

# ILCHESTER COMMUNITY PRIMARY SCHOOL



## Early Years Foundation Stage Policy

Reviewed February 2023		N J Heath	Headteacher	Review February 2024
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## **Rationale:**

The Early Years landscape nationally is in a period of change with the introduction of the new Early Learning Goals, Birth to Five non-statutory guidance and the Baseline Assessment in September 2021. Schools and providers are highlighting a noticeable societal shift both pre and post pandemic in terms of children's school readiness, speech and language as well as social, emotional and mental health needs and the access that their parents and carers have to early intervention. Early Years providers are being encouraged by the government to offer 30 hours' free childcare as well as two-year-old funded spaces. Locally our circumstances have changed too with our Pre-School now providing wraparound care. With this in mind our practice must reflect an appropriate approach to both meet the needs of our Early Years children but to also narrow the gap for those who need additional support or have lost learning during National Lockdowns.

## **Aims**

- To give each child a positive, calm and cared for start to their life at Ilchester Community Primary School's Early Years Department in which they can establish solid foundations on which to build a love of play and learning.
- To offer continuous provision where each child has a wide range of new and exciting experiences that gives them the opportunity to consolidate and explore as individuals.
- To believe that and enable each child to achieve their full potential in all areas of learning through encouragement and high expectations.
- To offer an approach to learning that has a range of starting points in mind and offers unlimited opportunities for challenge and development.
- To encourage children to develop independence within a loving, caring, secure and friendly atmosphere.
- To support children in building positive relationships through the development of social skills such as cooperation and sharing.
- To help each child to recognise how they learn best using the Characteristics of Effective Learning and the Knights of Success.
- To help each child to recognise their own strengths and achievements.

## **The Curriculum**

The Early Years Department follow 'Birth to Five Matters' which is the non-statutory guidance used to support the statutory document as their curriculum driver. Birth to Five Matters is available to download at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/971620/Development\\_Matters.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/971620/Development_Matters.pdf) This clearly defines what is taught.

Our curriculum is also supplemented with Somerset CC's ELiM provision map (Appendix A) in order to teach technology, in particular e-safety as we recognise that this is something that our children continue to need. Mathematics teaching will be supplemented with National Centre for Excellence in Teaching Mathematics (NCETM) documents as per our mathematics overview (Appendix B). Literacy texts are in line with the English policy and will be drawn from the Centre for Literacy in Primary

Education (CLPE) and our phonics sessions will be based on the Little Wandle program, all of which can be detailed further in the subject specific policies. Our Personal, Social and Emotional teaching is supplemented by Jigsaw [www.jigsawpshe.com](http://www.jigsawpshe.com) and our Religious Education <https://www.amvsomerset.org.uk/> from Awareness, Mystery and Values. For physical education, objectives are drawn from Get Set 4 PE <https://www.getset4pe.co.uk/>. For music, objectives and learning are supplemented by Sing Up <https://www.singup.org/>. Art and DT planning is based on Access Art <https://www.accessart.org.uk/>. A full curriculum overview for school-age children is contained with Appendix C.

The following policy details the specifics of our School. The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected. The first three areas are known as the prime areas and are described as the 'universal core aspects of early child development' (DfE, 2021, Birth To Five Matters).

The prime areas are:

- **Communication and Language**  
Listening, Attention and Understanding  
Speaking
- **Personal, Social and Emotional Development**  
Self-Regulation  
Managing Self
- **Physical Development**  
Gross Motor Skills  
Fine Motor Skills

The specific areas of learning help children to 'strengthen and apply the prime areas' (Julian Grenier, 2021, Working with the revised Early Years Foundation Stage: Principles into Practice).

The specific areas are;

- **Literacy**  
Comprehension  
Word Reading  
Writing
- **Mathematics**  
Number  
Numerical Patterns
- **Understanding the World**  
Past and Present  
People, Culture and Communities  
The Natural World

- **Expressive Arts and Design**  
Creating with Materials  
Being Imaginative and Expressive

## **Characteristics of Effective Learning**

The EYFS also includes the Characteristics of Effective Learning which weave throughout all of the areas of learning. The Teachers and Early Years Practitioners plan activities with these in mind.

The three characteristics are;

- **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  
Working with ideas

## **Routine/Typical Day**

We ensure there is a balance of adult led and child-initiated activities across the day. Although much of the time is spent with children self-selecting tasks from continuous provision at which point the interaction between the adult and child is essential. The adult's response to children builds understanding and therefore guides new learning. The adult's role is to continually model, scaffold, sustain shared thinking, demonstrate and question what the child is doing whilst choosing wisely which play to extend and which to observe. In some cases, the adult will ask a child to come and complete a task or play with them; at other times they will observe or participate in child-initiated play, extending it where possible.

The balance of play and adult directed activity will be determined by the children's age and stage of development. Our two-year-olds will play all day and will be offered opportunities to work with an adult whereas by the summer term in Reception the children will experience many more adult directed tasks as they prepare for their transition to Year One.

## Play

*‘Children need the freedom and time to play. Play is not a luxury. Play is a necessity’.*

Kay Redfield Jamison  
Contemporary American professor of psychiatry

Learning through play is an important part of our Early Years Department’s approach to learning. We believe children learn best from experiences that interest and inspire them. Using children’s interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child-initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child-initiated play and adult directed activities is very important to us.

Within the Department our continuous provision is progressive and our Curricular Goals outline a step by step approach for children to achieve goals for each area of our provision. Our Curricular Goals are as follows:

1. To ride a pedal bike and negotiate obstacles.
2. To have a love of reading and talk about their preferences.
3. To orally retell a story using small world props with imaginative vocabulary.
4. To spatially reason using puzzles.
5. To construct with intent and be adaptable.
6. To grow items that they prepare for cooking and eating, understanding why it is important.
7. To paint with intent using techniques and skills/processes such as colour mixing and the best tool for the job.
8. To use technology with purpose in order to enhance their learning.

See Appendix D.

## Teaching

During the children’s Reception year, we include direct, carefully planned, adult led experiences for children in the form of structured adult led teaching and adult led group activities. These are particularly important in helping children to learn specific skills and knowledge and it is often through children’s play that we see how much of this learning children have understood and taken in. Each day we follow a timetable with set routines in place. This looks quite different to other classes across the School as much of the children’s learning is play based. We set aside times each day when the

children come together to be taught in the more traditional sense, gathered together on the carpet as a class. In these slots we focus on our topic work, mathematics, literacy, phonics, and stories. These sessions help to develop vital habits of learning: learning as a group, listening to the Teacher, taking turns to answer, sitting still and so on. We do our utmost to read a whole class story at the end of the day but also that there are many opportunities to enjoy books at other times. Every child is given their own reading book when they can blend as well as a library book and also has an opportunity throughout the week where they will have one-to-one time-sharing books with an adult.

At Pre-School, teaching takes a different approach with much of the adult direction coming alongside play led by the child or from small group/one to one activities with their or one of the other key persons. Whole cohort story times or short group inputs about something significant also occur.

## **Planning**

We believe many children need to be given a starting point to learn new things and we find that books and themes are a great way to fire their imagination. Our curriculum at Pre-School is determined by both the children's needs and passions as part of a rolling two-year program.

The learning is enhanced by providing visitors or trips at particular milestones to keep their passion alive. Each topic has a hook and a finale which could be anything from a parent and child workshop to a Punch and Judy show with fish and chips. Curriculum maps are shared with parents at the beginning of each topic. Staff in Reception plan adult directed tasks in more detail on a weekly basis based on their formative assessments whereas as at Pre-School adult directed tasks are planned on a termly or half termly basis with fun activities to cover their theme. Weekly plans and events are summarised in a weekly newsletter to parents in both Reception and at Pre-School.

## **Environmental Organisation**

In Reception, each classroom is set up in a way to provide children with experiences and activities in all of the seven areas of learning. The classrooms have a book corner, role play area, construction area, conjoined outdoor area and carpeted teaching space. A variety of play opportunities are planned for and set up in the different areas each day and outdoor areas that are part of the continuous provision are enhanced according to weekly provision audits. The outdoor area is an important part of the classroom with many children choosing to learn outside for much of the day. We try to ensure that the range of activities outside reflects the different curriculum areas, for example setting up quiet spaces for a maths game, reading and for construction whilst also providing much needed messy sand and water play. Each child has their own labelled peg and drawer in the cloakroom or classroom. We encourage children to take responsibility for keeping their clothes, book bag and other items in one place.

At Pre-School, the children have various areas which are set up with continuous provision that are enhanced and table top activities that are set up daily based on the children's interests. The Pre-School comprises of a two-year-old room (Puddleducks)

and a three and four-year-old room (Tiggywinkles). The environment has an interactive whiteboard, small world opportunities, construction area, water play, reading area and much more. Each child has a drawer that is labeled as their own and they take responsibility for putting their things into it with adult support. They have a coat rail which is easily accessible but not individually labelled.

Displays within learning spaces are backed in neutral paper and a black border and ivy to keep the learning environment calm and natural. Learning spaces have a balance of natural and man-made resources as well as plants to bring about calm.

Colours are introduced as a spectrum and complement the plainness of displays to maintain a balanced and calm atmosphere. The balance of clear wall space and displays is used intentionally to maintain calmness. This is based on research provided by Elizabeth Jarman who poses questions within her action research such as;

*We know that colour can affect our mood. How often do we use the term to 'see red' when we describe anger? And how often do we see blues and greens used to induce feelings of calm in places such as dentists' waiting rooms and doctors' surgeries? Children's moods too, are affected by the colours that surround them.*

Elizabeth Jarman

At Pre-School, a daily safety check is completed by the adults to assess the level of hazards within the environment that may have occurred over night. At school the Site Manager completes a daily safety check when opening up. Pre-School safety checks are recorded and stored according to General Data Protection Regulations (GDPR). See Appendix F

## **Data, Assessment, Observations, Moderation and Evidence**

Assessment is an essential part of the learning and development of children in the EYFS. It involves staff observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. To ensure we have evidence of a child's progress in the EYFS we use a range of strategies all of which come together in their individual learning journey. We are very proud of our learning journeys: these are collections of children's work, photos and observations which create a detailed picture of the child. Parents have access to the learning journeys which are stored in the Pre-School and classroom cupboards. The learning journey is given to parents when their child leaves Pre-School or Reception. See Appendix G.

The Pre-School staff gather an initial 'starting point' assessment in conjunction with parents. Six weeks later they gather a baseline assessment and thereafter two further summative assessments are gathered. All summative assessments are gathered via a moderation session and recorded collaboratively. Staff are expected to evidence their judgements using their learning journeys. Their final summative assessment is either transferred to school or retained at Pre-School for the following year.

At school, the NFER National baseline assessment is gathered within the first 6 weeks and then termly assessments are collected thereafter. At the end of academic year, the teachers assess each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either 'emerging' or 'expected'. This information is also communicated to parents and carers in the Reception child's end of year report. All data is gathered in the same way as the Pre-School data via moderation sessions. Using the gathered data staff identify next steps which are supported and assessed during play.

## **Intervention**

*'Scientists have recently determined that it takes approximately 400 repetitions to create a new synapse in the brain – unless it is done with play, in which case it takes between 10 and 20 repetitions.'*

Dr Karyn Purvis

Play has a huge emphasis within our Early Years Department and children have periods of uninterrupted play as a result with adults never calling them for an adult directed task during this time but instead intervening with their next steps in mind in their play at the point of learning. The adults capture the learning in the moment and address children's next steps using a more innate approach. The children also have targeted group interventions or daily individual keep up sessions. Where possible interventions happen at the point of learning and through play in order to make the highest gains. In order to capture this learning, adults record the children's next steps and capture their progress via observations stored within their learning journeys.

## **Role of Staff and Key Person**

The class teacher is the named key person for each child in Reception. At Pre-School the children are given one of the Early Years Practitioners as their key person. Their role is to help ensure that every child's care is tailored to meet their individual needs and to help the child become familiar with the setting, offer a settled relationship for the child and to build a relationship with their parents. All adults within the Early Years Setting actively seek to form positive relationships with the children in their care regardless of whether they are in their key person group or not. The formation of healthy relationships between adults and children is essential in enabling children's well-being now and their future successes. There are rare occasions when significant adults cannot be in the classroom or setting and we aim to be consistent in who covers these absences, covering within the team wherever possible.

