



Tollerton Primary School

# EYFS

## Practice & Provision

This document provides an overview of our aims, principles and provision in the EYFS at Tollerton Primary School. It explains the actions we will take to achieve this within our provision. It outlines how we implement the **characteristics of effective learning** and the **7 features of effective practice**. As well as this, it details our **curriculum goals** and how they have been designed to be the foundation blocks to the KS1 and KS2 curriculum.



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## Aims

*"The education of even a very small child does not aim at preparing him for school but for life"*

**Maria Montessori, 1967**

At Tollerton Primary, we regard the EYFS as the foundation to a child's learning journey, through Key Stage 1 and 2 and into Key Stage 3. We believe that the reception year at Tollerton shouldn't be a separate entity to the rest of the school but the introduction to the TPS family. We want our children to enter the next stage of their education ready to tackle the challenges with confidence and a positive mindset. To prepare children for their future, we enable them to explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the reception year, all aspects of learning are brought together effectively through adult led, adult guided and child initiated playing and quality communication from positive role models. Our school vision and values underpin all that we do.

- ❖ Nurture all children to ensure they are well-rounded and offered both support and challenge to achieve their full potential.
- ❖ Engage children in a broad, balanced, and enriched curriculum.
- ❖ Celebrate diversity in all its forms so that children value themselves and others equally.
- ❖ Provide opportunities for children to develop resilience which will in-turn build self-esteem and self-confidence.

We strive to:

From the beginning of their time with us, children are encouraged to live by our school values as part of their well-being and self-development. We aim to work collaboratively to support our children in this.

We have a good understanding of our families and the community. They are supportive and keen to work with us to develop their children's education but many also juggle full time jobs and busy family lives. We try to identify where support is needed and build relationships with children and their families to work in collaboration. We know that our community lacks diversity and are critically aware that our children need to strengthen their awareness of difference and equality. Through our curriculum and story time we plan to meet the needs of all our children in an age appropriate and informative way.

**Take care** – Our children are given the independence to learn to take care of themselves, others, their belongings and the things they do.

**Perseverance** - Our high expectations encourage children to keep on trying when they find something difficult.

**Aspiration** - We have an enabling environment and provide possibilities which allows children to be confident explorers, giving them the opportunity to be motivated learners with a drive to achieve.

**Respect** – From their starting point we expect children to show understanding for others both through actions and discussions.

**Kindness** – We know that kindness, doesn't cost a thing. This essential life skill is embedded during the reception year through adults sharing positive examples and being excellent role models themselves.



## Principles

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

EYFS Framework 2021

**We base our principles on the four aspects of the EYFS:**

### **A Unique Child**

- The diversity of individuals and communities are respected and valued. We foster an inclusive practice.
- We understand that our youngest children are vulnerable. Their safety, wellbeing, both physically and mentally comes before anything else. If their wellbeing is in place, they are ready to learn.
- All children develop in individual ways and at different rates. We understand that all areas of development have equal importance and approach our practice holistically.

### **Positive Relationships**

- Establishing trusting relationships with our children and their families helps understand what our children need to do next on their developmental path. It helps us prepare them for their transition into KS1 and enable them to tackle challenges they may face. We have an 'open door' policy.
- As we build relationships with children it enables us to develop a picture of what they like and what motivates them. This ensures that we can plan and create opportunities which children enjoy and engage in.

### **Learning and development**

- All children are entitled to high quality learning and teaching. This prepares them, not just for their future educational journey at Tollerton but for life as well.
- Through play, children learn at their highest level. We ensure that children have extended periods to engage in play with their peers.
- Children's needs are identified early and we work with their interests in mind so that they can progress in all seven areas of learning and development.
- Different aspects of early learning require different approaches. Maths and phonics are taught sequentially where a solid understanding is required before moving on. Other areas of the curriculum are taught more holistically where children have the opportunity to build on knowledge they know.
- As children learn best through physical and mental challenge, we encourage active learning where possible. We provide opportunities for children to play with ideas in different situations, using various resources.

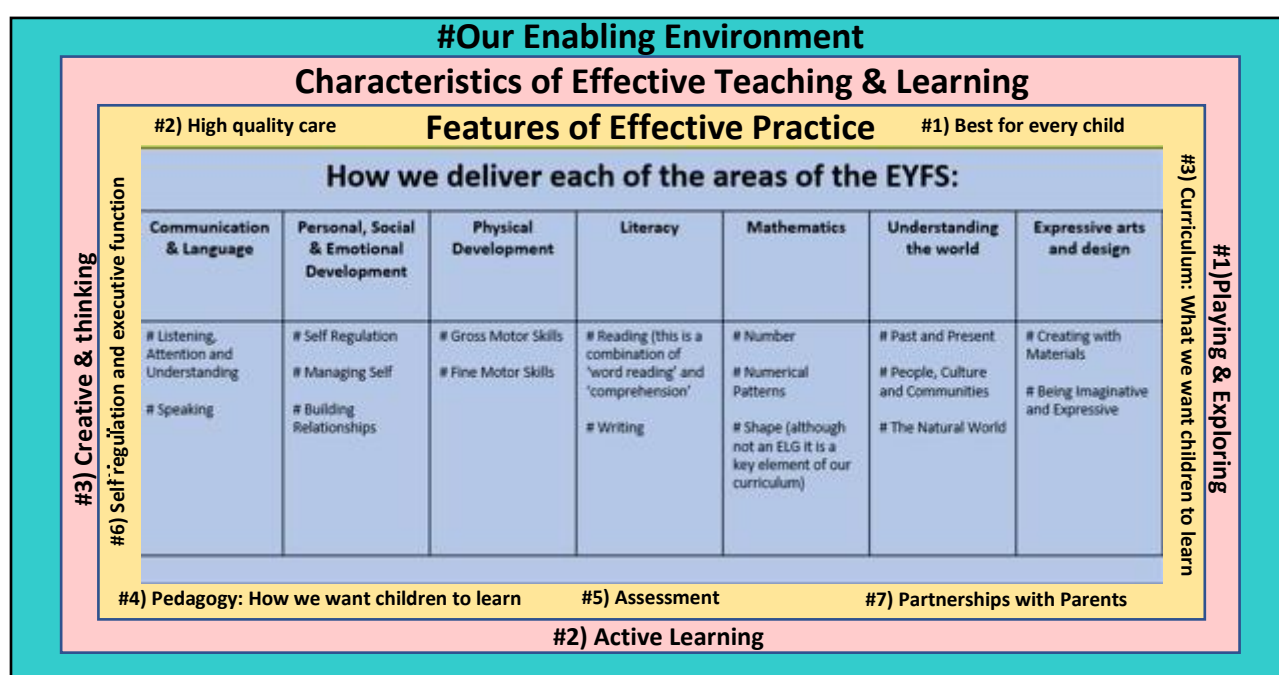
### **Enabling environments with teaching and support from adults**

