen to them.

In Nursery, including the Two Year Olds, a child can be assigned to a key person. This enables children and staff to form close relationships with each other. Thus, providing a sense of security in supporting the children to become confident, independent and capable young learners. The role of the key person is to ensure individual children's needs are met and building a relationship with the children's parents/carers.

Our Early Years Leaders are as follows:

Daubeney	Sebright	Lauriston
Seema Bibi	Laurion Burrows	Deirdre Gormley

Observation and Assessment

Assessment

The progress check at age two must be undertaken. Like all assessment processes, the two year old check helps celebrate a child's development and progress. The focus is on the three prime areas of learning and development in the EYFS, but also on how the child learns and on the specific areas of learning and development in the EYFS.

Children are observed and assessed during their first two weeks by the teachers and staff members working in the EYFS. This information is then used to drive planning and prepare activities to cater to all the needs of the children in the year group. A Leuven Scale of wellbeing and involvement is completed for each child in the setting.

Children in Reception will complete the Reception Baseline Assessment (RBA) from the Department for Education within the first six weeks after entering reception.

Classes will have Pupil Progress Meetings in Autumn 2 addressing the results found in the Baseline Assessments. By the end of each term, Reception teachers will complete the learning overview in line with Development Matters. Teachers will continually assess the children in line with the Early Learning Goals to gauge whether children are on track for their age expected levels.

Learning Portfolios

Each child in Nursery and Reception have their own learning portfolio including the Two Year Olds. This is a record of their learning, achievements and activities. In Nursery and Reception, the Early Years team takes photographs of children's achievements, play and learning which contribute to their learning portfolios. Children then comment on their pictures and their own words are recorded in their learning portfolios. Their words are scribed by the adults in the room and written in blue pen.

Parents are encouraged to comment in their learning portfolios. They can write their own observations and achievements from home or comment on their child's work. Parents are encouraged to write in red pen.

The Early Years team will write their observations and findings in their learning portfolios in green pen.

Children are to use their learning portfolios as their own evidence of their learning. They can put in any pictures, writing or work themselves and are encouraged to talk through their portfolio with adults in the classroom.

An end of year report summarising the achievements from the Early Years Foundation Stage Profile is sent to parents.

The profile data is discussed with the Year 1 teachers so that they can continue to help the children to achieve the early learning goals if they have not done so before they can access the KS1 curriculum. We record our observations in a variety of ways, "What the child can do" will be our starting point. These ongoing observations are used to inform the EYFS Profile and developmental matter bands. The child's progress is reviewed every term and discussed with parents.

Within the child's final term of Nursery or Reception, parents are provided with a report based on the child's progress. The parents are then given the opportunity to discuss these judgments with the teacher in preparation for Year 1.

Safety

Children's safety and welfare is paramount. The children are taught how to be safe, make choices and assess risks. We promote the good health of the children in our care in numerous ways including the provision of nutritious food and all children have school dinners. Every staff member also follows the set procedures when children become ill or have an accident. More information can be found in the Health and Safety policy.

Inclusion

We value all our children as individuals, irrespective of their ethnicity, home language, background, ability, culture, religion, or gender. The curriculum is planned so that all children's needs are met supporting children to achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

Parents as Partners

We recognise that working with parents/carers make a significant impact on their child's learning and we strive to form and maintain partnerships with them. Parents are invited to participate in their child's learning, supporting their children in class, at home and participating in workshops. Throughout the term parents are invited in for a conference with their child where they look through their learning portfolio and discuss their learning.

Formal meetings that are offered to parents include:

- An admission meeting to explain school and class routines.
- Home visits take place for every new pupil starting Nursery and reception. These could also be done as virtual or actual school visit interviews if required.
- Autumn and Spring term: parent's consultation to discuss progress and Foundation Stage Profile achievements.
- Summer term: parents receive a school report, reporting targets already being met and next steps on the Early Years Foundation Stage Profile.
- Links through learning activities as and when appropriate, e.g. invitations to support their child once a week in mark making/writing their name.

Transition

Before starting Nursery and Reception, class teachers organise home visits to meet each child individually in their own homes. The purpose of these visits is to get to know children in a safe and comfortable environment, gain knowledge of each child's development from the parents/carers and build good relationships. During the last half term children in reception will spend time in Year 1 with their new teachers and Nursery children will spend time in their new Reception class. This is to support the transition of changing classes and building relationships with their new teachers. Parents are invited to meet the new class teachers and provided with information regarding the new class and Curriculum.