## **Partnership with Parents and Carers**

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what we do with their child at school. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting.



On entry to Reception, parents are encouraged to attend a Starting School Evening, children are offered 'stay and play' sessions and a 'meet the teacher' session for parents is also provided at the beginning of the school year. When a child gains a Reception place at Ilchester we give each family a booklet to complete with their child over the summer. The children are also given their own Starting School Book with photos of the environment and key adults as well as being given their own book bag, courtesy of our PTA 'Friends of Ilchester'. We have a staggered entry into Reception depending on the needs of the cohort. Early in the first term parents are also invited to a parents' evening so their settling in can be reviewed.

On entry to Pre-School, parents are invited to speak to the Manager to talk through their paperwork and are given a tour of the Pre-School. The child is given a Starting Pre-School Book with photos of the environment and the adults they will be working with. They will also receive a letter from their key person.

Weekly newsletters for Pre-School and School go out to parents via ParentMail so that they can keep track of the children's learning and daily communication books are used for our two-year-olds.

## **School Readiness**

We recognise that children need a holistic approach to become 'school ready' and the home setting, Pre-School Setting and child need to work together. At Pre-School, staff work closely with children and parents to intervene at the earliest possible point to ensure that children have the appropriate life skills to be as school ready as possible; this includes meeting their toileting needs, dressing and undressing to name but a few. Often this is driven by data and observations of the children's individual needs. Whilst academic skills are covered at Pre-School using a play-based approach this is not an indicator that we use to judge how school-ready a child is, instead opting to ensure the prime areas are being achieved.

## **Transitions**

During the children's time in Early Years they experience a number of transitions, firstly entry to Pre-School, then transition from Pre-School to School and after that transition to Year One.

For children entering Pre-School for the first-time, parents are given a Starting Pre-School Pack, containing a prospectus (Appendix H). They are given a settling in session with their familiar care giver. If the child requires more sessions to familiarise themselves then those are offered too. The children are given a Starting Pre-School Booklet that has photos of the Setting and staff so that they can talk about it at home prior to starting. They have a letter from their key person which talks about how excited they are to meet them and some of the things that they can look forward to. Parents are given Starting Pre-School Packs with all the information that they need to know, have a tour of the Setting and are asked to offer their opinions about their child's starting point. For some children who have significant needs a Pre-School entry plan would be scheduled where appropriate and individualised support would be agreed.

On transition from Pre-School to school parents are invited to an initial starting school meeting where they meet the Teachers, become familiar with the School and its vision and values. Both children and parents are given Starting School Booklets (see Appendix J). The children are given a number of 'stay and play' sessions where they remain as a cohort to assess friendships and needs with a final session in their allocated class. An additional meeting for parents to meet the Teacher during the first term of school is also allocated. Children are given book bags and books about their school.

During the transition period the teachers, predominately the Early Years Leader, ensures that they visit every child in their local Early Years setting prior to starting school in September. All Early Years staff visit children at our school-based Pre-School in the summer term prior to the children starting. For any children who have additional needs either a school entry plan meeting or sensitive transition meeting is planned to agree appropriate and individualised support. Information is also gained from the children's previous settings prior to starting school.

## **Staff Appraisal, Supervision and Training**

At the beginning of every academic year all EYFS staff have an appraisal with their line lead where they discuss their job description and outline performance targets for the year ahead, this is scheduled later in the year after an induction period if a member of staff joins us later. Each half term all EYFS support staff and Pre-School staff are supervised with their line lead. During supervision appraisal targets are reviewed and a reflective professional dialogue occurs about performance. Within supervisions any training needs are identified and the line lead will take steps to support them in fulfilling those needs. A training matrix is kept at Pre-School for Pre-School staff to ensure that all statutory training is up to date.

## **Monitoring and Evaluation**

This policy will be monitored and reviewed in line with the Ilchester Community Primary School's policy review procedure.

## **Links to Other Policies**

Behaviour Policy, SEN Policy, Fees Policy, Food Policy, Pre-School Staff Handbook, Home School Agreement, Home Pre-School Agreement.

## **Appendices**

ELiM Continuous Provision of Technology Experiences in the Early Years, Early Years Mathematics Yearly Overview, Centre for Literacy in Primary Education Book Overview, Curricular Goals, Provision Audit and Leuven Scale, Pre-School Daily Safety Check, Starting Points, Pre-School Prospectus, My Journey to Pre-School Booklet, My Journey to Big School Booklet and Starting School Booklet.

# Continuous provision of Technology Experiences in the Early Years

<p><b>Tablet / CD player / MP3 player</b></p> <ul style="list-style-type: none"> <li>Listen to music, rhymes, songs and stories</li> <li>Follow adult directions e.g. 'going on a treasure trail' (record adult clues to follow and find things)</li> <li>Make up directions for each other to follow</li> <li>Play sound games eg matching sounds to pictures</li> </ul>	<p><b>Voice recorder on tablet / Microphone / TalkingTins</b></p> <ul style="list-style-type: none"> <li>Children record and play back singing, stories, instructions</li> <li>Extend by using the microphone to record children's voices in software/apps</li> </ul> <p><b>Walkie talkies / Mobile phone</b></p> <ul style="list-style-type: none"> <li>Model and develop uses with the children</li> <li>Use for role play</li> </ul>	<p><b>Floor or table top robots</b></p> <ul style="list-style-type: none"> <li>Allow children to explore 'what happens if...'</li> <li>Keep alongside construction toys as these can give another purpose to construction - can be hidden or move along ramps or around simple mazes</li> <li>Extend play with these to outside.</li> <li>Build story worlds</li> <li>Build on children's awareness of 1:1 correspondence</li> </ul>	<p><b>Digital microscope / Visualiser / Magniscope App</b></p> <ul style="list-style-type: none"> <li>Close observation of the natural world</li> <li>Using the computer for a purpose</li> <li>Particularly effective connected with IWB.</li> <li>Use for exploring, developing language, developing scientific interests, early counting</li> <li>Save images to revisit and talk about later, share with others</li> </ul>	<p><b>Tablet camera of digital camera (Videos)</b></p> <ul style="list-style-type: none"> <li>Support children in becoming independent responsible users</li> <li>Review experiences with children by recording play, visits and activities</li> <li>Put together clips from role play for storytelling</li> <li>Record children singing rhymes and songs, make a 'digital album'</li> </ul>
<p><b>Interactive whiteboard</b></p> <ul style="list-style-type: none"> <li>Mark making with paint program</li> <li>Use variety of hide and reveal techniques</li> <li>Share electronic Big Books</li> <li>Link with other experiences inside and outside, e.g. 'drawing' on a photo of outside play area to add additional feature; design a bug</li> <li>Link with peripherals e.g. digital microscope or tablet or video camera</li> <li>Use clip art and backgrounds to support storytelling or sorting, matching and counting activities</li> </ul>	<p>Plan for a variety of experiences to support constant learning and to contribute to the development of a resilient, capable, confident, and self-assured child</p> <p><b>Positive relationships:</b> Support turn taking and cooperation, development of spoken language, management of emotions</p> <p><b>Enabling Environment:</b> Develop personal responsibility, model expectations of appropriate use, build understanding of their world</p> <p><b>Learning and development:</b> gross and fine motor experiences, opportunities for play, encourage independent use with expectation of trusted adult watching, build understanding of purpose of use, build 'school readiness' as part of broad range of knowledge and skills that provide the right foundation for good future progress through school and life.</p>			<p><b>Tablet camera or digital camera (Photos)</b></p> <ul style="list-style-type: none"> <li>Help children use the cameras and save or print photos in the most independent way possible</li> <li>Add photos to talking photo albums and talking postcards</li> <li>Display photos, print, slide show on IWB, digital photo frame, online on website or social network where appropriate policies are in place</li> <li>Make children part of the process of selecting photos and adding to the online space</li> </ul>
<p><b>Computers (tablet, laptop, desktop)</b></p> <ul style="list-style-type: none"> <li>Support development of motor skills to control mouse, roller ball or switch access, keyboard, touch screen</li> <li>Provide a range of software programs and apps for art, mark making, mathematics, music, phonics, language and vocabulary development, sharing stories, giving instructions to objects onscreen</li> <li>Use as motivating tool</li> <li>Develop children's social and collaborative skills</li> <li>Link to work away from device e.g. print design, use as wrapping paper</li> </ul>	<p><b>Range of apps, software</b></p> <p>Select a range according to</p> <ul style="list-style-type: none"> <li>Children's developmental stage</li> <li>A range of difficulties</li> </ul> <p>Range to include</p> <ul style="list-style-type: none"> <li>support social and collaborative learning</li> <li>art and music apps/software</li> <li>English and mathematics apps/software</li> <li>exploratory activities to support understanding the world</li> <li>information apps/software</li> </ul>	<p><b>Internet</b></p> <ul style="list-style-type: none"> <li>Ongoing opportunities to model and talk about online safety.</li> <li>QR codes, home screen link or hyperlinks to appropriate Internet sites to support development of independence in using online resources             <ul style="list-style-type: none"> <li>stories, songs and rhymes</li> <li>learning games</li> <li>information sources</li> </ul> </li> <li>Follow up individual enquiries e.g. webcams showing animals</li> </ul>	<p><b>Real world technology (in school, home and locality)</b></p> <ul style="list-style-type: none"> <li>Opportunities to print where this has a purpose, not always needed</li> <li>A trip to an office or staff room to copy work on photocopier</li> <li>Speak into intercom</li> <li>Talk on a telephone</li> <li>Visits to locality to see Pelican crossing, automatic doors in shops, scanner in supermarket</li> <li>Encourage use of 'Cardboard box' or 'junk' technology in their play</li> <li>See learning shared on a blog or website and also view it at home</li> </ul>	<p><b>Role play</b></p> <ul style="list-style-type: none"> <li>Collect a range of bought, home-made and defunct equipment e.g. phones, answer phones, digital watches, tills, digital scales, TV, DVD, remote controls, torches</li> <li>Support children to make links with their discoveries of technology around them</li> <li>Role play boxes to support children's play and interests: eg café, library, vets, fire/police station, hospital</li> <li>Encourage making of pretend technology eg building brick mobile phone, cereal box microwave</li> <li>Use green screen/blue screen software or app, for role play</li> </ul>

# Early Years Mathematics Yearly Overview

(Objectives taken from NCETM progression charts)

Early Years Mathematics Yearly Overview													
(Objectives taken from NCETM progression charts)													
Autumn Term													
Cardinality & Counting						Shape & Space			Comparison				Pattern
Counting: saying number words in sequence	Counting: tagging each object with one number word	Counting: knowing the last number counted gives the total so far	Subitising: recognising small quantities without needing to count them all.	subitising: recognising small quantities without needing to count them all.	Numeral meaning	Conservation: knowing that the number does not change if things are rearranged	Developing spatial awareness: experiencing different viewpoints	Representing spatial relationships	More than/less than	More than/less than	Identifying groups with the same number of things	Comparing numbers and reasoning	Continuing an AB pattern
			Number Blocks Series 1, Episode: One & Another One	Number Blocks Series 1, Episode: Two & Three	Number Blocks Series 1, Episode: One, Two, Three! & Four	Number Blocks Series 1, Episode: Five & Three Little Pigs	Developing Spatial vocabulary	Number Blocks Series 1, Episode: Stampolines & The Whole of Me	Number Blocks Series 1, Episode: The Terrible Twos & Hide and Seek	Number Blocks Series 1, Episode: Six & Seven	Number Blocks Series 2, Episode: Eight & Nine	Number Blocks Series 2, Episode: Ten & Just Add One	Copying an AB pattern
			Number Sense, Book One: Lots of Ones & One of Something & Lots of Twos	Number Sense, Book One: Two of Something & One or Two & Five Frame	Number Sense, Book Two: Lots of Threes & Three of Something & Two or Three	Number Sense, Book Two: How Many? & Five Frame & Book Three: Lots of Fours	Number Blocks Series 1, Episode: Off We Go & How to Count	Number Sense, Book Three: How Many? & Which piece? & Five Frame	Number Sense, Book Four: Lots of Fives & Five of Something & Pentominoes	Number Sense, Book Four: Four or Five? & How many? & Which Piece?	Number Sense, Book Four: Roll the Dice & Five Frame & Five Frame with Gaps	Number Sense, Book Four: Ten Frame Fives-wise & Tens Frame Twos-wise & Ten Frame Mixed	Make their own AB pattern
							Number Sense, Book Three: Four of Something & Tetrominoes & Three or Four						Number Blocks Series 2, Episode: Blast Off & Counting Sheep