- Children's happiness and enjoyment is our priority. We start with the child when we plan. We observe, assess and plan experiences and challenges that are achievable. We call it the wheel of assessment.
- Our environment supports children's learning and development through carefully considered safe spaces which encourages them to explore with confidence.
- We support every child through adult led and adult supported and child - initiated activities. We value each form of teaching with the same importance.
- Where possible we make links with our community and partnerships with individuals and settings. We believe that making a positive contribution to society from a young age will embed values as the children grow.



# Overview of Practice and Provision

Our EYFS Practice and Provision (how we implement and deliver our curriculum)



This is a top level overview of the elements of our practice and provision. For each element that has a # there is a more detailed document that sits underneath this overview.



# The Characteristics of Effective Learning

**“What children learn is important but how children learn is even more important if they are to become learners for life in today’s society. Governments are becoming more aware of the early years as the foundation for future life chances and achievements.”**

**Helen Moylett, 2011**

The characteristics of effective learning are the skills needed to help children learn how to learn. We ensure that they are woven through our curriculum and plan our environment to meet the needs of all children. Below we have mapped out how we aim to meet the children’s needs.

<b>Playing and Exploring</b> Being willing to have a go Finding out and exploring Using what they know in their play		
Building blocks that children will be learning to do	Provision and environment to promote and develop the building blocks	Role and actions of the adult
<ul style="list-style-type: none"> <li>• Explore their environment and be curious to find out more.</li> <li>• Reach for and accept objects. Make choices and explore different resources and materials.</li> <li>• Plan and think ahead about how they will explore or play with objects.</li> <li>• Show curiosity about objects, events and people.</li> <li>• Guide their own thinking and actions by talking to themselves while playing.</li> <li>• Make independent choices. Do things independently that they have been previously taught.</li> <li>• Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</li> </ul>	<p>Stimulating resources are freely available to children and they can access them when they wish</p> <p>Resources are allowed to be used in different and creative ways by children</p> <p>When appropriate guidance on how to engage with a resource or activity is available to pupils</p> <p>Make sure resources are relevant to pupils interests and needs</p> <p>Indoor and outdoor space is flexible and pupils can adapt it and take things from one area to another if needed/appropriate</p> <p>Opportunities for role play are available and promoted with high quality resources and guidance</p> <p>Some areas are calm and orderly to support pupils in concentrating when this is needed</p>	<p>Play alongside children and show own interest in learning and identifying new things</p> <p>Help children to do what they are trying to do without taking over. explain aloud thinking that identifies how to overcome problems</p> <p>Join in with play that children are undertaking, fitting in with their ideas and actively encouraging those who need it</p> <p>Model pretending that objects are something else and how to develop stories and activities</p> <p>Encourage children to try something new</p> <p>Help children identify risks and dangers</p> <p>Offer reassurance and reward when children lack confidence to try new things</p> <p>Pay attention to how individual children are engaging in activities (the challenges they face, their effort, thoughts, approach and enjoyment)</p>



<ul style="list-style-type: none"> <li>Respond to new experiences that you bring to their attention.</li> <li>Use my senses to explore the world.</li> </ul>	<p>First hand experiences are planned for and are frequent element of children's experiences and activities</p> <p>Small world resources and activities are varied and made attractive to all pupils</p> <p>Exploration tables/areas are created and these are used by adults to develop children's ability to explore and investigate</p> <p>Game type activities and resources are a key feature/element of continuous provision.</p>	<p>Talk about and show examples of how we get better at things by practising them lots and learning from mistakes and when things go wrong</p>
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<b>Active Learning</b> Being involved and concentrating Keep on trying Enjoying achieving what they set out to do		
Building blocks that children will be learning to do	Provision and environment to promote and develop the building blocks	Role and actions of the adult
Maintaining focus on their activity for a period of time  Showing fascination in things  Not being easily distracted  Paying attention to details  Persisting with activity when challenges occur  Showing a belief that more effort or a different approach will pay off  Bouncing back after difficulties  Showing satisfaction in meeting their own goal  Being proud of what they have accomplished and how they accomplished it  Enjoy meeting challenges for their own sake not just for external reward or praise	<p>Provide new and unusual things for the children to explore especially those that are linked to their interests</p> <p>Ensure a wide range of play and exploratory areas and activities are available to children</p> <p>Resource these areas with well-chosen resources that will stimulate focused activity and learning</p> <p>Notice what raises children's curiosity and provide stimuli and activities that match to this</p> <p>Ensure children have time and freedom to become deeply involved in activities</p> <p>To provide pictures and videos of the children persevering on tasks and previous activities to act as a motivator</p> <p>Keep significant and key activities and resources out for longer periods of time</p> <p>Ensure there is space for all children to contribute and take part in activities</p>	<p>Support children to choose their own activities and to identify how they will do them</p> <p>Stimulate children's interest through shared attention and to calm overstimulated children</p> <p>Help children to become aware of their own goal to make a plan and to review</p> <p>Describe what you see children trying to do and encourage them to talk about their own approaches and successes</p> <p>Be specific with praise, note effort and concentration and praise persistence and problem-solving</p> <p>Encouraging children to identify how others have been successful and to work together and share ideas</p> <p>Give reasons for doing things and talk about your own learning and the learning that is happening, not just direct children to do things</p>

