

WELL GREEN PRIMARY SCHOOL, HALE

Early Years Foundation Stage

POLICY DOCUMENT



February 2025 by W. Parsons

Contents

1. Purpose of the policy
2. Intent
3. Implementation
4. Subject content
5. Impact
6. Inclusion
7. Links to other policies
 - (A) EYFS Calculation
 - (B) EYFS Curriculum Afternoon
 - (C) EYFS Transition
 - (D) EYFS Outdoor Provision
 - (E) EYFS Toileting
 - (F) Nursery Lunchtime Supervision
 - (G) EYFS Floor Book and Learning Journey Books
8. Monitoring and review

1. Purpose of the policy

This policy reflects the aims and values of Well Green Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to The Early Years Foundation Stage (EYFS) framework and meets statutory requirements, in addition to a range of other aspects and skills which enrich and enhance children's learning.
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website.

2. Intent

2.1 Subject Vision

The curriculum is the totality of pupils' learning experiences. At Well Green Primary School we believe that our curriculum should be broad, balanced and relevant and meet the needs of all children whatever their ability. The taught curriculum is comprised of the national Early Years Foundation Stage (EYFS) framework and meets statutory requirements, in addition to a range of other aspects and skills which enrich and enhance the pupils' learning.

We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning through our broad and relevant curriculum which is based on first-hand experiences and observations. This encompasses all areas of learning and enables us to provide high standards of teaching and learning, with an overarching enquiry approach using a range of teaching styles and cooperative learning. At Well Green our bespoke curriculum ensures we plan a diverse and engaging range of activities and experiences for our children. Our curriculum is constantly being updated and reviewed to ensure the best possible outcomes for all our children. We make full use of the local community and environment but also reach out in to the wider world to nurture global thinkers, global citizens of the future.

Children leave Well Green having made excellent progress and attainment having acquired a wealth of skills, knowledge and understanding. Their personal attributes are outstanding, contributing to respectful, tolerant and well-behaved life-long learners.

2.2 Aims

- All children are entitled to high quality learning and teaching. This will equip them with skills, knowledge and understanding they need today, and prepare them well for tomorrow
- Children learn at different rates and each child's development is unique.
- Children learn best when they are happy, secure and actively involved in their own learning. We discuss children's learning with them. We make children's enjoyment

and choices our priority.

- Effective teaching and learning in the EYFS meets children's identified needs and interests and helps children to learn and develop in all seven areas of learning and development (see 'Curriculum Content' below)
- We are open. We regularly discuss and review our work with each other, and with parents. Discussion and review help us to ensure that children take part in learning with joy and enthusiasm. It helps us to ensure that their learning in nursery prepares them well for reception, and from reception to year one, so that they can confidently handle a transition and continue their learning journey.
- Curriculum development is practitioner development: what we do, and how we do it, matter equally.
- Every child can progress well in their learning, with the right support. Every child can thrive.
- At Well Green Primary School we follow the Early Years Foundation Stage Framework (November 2024). The EYFS learning and development requirements comprise of:
*The seven areas of learning and development and the educational programmes (described below in 4.1) • the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year
*The assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers).

3. Implementation

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- Learning is most effective with **spaced repetition**.
 - Interleaving helps pupils to discriminate between topics and aids **long-term retention**.
 - Retrieval of previously learned content is **frequent and regular**, which increases both storage and retrieval strength. In addition to the three principles we also understand that learning can be invisible in the short-term and that sustained mastery takes time.
 - Our content is subject specific. Where applicable, we make **intra-curricular links** to strengthen schema.
-
- To ensure high standards of teaching and learning in EYFS, we implement a curriculum that is progressive throughout the whole school.
 - EYFS teaching at Well Green will deliver the requirements of the Early Years Foundation Stage framework through units of work taken and adapted from a range of schemes, including: Floppy Phonics, White Rose and Purple Mash.
 - Teaching strategies
 - Children's learning is carefully planned over the year to support sequential learning. The progressive nature of key vocabulary, skills and knowledge is included in planning.
 - Recapping: For example, children in Reception daily use and review Grapheme-Phoneme-Correspondence in order to keep knowledge warm. In both Nursery and Reception, knowledge maybe presented and completed as a whole-class activity and shared in a floor book, Learning Journey wall display, Learning Journey book or in other appropriate forms.