	Composition				Measures				Shape & Space			Pattern			
Summer Term	Number bonds: knowing which pairs make a given number	Number bonds: knowing which pairs make a given number	Number bonds: knowing which pairs make a given number	Number bonds: knowing which pairs make a given number	Recognising attributes Comparing amounts of continuous quantities	Showing awareness of comparison in estimating and predicting Comparing indirectly	Recognising the relationship between the size and number of units Beginning to use units to compare things	Beginning to use time to sequence events Beginning to experience specific time duration	Showing awareness of properties of shape Describing properties of shape	Developing an awareness of relationships between shapes	Symbolising an error in an ABB pattern Symbolising the unit structure	Making a pattern which repeats around a circle Making a pattern around a border with a fixed number of spaces			
	Number Blocks Series 3, Episode: The Wrong Number & The Way of the Rectangle Number Sense, Book Ten: What's Missing From Ten: Ten Frame & What's Missing From Ten: Bead Bar & Number Sense, Book Eleven: How do you see six?	Number Blocks Series 3, Episode: Block Star & Ride the Rays Number Sense, Book Eleven: Collections of six & Six or not six & Tell a story about six	Number Blocks Series 3, Episode: Eleven & Twelve Number Sense, Book Eleven: How do you see seven? & Collections of seven & Seven or not seven?	Number Blocks Series 3, Episode: Fourteen & Tween Scenes Number Sense, Book Eleven: Tell a story about seven & How do you see eight? & Collections of Eight	Number Blocks Series 3, Episode: Thirteen & Step Squads Number Sense, Book Eleven: Eight or not eight? & Tell a story about eight & How do you see nine?	Number Blocks Series 4, Episode: Fifteen's Minute of Fame & On Your Head Number Sense, Book Eleven: Collections of nine & Nine or not nine? & Tell a story about nine	Number Blocks Series 4, Episode: Ten's Place & Balancing Bridge Number Sense, Book Twelve: Seeing more & dotted comparison & compare the castles	Number Blocks Series 4, Episode: Sixteen & Square Club Number Sense, Book Twelve: block arrangements & comparing quantities to ten & matching pairs	Number Blocks Series 4, Episode: Seventeen & Eighteen Number Sense, Book Twelve: numerals and quantities & Book Thirteen: Repeating patterns: spot the unit & Growing patterns: What comes next?	Number Blocks Series 4, Episode: Loop the Loop & Nineteen Number Sense, Book Thirteen: Doubles: Snap! & Doubles: Doubled or not? & Doubles: Doubling machine	Number Blocks Series 4, Episode: Twenty & Tall Stories Number Sense, Book Thirteen: Odds & Evens: Groups of Two? & Odds & Evens: Numbers to ten & Equal Distribution: Has everyone got the same?	Number Blocks Series 4, Episode: Twenty & Tall Stories Number Sense, Book Thirteen: Odds & Evens: Groups of Two? & Odds & Evens: Numbers to ten & Equal Distribution: Has everyone got the same?			

## CURRICULUM OVERVIEW Autumn Term 2022

Appendix C

Areas of Learning	Belonging and Community (Autumn Term)															
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
	Me, Myself, I		Families			Pets	Homes and Houses		School	Friends		Diwali		Christmas		
	Incredible You	You Choose & You Choose Your Dreams	Owl Babies			Dear Zoo	3 Little Pigs		Our Class is a Family	On Sudden Hill		The best Diwali Ever		Babushka		
Personal, Social and Emotional							Understanding feelings of characters Work cooperatively to build houses		Building relationships Showing sensitivity to others Self-confidence Regulating behaviour Play cooperatively Turn Taking	Understanding and express own feelings & those of others Confidence, trying new things Play cooperatively Resilience and perseverance Form positive attachments Showing sensitivity to others Turn taking Think about perspectives of others		See themselves as a valuable individual Think about the perspectives of others				
Communication and Language							Repeated refrains Story language		Hold a conversation Listen attentively	Small group, class and one to one discussion Explain why things happen and how things work Use recently		Class and group discussions about similarities and differences in celebrations				

							Participate in class discussions Express ideas and feelings	introduced vocabulary Connect one idea or action to another Use talk to organise thinking Listen carefully to songs and rhymes	Hold a conversation with back and forth exchanges.		
<b>Physical Development</b>							Making big houses Scissor skills Dance Climbing equipment (large apparatus) Small construction houses	Negotiate space and obstacles safely Climbing Pencil control Scissor skills	Large apparatus, climbing	Diwali dancing <a href="https://www.google.com/search?q=diwali+dancing+evfs&amp;rlz=1C1GCEJ_enGB856GB856&amp;oq=diwali+dancing+evfs&amp;gs=chrome..69j570i22130i390i4.2910j0j7&amp;sourceid=chrome&amp;ie=UTF-8#fpstate=ive&amp;vld=cid:b982abcd,vid:VmyalShkAz0">https://www.google.com/search?q=diwali+dancing+evfs&amp;rlz=1C1GCEJ_enGB856GB856&amp;oq=diwali+dancing+evfs&amp;gs=chrome..69j570i22130i390i4.2910j0j7&amp;sourceid=chrome&amp;ie=UTF-8#fpstate=ive&amp;vld=cid:b982abcd,vid:VmyalShkAz0</a>	
<b>Literacy</b>							Story sequencing Role play Describing houses	Write simple phrases and sentences	Recount Narrative, retelling the story Describing words Writing sentences Anticipate what happens next	Instructions – how to make a diva lamp	
<b>Mathematics</b>	See separate overview										
<b>Understanding the World</b>	Timeline of my life (in tummy to now) What and who am I	Jobs and roles in society	Family Trees and structures Animals Habitats materials	Habitats and countries of origin	Houses and homes in the past Materials	Similarities and differences in people	Describing what they see, hear and feel outside Describe immediate environment using stories	Religious past Cultural similarities and differences Countries			
<b>Expressive Art and Design</b>	<b>Music (Sing Up)</b>	Tap your name	I say hello like this	The family song	The old grey cat	Skin and bones	We're all amazing		Christmas Carol Concert Songs		
	<b>Songs &amp; Rhymes</b>	Head shoulders knees and toes Im a little teapot Polly put the kettle on Round and round the garden Family finger If you're happy and	5 currant buns in a bakers shop	5 little ducks 10 in a bed	I went to the animal fair Down in the jungle Monkeys jumping on the bed	This little piggy Farmers in his den		Jack and Jill went up the hill Grand old Duke of York	Nativity songs	We wish you a merry Christmas Twinkle Twinkle	



		you know it								
	<b>Art and Design</b>	Self Portrait	Self Portrait	Finger Puppets		Colour mixing – pink	Belonging art work Using props in role play (mini-mes)		Christmas Snowflakes, scissor skills	Christmas Cards
	<b>DT</b>				Make your own pet and a habitat for it	Make houses with different materials		Junk modelling – boxes	Clay work - diva lamps	Tree decorations – salt dough Making party hats
	<b>Technology (eLiM)</b>	photography	Talking tins and recording ways to say hello		Listening centre	Beebots – community floor mat	Cameras – take photos of others in our class to create mini-mes	Role Play: Encouraging making of pretend technology (what can you make with your box)		Christmas food – making DT

Spring and Summer 2023 Curriculum Overview to be inserted  
when complete

**Curricular Goal One:**

Ride a pedal bike and negotiate obstacles.

Milestones	Success Criteria
<p><b>First Milestone</b> To sit upright on a chair demonstrating good core strength. Explore a variety of ride on vehicles Push a wheeled toy along whilst standing over it correctly. Ride a toy car. Notice that when they push a wheeled toy along it moves.</p>	<p>Good core strength Show pleasure and confidence exploring and having a go at using a wheeled toy. An understanding of what to do with the wheeled toy Understanding cause and effect</p>
<p><b>Second Milestone</b> To attempt to ride on a wheeled toy.</p>	<p>Show some coordination and confidence in the use of a balance bike or other ride on toy.</p>
<p><b>Third Milestone</b> Change direction, brake and avoid obstacles when using a wheeled toy. Ride a balance bike and take their feet off the ground.</p>	<p>To consistently negotiate obstacles and be aware of surroundings</p>
<p><b>Fourth Milestone</b> To try to ride a bike without stabilisers, with adult support.</p>	<p>Pushing the pedals with their feet Turning the handle bars Starting to recognise that they need to balance but need an adult to push them off</p>
<p><b>Fifth Milestone</b> Ride a pedal bike without stabilisers unsupported whilst avoiding obstacles.</p>	<p>Push off to start riding on their own Pedal and steer at the same time Coordinate their movements well Balance without falling off Avoid obstacles</p>

## Curricular Goal Two:

To have a love of reading and talk about their preferences.

Milestones	Success Criteria
<p><b>First Milestone</b> To look at a short, tactile or sensory book with an adult.</p>	<p>To access books within the provision Listen to a story when cosy Interact with a tactile or sensory book Gentle handling of books Seek out adult interaction with a book</p>
<p><b>Second Milestone</b> Engage in a small group story time by sharing their thoughts and joining in with simple repeated refrains.</p>	<p>Follow a book that is in context with their current learning Join in with repeated refrains for familiar tales, such as, The Gruffalo Look at lift the flaps books independently in play Handle a book with care</p>
<p><b>Third Milestone</b> Look at picture books independently, handling them with care. Join in with large group story times, calling out the repeated sentence refrains in a story. Enjoy rhyming texts.</p>	<p>Access books independently in play Recall familiar sentences from stories Recall some traditional fairy tales or familiar stories Handle books correctly, holding them the right way up and turning one page at a time.</p>
<p><b>Fourth Milestone</b> To enjoy listening to a range of stories or texts, whether they are familiar or not. Invest in the story and predict what might happen next. Want to know more about the facts within a non-fiction book.</p>	<p>Start to make book choices of their own when they visit the library Engage with other types of text, not just stories - Non-fiction, non-traditional books, magazines etc. Start to notice phonic sounds within books and relate it to their learning in phonics</p>
<p><b>Fifth Milestone</b> Talk about their preferences in reading and explain the sort of books or texts that they like to read. Independently access books that relate to their play.</p>	<p>Listen to a short chapter book Being inquisitive about the texts in the reading corner and wanting to know more about the books that are shared Use correct language when giving preference i.e. comic, fairy tale Spend time exploring details of the book Use of e-books to read phonetically too</p>

### Curricular Goal Three:

To orally retell a story using small world props and imaginative vocabulary.