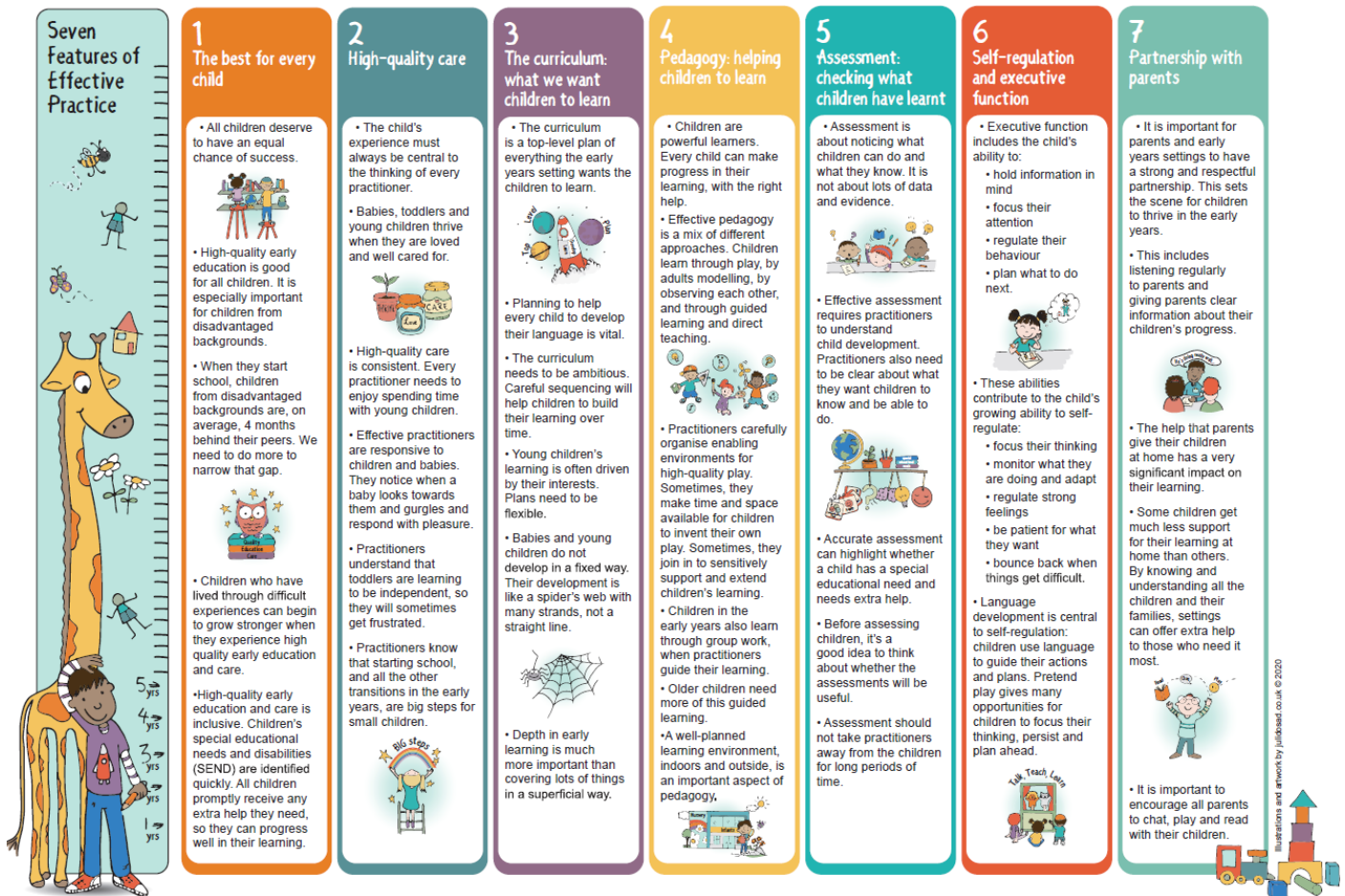


<b>Creating and Thinking Critically</b> Having their own ideas Using what they know to learn new things Choosing ways to do things and finding new ways		
Building blocks that children will be learning to do	Provision and environment to promote and develop the building blocks	Role and actions of the adult
Thinking of their own ideas  Finding ways to solve problems  Finding new ways to do things  Making links and noticing patterns and things that are similar  Making predictions  Testing their own ideas to find out  Starting to identify cause and effect  Planning: making decisions about how to approach a task, solve a problem and reach a goal  Checking how well things are doing part way through  Changing their planned approach as necessary  Reviewing how well something worked	When planning activity areas and individual activities ensure there is opportunity for children to find their own ways to represent and develop their ideas. Avoid children just reproducing and copying someone else's ideas completely  Provide opportunities for children to play with materials and explore them before using them in focus to plan or undertake tasks  Provide varied opportunities for play as these enable children to think creativity and flexibly to solve problems and to link ideas.  Establish enabling conditions for rich high-quality play such as: space, time, flexible resources, child choice, child control, warm and supportive relationships  Develop recognisable and predictable routines to help children to predict and make connections in their own experiences  Have established routines that can be flexible but are still always orderly and consistent  Provide linked experiences for the year that follow the ideas children are thinking about and have shared in previous activities and days.  Display visual mind maps that represent thinking and connections  Display pictures and examples of previous learning to help children make relationships and remember prior success and strategies	Use the language of thinking and learning words such as: "think, know, remember, forget, idea, make sense, plan, learn, find out, confused, figure out, and, trying to do"  Model being a thinker show that they don't always know an answer or what will happen  Explain their curiosity and how sometimes they can be puzzled and need to find out to understand  Encourage open-ended thinking by asking questions such as what else is possible  Respect children's efforts and ideas and reward them so they feel confident to take a risk with a new idea  Talk aloud to help children to think and control what they do. Model self-talk describing their own actions in play and exploration  Give children time to talk and think and don't always provide them with an answer immediately if they don't contribute  Value the questions and predictions children make  Remind children of previous approaches that have been either successful or unsuccessful and encourage them to make connections between what they are doing now and previous experiences  Model the creative process showing own thinking about some of the many possible things that could be done as a next step  Encourage children to describe problems they are encountering and to help others find solutions  Give feedback and help children to review their own actions and learning: talk with them about what they are doing, how they plan to do it, what worked well, and what were they would change next time  Model the plan do review process themselves by talking aloud