- The Foundation Stage has a wealth of resources including: class specific book lists, inside/ outside equipment to develop all areas of the curriculum, plus constantly changing enhancements to support children's learning and interests.
- Much learning is play-based and takes place indoors and outside
- There is a balance between adult-initiated experiences (guided learning) and child-initiated experiences
- Adults take into account children's interests and strengths, seeing each child as a competent learner
- Parent involvement is crucial. We learn a great deal about each child from their parents. Parental support and a high-quality home learning environment make a huge difference to children.

We designed our curriculum with the particular strengths and needs of the children of Well Green in mind. For example, many children have English as an additional language: we celebrate the different languages the children speak, for example answering the register in another language, some staff can speak Urdu, and we celebrate a variety of festivals throughout the year. We put a strong focus on children learning English. Using careful language monitoring, including the Well Comm scheme, TASS (speech pronunciation screening) and Universally Speaking, we carefully ascertain children's language acquisition then plan appropriate support. This is often through play to make the experience both enjoyable and meaningful (SHREC approach). Carefully chosen texts, and first-hand experiences including visits and visitors widen the children's vocabulary. Supportive lunch-time staff ensure children develop cutlery skills which may not be the cultural norm at home. With many children attending Arabic School during the weekend or after school, staff offer lots of learning outdoors to build up children's confidence and physical strength and co-ordination. Children are supported to remember appropriate tracking orientation during reading and writing activities.

- Both Nursery and Reception provide resources to support home learning. Parents and carers receive weekly homework to consolidate class work. Parents have access to website information regarding events and learning at Well Green. Staff include information from parents in, for example the class' Floor Books.
- Children experience exciting events covering a variety of curriculum subjects, for example, Green Day (ecology), maths Number Day and P.E. coaches. The EYFS also implement the NHS oral hygiene programme.
- Adaptive teaching is used where appropriate and according to the child's ability, through outcome and support from peers and adults. For example, children are placed in Kagan Talk Partners ('Floppy Phonics Partners') so all children can access the activities and promote high levels of historical discussion.

4. Curriculum Content

4.1 Early Years Foundation Stage (EYFS)

EYFS learning starts in Nursery where children begin to develop their understanding. This knowledge is built upon as the children move through school. We have built our curriculum using the Early Years Framework, Development Matters and the work of Chris Quigley.

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:

- Communication and Language

- Personal, Social and Emotional Development
- Physical Development

And, four SPECIFIC areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Communication and Language The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with

feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). The Chief Medical Officer has published guidance on physical activity, which is available at: <https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report>.

Mathematics Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Staff consider the different ways that children learn and reflect these in their practice. The three characteristics of effective teaching and learning are:

- Playing and Exploring-children investigate and experience things, and 'have a go'
- Active Learning- children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and Thinking Critically- children have and develop their own ideas, make links between ideas and develop strategies for doing things

- Continuous Provision offers children a constant stable environment that is safe for them to explore whilst challenging their learning. It allows children the freedom to explore and become independent in making choices. Enhancements are made to provision on a weekly basis to help scaffold and challenge their learning.

4.2 Curriculum Map and Progression Plan

- Details of the topics taught/programmes of study can be found on the relevant EYFS curriculum maps (the Nursery Curriculum Map and the Reception Curriculum Map).
- Details of the progression in skills and knowledge can be found on the progression plan for each subject. For example, 'Science Progression Plan' contains elements of EYFS' Understanding the World.