Milestones	Success Criteria
<p><b>First Milestone</b> Join in with an adult led small world story based on their own experiences</p>	<p>To understand the words now and next, noticing that stories are sequenced To add in appropriate sound effects when playing e.g. roar for a dinosaur</p>
<p><b>Second Milestone</b> Use realistic props to tell a simple, known story in their play. It could be a recall of a story they know already or a story that they've made up based on their real life experience.</p>	<p>Use props that are realistic in their play e.g. a frog for a frog Refer to characters based on real life experiences Tell a simple story using at least one character or perhaps recall a simple nursery rhyme in their play. Start to use descriptive language e.g. the man had a pink ice cream Retell a simple event that has happened to them</p>
<p><b>Third Milestone</b> Retell stories based on their experience of traditional tales such as red riding hood. Use a variety of props in their play, using themselves as well e.g. I am Goldilocks and you are Daddy Bear</p>	<p>Use props imaginatively with them representing something else e.g. a frog as a prince or a spoon as a phone Use imaginative characters Sequence events that have happened to them Understand the language of beginning, middle and end</p>
<p><b>Fourth Milestone</b> Use props creatively to retell their own story that has a beginning, middle and end.</p>	<p>Use a range of time connectives in storytelling and event recall Use a wide range of imaginative characters Use noun phrases when retelling Use props creatively</p>
<p><b>Fifth Milestone</b> Tell their own imaginative story with a beginning, middle and end using props to engage the listener.</p>	<p>Clarify and describe in more detail any parts of the story the listener isn't clear about Use a wide range of descriptive language Use a range of props, not always intended for their purpose Use prosody when retelling</p>

<b>Curricular Goal Four:</b> To spatially reason using puzzles.	
<b>Milestones</b>	<b>Success Criteria</b>
<p><b>First Milestone</b> To complete a matching puzzle according to colour, shape or size putting the pieces into the correct space.</p>	<p>Notices the difference in colour, shape and size. Can sort shapes according to colour or shape or size Completes a puzzle after adult modelling or whilst working alongside an adult Can concentrate for a short period of time Can match pictures Introduce simple layered puzzles</p>
<p><b>Second Milestone</b> Complete a simple four-piece puzzle.</p>	<p>Completing a 4-piece puzzle e.g. head/ body Basic number and letter matching Working alongside an adult Introduce language associated with making puzzles e.g. straight edges, turn, rotate, match Adult modelling of language Start to see the link between the picture of reference and the puzzle itself</p>
<p><b>Third Milestone</b> Can complete a 6 – 30 piece puzzle with a picture of reference</p>	<p>Complete 6 to 30-piece puzzle with smaller pieces than used previously Picture reference given if needed Complete a variety of puzzles e.g. word puzzles or match numbers of groups to objects Working together with a peer – negotiating and turn taking</p>
<p><b>Fourth Milestone</b> Complete a 30-piece puzzle with a picture reference that is for example, all one colour or has no clearly defined edges.</p>	<p>Sort the pieces and start with the edges Refer to the picture correctly Understand that pieces shouldn't need to be force into position, they should fit easily Concentrate for a longer period of time</p>
<p><b>Fifth Milestone</b> Complete a 50-piece puzzle with a picture reference.</p>	<p>Complete a 50-piece puzzle of a familiar scene Complete a time challenge and concentrate for a long period of time Complete a variety of 50 piece puzzles such as different shaped puzzles, puzzles with a limited colour palette Picture of reference if they require it</p>

<b>Curricular Goal Five:</b> To construct with intent and be adaptable.	
<b>Milestones</b>	<b>Success Criteria</b>
<b>First Milestone</b> To stack or line up bricks independently and innately (not with intent), enjoying when they fall.	Large soft bricks to build towers / walls / roads Bringing in building equipment e.g. tools, hats, high viz Mega blocks
<b>Second Milestone</b> To stack and build basic structures with intent.	Wooden blocks, different sizes of Duplo Basic houses
<b>Third Milestone</b> Build representations of real buildings and be imaginative with their other constructions.	Understand the use of different tools and resources for age and small amount Smaller blocks, Lego – use the windows, doors etc Den building inside and out Junk modelling with support Modelling with man-made materials, scissors, glue, etc. Loose parts play
<b>Fourth Milestone</b> Build imaginatively, trying to create sections of their design that have a purpose or transform in some way.	Use construction with smaller parts or cog that they can use to transform Design with a purpose in mind Trial and error approach to building their design
<b>Fifth Milestone</b> Using non-typical construction items to construct their ideas or follow a set of pictorial instructions to create a model.	Lego with step by step instructions Wood work with adult support bringing in real tools, glue guns etc. Junk modelling Pictures of reference to replicate with construction

## Curricular Goal Six:

To grow items that they prepare for cooking and eating, understanding why it is important.

Milestones	Success Criteria
<b>First Milestone</b> Name basic fruit and vegetables and know the difference between a real plant and an artificial one.	Living and artificial plants in the environment, knowing that real ones need soil. Handling fruit and veg, naming different parts including seeds/pips Explorative play e.g. filling pots with compost, exploring seeds and beans
<b>Second Milestone</b> To plant a seed and know that not everything is safe to eat.	Begin to understand that not all foods should be eaten Explorative play but introduce tools – trowel, fork, rake Handling fruits and also planting seeds found Harvesting and eating raw e.g. beans and peas
<b>Third Milestone</b> To know what a plant needs to grow.	Exploring foods in the local environment Knowing that flowers attract bees / butterflies Planting seeds and beginning to understand that plants need care e.g. sun, water Knowing when we water the plants we don't pour in too much
<b>Fourth Milestone</b> Understand that some things take longer to grow than others and know when things are ready to harvest.	Harvesting – recognising when something is ready to be eaten e.g. seeing peas in pods, ripe, unripe strawberries Know that some foods need more care and take longer to grow
<b>Fifth Milestone</b> To understand more about the growing process and prepare the food they have grown ready to eat it.	Understand the role of insects in growing and pollinating Seasonality, know that pumpkins grow in the autumn and beans grow in the summer Tools used to prepare fruit and veg e.g. grater, peeler, knife, - understand safety precautions needed Cook vegetables grown e.g. potatoes



## Curricular Goal Seven:

To paint with intent using techniques and skills / processes such as colour mixing and the best tool for the job.

Milestones	Success Criteria
<b>First Milestone</b> Mark make with a paintbrush and name the primary colours.	Basic (primary colours) colour knowledge and recognition Use hands and fingers to paint Use dabbers Hold a large paintbrush to make marks using palm or whole hand grasp
<b>Second Milestone</b> To recognise a range of basic colours and experiment with colour mixing.	Begin to experiment with colour mixing Use paint scrapers, rollers and other tools Pincer grip for paintbrush Recognise the basic colours of the rainbow; red, orange, yellow, green, blue, purple as well as white and black
<b>Third Milestone</b> Name metallic colours and begin to paint basic shapes and lines.	Paint basic shapes and lines Follow instructions to paint a picture Name metallic colours, gold, silver, bronze Hold a paintbrush correctly after adult prompting
<b>Fourth Milestone</b> Paint basic scenes and keep within boundary lines.	Correctly hold a paintbrush without adult prompting Paint basic scenes – blue sky, green grass, yellow sun Paint within boundary lines e.g. flags Shades, light and dark Colour mix with some adult support
<b>Fifth Milestone</b> Use media and techniques with intent, including colour mixing.	Know which type of media is used when? For example, use a paint app in technology Colour mix with intent Draw a picture of a specific subject e.g. family, house Understand differences tone e.g. hair / skin Use different types of paint, acrylic, powder, water colour Learn about artists, cartoonists

<b>Curricular Goal Eight:</b> To use technology with purpose in order to enhance their learning.	
<b>Milestones</b>	<b>Success Criteria</b>
<b>First Milestone</b> To understand cause and effect.	Show interest in toys that include cause and effect e.g. pull cars, pop ups Take notice of noises around them, including music from a CD player
<b>Second Milestone</b> Enjoy the instant gratification of playing with sound buttons.	Recognising an outcome can be achieved from pressing / touching / pulling equipment Sound books / buttons Instant gratification
<b>Third Milestone</b> Role play using technology correctly and enjoy finding out how to operate equipment.	Explore and enjoy new and a variety of technology Show understanding of what items are used for and how they are operated Take photos Use head phones Role play with a simple phone
<b>Fourth Milestone</b> Program equipment correctly	Build patience to format a simple program and use with a purpose Program a phones / beebots / ipads correctly Play a simple ipad game
<b>Fifth Milestone</b> Use technology to inform their learning and extend knowledge	Ask to Google something Talk about alternative tech such as; Xbox, Alexa, specific apps etc.

<b>Leuven Scale Outdoor Continuous Provision Audit</b>					<b>Date:</b>	
	Level 1	Level 2	Level 4	Level 4	Level 5	How could it be enhanced?
Under Cover Area						
Learning Shed						
Water Tray						
Sandpit						
Tough Tray 1						
Tough Tray 2						
Tough Tray 3						
Tough Tray 4						
Stage						
Mud Kitchen						

### **Level One – Low Activity**

Activity at this level can be simple, stereotypic, repetitive and passive. The child is absent and displays no energy. There is an absence of cognitive demand. The child characteristically may stare into space.

N.B. This may be a sign of inner concentration.

### **Level Two – A frequently Interrupted Activity**

The child is engaged in an activity but half of the observed period includes moments of non-activity, in which the child is not concentrating and is staring into space. There may be frequent interruptions in the child's concentration, but his/her Involvement is not enough to return to the activity.

### **Level Three – Mainly Continuous Activity**

The child is busy at an activity but it is at a routine level and the real signals for Involvement are missing. There is some progress but energy is lacking and concentration is at a routine level. The child can be easily distracted.

### **Level Four – Continuous Activity with Intense Moments**

The child's activity has intense moments and at all times they seem involved. They are not easily distracted.

### **Level Five – Sustained Intense Activity**

The child shows continuous and intense activity revealing the greatest involvement. In the observed period not all the signals for Involvement need be there, but the essential ones must be present: concentration, creativity, energy and persistence. This intensity must be present for almost all the observation period.

DAILY RISK ASSESSMENT	MONDAY		TUESDAY		WEDNESDAY	
Areas to check	YES	If no what action has been taken	YES	If no what action has been taken	YES	If no what action has been taken
<b>Staff</b>						
Agency staff given induction						

Outside play area						
Are fences and gates secure						
Is the sand/water clean						
Is the floor area clean and tidy						

Playrooms						
Are fire exits clear						
Is floor clear and clean						
Is the heating adequate						
Are all socket covers in place						
First aid kit in accessible place						
Are bins empty						

Toilets/bathrooms						
Are toilets flushed and clean						
Is toilet paper available						
Are hand basins clean						
Do taps work						
Are floors clean and dry						
Are all chemicals stored in a locked cupboard						
Are bins empty						
Are paper towels topped up						

Kitchen						
Are kitchen surfaces clean						
Are floor surfaces clean						
Is all food stuff stored appropriately						
Has the temperature of the fridge been recorded						
Are bins empty						

Signature of person completing form each day						
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COMMENTS/NOTES



## Starting Points (Birth to Three Years)

### **Why are we collecting this information?**

We are obliged as a setting to gather information about each child's development on entry to the setting and who better to ask than you, their parents and carers. The Early Years Foundation Stage sets out a statutory requirement to gain a 'starting point' assessment before any child attends a new setting.

### **What do you need to do?**

Please complete the sheet attached to let us know all about your children so that we can meet their needs immediately when they arrive. Please tick or cross the circle next to each statement according to whether they can or cannot do what is stated. If you are not sure or they only do the objective stated sometimes it is better to cross the circle.

### **Where do the statements come from?**

The statements given are based on things that children can usually do when they are aged from birth to three years old according to the Early Years Foundation Stage. The statements are wide ranging so if you find that you are crossing or ticking lots of statements please do not be concerned as it covers quite a large age range.

If there is anything that you would like to discuss further please do not hesitate to contact the manager or your child's key person if you know who they are.

Please could you complete this form before your child's official start date at our setting?

Thank you for your support and cooperation. We look forward to seeing you soon.