## How we implement the Seven features of effective practice



We treat every child as unique during their learning journey at Tollerton encouraging them to be resilient, capable, confident and self-assured. The Reception class environment facilitates the development of positive relationships with adults and children and it also enables children to become motivated, confident and independent learners developing important lifelong skills. We also welcome and encourage positive relationships with parents and carers and value their expertise and knowledge of their children.

Children continually have access to resources from the seven areas of learning and they are actively encouraged to self-select the activities they would like to undertake. This not only enthuses and motivates the children to explore and investigate but also helps them to develop skills of independence, negotiation and problem solving. Children are also taught and encouraged to demonstrate respect and responsibility for their environment and this involves taking care of equipment and resources both indoors and outdoors.

# Learning Together for Life



The following table demonstrates where we meet the 7 areas features of effective practice and how we implement them within our setting.

Seven Features of Effective Practice	Key strands of the feature of Effective Practice	What we do at Tollerton School to implement the feature of effective practice
The best for every child	Effective transition into and out of our setting	<p>Liaison with pre schools Meetings with parents Transition sessions/days Welcome to Tollerton School booklet Work with SENCO at pre school settings Work with specialist services for pupils identified with additional needs Initial provision and care plans for any individual pupils with appropriate staffing to enable access and provision for all Early identification and assessment of individual needs Specific units of work in the first half term focussed on developing detailed knowledge of the individual and the development of relationships and routines Progressive approach to provision and expectations that near the end of EYFS prepares children for Yr1 and the national curriculum</p>
	Expectations and aims	<p>Open ended planning and tasks that allow personalisation Clear progression models for core skills and knowledge Knowledge of children and identification of gaps and next steps Effective use of additional funding such as EYFSP to provide targeted support Any individual support and care plans are in place for the most vulnerable and these act upon the advice of specialist services Provision allows access for all and meets needs of all</p>
High quality care	Consistency of approach and expectations by all adults	<p>High quality professional development (ongoing cpd including appraisal) for all with a focus on child development and the early stages of learning Clear boundaries and routines following school's behaviour and rewards systems and procedures Getting to know the individual and their preferences, needs and interests Modelling and rewarding calm and caring interactions Promotion and support of independence and self care via slowly developing routines, expectations and provision/curriculum activities Food and drink provision supports a healthy lifestyle</p>
	Safeguarding and welfare arrangements and procedures	<p>Rigorous and proactive safeguarding work and procedures for matters such as medication and personal care Safe and secure environment with all health and safety and ratio requirements met Detailed risk assessments where necessary Child protection arrangements in place, known and applied by all Behaviour expectations and systems for reward and sanction are known and applied by all adults Safer recruitment, conduct and induction processes applied for all adults including ensuring staff are suitably qualified and trained (including first aid)</p>
The curriculum, what we want children to learn	Ambitious curriculum, showing depth in what we want the children to learn.	<p>Clarity over the detail of the knowledge we want pupils to learn and the skills they develop Clarity and detail of how the knowledge and skills are reliant on each other and developed in unison Clear and appropriate sequencing to the development of knowledge and skills so that it is cumulative and progressive to ensure it meets end of EYFS expectation Curriculum design reflects key principles of science of learning such as: the need to revisit and retrieve/recall both knowledge and skills numerous times over a long period, the need to ensure cognitive load is not overwhelmed to prevent learning and the development of memory, a focus on explicit instruction of knowledge and skills before moving onto application, and proactively planning to ensure links and relationships across the curriculum are identified and made explicit to support the development of schema. Clear and explicit planning for the development of language and vocabulary Curriculum content and focus reflects the distinctiveness of the schools context and that of the children.</p>
Pedagogy: helping children to learn	Teaching and learning approaches	<p>Deploying and implementing the most appropriate pedagogical approaches dependent on the intended learning and area of development. Mixing different approaches: learning through play, learning by adults modelling, learning by observing each other, learning through guided support and learning via some direct instructional teaching. During the foundation stage there is a planned development and progression in the teaching and learning styles/approaches implemented. This acts to support children in their transition into Yr1 and the more formal approaches used there.</p>