5. Impact

Impact in the EYFS is measured in several ways through:

- Assessment against year group expectations (found in Development Matters and Well Green's plans based on Chris Quigley's EYFS scheme). Reception also uses the Early Learning Goals at the end of the Foundation Stage.
- Monitoring, which includes book looks, learning walks, lesson drop-ins, planning scrutiny and learning journey walls
- Link governor visits and discussions

5.1 Assessment

Assessment is an integral part of teaching at Well Green Primary School. It is used to inform teaching and highlight the progress being made in children's development in the Foundation Stage. We believe they should learn more and remember more. Ongoing assessments are made based on probabilistic assessments during the lesson and feedback is given to the children both verbally and through marked work. However, *"Reducing unnecessary paperwork is a key aim of the early years foundation stage (EYFS) framework. This is so you can spend more time engaging with children."* OFSTED December 2021.

On entering Well Green's Nursery and Reception, children complete the school's bespoke baseline. Parents contribute to practitioner knowledge of their child through written and one-to-one discussions with their child's teaching staff. Baselines are supplemented with information from Well Comm and other communication and language assessments.

Reception children complete the Statutory Baseline Assessment (RBA). Parents receive the written report and have an opportunity to discuss results with their child's teacher.

Throughout the year, staff monitor the children's learning in order to target support and to extend learning as appropriate. At the end of the Foundation Stage, staff complete the Early Years Profile (EYFSP).

The table below provides a snap shot of annual assessment in the EYFS.

NURSERY		RECEPTION	
Autumn 1	School baseline- all Well Comm-all The Communication Trust: Universally Speaking (Age 0-5) BY 4 YEARS TASS (Speech assessment)	Autumn 1	School baseline- all Well Comm-all The Communication Trust: Universally Speaking (Age 0-5) BY 4 YEARS TASS (Speech assessment)

	Daily practitioner monitoring of pupil learning Parents' Evening Chris Quigley Children's Interests Assessment Sheet (inside & outside)		Reception Baseline (RBA) PHONICS SCHEME: Grapheme-Phoneme-Correspondence (GPC) Daily practitioner monitoring of pupil learning Parents' Evening Chris Quigley Children's Interests Assessment Sheet (inside & outside)
Autumn 2	Well Comm/ TASS- Those <i>not</i> at Age Expected Pupil Progress Interview with SLT Interim Report to parents Provision Map- lower 20% performing children, including SEND with SMART targets Daily practitioner monitoring of pupil learning	Autumn 2	Well Comm- Those <i>not</i> at Age Expected PHONICS SCHEME: (GPC) and 'Tricky Words' School's Writing Assessment-December Pupil Progress Interview with SLT Interim Report to parents Provision Map- lower 20% performing children, including SEND with SMART targets Daily practitioner monitoring of pupil learning
Spring 1	School baseline- new starters Well Comm-all TASS-relevant children Daily practitioner monitoring of pupil learning	Spring	Well Comm- Those <i>not</i> at Age Expected PHONICS SCHEME: (GPC) and 'Tricky Words' Daily practitioner monitoring of pupil learning
Spring 2	Well Comm/ TASS- Those <i>not</i> at Age Expected Pupil Progress Interview with SLT Interim Report to parents Provision Map- lower 20% performing children, including SEND Daily practitioner monitoring of pupil learning Parents' Evening	Spring 2	Well Comm- Those <i>not</i> at Age Expected PHONICS SCHEME: (GPC) and 'Tricky Words' School's Writing Assessment Pupil Progress Interview with SLT Provision Map- lower 20% performing children, including SEND

	Chris Quigley Children's Interests Assessment Sheet (inside & outside)		Daily practitioner monitoring of pupil learning Parents' Evening Chris Quigley Children's Interests Assessment Sheet (inside & outside)
Summer 1	School baseline- new starters Well Comm/ TASS- Those <i>not</i> at Age Expected Daily practitioner monitoring of pupil learning	Summer 1	Well Comm- Those <i>not</i> at Age Expected PHONICS SCHEME: (GPC) and 'Tricky Words' Daily practitioner monitoring of pupil learning
Summer 2	Well Comm/ TASS- Those <i>not</i> at Age Expected Pupil Progress Interview with SLT Annual Report to parents Provision Map- lower 20% performing children, including SEND Daily practitioner monitoring of pupil learning Open Morning for Parents Chris Quigley Children's Interests Assessment Sheet (inside & outside)	Summer 2	Daily practitioner monitoring of pupil learning Well Comm- Those <i>not</i> at Age Expected PHONICS SCHEME: (GPC) and 'Tricky Words' School's Writing Assessment Pupil Progress Interview with SLT Annual Report to parents Provision Map- lower 20% performing children, including SEND EYFS Profile (results sent to parents and the local authority) Open Morning for Parents Chris Quigley Children's Interests Assessment Sheet (inside & outside)

For more details see our Assessment Policy and Marking and Effective Feedback Policy.