### Communication and Language

- I turn towards familiar sounds. I am startled by loud noises. I can accurately locate the sources of a familiar person's voice, like my mum's or dad's.
- I like to gaze at faces. I copy facial expressions and movements. If you stick out your tongue, I'll stick out mine. I make eye contact for longer periods as I get older.
- I watch people's faces as they talk.
- I like to copy what you do and take turns in joining in with conversations by babbling.
- I try to copy the lip movements that you make.
- I enjoy singing, music and toys that make sounds.
- I can recognise your voice and it makes me feel calm when I hear it.
- I can listen and respond to a simple instruction.
- I make sounds to get your attention. I do this in different ways such as crying when I'm hungry or unhappy and making gurgling sounds, laughing, cooing or babbling.
- I like to babble. I use sounds like *baba* and *mamama*
- I use gestures like waving and pointing to communicate.
- When I want something, I reach or point while making sounds.
- I like to copy your gestures and words.
- I babble all the time and use single words when I am playing
- When I am 'talking' I change my intonation, pitch and volume.
- I can understand single words such as cup, milk, daddy, when they are used in meaningful contexts.
- I can understand frequently used words such as *all gone*, *no* and *bye bye*
- I can understand simple instructions like *give to nanny* or *stop*
- I can recognise and point to objects when you ask me about them.
- I like to focus on an activity that I have chosen. I can find it hard when you move me away from something I find fun.
- I like to listen to you when you talk, but I can find it hard to pay attention when I see something interesting.
- I can feel really frustrated when I can't make myself understood.
- I am learning to use words and actions to let you know how I am feeling.
- I am learning to have conversations but I often jump from topic to topic.
- I like to join in and pretend play like *putting the baby to sleep*.
- I can use the speech sounds *p b m*
- I can pronounce *l, r, w, y, f, th, s, sh, ch, d, x, j*
- I can pronounce words that have more than one syllable such as *banana* and *computer*
- I might pronounce some words incorrectly.
- I like to listen to simple stories. I can understand what is happening with the help of the pictures.
- I can identify familiar objects when you describe them. I can point to the big boat in the book we're sharing. I can get an apple when you ask me to.
- I can understand longer sentences. I can *make teddy jump* when you say that as we're playing. When you say *find your coat* I can do that.
- I can understand simple questions about *who*, *what*, and *where* but generally not *why*.

### Personal, Social and Emotional Development

- When you comfort me, I feel calm.
- I am beginning to develop my sense of self by interacting with you and other important people.
- I can show you what I like and don't like.
- I can show you I need something by using eye contact, gesture and words. I can point to or look at my cup to tell you that I want a drink.
- I am learning to cope with feeling sad when you leave me. I might need a special object or lots of cuddles to feel safe and happy.
- I am becoming more confident around a wider group of people.
- I will look back at you when I crawl or walk away to check you are still there.
- I like to see you smile to encourage me.
- I am learning to feel more confident to play on my own and with other children.
- I am learning to feel confident when I am exploring new places with my key person.
- I feel safe and secure with my key person to show my emotions.
- I am becoming more and more independent. This means I can sometimes get frustrated when I want to do something by myself.
- I am beginning to understand how to wait for my turn and learning to control my feelings when I want something.
- I am learning how to talk about how I am feeling.
- I am interested in other people. I notice and ask questions about differences such as skin colour, types of hair, gender, special needs and disabilities.
- I am learning how to make friends with other children
- I am learning about other feelings through stories and play.
- I am learning to talk about how I feel and using more words to do this. *I am sad because or I love it when.*
- I am beginning to show you that I am ready to use the potty.

### Physical Development

- When I am on my tummy, I can lift my head up.
- I can push my chest up with straight arms.
- I can roll over from my tummy to my back and from my back to my tummy.
- I enjoy moving when I am outdoors and inside.
- I can sit without support.
- I am beginning to crawl in different ways and directions.
- I can pull myself upright and bounce.
- My coordination is developing and I can reach out for different objects.
- I can pass things from one hand to another and give things to you.
- I like to drop things.
- Through lots of practise of waving, kicking, rolling, crawling and walking, I can control my whole body.
- I can clap and stamp to music.
- I like to explore and move around in spaces I can fit into such as large boxes, dens and tunnels.
- I enjoy learning how to kick, throw and catch balls.
- I am learning to walk by myself.
- I find different ways to support myself.
- I can walk, run, jump and climb and I am learning to use the stairs independently.
- I can spin and roll. I can use ropes independently, like tyre swings.
- I can sit on a push along wheeled toy.
- I can use a scooter or ride a tricycle.



### Literacy

- I love listening to songs and rhymes.
- I enjoy joining in with songs and rhymes. I copy sounds, rhythms, tunes and tempo.
- I can say some of the words in songs and rhymes.
- I copy finger movements and other gestures
- I sing songs and say rhymes independently.
- I like to sing when I am playing
- I love to share books with you.
- I like to look at and respond to the pictures and words in the book.
- I have favourite books. I like to share my favourite books with you and my friends. I also like to look at books on my own.
- I like to repeat words and phrases from my favourite stories.
- I like to talk about books.
- I share my ideas and ask questions.
- I like to use props to act out familiar stories.
- I am interested in familiar print. I notice the first letter of my name, bus or door numbers and logos.
- I love to draw and give meaning to marks I make.
- I make marks on my picture for my name.

### Understanding the World

- I enjoy kicking and waving. I repeat actions that have an effect.
- I like to explore objects with different textures, sounds, smells and tastes.
- I like to explore natural materials, indoors and outdoors, such as wet and dry sand, water and paint.
- I enjoy exploring the natural world such as splashing in puddles, looking for worms and minibeasts.
- I am learning to make connections between the features of my family and other families.
- I notice differences between people.

### Mathematics

- I like to play with stacking blocks and cups. I put objects inside others and take them out again.
- I enjoy taking part in finger rhymes with numbers.
- I react to changes of amount in a group of up to three items; if you build a tower with three blocks and take one away, I'll notice.
- I can compare amounts saying *lots, more, or same*.
- I am starting to show an interest in counting by making sounds, pointing and saying some numbers in order.
- I like to count everyday routines and play. I sometimes skip numbers 1, 2, 3, 5. I like to climb and squeeze myself into different types of spaces.
- I enjoy building with lots of different resources such as blocks and boxes.
- I can do inset puzzles.
- I use words and gestures to compare size and weight *bigger/little/smaller, high/low, tall/heavy*.
- I notice patterns and arrange things in patterns.

### Using Media and Materials

#### Exploring and Using Media and Materials

- I am aware of sounds and music.
- I enjoy music and respond emotionally and physically when it changes.
- I move and dance to music.
- I anticipate phrases and actions in rhymes and songs like *Peepo*.
- I enjoy making sounds and exploring my voice.
- I join in with songs and rhymes, making some sounds.
- I can make rhythmical and repetitive sounds.
- I enjoy exploring a range of sound makers and instruments and playing them in different ways.
- I notice patterns with strong contrasts and I am attracted by patterns resembling the human face.
- I enjoy mark making. I am starting to make marks intentionally.
- I enjoy exploring paint, using my fingers and other parts of my body as well as brushes and other tools.
- I express ideas and feelings through mark making. I sometimes give meaning to my marks.
- I enjoy taking part in action songs, such as *Twinkle, Twinkle Little Star*.
- I am beginning to take part in pretend play. I pretend one object represents another - e.g. holding a wooden block to my ear and pretending it's a phone.
- I like to explore different materials, using all of my senses to investigate them. I manipulate different play materials like play-dough.
- I use my imagination when I think about what I can do with different materials.
- I can express my ideas through making simple models.

## **Starting Points (Three and Four Year Olds)**

### **Why are we collecting this information?**

We are obliged as a setting to gather information about each child's development on entry to the setting and who better to ask than you, their parents and carers. The Early Years Foundation Stage sets out a statutory requirement to gain a 'starting point' assessment before any child attends a new setting.

### **What do you need to do?**

Please complete the sheet attached to let us know all about your children so that we can meet their needs immediately when they arrive. Please tick or cross the circle next to each statement according to whether they can or cannot do what is stated. If you are not sure or they only do the objective stated sometimes it is better to cross the circle.

### **Where do the statements come from?**

The statements given are based on things that children can usually do when they are aged three and four years old according to the Early Years Foundation Stage. The statements are wide ranging so if you find that you are crossing or ticking lots of statements please do not be concerned as it covers quite a large age range.

If there is anything that you would like to discuss further please do not hesitate to contact the manager or your child's key person if you know who they are.

Please could you complete this form before your child's official start date at our setting?

Thank you for your support and cooperation. We look forward to seeing you soon.

### **Communication and Language**

- I like listening to longer stories and I can remember a lot of what happens.
- If I am really busy in my play, I can find it difficult to switch my attention and listen to what you say to me. It helps me if you use my name and say *"Please stop and listen"*
- I can use lots of different words. I like to learn new words.
- It helps me if you explain what new words mean.
- I can understand questions and instructions that are more complicated and have two parts like *please get your coat and wait at the door*.
- When you ask me questions about why something happened I understand - e.g. *Why do you think the caterpillar got so big?*
- I know lots of songs and enjoy singing them.
- I can tell you a long story and talk about my favourite books. I know lots of nursery rhymes.
- I am still learning how to use word endings. I might still make mistakes such as *runned* for *ran*.
- I am still learning to pronounce some words. These are sounds that I might still find tricky e.g. *j, th, ch, and sh*.
- I can use long sentences of four to six words.
- I can use words and actions to explain my thoughts and ideas. I can give my point of view and disagree.
- I like having long conversations with you and my friends.
- When I am playing I talk to pretend. *Let's go on a bus. You sit there, I'll be the driver.*

### **Personal, Social and Emotional Development**

- I am becoming more and more independent and enjoy being given resources and activities that I can use by myself.
- I like to be given responsibility and to help with jobs like fetching the fruit for everyone or washing up my plate after snack.
- I am becoming more confident interacting with new people.
- I like to play with other children and I can build on the ideas in our play.
- When playing with my friends I can find ways to solve conflicts e.g. I know that we can't all be Spiderman in the game and I suggest other ideas.
- I am learning about why rules are important and can follow rules most of the time.
- I can remember the rules and I don't need an adult to remind me.
- I am learning about how to assert myself in appropriate ways.
- I talk to my friends to solve problems that might happen when we are playing.
- I can use different words to explain how I am feeling.
- I am developing an understanding of how other people might be feeling.
- I can use my fine motor skills to do up buttons, zips and to pour myself a drink.
- I am keen to be independent; especially around dressing and feeding myself.
- I am beginning to eat independently and I am learning to use a knife and fork.
- I am becoming more and more independent getting dressed and undressed. I can put my coat on and do up my zip.
- I am becoming more and more independent in looking after myself. I can brush my teeth and wash and dry my hands thoroughly.
- I understand about how important it is to brush my teeth. I can make healthy choices about food, drink and exercise.

### **Physical Development**

- I am continuing to develop a range of physical skills, balancing, riding and ball skills.
- I can walk up steps and stairs and climbing equipment using alternate feet.
- I can skip, hop, stand on one leg and hold a pose for a game like musical statues.
- I can wave flags and streamers using large muscle movements and paint and make marks on a big scale.
- I like to join in with group and team activities. Sometimes I like to make these up with my friends.
- I am learning to use and remember sequences and patterns of movements which are related to music and rhythm.
- I can think carefully about which movement I need to make, for example whether to crawl, walk or run across a plank, depending on its length and width.
- I can choose the right tools for what I need to do.
- I can work with my friends to move and carry large objects such as big wooden blocks.
- I can use one handed tools, such as scissors
- When holding pens and pencils, I have a comfortable grip and good control.
- I am showing whether I am left or right handed.

### Literacy

- I understand five important things about print
  - Print has meaning
  - Print can have different purposes.
  - We read English text from left to right and from top to bottom
  - The names of different parts of the book
  - We read pages in story books one at a time.
- I am learning to tune into the different sounds in English. I am developing my phonological awareness, so that I can:
  - Spot and suggest rhymes
  - Count or clap syllables in a word
  - Recognise words with the same initial sound, such as *money* and *mother*.
- I enjoy having long conversations about stories and learning new words.
- In my play I am learning to use my knowledge of sounds and letters in my early writing.
- I can write some or all of my name.
- I can write some letters accurately.

### Using Media and Materials

- I take part in simple pretend play, using an object to represent something else even though they are not similar.
- I am beginning to make up complex small worlds using animal sets, dolls and dolls houses etc.
- I enjoy making detailed imaginative small worlds with blocks and construction kits, such as a city with different buildings and a park.
- I enjoy exploring different materials freely. I am learning to develop my ideas about how to use them and what to make.
- I can join different materials together. I explore the textures of different materials.
- I can create closed shapes with continuous lines.
- I am learning to use these shapes to represent objects.
- I can draw with increasing complexity and detail such as representing a face with a circle including details.
- I can use drawings to show ideas like movement or loud noises.
- I can show different emotions in my drawings and painting, like happiness, sadness, fear etc.
- I enjoy exploring colour and colour mixing.
- I can listen to sounds with increasing attention.
- I respond to what I hear and express my thoughts and feelings.
- I can remember and sing entire songs.
- I can sing the pitch of a tone sung by another person.
- I can sing the melodic shapes of familiar songs.
- I enjoy creating my own songs. I can make up a song around one that I already know.
- I can play instruments with increasing control to express my feelings and ideas.