Pedagogy: helping children to learn	Role of adult	See detail within the 'Role and actions of the adult' column on the characteristics of learning document (pink) and also the How we deliver each of the areas of the EYFS documents (blue)
	Enabling Environments (see turquoise columns of Characteristics of Effective Learning documents)	Physical environment and timetabling enables each of the identified teaching and learning approaches to be implemented and delivered by adults. Environment (both inside and outside) is physically organised and presented to promote: high quality play, independent access to resources and activities, opportunities for large and small group teaching/activities, and 1-1 interactions. This environment provides pupils with scaffolds, inspiration and support for the development, learning and application of new knowledge and skills. It is an environment in which pupils feel safe, secure and confident. They have a sense of place and ownership and it both celebrates their successes and inspires them to try new things and independently apply previous learning. Outdoor learning areas reflect indoor learning environments and act to provide pupils with scaffolds, inspiration and support for the development, learning and application of new knowledge and skills. The additional space and equipment enables them to develop a wide range of gross motor skills.
Assessment: checking what children have learnt	Clarity over why we assess	Training and cpd for staff. Whole team understanding of: purpose, child development and benchmarks/expectations. Whole team understanding of what will be done with the assessment findings. Focus on what children can do and what they know
	Clarity, expertise and consistency of how we assess	Training and cpd Moderation Guidance and supporting documentation - I can statements Agreed understanding over how we record and store information from assessments (this does not need to be extensive, laborious or electronic) Discussions related to borderline assessment decisions and sharing of assessment knowledge related to groups and individuals Clarity over assessment being an ongoing process as part of the wide range of teaching and learning interactions with children not just one off focussed tasks or activities (assessment to be part of teaching and learning not taking adults away from this)
	Making effective use of the information we gather by responding effectively and precisely	Ensure school's planning cycle uses assessment findings (our own, previous setting and parents) to identify what <b>all</b> children already know and what they can do. This to then informs planning to make sure teaching and learning activities build upon what children can already do (and are interested in) and provide opportunity to teach, and for children to develop, the next steps in all areas of learning and development. Use the range of assessment findings to consider if they are highlighting that a child may have a special educational need and there needs to be a planned response in partnership with others such as school SENCO and specialist agencies. All staff clear on the learning intentions our enabling environments and specific activities are designed to help pupils attain and develop. When working with pupils on focussed activities and playing alongside them we make continuous small assessments that help us identify knowledge and understanding. This 'in the moment' assessment is then used to respond in precise and individualised ways to aid pupils in learning new things, refining their actions and consolidating their existing knowledge and understanding. Use wheel of assessment as guideline for process
	Clarity over how we make, record and track formal summative assessment judgements	Baseline Use of tracking language and systems in line with the Equals Trust OTrack to be used to collate data once a term. RWI to be assessed every half term and details given to the Reading Lead. End of Reception Outcome ELG to be collated on OTrack. Moderated within the MAT.
Self-regulation and executive function	Self regulation	See detail within the characteristics of learning documents (pink) and also the How we deliver each of the areas of the EYFS "self-regulation" and "managing self" documents (blue) Language development is central to self-regulation, children use their language to guide their actions and plans. See detail within the How we deliver each of the areas of the EYFS "speaking" documents. Also see details related to the 'role of adults' in all the characteristics of learning documents (pink) and the How we deliver each of the areas of the EYFS documents.
	Executive function	See detail within the How we deliver each of the areas of the EYFS "listening and attention", "self-regulation" and "managing self" documents (blue)



Partnership with parents	Communication and sharing of information and valuing the knowledge parents have and the contribution they make	Transition in: open afternoons, meeting with staff, sharing of videos and pictures, parent information meeting, welcome booklet, meetings with pre school settings, transition visits, sharing of school readiness leaflet. Ongoing throughout EYFS: weekly sharing of learning intentions and what has been taking place, website blogs, class webpage, parents meetings, weekly bulletin/newsletters, day to day communication and sharing of information, displays and notices outside of classroom, stay and play sessions, specialist parent meetings such as 'what is phonics and how we teach it'
	Providing support and guidance to parents	Transition in: parent information meeting, welcome booklet and sharing of school readiness leaflet. Ongoing throughout EYFS: weekly sharing of learning intentions and what has been taking place, home learning activities, displays and notices outside of classroom, stay and play sessions, specialist parent meetings such as 'what is phonics and how we teach it', day to day communication and sharing of information and advice on how to support their child Meetings with parents to respond to individual needs and circumstances (including in partnership with other such as SENCO and outside agencies)



## Our Curricular Goals

We have designed our curriculum based on both the EYFS and with our children in mind, considering their experiences, their families, and our local community. We are predominantly a white middle class village primary and know that children have limited multicultural experiences. Most children have travelled on a plane or been to the coast, they go to clubs and have an enriched life in many ways but generally, they are not exposed to the diversity of life that modern Britain is today. We want them to begin to develop empathy, tolerance and understanding for all cultures and family differences as well as have a good understanding of their own heritage and locality.

We have developed a curriculum which reflects the key principles of science of learning such as: the need to revisit and retrieve/recall both knowledge and skills numerous times over a long period, the need to ensure cognitive load is not overwhelmed to prevent learning and the development of memory. We have ensured that there is clear and explicit planning for the development of language and vocabulary.

We also review our resources and provision to ensure that we are promoting our curricular goals. We audit our provision regularly and consider our own language and representative examples that we provide.

**"The easiest way to create a classroom that promotes diversity is to ensure that classroom and corridors are representative, regardless of the ethnic makeup of your intake"**  
**Bennie Kara 2021**

### **The next page shows our 7 curricular goals**

Our goals are adaptable and can be scaffolded to support the needs of all children. Our curricular goals are shared with our parents and referred to throughout the year. Our curriculum encompasses seven areas of learning and development. All areas of learning and development are important and interconnected. Three areas (prime areas) are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving.

Communication and Language (C&L)

Personal Development (PSED)

Physical Development (PD)

The Specific Areas below can be developed when children are confidently developing attributes of the Prime areas.

Literacy

Maths

Understanding the world (UTW)

Expressive Arts and Design (EAD)



## Reception Curricular Goals

### Communication & Language

ASK relevant questions.  
CONVERSE in back and forth exchange with adults and children.  
EXPRESS ideas and feelings with confidence.



### personal Social & Emotional Development

Show PERSEVERANCE when trying things.  
Show ASPIRATION and aim high.  
Show RESEPECT to others and their beliefs.  
Show KINDNESS towards everyone.



### Physical Development

HOLD a pencil effectively.  
USE tools safely.  
CLIMB and travel along apparatus confidently.