5.2 Outcomes

We expect:

- Every child has successful learning, with the right support. Every child can thrive
- Children feel welcome, safe, happy and enjoy coming to school
- To value each child as an individual providing equality of opportunity for all children, meeting individual needs and interests of each child

- To provide a language rich environment where adults talk with children throughout the day
- To enable all children to become fluent, skilled and attentive readers
- To establish effective strategies for observation and assessment used to inform planning and to monitor children's achievement and progress
- To develop independence, self-care, self-confidence and self-discipline
- To create close links between our Early Years Foundation Stage classes and to ensure that there is continuity and progression between the two, also enabling the children to make a successful transition from their Reception year into Key Stage One
- To provide all children, irrespective of age, ability, gender, disability, class or culture with equal opportunities for learning and reaching their maximum potential.
- To ensure children continue to receive the appropriate support, for example from the school's SENCo. Necessary learning aids etc are in place for the child e.g. Now-Next boards

6. Inclusion

Well Green Primary School values the individuality of all children, staff and the wider community. We are committed to giving children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad, balanced and creative curriculum. We have high expectations for all. The achievements, attitudes and well-being of our children matter. Our Inclusion Policy helps to ensure that this school promotes the individuality of everyone, irrespective of ethnicity, race, attainment, age, disability, sex, religion/belief or background (in line with the Equalities Act 2010). Inclusion is an integral part of everyday life at Well Green Primary School and is at the forefront of our aims and beliefs.

Our curriculum is rich and carefully constructed with considerable cross curricular opportunities which enhance learning and inspire our children.

For further information, see our 'Inclusion Policy'.

7. Links to other policies

This subject policy links to the following policies and procedures:

- Teaching and Learning policy
- Assessment Policy
- Marking and Effective Feedback Policy
- SEND Policy
- Inclusion Policy

(A) Early Years Calculation

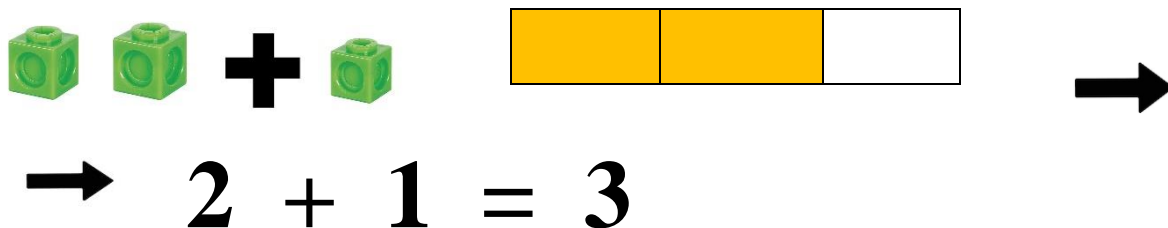
Intent:

We follow a maths mastery approach with an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and acquisition of mathematical language. Children learn through games and tasks using

concrete manipulatives which are then rehearsed and applied to their own learning during exploration and in adult led activities. These collaborative and practical mathematical experiences are carefully designed to help children remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts. Teaching maths in such a kinaesthetic and practical way, supports our children to become logical problem solvers that can demonstrate resilience and justification when learning.

Implementation:

Children's work is based on the 'concrete, visual/ pictorial and abstract' approach. Children are introduced to an idea or skill using real objects-a 'hands on' approach. Children then move to the visual stage, where children relate concrete understanding to pictorial representations, such as the use of drawings and diagrams. The final abstract stage is using numbers, letters, signs and symbols.