Please refer to Appendix A for Settling in Policy.

APPENDIX A

SETTLING IN POLICY

POLICY STATEMENT

Children start school with a range of previous experiences and begin their school career with differing needs and at different stages of development. We need to ensure all needs are met and that starting school is an enjoyable, secure and positive experience for the children. Starting school can be an anxious time for both parents and children. We want to make this process as smooth as possible and quickly establish a close working partnership between home and school. We want staff to understand and implement this policy in order for the children to have an enjoyable and relaxed introduction to education.

AIMS

At the Blossom Federation of Daubeney, Sebright & Lauriston Schools, we aim to establish a positive partnership with families which will enable each child to settle into school quickly and happily. We acknowledge that each child is unique and aim to respond to the needs of each child in order to ensure that they settle into school quickly and happily.

OBJECTIVES

- For the School to be well prepared to admit children into Nursery and Reception Classes
- For the School to be well prepared to admit children at any stage of their school career.
- To set out clear and proper provision for the first days and weeks in school for each child.
- For parents/carers to have a clear understanding of the school's ethos and expectations in accordance with this Settling In Policy and the Admissions Policy.

For the children to:

- Feel happy and secure in order to develop their full potential.
- Feel valued and value others, developing positive relationships.
- Be independent, make decisions and explore the learning environment.

For all parent/carers to:

- Feel welcome and valued.
- Share information, working as partners for the benefit of their child's education.
- Understand the Early Years Foundation Stage and Key Stage One curriculum and procedures relating to admissions and settling in policies.

To establish a learning environment which:

- Is welcoming.
- Is safe and secure as well as being stimulating and exciting.
- Is appropriately resourced for both inside and outside classroom activities.
- Is organised to encourage independence.

EQUAL OPPORTUNITIES

We believe that it is the right of all children, parents and carers, regardless of ethnicity, gender, sexuality, disability, ability, linguistic, cultural or home background to be included in all aspects of

school life. Each child will be valued as an individual and individual needs with regard to settling in will be dealt with sensitively and in partnership with the child's parent or carer. Whenever possible translations will be available of all relevant documents and interpreters arranged for parents/children who have English as an additional language. The school ethos and environment must welcome and reflect families from different cultures and backgrounds.

IMPLEMENTATION

Children starting Nursery as Two Year Old (Daubeney)

- Are given the opportunity to visit the nursery in the term before they start at nursery
- Will receive a home visit. These will take place in the first weeks of the term they start. They are led by the class teacher who is accompanied by a nursery officer.
- Will be admitted into Nursery gradually over the first few weeks of term. Their stay each day will be gradually extended as they settle into their new class.
- Are to be praised on their first attempts and given challenges and activities appropriate to their observed stage of development.
- Are introduced to school routines. During the settling in period, children are allowed to explore and take part in activities at their own pace.
- Are encouraged to interact with other children and adults. In accordance with our Behaviour Policy, staff will spend time establishing positive relationships with children.

Children starting Nursery

- Are given the opportunity to visit the nursery in the Summer term before they start school.
- Will receive a home visit. These will take place in the first weeks of the Autumn term. They are led by the class teacher who is accompanied by a nursery officer.
- Will be admitted into Nursery gradually over the first few weeks of term. Their stay each day will be gradually extended as they settle into their new class.
- Are to be praised on their first attempts and given challenges and activities appropriate to their observed stage of development.
- Are introduced to school routines and are given clear instructions at the beginning of each session. During the settling in period, children are allowed to take part in activities at their own pace.
- Are encouraged to interact with other children and adults. In accordance with our Behaviour Policy, staff will spend time establishing positive relationships with children and will introduce them to school rewards and sanctions.
- Will attend part-time for the first week of their school career and then may stay for lunch in the second week and then full-time in the third week. Some children take slightly longer to settle into school and it may be appropriate to extend the part-time period for longer than the usual two weeks.

Children starting Reception

Children will be admitted as classes of thirty. They:

- Are given several opportunities to visit the classes in the Summer term before they start school.