### Literacy

RETELL a story whilst playing.  
READ simple sentences in books using phonic knowledge.  
WRITE a simple recount or story.



### Maths

UNDERSTAND in depth, numbers to 10. Including some number bonds.  
RECOGNISE patterns of the counting system.  
REASON answers using mathematical language.



### Understanding the world

KNOW what a timeline is.  
SHOW awareness of our local area and how it differs to other places.  
UNDERSTAND why farms are so important.  
EXPLORE the process of change.



### Expressive Arts & Design

CREATE a story, model or image and share the process.  
PERFORM to an audience.





## Planning & Delivering curriculum content

**“Young children benefit from a balanced curriculum which includes teaching that’s been planned ahead, and also makes time for their spontaneous learning. They need organized adult guided learning to bring new ideas and experiences into their lives ”**

**Julian Grenier 2020**

We are influenced as practitioners by the work of other practitioners and educationalists who share their knowledge of how young children learn and how we can best teach them. We understand that adult led learning and child initiated learning comes hand in hand and one without the other doesn’t support children’s needs.

Our provision is a combination of three elements – **Adult led**, **Adult initiated** and **child initiated** and gives importance to all three. Our intention is to deliver the curriculum through **shared inputs**, **guided group work** and **continuous provision**. Shared inputs are delivered three times a day for maths, phonics and literacy /topic. **Adult led guided groups** are carefully planned based on children’s prior knowledge and are differentiated for all. Each child takes part at least three times a week for phonics and maths (both daily) literacy and a topic focus. We use **Development Matters** as a guide to achieve our **building blocks** so we know whether children are making developmental progress and what the next steps are to achieve our goals by the end of the year. Adults focus on the clarity of knowledge and use Science of learning strategies such as spaced retrieval to help children commit knowledge and skills to long term memory. We enhance **continuous provision** daily and weekly, based on the children’s needs. Children are encouraged to access this independently and by the third term there is an expectation that the enhanced provision is explored by all. We select resources and plan for new learning or consolidation of prior learning. It is through continuous provision that children can develop a schema, immerse themselves in independent, sustained play and build on the characteristics of Effective Learning. See the example of the building blocks (our curriculum content) which is delivered through all areas of the EYFS. See separate document (**Delivering the EYFS**) detailing all 17 building blocks.

### Building Relationships

**ELG Children at the expected level of development at the end of reception will:**

**work and play cooperatively and take turns with others;**

**•form positive attachments to adults and friendships with peers;**

**•show sensitivity to their own needs and those of others.**

#### Reception

##### **Building blocks to building relationships:**

- Respond to physical or verbal cue from another child when joining in an activity
- Show physical or verbal cues to ask another child to join in activity
- Have a conversation with others to elaborate play and build on what another child/adult has said
- Ask appropriate questions that link to activity or task
- Developing the ability to see another’s point of view
- Understand turn taking and able to wait for a response
- Form positive relationships with adults and peers





## Continuous provision:

- **Provision moves children from playing alongside to working with others and offers challenges to solve problems together**
  - **Recognising and name emotions**
  - **Encourage children to work in different groups**
  - Safe environment with consistent routines and expectations
  - Jigsaw Charter with talk rules
  - Organised environment that children familiar and comfortable with eg home corner
  - Provision includes familiar and new activities supported and modelled by an adult to encourage engagement
  - Pretend play planned around children's interests and experiences
- Quiet areas established

## Role of adult:

- **Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.**
- **Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.**
- **Give children strategies of staying calm when frustrated**
- Model positive behaviour to others
- Set clear boundaries and routines
- Be consistent
- Interact calmly and sensitively with children
- Tune in to child's interest, having a conversation with children about what they have noticed, repeat and extend what the child has said to develop language

## Reading in EYFS

We prioritise phonics and as soon as we can, we start the Read, Write, Inc program.

Initially, through daily, whole class teaching and small groups to support some pupils.

Throughout the year, pupils work through Set 1, Set 2 and some through Set 3 sounds. They work in smaller groups after gaining confidence in Set 2 sounds which are delivered at the appropriate level for their ability. Every phonics lesson incorporates letter formation, reading and writing letters, segmenting and blending and revision of previously taught phonemes and digraphs. In addition, as the year progresses, sessions also incorporate, syllables, 'nonsense' words and holding a sentence in your head. Formative assessment takes place during all phonics lessons, quickly identifying who has and has not understood a new phoneme or grapheme or common exception word, informing future planning. Summative assessment takes place half-termly. Knowledge of each sound is checked, as well as the child being able to apply this when reading words. Pupils who are making slow progress are identified quickly and intervention is immediately put into place, alongside the usual phonics teaching. Each phonics session is 15-20 minutes in duration and follows a teaching sequence which is implemented throughout the infants ensuring transition to Key Stage 1 is seamless.

There is a great deal of research that tells us that the level of development in language and communication is the greatest predictor of success in later life. Within the EYFS communication and language development is a prime area of learning. At school children use language to:

- Build strong relationships.
- Communicate their ideas and their feelings.
- Think creatively and critically.
- As a tool for learning.
- Become confident with the written word. (Julie Fisher, 2016)

The development of a young child's communication and language comes primarily from having meaningful conversations. The







preparation for all aspects of written language develops through one to one conversation with a responsive adult. Alongside quality interactions, rich and varied experiences ensure language provides the foundation of thinking and learning.

This is why we put emphasis on children's acquisition of vocabulary. Exploring and extending pupils' vocabulary is part of everyday teaching. Lessons are planned to enrich vocabulary and incidental opportunities are exploited. Vocabulary is discussed with the intention of building background knowledge so pupils can comprehend the content of a text. Our classroom has a vocabulary display which is used, referred to and added to in partnership with the children. We focus on Tier 2 and Tier 3 words (see reading policy) that are likely to be new to the pupils.