In the EYFS, children will be experiencing practical calculation opportunities using a variety of equipment. Children will be developing ways of recording calculations using pictures and, when appropriate, abstract forms. The EYFS team use the 'Power Maths' scheme (Reception) which dove-tails into the Key Stage 1 and 2 mathematics scheme. Nursery use Learning Trajectories and 'Numbers and Patterns: Laying Foundations in Mathematics, 2009'. Both classes also use Number Zoo and Number Blocks to support recognizing and writing numerals, plus a wide variety of equipment and resources to develop skills and understanding.

Impact:

Formative and summative assessment is used to track children's understanding and skills against Development Matters and the Early Years Goals. On leaving the Foundation Stage, the majority of the children will be meeting the Early Learning Goals, providing them with the prerequisite skills for a successful transition into Year One and the National Curriculum.

LINKS TO CALCULATION: DEVELOPMENT MATTERS IN THE EARLY YEARS FOUNDATION STAGE

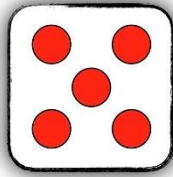
Ages 0-3	Ages 3-4	Ages 4-5	Early Learning Goal
<p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns.</p>	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.</p>	<p>Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers to 0-10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>	<p>Number Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns Verbally count beyond 20, recognising the pattern of the number system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than the other or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

The following knowledge and skills should be in place before moving on to carrying out calculation:

- Recite number names in order-up to at least 5, and then up to 10
- Count up to at least five objects accurately using one to one correspondence, (saying one number name for each objects)
- Cardinality-know that the last number said when counting represents the total in the set
- Know that numbers identify how many objects are in a set and beginning to recognize some written numerals



- Accurately count a small group of objects that cannot be moved
- Accurately count out a small group of objects from a larger set
- Subitising-recognising small groups of objects without counting



"5"

- Conservation of number- move around, partition or recombine small groups, (up to 4 or 5), and recognise that the total remains unchanged
- Know that zero represents an empty set
- A child knows that we can count anything – they do not all need to be the same type of object

FURTHER IMPLEMENTATION GUIDANCE

NURSERY				
Addition	Children need to: <ul style="list-style-type: none"> • understand addition as combining two or more objects to 5, then 10 • add one-digit numbers to 5, including zero • use and apply their understanding of, and fluency in addition to solve one-step problems that involve additions, using concrete objects (and pictorial representation when appropriate) 			
Subtraction	Children need to: <ul style="list-style-type: none"> • understand subtraction as 'taking away' (counting back) • solve one-step problems that involve subtraction, using concrete objects and pictorial representations • use of models and images: concrete objects/ pictorial representations 			
Multiplication	Children will experience equal groups of objects			
Division	Children need to: <ul style="list-style-type: none"> • initially understand division through sharing small quantities, beginning between two 			
Vocabulary	Addition	Subtraction	Multiplication	Division
Main focus: one, two, three, four, five; 1 2 3 4 5	Number	Take (away)	Lots of	Share
	How many	Leave	Groups of	Same
	Compare	How many are left?		One each, (two each)
Familiarity with number names/ numerals: 1- 26 maximum number in their class; and 1-31 days in the month	Same	How many are gone?		Left, left over
	Different	One less		
	More less fewer			
	Largest			
	Smallest			

- Maths pictures to talk about, for example using the Interactive White Board
- Number songs and rhymes for example: Jack Works With One Hammer, 1,2,3,4,5 Once I Caught A Fish Alive, 1,2 Buckle My Shoe, Two Little Dickie Birds, Here Is The Beehive, 5 Currant Buns




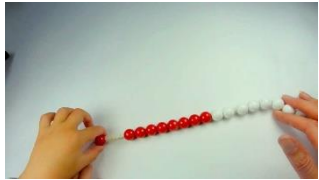
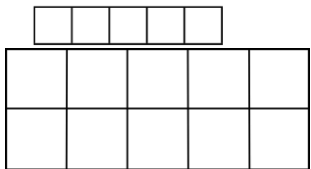