### Mathematics

- I can quickly recognise groups of up to 3 objects, without having to count them individually (this is called subitising)
- I can say numbers in order past 5.
- I can say one number for each item in order – e.g. 1, 2, 3, 4, 5.
- I know that the last number I reach when counting a small set of objects tells me how many there are in total.
- I can show finger numbers up to 5.
- I can match the correct numeral (number symbol) to the right amount up to 5 - e.g. point to the number 3 when I count 3 snails.
- I like to experiment with making my own marks and symbols as well as numerals.
- I can use mathematical words to compare amounts *more than*, *fewer than*.
- I like to explore 2D (flat) and 3D (solid) shapes. I can talk about shapes using everyday words like *pointy*. I can use mathematical words like *sides*, *corners*, *straight*, *flat*, *round*.
- I can understand position through words alone - e.g. *The bag is under the table* – with no points.
- I can describe a familiar route.
- I can talk about routes and locations, using words like *in front of* and *behind*.
- I can make comparisons between objects relating to size, length, weight and capacity.
- I can choose the right shape when building e.g. triangular prism for a roof.
- I can combine shapes to make new ones – e.g. an arch, a bigger triangle etc.
- I can talk about and identify patterns that I see around me, e.g. stripes on clothes, designs on wallpaper. I use everyday language like *pointy*, *spotty*, *blobs* etc.
- I can make and extend ABAB patterns – e.g. *stick, leaf, stick, leaf*.
- I can spot an error in a repeating pattern and correct it.
- I am learning to use words such as *first*, *then*, *after*, to describe a pattern of events.

### Understanding the World

- I enjoy exploring natural materials using all of my senses.
- I explore and investigate collections of natural materials with similar and or different properties.
- I can talk about what I explore and investigate using a wide range of words.
- I am learning about my own life story and my family's history
- I am interested in the different jobs people do.
- I am interested in exploring how things work.
- I enjoy planting seeds and caring for growing plants.
- I can understand important parts of life cycles of both plants and animals - e.g. a bean, a caterpillar or a chick.
- I am learning that it is important to respect and care for the natural environment and all living things.
- I am learning about different forces I can feel - e.g. how the water pushes up when I try to push a plastic boat under it.
- I can talk about the difference between materials and changes I notice - e.g. when cooking.
- I am learning to develop positive attitudes about the difference between people.
- I know that there are different countries in the world. I can talk about differences I have experienced or seen in photos.



# Starting at Ilchester Early Years Department



Prospectus 2022 - 2023

# Welcome to Ilchester Community Primary School's Early Years Department

## Welcome from the Headteacher

We recognise that for many of you this will be your child's first experience of leaving their adult; it may even be the first time that you will leave them. We feel privileged that you have chosen our setting to care for your most precious family member. At Ilchester we provide a caring, nurturing, unique experience and we are really looking forward to working with you and your family.

We welcome all children, from all areas of our community, embracing everyone's varied backgrounds and we strive to provide for each individual's needs. Children can attend our Pre-School from age two, until they start school in the September following their fourth birthday.

Our professional and well qualified staff team work tirelessly to ensure that your children feel safe and happy in their environment. They provide a play-based learning experience and enjoy indoor and outdoor play on a regular basis.

## Our Vision, Values and Aims

*'Making learning irresistible for all'*

Belief

Bravery

Equity

Curiosity

Kindness

**Belief:** We believe that every child can succeed and we encourage them to believe in themselves.

**Bravery:** We promote bravery by encouraging the children to try new activities and experiences.

**Equity:** We provide equity for all of our children; ensuring that no matter what their starting point, background or experience they all have access to the opportunities that they need to succeed.

**Curiosity:** We encourage our children to be curious and fully involved in their learning. Wherever possible we opt to follow the children's interests in play and learning.

**Kindness:** We encourage the children to be kind to others and themselves in all that they do.

## Settling In

During your 'stay and play' session we will give you paperwork to complete and a welcome booklet for your child. We will ask you to complete a registration form which will outline everything that we need to know about your child: **They cannot be left with us until this is complete.** Alongside this we will ask you to complete a 'starting points' document. This document asks you to identify the skills that your child has and hasn't yet achieved in order to give us a starting point for their learning.

When all of your paperwork is complete and your sessions are booked in, your child can attend the setting. We want the children to feel safe and happy in the setting and as a result we recommend that for their first visit an adult stays with them until they feel confident to branch out and play. We recognise that each child is different and they will require a different transition when separating from their adult therefore we will work with you to make this as seamless as possible. Your child will be allocated a Key Person who will become your 'go to' member of staff within the setting. This member of staff will actively build a relationship with your child and, wherever possible, will address all of their care needs including nappy changing. If your child's Key Person is absent a secondary Key Person, who is also familiar with your child, is allocated.

## Opening Hours and Fees

Breakfast Session	Monday – Friday	7.45 a.m. – 9.00 a.m.
Morning Session	Monday – Friday	9.00 a.m. – 12.00 mid-day
Afternoon Session	Monday – Friday	12.00 mid-day – 3.00 p.m.
Tea Time Session	Monday – Friday	3.00 p.m. – 5.00 p.m.

The office is open between 8.45 a.m. and 3.45 p.m. Please leave a message on the answerphone outside of these times and your call will be returned. If you are ringing regarding the late pick up of your child outside of these hours, we will contact you as soon as possible. Rest assured your child will be kept safe with a member of Pre-School staff until you arrive or arrange alternative collection arrangements.

For our current prices please see our 'Fees Policy' which is available on the school website. Fees are payable always in advance and must still be paid if children are absent. We are in receipt of nursery education funding for two, three and four-year-olds; however, where funding is not received fees do still apply. **For your child to keep their place at the setting, you must pay the fees.**

## Snacks and Meals

During our breakfast session we provide the children with a hot and cold food option such as crumpets, toast or cereals.

We provide a healthy mid-morning snack which the children create their own weekly snack menus for. Where possible the children are involved in the preparation of snack in order to encourage them to try and taste everything on offer. Whilst the children are participant in the process their Key Person ensures that snacks include a mixed variety of fruit, vegetables, dairy and carbohydrates.

We ask parents to provide a clearly labelled water bottle regardless of the session they attend.

At lunchtime, the children are provided with a hot meal from our outsourced caterers, FIGS of Somerton. Menus are sent out termly and children do not need to make meal choices before the day. There are meat and vegetarian options for the children to choose from.

At tea time, the children are provided with a small hot meal such as a toasted sandwich or beans on toast.

We are vigilant with dietary requirements and are keen to work with parents to provide alternative options to suit any allergies or intolerances. Please ensure that you share any dietary requirements with us and indicate them on your child's registration form.

## **Uniform and Clothing**

Although uniform is not a requirement at Pre-School it is encouraged to help with the children's progression into school. Jumpers with logos are available to purchase from South West Schoolwear in Yeovil. Cheaper, pre-loved jumpers can also be sourced from the school's Parent Teacher Association, (Friends of Ilchester School, FIS).

Whilst we will always support the children, we do encourage them to be as independent as possible when dressing and undressing. Therefore, any clothing choices need to be easily put on or removed by your child, particularly if they are toilet training. Please provide a waterproof coat during the colder months because we do go outside come rain or shine.



At Pre-School, we do encourage messy play and will often be found in the mud kitchen, at the forest or painting independently. Whilst aprons and suitable waterproofs will be provided and encouraged, we cannot always keep the children clean. With this in mind we recommend the children dress in clothes that you are happy to get dirty. Please also provide a change of clothes for these occasions.

Footwear needs to be practical and comfortable. It must be suitable for messy play and energetic activities. Open-toe shoes must be avoided. Please provide a pair of wellies for walks and outdoor activities that your child can change into when needed.

Please ensure that all items are clearly named and put into a bag on your child's peg. We do ask that you take this bag to and from Pre-School daily.

During the hotter weather we do ask for the children to bring a clearly labelled sun hat and sun cream. Staff will apply sun cream periodically throughout the day.



## Our Learning Environment

We are located in the wooden building on the Infant Department Site in Illustrious Crescent. Unfortunately, there is no parking available therefore parents must park along the road and walk to the setting. The Pre-School has two rooms, 'Puddleducks' for our two-year-old children and 'Tiggywinkles' for our three and four-year-old children. After a child's third birthday we will begin a transition between the two rooms.

The setting offers a variety of play opportunities and dedicated areas such as:

- Large play rooms for imaginative and topic related activities
- Cosy reading corners
- Writing, reading and maths activities incorporated throughout the space
- An indoor wet area for messy play and craft activities
- A low-level worktop at the kitchen for cooking activities and snack preparation
- Plenty of table space for the children to eat their lunches
- A fully interactive computer screen that all of the children can see and engage with. We embrace the use of technology at our setting in moderation.
- Child sized toilets and nappy changing facilities with walk-up changing units.
- A secured outdoor area to the rear of our building provides a safe place to play. It has been landscaped to include sand play, a slide, water play and a track for scooters and other ride-on toys.
- Access to the library at the Junior Department
- Access to the forest school area on the Junior Department Site
- Access to the field at the back of our outdoor area as well as the pond and playground equipment within the Infant Department Site.



## Our Approach to Children's Learning

As a school we recognise that the early years of a child's life should be spent learning through play and enjoying their childhood. As a result, the children will have access to a stimulating environment that enables them to explore and be curious. The large majority of the children's learning will be play based



and will revolve around their own interests. We are keen as a setting to make their learning irresistible. We aim to achieve this by inviting visitors in, going on regular walks around the local environment, visiting our forest area and going on trips out. The children will be given regular opportunities to try new things, socialise, collaborate and express their interests. The staff aim to facilitate all of this learning by offering a safe, caring and attentive relationship where the children can be independent and confident to explore. A small proportion of the children's learning will be spent as a group where they will listen to stories, find out about their topic, talk about the day ahead or to show and tell their own news. When sharing their

news, we actively encourage them to share their own cultural backgrounds and we often invite parents and carers to do so too. If you are keen to get involved, please do let your child's Key Person know.

## The Curriculum

The Early Years Department follow 'Birth to Five Matters' which is the non-statutory guidance used to support the statutory document as their curriculum driver. 'Birth to Five Matters' is available to download at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/971620/Development\\_Matters.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/971620/Development_Matters.pdf) This clearly defines what is taught.

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected. The first three areas are known as the prime areas and are described as the 'universal core aspects of early child development' (DfE, 2021, Birth to Five Matters).

The prime areas are:

- **Communication and Language**  
Listening, Attention and Understanding  
Speaking
- **Personal, Social and Emotional Development**  
Self Regulation  
Managing Self
- **Physical Development**  
Gross Motor Skills  
Fine Motor Skills

The specific areas of learning help children to 'strengthen and apply the prime areas' (Julian Grenier, 2021, Working with the revised Early Years Foundation Stage: Principles into Practice). The specific areas are:

- **Literacy**  
Comprehension  
Word Reading  
Writing
- **Mathematics**  
Number  
Numerical Patterns
- **Understanding the World**  
Past and Present  
People, Culture and Communities  
The Natural World
- **Expressive Arts and Design**  
Creating with Materials  
Being Imaginative and Expressive

## Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning which weave throughout all of the areas of learning. The Teachers and Early Years Practitioners plan activities with these in mind. The three characteristics are:

- **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  
Working with ideas



As a part of the school we encourage the children to recognise these characteristics in themselves via our 'Knights of Success'. We recognise that at Pre-School the children find it harder to express themselves therefore we encourage them to be a 'Sir Try-a-Lot' and always give new things a try.