Texts are shared as a whole class daily. 'Shared Reading' is a recognised strategy for teaching reading in which pupils and teacher read a text together with a focus on a specific aspect. Through experiencing a variety of texts, fiction and nonfiction, children will become aware of the range of strategies required when reading for different purposes.

We share books with children for many reasons: enjoying stories together, linking with personal experiences, vocabulary building, developing imagination and language, learning about books. Listening to stories being read and reread helps children to gain insights into meaning and story structure. We begin Vipers questioning techniques during the year which are adopted by the whole school. Texts are chosen with 'diversity' theme or to link with our topics. We allow children to vote for a choice of books for their daily session.

Encouraging reading for pleasure is part of our school vision to create learners for life. All children have their own individual reading books and sharing books. They choose a sharing book from our class library and adult selects a phonetically decodable book for them to read at home. Children select books from a wide range of genres including picture books, non-fiction information books and poetry. Reading progress is monitored through use of Seesaw and reading diaries, where we encourage close communication with parents and carers.

## **Writing in EYFS**

Mark making and speech provide children with powerful tools for thinking, reasoning and problem solving. Time, space and attention is given to children's mark making, mathematical graphics, drawing and writing experiences. Throughout each day, children have opportunities for spontaneous mark making, drawing and writing in both the indoor and outdoor environment. Resources are carefully chosen, well organised and attractively presented, so that the children can decide independently how they want to represent their ideas and which medium would best suit their purpose. High value is placed upon imagination, ideas and self-expression demonstrated by the children, these are reflected by the adults and used as starting points for planning. We are using 'The Poetry basket' to support children's communication and ability to hold words in their heads and to have more exposure to rhyme and alliteration. We will introduce a new poem each week where we will practise it each day and build up a bank of vocabulary – ready for when we are writing.

Children love to tell a story and all adults are always on hand to listen and record their ideas. We use Helicopter Stories during our shared carpet sessions where an adult has previously scribed a dictated story from a child and they then get to act it out as the adult tells it. We have seen lots of success in previous years where unwilling/ shy children have been able to take part in this without feeling overwhelmed or forced. The scribing is scaffolded so as the teacher may scribe the whole story at the beginning of the year, through modelling and editing, children are able to write some or all of their own story by the end. Each story is valued and precious.



Handwriting development in our EYFS includes a wide variety of activities planned to develop the fine motor skills required for the correct pencil grip. 'Funky Finger' activities may include threading, using tweezers, dough gym, spiders in jelly, cardboard weaving etc. We participate in dough disco and Squiggle while you Wiggle at least 3 times a week. RWI informs our letter formation and we use the rhyme to support development of the letter shape.

## Maths in EYFS



Children learn about maths through play and their daily experiences. And the more meaningful to them and hands on it is, the better. Our environment is full of mathematical opportunities for children to explore, sort, compare, count, calculate and describe. Providing a safe environment to be creative, critical thinkers, problem solvers and to have a go. Mathematics is identified as one of the specific areas of learning, alongside expressive arts and design, literacy, and understanding the world. Our objective is to ensure that all children develop firm mathematical foundations in a way that is engaging, and appropriate for their age. This means actively learning using resources and activities provided in the environment. In addition, maths is discretely taught daily as short whole class sessions and followed up with small group work, usually with an active focus.

We plan using White Rose Maths scheme which progresses at a steady pace giving pupils time to explore, revisit and embed new concepts. It is based on the following Mastery approach

**Concrete** – children use concrete objects and manipulatives to help them understand what they are doing.

**Pictorial** – children build on this concrete approach by using pictorial representations. These representations can then be used to reason and solve problems.

**Abstract** – with the foundations firmly laid, children move to an abstract approach using numbers and key concepts with confidence.

Maths is everywhere! Here are a few examples of how our environment promotes mathematical development:

- Sand & Water can develop mathematical concepts and language, e.g. heavy, light, empty, full, big, little.
- Malleable – dough can develop mathematical language – short, long, fat, thin. Children can make shapes of different dimensions – flat shapes, 3-d shapes.
- Imaginative play - set the table for dinner can develop counting skills. Sorting clothes into different colours, or different types of clothes, e.g. t-shirts and socks will develop knowledge of shapes and colours.
- Physical play can develop fine motor skills e.g. Sorting out a jigsaw, threading beads. Block play or playing with toy cars can help to develop sequencing according to size, colour. Playing with different sized blocks can help to develop an understanding of weight and dimensions. Tidying toys allows children to sort into different sizes and colours. It can also develop mathematical language – first, second, third, how many are blue, which is largest / smallest.
- Outdoors – Children may plant seeds this can develop understanding of time and the life cycle of plants. As the plants grow children use measures and develop mathematical language of size.
- Books & Rhymes - Enjoying stories and rhymes with a mathematical element, e.g. 'One-two buckle my shoe' can develop number concepts, knowing direction that the print reads from left to right.



## Foundation subjects

Through adult led sessions we teach our topic curriculum. We have planned our topics carefully to be both age appropriate and engaging. History, Geography and Art have been planned as the introduction to the subject, as the first step for the whole school curriculum. We teach specific topic related skills, during our adult led sessions, for example we learn what a timeline is in History. What a map is in Geography and different artists and the mediums they use in Art. The progress is mapped and KS1 will build on the learning that we do in EYFS. For Music, RE and PSHE we follow different schemes along with the whole school.