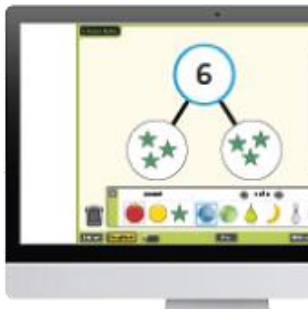
RECEPTION	
Addition	<p>Children need to:</p> <ul style="list-style-type: none"> • Understand addition as combining two or more groups of objects • Understand addition as counting on • Represent and use number bonds within 10 • Represent and use number bonds within 10 • Add two single-digit numbers up to and including 9+9 • Recall doubles of all numbers to 6 • Read, write and interpret mathematical statements involving (+) and equals(=) signs • Solve one-step problems that involve addition, using concrete objects and pictorial representations • Solve one-step problems that involve addition in familiar contexts, eg money • Use of models and images: concrete objects/ pictorial representations and number tracks and number lines
Subtraction	<p>Children need to:</p> <ul style="list-style-type: none"> • Understand subtraction as 'taking away' (counting back) • Subtract two single-digit numbers • Read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs • Solve one-step problems that involve subtraction, using concrete objects and pictorial representations • Solve one-step problems that involve subtraction in familiar contexts, for example money • Use concrete objects/ pictorial representations • Use of number tracks and number lines: 'take away' (counting back)
Multiplication	<p>Children need to:</p> <ul style="list-style-type: none"> • Understand multiplication through grouping small quantities • Understand the link between multiplication and doubling • Solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of an adult • Solve one-step problems that involve multiplications in familiar contexts • Use of models and images: concrete objects/ pictorial representations
Division	<p>Children need to:</p> <ul style="list-style-type: none"> • Understand division through sharing small quantities between 2, 5 and 10 • Use and apply their understanding of, and fluency in, division to solve one step problems involving division, by calculating the answer using concrete objects, pictorial representations • Use of models and images: concrete objects/ pictorial representations

Vocabulary used in Power Maths (Reception)	One two three four five six seven eight nine ten eleven twelve thirteen fourteen fifteen sixteen seventeen eighteen nineteen twenty (1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20)	number how many compare same different more less fewer largest smallest first then now every none missing number greater larger smaller add take away equal halve double	odd one out order arrange group collections represent show total altogether next after describe sort object part- whole model whole part each size shape colour pattern add together number story addition story	count on count forward count back count backwards methods solutions five frame ten frame cube counter bead string method solution
<ul style="list-style-type: none"> • Maths pictures to talk about, for example using the Interactive White Board • Number songs and rhymes as Nursery, plus: 5 Little Speckled Frogs, 5 Flying Men, Alice The Camel, 5 Little Ducks, 5 Little Monkeys, 10 Green Bottles, 10 Fat Sausages, 10 In The Bed • Rocket Launch: 10,9,8.7.6.5.4.3.2.1.zero! 				

Power Maths Overview (Reception)


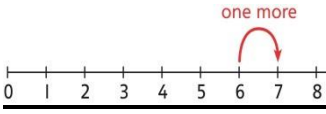
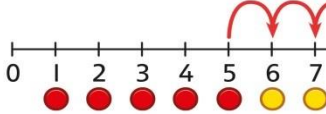
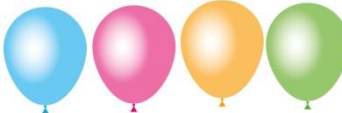
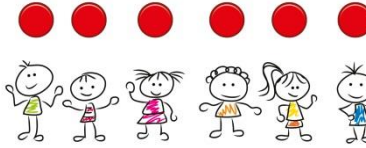
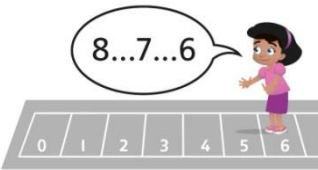
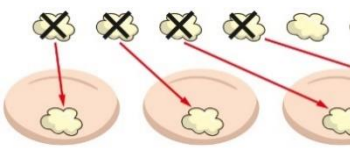