## Assessment

Your child will have a Key Person who is responsible for monitoring the progress of your child and in supporting them to achieve their developmental milestones. The Key Person will assess your child's learning and progress by observing them frequently. They will document their observations using photos and sticky labels in a beautiful handmade learning journey. Your child's Key Person will also evidence their learning through the work that they produce themselves; this will also be documented in their learning journey.



On entry to the setting, children's parents and carers complete a 'starting points' document. This is vital as we need the people who know them best to tell us all about them. The starting points are then followed by a more detailed baseline assessment carried out by their child's Key Person six weeks later. As a setting we make termly assessment summaries of children's achievement based on our on-going development records and will invite you in for parents' evenings twice yearly to discuss further. In the summer term you will receive an end of year report.

## The Progress Check at Age Two

The Early Years Foundation Stage requires that each setting supplies parents and carers with a short, written summary of their child's development in the three prime areas of learning. Your child's Key Person

is responsible for completing the check using information from their on-going observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

## **A Typical Day**

07.45 – 09.00	Children have their breakfast, read books, complete puzzles or games for a calm start to their day
09.00 – 10.45	Children play independently both indoors and outdoors with no adult interruptions
10.45 – 11.00	Snack time
11.00 – 12.15	Indoor and outdoor play with adult directed tasks
12.15 – 12.45	Lunch time
12.45 – 02.00	Indoor and outdoor play with adult directed tasks
02.00 – 03.00	Children play independently both indoors and outdoors with no adult interruptions.
03.00 – 05.00	Children have their tea and have a calm end to their day, using technology, reading books, singing and playing games.

The adult directed tasks are differentiated and carefully timed for our varied age range.

## **Staffing**

The setting always maintains the ratio of adults to children outlined in the 'Early Years Foundation Stage Statutory Requirements'. We also appoint college students who are training for their Level 2 and Level 3 childcare qualifications. In addition, we welcome volunteers and parent helpers where possible to complement these ratios. As our Pre-School is very much a part of the school you will often see the Headteacher, Early Years Leader and Special Educational Needs and Disabilities Co-Ordinator (SENDCo) within the setting too. All of our Pre-School staff are paediatric first aid trained.



## **Special Needs**

Within our setting, everyone is welcome and we embrace and support children's individual needs. The setting follows all legislation and statutory requirements within this area and documents its practice within its Inclusion Policy. We have a named Special Educational Needs and Disabilities Co-Ordinator (SENDCo) within the setting who works closely with the School SENDCo and local Area SENDCo. If you require further information regarding special needs and how we cater for them please do not hesitate to ask.

## **Links with the Local Community**

The children have a link with the elderly members of our community via the community coffee mornings. The children are able to visit them and often write to them, needless to say when they receive a reply it is all very exciting!

## Partnership with Parents and Carers

We recognise that parents are the first and most important educators in their children's lives. The staff consider themselves as partners with you when providing care and education for your child. We value your contributions and regularly offer you consultation regarding major policy changes or points for discussion via parent parliament sessions with our Headteacher. Our door is always open at Ilchester. Parents and carers are actively encouraged and welcomed to visit the setting and meet our staff regularly. At drop off and pick up times there are opportunities to exchange information with your child's Key Person, meetings can be arranged to discuss their progress and more formal parents' evenings are scheduled throughout the year too. We welcome parent helpers and if this is something that you are interested in please do not hesitate to contact your child's Key Person.

A weekly newsletter is produced to inform parents of all that is going on at the Pre-School. Within the newsletter we will inform you of up and coming events or topics that you can get involved with and we may ask for your participation too. As our partnership is a two-way relationship we ask you to keep us informed of the children's own special interests and significant changes in their lives. Whilst we encourage our three and four-year-olds to communicate with you about their day we recognise that it can be a big ask for our two-year-olds therefore home communication books are used as a stepping stone.



As a school we have a Parent Teacher Association who fundraise for our setting. If you are interested in getting involved, information can be sort from the FIS (Friends of Ilchester) noticeboard outside of the setting or from the Manager. FIS will ask for support and advertise events regularly via flyers and newsletters.

The children's learning journeys have to be kept in a secure place in order to be General Data Protection Regulation (GDPR) compliant however they can be viewed on request anytime. We do however ask that all of the children's work remains within the setting. When your child leaves the setting all of their work will be sent home for you to keep forever.

## Safeguarding Children

As with any educational setting, we have a duty of care to safeguard our children. In order to keep the children safe all staff and volunteers are DBS (Disclosure and Barring Service) checked, mobile phones or camera devices are kept in a locked cupboard and appropriate ratios are adhered to. We promote open and transparent relationships with our parents and where necessary we can offer support and referral to appropriate agencies if you are experiencing difficulties. The setting has procedures in place for managing disclosures, complaints and allegations which are all outlined within our policies.



## **School Readiness**

Whilst school readiness requires much more than just the academics and every year from birth builds toward that moment the staff will begin preparing the rising five-year-old children more formally for school during their last summer term at Pre-School. The children will have the opportunity to visit their local school wherever possible and opportunities for their teachers to meet them within the setting will be provided. The children will begin small group activities during this time focussing on all manner of things including turn taking, mark making, counting, drawing, colouring and much more.

**We hope that this has given you a flavour for our setting.  
Please feel free to contact us or arrange a visit if you require any  
further information. We look forward to working with you  
and welcoming your children soon.**

## Parent Checklist

- I have booked a 'Stay and Play' session
- I have completed the 'Starting Points' document
- I have completed the registration form and have made any allergies or important information clear
- I have read and understood the 'Fees Policy'
- I have read and understood the 'Food Policy'
- I have completed the 'Home Pre-School Agreement'
- I have completed the 'Guinea Pig Permission Form'
- I have provided a clearly labelled bag or box for their lunch
- I have provided a clearly labelled bottle with water
- I have purchased a school jumper (not compulsory)
- I have provided a clearly labelled bag with spare clothes that I don't mind getting dirty
- I have provided a pair of labelled wellies
- I have provided a labelled waterproof coat
- I have provided a labelled bottle of sun cream and a labelled sun hat for the hotter weather
- I have registered my interest in helping with 'Friends of Ilchester School' – FIS (not compulsory)



SOMERSET COUNTY COUNCIL  
ILCHESTER COMMUNITY PRIMARY SCHOOL  
**HEADTEACHER: Mr N J Heath BA (Hons) PGCE**

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**THE INFANT DEPARTMENT**

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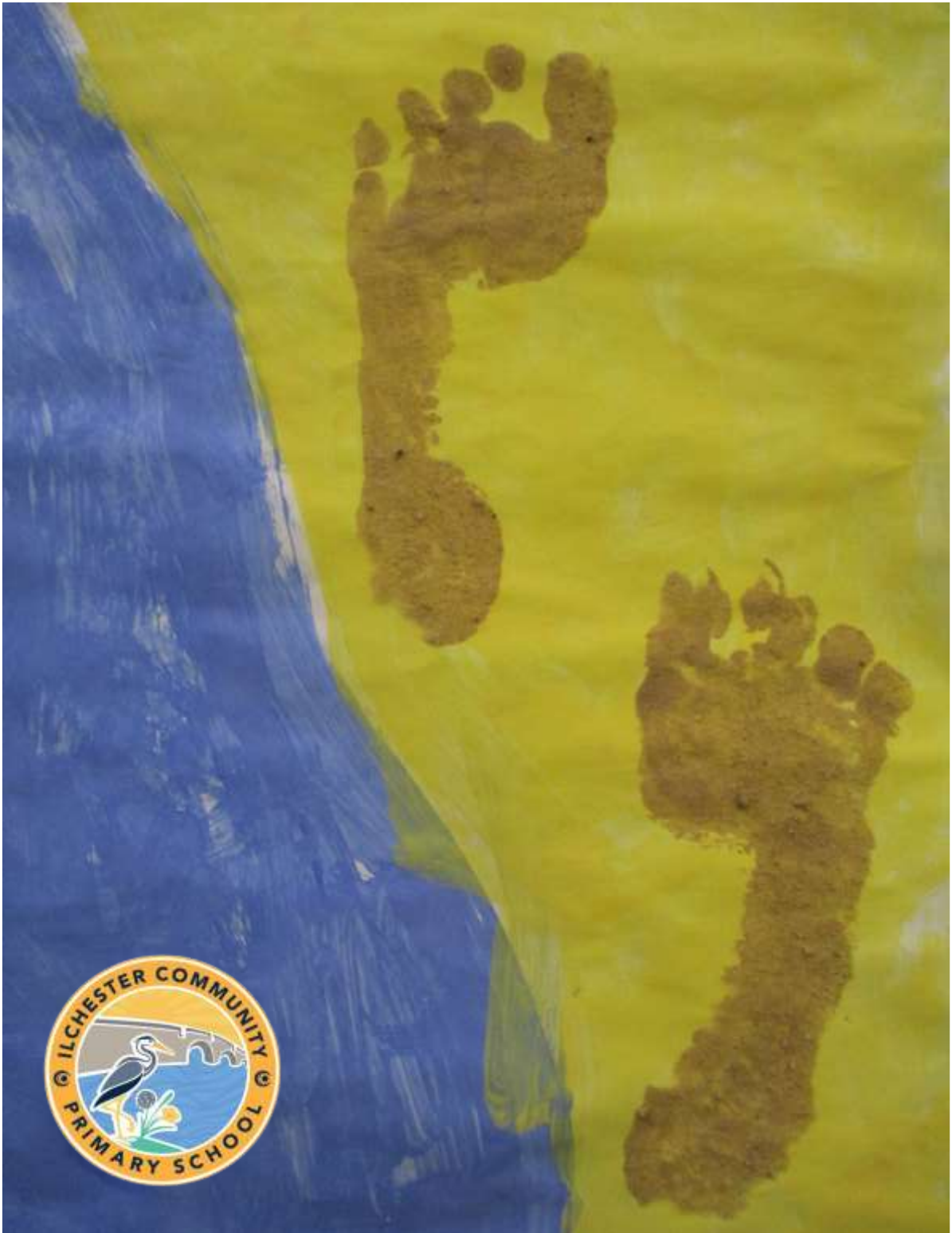
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***Please note: All information in this prospectus is accurate at the time of print. From time to time changes will occur, on these occasions, parents will be notified. More detailed information can be found in the school's Policies and Procedures. These can be found on the school website: [www.ilchestercommunityprimaryschool.com](http://www.ilchestercommunityprimaryschool.com)***





# My Journey to Pre-School



This is the Puddleducks Room where the two-year-olds play.



This is the Tiggywinkles Room where the three- and four-year olds play.



On your first day you will say *goodbye* to your adult on the path and come through this door.

Emily will help you to put your things away.



This is the foyer where we keep the coat trolley.

You will hang your coat and bag up here.

You will put your lunchbox underneath.



This is our story corner.  
We enjoy reading and singing here  
in the morning.



This is our home corner.  
We enjoy making lots of role play  
stories here.



At Pre-School we have lots of technology to play with too. Here are a few of the devices that we have.

Remember though, we must be safe with technology so when the adult says that “time is up” we must stop.



At Pre-School we love to get dirty!

Don't worry, adults, we use aprons to keep us as clean as possible.

We love to play in the sand, water, jelly and playdough.



Emily



Cree



Charlotte



Hiroko



Rhiannon



Ros



Hayley

When you come into the Puddleducks or Tiggywinkles Rooms you will see lots of friendly adult faces.

I wonder if you can spot your key person?





This is the garden.

We spend lots of time outside making mud pies, climbing to the top of the castle and riding the bikes.

We also grow our own fruit, vegetables and plants such as sunflowers.



There are lots of things to do  
in the garden.



I wonder what you would like to play with?



We are very lucky to be part of the school because it means that we can use their learning spaces too.

This is the field that we play on. Running up and down the mound is the best bit!



This is the swimming pool that we get  
To use in the summer months.

Don't worry if you can't swim though;  
we will help you.

We have lots of floats and armbands too.



**This is the school hall.**

**The Tiggywinkles have their lunch here and sometimes they use this room to play on the climbing frame or attend a whole-school event.**

**The best time to be in the hall is at Christmas when the Tiggywinkles star in the Nativity play.**



This is the climbing equipment that we get to use too. Don't worry, an adult will be there to keep you safe.