**See website for curriculum overviews and progression.**

**Our core Foundation subjects (designed by us) focusses on these topics**

History	Geography	Art
All about me	Where do I live?	Andy Warhol
Nursery rhymes	On the Farm	Joan Miro
Transport	Waste in the Water	Tony Cragg



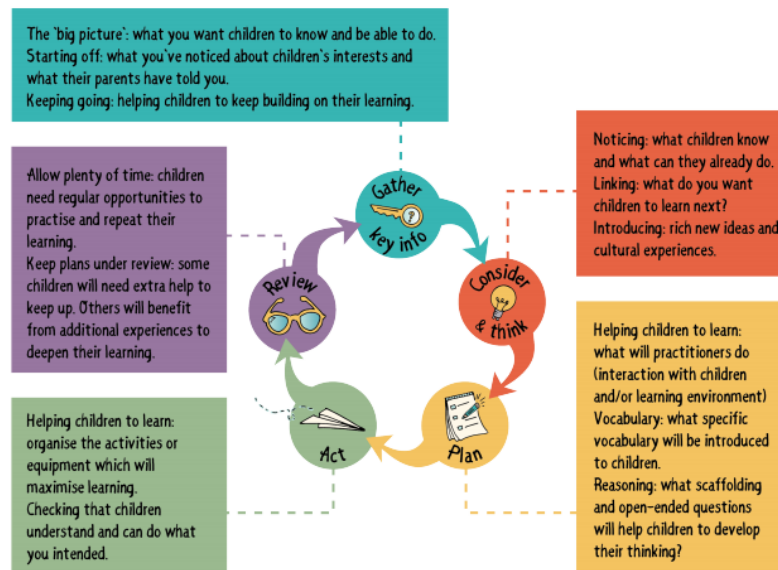
## EYFS provision and curriculum integration

**How our EYFS provision and curriculum are organised and integrated/matched to school's Yr1-Yr6 curriculum to enable them to be the foundations of the KS1&2 curriculum**

EYFS Strand/Area	National Curriculum Subject(s) this is a key foundation for	Explicit progression or coverage for EYFS only	EYFS is shown as a foundation/part of the school's National Curriculum progression or coverage documentation
Listening, Attention and Understanding	English: Speaking & Listening	✓	
Speaking	English: Speaking & Listening English: Grammar	✓	
Self Regulation	PSHE/RSE		Jigsaw Planning
Managing Self	PSHE/RSE		Jigsaw Planning
Building Relationships	PSHE/RSE		Jigsaw Planning
Gross Motor Skills	PE		PEHub Planning
Fine Motor Skills	English: Writing Art DT	✓ Pencil grip progression doc. Mark making progression	Art Plan
Word Reading	English: Reading	✓	RWI
Comprehension	English: Reading	✓	RWI / VIPERS
Writing	English: Writing	✓ Mark making progression	
Number	Maths		White Rose Maths
Numerical Patterns	Maths		White Rose Maths
Past and Present	History		Whole school History Green document
People, Culture and Communities	Geography RE PSHE/RSE		Whole school History Green document
The Natural World	Science Geography	✓	Whole school Geography Green document
Creating with materials	Art DT	✓	Whole School Art document
Being Imaginative and Expressive	Art Music PE		Whole School Art Plan Charanga PEHub
<b>Computing (not an ELG or explicit area of EYFS but school has an EYFS computing curriculum. Additionally, it is expected that pupils will be introduced to, and learn to use, appropriate technology through provision that meets other elements of EYFS)</b>		✓	Purple Mash
<b>Shape (not an ELG but a key element of EYFS maths curriculum)</b>			White Rose Maths



## Planning and Assessment Cycle



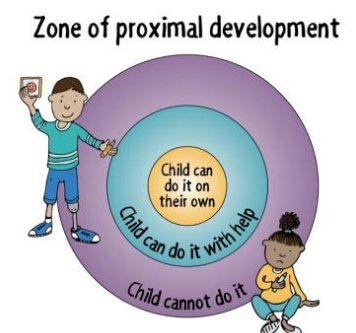
Through following the cycle above, we are able to begin with what we want children to know, starting with the Reception Baseline Assessment.

A continuous cycle of observation, assessment and planning is embedded throughout our EYFS provision. In addition to the continuous cycle of observation and formative assessment which informs each child's next steps, summative assessments are carried out for phonic development, the stable order principle in number and an assessment of each child's stage of development for each of the 7 areas of learning. These take place termly and informs planning of subsequent teaching and learning. We assess whether children have met the Early learning Goals in the Summer term and information is passed to KS1.

**"Young children demonstrate language, mathematics, science, creativity, physicality – sometimes all within one activity – and the task of the practitioner is to make sense of what is seen, to recognise any significant steps in learning that may have taken place and to identify where help and support are needed to make further progress"**  
Jan Dubiel, 2014

Throughout 'continuous provision' observation forms a fundamental aspect of the pedagogy of EYFS at Tollerton Primary School. It is the role of the practitioner to decide how to drive the learning forward. Observation and responding to children's thinking inform our planning of experiences and opportunities, how we create our environment for thinking, the strategies the adults use to extend learning (modelling, scaffolding, questioning, discussion, shared sustained thinking) and how we capitalise knowledge of children's interests to ensure high levels of engagement.

Vygotsky argued that we should aim our teaching at the child's emerging skills, not at what they can already do. He called this Zone of Proximal development. When working with our children, we aim to scaffold learning to support their emerging needs, this will be through how our environment is planned to how we play with children within our space.





## Circle of Assessment - How we use assessment within EYFS





# Parent Partnerships

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. Before children start, we invite parents to visit the school with their child so we can get to know them. We ask parents to complete an 'all about me' document and fill in a scrap book with their child in preparation for starting school. We hold a 'Stay and Play' session at the beginning of the year so children can share their learning environment with their parents. We welcome regular communication with parents and use Seesaw to share information and progress about their child and vice versa. As well as Seesaw, we also have a reading diary, where we record reading progress and expect the same from parents. We firmly believe that as we are both the main teachers in the children's lives communication needs to be two-way. We meet with parents officially for 2 parents' evenings, once in Autumn and once in Spring but we have an open-door policy. We use Seesaw as a regular communication tool for both specific information as well as weekly news. We have positive feedback from parents on our parent questionnaires regarding partnerships.