- Will receive a home visit if they are new to the Blossom Federation of Daubeney, Sebright & Lauriston Schools Primary. These will take place in the first week of the term. This is led by one of the class teachers who will be accompanied by one of the nursery officers.
- Will be admitted into Reception gradually over the first few weeks of term. Their stay each day will be gradually extended as they settle into the new class.
- Children will stay until 11:30 for two days, till 1:00 for two days and then will likely attend full-time, depending on how they are settling. All decisions on settling will be taken with all members of staff and through daily discussion with the parents. Settling is discussed in detail at each child's home visit.
- Are to be praised on their first attempts and given challenges and activities appropriate to their observed stage of development.
- Are introduced to school routines and are given clear instructions at the beginning of each session. During the settling in period, children are allowed to take part in activities at their own pace.
- Are encouraged to interact with other children and adults. In accordance with our Behaviour Policy, staff will spend time establishing positive relationships with children and will introduce them to school rewards and sanctions.
- Some children take slightly longer to settle into school and it may be appropriate to extend the part-time period for longer than the usual two weeks.

Parents/Carers of children starting in EYFS:

- Are invited to visit their child's classrooms and meet the staff in the term before their child starts school. During this visit they will be given a 'welcome pack' containing relevant information and procedures related to their child starting school. [See Admissions Policy for details]
- Are offered a home visit prior to their children starting school. During the home visits parents and carers meet at least two of the staff working in their child's classroom and are given the opportunity to raise concerns and ask questions about their child starting school.
- Are invited to attend a curriculum evening in the Autumn Term. At this meeting, the Foundation Stage staff will highlight features of the Early Years Foundation Stage curriculum, and give advice on how parents may support their children's learning at home. It is an opportunity for parents to meet the full team.

EYFS and School Leadership Staff:

- Will spend time with new parents and children in order to welcome them into school.
- Provide a stimulating, welcoming learning environment for the children,
- Make observations to inform planning and conduct an on-entry assessment of the needs of each child.
- Should share and evaluate samples of children's work and observations in order to agree on a consistent approach in making these assessments.
- Carry out a series of observations to inform on-entry assessment within the first six weeks of schooling for each child in order to assess attainment across the areas of learning and to identify areas of concern.

Key Information

- We will give families a variety of information. This includes written information (including our welcome pack and policies), displays about children's learning, information evenings and

individual meetings with parents & carers.

- Before a child registers they can visit the setting for a tour with the Head Teacher.
- The EYFS Staff will ensure the registration forms and permission forms are all signed and completed and information shared with any of the team if necessary.
- We will arrange a series of settling in sessions which we recommend Parents and their child attends.
- We appreciate that parents & carers have different situations and staff will work with them to overcome any challenges and support their child in the best way we can.
- Children who have a period of absence may take time to settle again.
- When parents leave, we ask them to say and wave goodbye to their child, explaining in simple terms that they should have a great day and that they will be coming back. Staff use 'visual timetables' to support children with the routine of the day so that they can come to realise that after certain events, such as lunch or story time, the parent & carer will be coming back.
- All children are different and we will do all we can to support each child to settle in.
- They may cry for a while but if, when parents have gone, they stop straight away or if they become more distressed we will contact them to put their mind at ease or let them know.
- We would not let a child continue to cry inconsolably but ask that parents return if possible to settle them. Because very young children use their senses to investigate and feel secure, parents will be encouraged to bring in a muslin or favourite soft toy that has been washed at home, or put their perfume on so that their child has a familiar smell to feel safe and secure.
- Photos of family and parents can be displayed too, as they would at home.

MANAGEMENT ARRANGEMENTS

The EYFS Leader, in conjunction with the Executive Head Teacher, is responsible for reviewing the effectiveness of this policy.

All Staff are responsible for implementing procedures outlined in this policy.

Refer to other useful the Blossom Federation of Daubeney, Sebright & Lauriston Schools Primary School policies on our website:

- EYFS Policy
- Behaviour
- SEND
- Medical Needs
- Safeguarding & Child Protection
- Attendance
- Complaints
- Freedom of Information
- GDPR Policy
- Admissions

Robin Warren

April 2024

Review Date: September 2025

DISSEMINATION OF THE POLICY

The policy will be given to all members of staff and copies will be available for parents, including via the website.

PROCEDURES FOR MONITORING AND EVALUATION

The Executive Head Teacher, members of the senior management team and members of the curriculum leadership team, will monitor the policy.