You will find the toilets in the Tigglywinkles Room. They are just the right height for you to use.

If you're in the Puddleducks Room and are toilet training, we have plenty of potties on hand too.





When you've finished in the toilet, you wash your hands at the sinks.

You can dry them with the extra-quiet hand dryer.

Puddleducks have their own sink as well.



Every morning we have snack time.

We have lots of lovely food for you to try such as sandwiches, vegetables, fruit and yoghurts.

Sometimes we even sample food that we have grown ourselves.



At lunchtime we have a hot dinner.

If you really don't want one you can bring a packed lunch but they are very tasty and we're sure you'll love them as much as we do.



At home time, you will get your belongings and wait on the carpet and sing the goodbye song.

You then wait for your name to be called.



Don't worry if you can't remember what you did on your first day because your adults will get a weekly newsletter to tell them all about it.

If you are a Puddleducks you will have a communication book that helps you too.

Here is what the children have to say . . .



“Playing with my friends is the best”



“I like going swimming and we went to the sports day with the big children”



“Playing with the babies is fun”



“I like to do the register with my friends”



Starting School  
September 2022



ILCHESTER  
COMMUNITY  
PRIMARY SCHOOL

## **Welcome to Ilchester Community Primary School**

A smooth transition into full-time school is particularly important for any child's well-being and future learning. Our main aim is to ensure that starting school is a happy experience for your child. We provide a stimulating, exciting and challenging environment in which your child will feel secure and happy; where their expectations and yours will be met. This we do through play, structured activities and a balanced curriculum. Children are encouraged to achieve their full potential by discovering their individual talents and strengths.

### **Induction**

For the first few weeks of school, your child will attend on a part-time basis. If you or we feel that your child is not quite ready to attend full time after that point, we will work with you to plan a phased entry that suits their needs. Parents are a child's first educators and through working together and establishing a partnership, we can make this a happy and positive start to your child's education.

All children will have equal opportunity to experience the curriculum regardless of gender, background, physical ability or aptitude.



### **Foundation Stage Curriculum**

During their Reception Year the children will be learning through play and practical activities. This will give purpose to their learning and will enable them to develop literacy, numeracy, personal and social skills through activities that are relevant to them.

Children will engage in a range of different activities every day related to their topic. Some of these activities will take place in large groups, some in smaller groups and some individually. There will be a mix of adult led and child-initiated activities. Children's learning will be observed and assessments made; their future learning needs will be met through careful planning and differentiation of activities.

Although we have two classes, we endeavour for all EYFS (Early Years Foundation Stage) children to share in the same experiences. The Foundation Stage is the National provision from birth to five-years-old. It often starts with Playgroups, Nurseries or Child-Minders and finishes at the end of Reception Year in Primary School. This year there is likely to be Year One children mixed with Reception due to the smaller cohort size and lower birth rate.



## THE FOUNDATION STAGE CURRICULUM CONSISTS OF:

### The Characteristics of Effective Learning:

- Playing and Exploring
- Active Learning
- Critical Thinking

### The Prime Areas of Learning:

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



### The Specific Areas of Learning:

- Literacy
- Maths
- Understanding the World
- Expressive Art and Design



### Parents and Carers in Partnership

Parents have the opportunity to catch up with their child's teacher after school at collection time and are encouraged to get in touch over the phone as often as they need. We send out weekly newsletters keeping you up to date, but parents often ask how they may help at home. Here are some helpful tips to prepare your child for school. If children see the value that parents put on learning they will be positive about school too. Please reinforce good behaviour and attitudes to learning. You can increase your child's confidence and self-esteem by working on a range of independence skills, preferably before they start school.

An essential ingredient is 'time'

- Time to talk
- Time to listen
- Time to play
- Time to share

*A quiet time*

## Listening and Talking

Talk to your child and listen patiently, valuing what they have to say. Sharing conversations will develop your child's language as well as their understanding. Make opportunities to talk and listen during every day routines, going for walks, shopping, gardening, cooking and trips in the car.

## Early Maths Skills

All around your child are opportunities to develop early mathematical skills. Mathematical language is everywhere - we use it every day.

## Cooking

'The cake tin is on the bottom shelf.'  
'We need a big spoon for mixing.'  
'We need a small spoon for the jam.'  
'Have we enough for everyone?'  
'See if you can put a spoonful of jam into each case.'



If your child is happy to help, the learning experiences are numerous. Yes, it does take longer but can be enjoyable and worthwhile.

Children love sharing repetitive rhymes such as:

One, two, three, four, five  
Once I caught a fish alive...

Count steps, sort the washing, count the pegs. Once you start to think about mathematical ideas the opportunities are endless.

Please remember, learning can be fun for you and your child.



## Reading

How you can help.

Share the enjoyment of stories and books - both picture and story. Enjoy the repetition of rhyme and reading a familiar story often, again and again!

Show how to turn the pages of a book and that we start at the top of the page and words are read from left to right. Even when your child starts to read by themselves they need to listen to stories as often as possible to pick up the 'flow' of language. Show your child that you enjoy reading, children love to imitate adults.

Words are everywhere, look for them and enjoy them together.

## Writing

Sit with your child and do jigsaws, build with one of the many construction kits that are available. Cut out pictures, trace pictures or draw and colour. These activities will improve your child's concentration; they require fine motor skills and better control which will help your child's writing skills.

Enjoy helping your child draw and if he/she attempts to 'write' ask them what they have written and perhaps write beside his/her writing. Encourage a good pencil grip when drawing and writing but above all value their early attempts at writing.

## Encouraging Independence

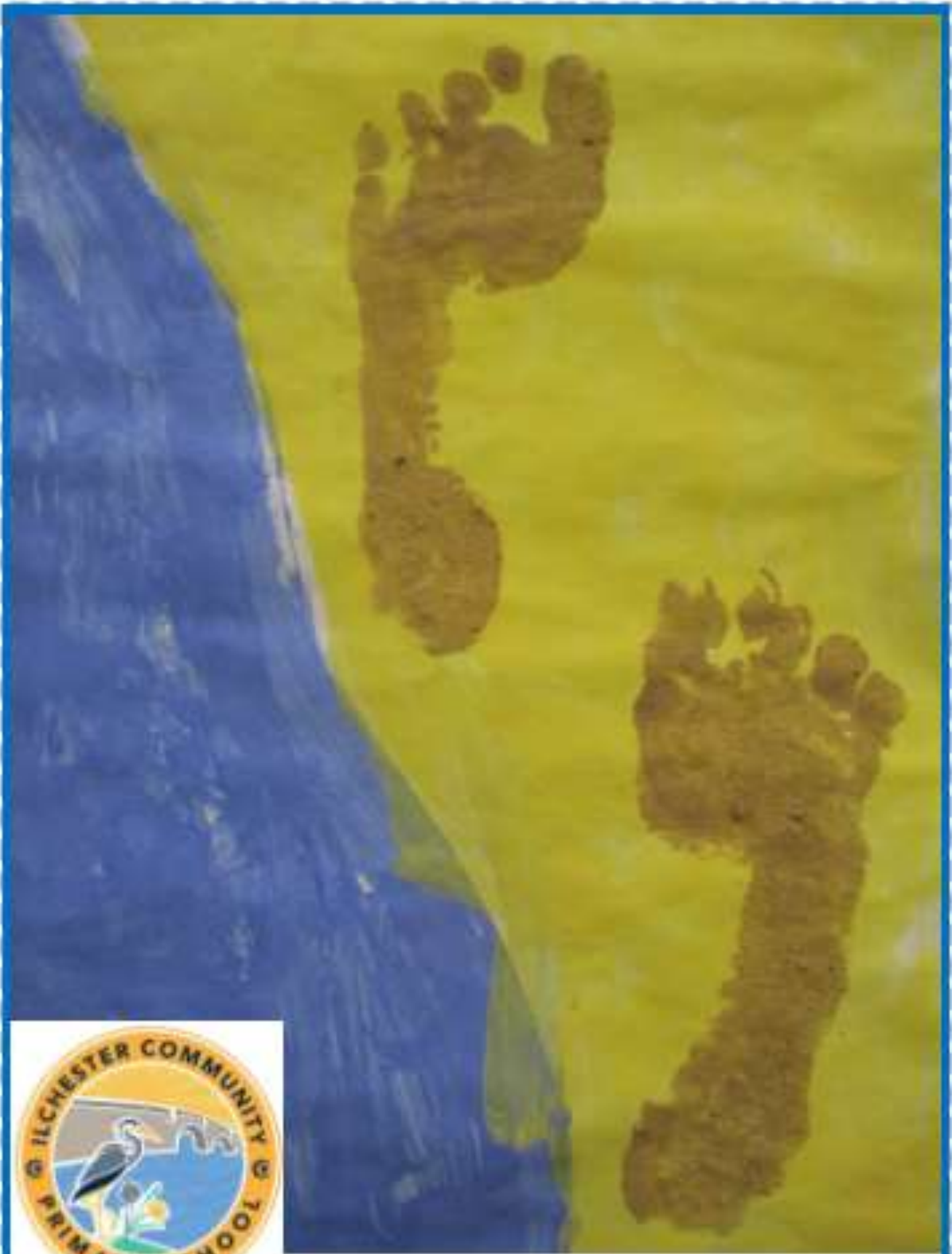
We want to encourage children to be as independent as possible at school. It would be a great help to us if they can take off and put on their own coats and shoes - Velcro fasteners are great! Please show your child how to do up that tricky zip.

It is also a great help to us if children are fully toilet trained when they start school. You can also support us by encouraging children to hang up their own coats and bags when they come to school in the morning.



You could also practise these activities at home to improve your child's co-ordination:

- Holding a pencil correctly
- Colouring in accurately
- Using scissors
- Using glue and paint carefully
- Hopping/Skipping/Balancing/Running/Jumping
- Kicking a ball
- Catching and throwing a ball
- Peeling fruit
- Drawing straight and curvy lines
- Playing snap and board games
- Completing jigsaws
- Playing 'I Spy'



My Journey to Big School



This is Class One.  
We have lots of fun learning  
and playing in our  
classroom.



This is Class Two.  
We have lots of fun learning  
and playing in our  
classroom.



Mrs King, Mrs Slade,  
Mrs Shire and Mrs McCurry  
are the teachers in Reception.





At school we have lots of fun toys for you to play and learn with. Here are some of them. Which would you like to play with?



These are the coat pegs. This is where you hang up your coat and P.E. kit. Look out for your name.



Your drawer is where you keep your snack and book bag. We have a basket to put your water bottle in.



This is your outdoor area. We have a mud kitchen, sandpit and water tray. You can also ride on the bikes.



We have a healthy snack to eat in the morning. When it is snack time we sit down at the tables. Some of us have milk. We bring a bottle full of water to school.



We have lots of climbing equipment at school. It is lots of fun to play on.



These are the toilets where  
we wash our hands before we  
eat.



We have lunch at school.  
It is very tasty.





This is Mrs Johnson and  
Mrs Mayo. They help us get  
our lunch and pudding  
in the hall.



We have our lunch in the hall and this is where we come for assembly and P.E. as well.



This is the field. We get to play out here at playtimes when it is hot.



This is the playground. We get to play out here at playtimes. In the playground there are bridges and ropes to climb on.



This is the swimming pool. We get to swim in here in the summer. Don't worry though, it isn't that deep - you can touch the bottom.



This is Mr Heath. He is the head teacher. We go to see Mr Heath if we have worked hard and he comes to do our assemblies.



This is Ms Rendall  
and Mrs Hallett.  
They work in the office.



At school we have chickens  
that we look after.  
We collect the eggs  
and feed them.



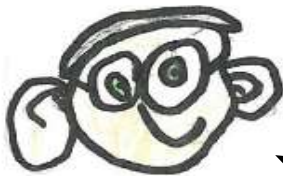


In Reception you will go on school trips.

# Here's what the children think...



My favourite thing this year was going to the Junior Department to visit the library.



I like going swimming in the swimming pool because we play lots of games.



I felt proud when I got my postcard home for working very hard.



I love coming to school and playing in the huge sandpit.