Term	Area to be covered (<i>work other than number is in italic</i>)
<u>Autumn 1</u>	<p>Unit 1: Numbers to 5 Counting amounts up to 5. Represent numbers up to 5 in concrete and pictorial ways as well as linking an amount to the numerals 1,2,3,4 and 5.</p> <p>Unit 2: Comparing groups within 5 Comparing two groups of identical and non-identical objects saying which group has more, fewer or the same.</p>
<u>Autumn 2</u>	<p>Unit 3: Shape and space Develop their vocabulary to describe the position of objects. Look at items from different viewpoints and draw representations of the items they see. Focus on the properties of 3D shapes through hands on exploration and play. Introduce the names of 2D shapes and some words to describe their properties. Find 2D shapes in the world around them. Unit 3:</p> <p>Unit 4: Change within 5 Find one more and one less than a given number within 5 using concrete objects and pictures to help them. Use role play and first, then, now stories to explore one less.</p> <p>Unit 5: Number bonds within 5 Introduce the vocabulary of whole and part, and practise breaking a whole into parts using a part-whole model.</p> <p>Unit 6: Space Spatial awareness. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>
<u>Spring 1</u> <u>and</u> <u>Spring 2</u>	<p>Unit 7: Numbers to 10 Learn to count up to 10 objects using concrete representations, including the 10 frame. Introduce the numbers 6,7,8,9 and 10 and use the ten frame to scaffold their counting.</p> <p>Unit 8: Comparing numbers within 10 Compare numbers up to 10. Focus on comparing groups of objects where the objects differ in size.</p> <p>Unit 9: Addition to 10 Using the part-whole model, identify the whole and parts in different orientations and understanding that the combined parts make the whole.</p> <p>Unit 10: Measure: Length, height and distance</p>

	<p>Introduce length, height and distance. Use words longer, shorter, and taller to compare length. Line up objects to compare them and explore non-standard units of measurement.</p> <p>Unit 11: Number bonds to 10 Explore number bonds to 10 using a variety of representations. Progress from seeing the concrete representations to pictorial representations. Use counters on a ten frame.</p> <p>Unit 12: Subtraction Have a deep understanding of numbers to 10, including the composition of each number. Automatically recall... number bonds up to and including subtraction facts.</p>
<p><u>Summer 1</u></p> <p>and</p> <p><u>Summer 2</u></p>	<p>Unit 13: Exploring patterns Recognising, continuing and building simple patterns. Learn AB, ABB and then AAB patterns. Discover that patterns can be created using various shapes, colours, sizes, actions and sounds.</p> <p>Unit 14: Counting on and counting back Learn to count on from a given number in order to add. Use first, then, now structure to identify what number they are counting on from, and how many they are counting on. Learn to count back from a given number in order to subtract. Use first, then, now structure to identify what number they are counting back from, and how many they are counting back.</p> <p>Unit 15: Numbers to 20 Focus on counting forwards and backwards to and from 20. Explore one more and one less than numbers to 20, as well as comparing numbers. Represent numbers within 20.</p> <p>Unit 16: Numerical patterns Explore what is meant by doubling and will learn to recognise and represent doubles to double 5 in a range of contexts. Focus on halving quantities by sharing into two equal groups. Make links to the fact that halving is the opposite, or inverse, of doubling. Explore odd and even numbers in familiar contexts. Use understanding of equal groups to identify odd and even numbers</p> <p>Unit 17: Shape Composing and decomposing shapes</p> <p>Unit 18: Measure Use everyday language to compare volume and capacity using the terms full, empty, nearly full and nearly empty in the context of liquids (water) and solids (sand).</p> <p>Unit 19: Sorting Recognising similarities and differences in sets of objects. Sorting into 2 groups based on size, colour and shape. Finding out that groups can be sorted in different ways and into more than two groups.</p> <p>Unit 20: Time Introduce the concept of the day and the order of events in a day. Ordering familiar events using clues from pictures. Introduce the idea that the clock tells the time, without having to read the clock.</p>


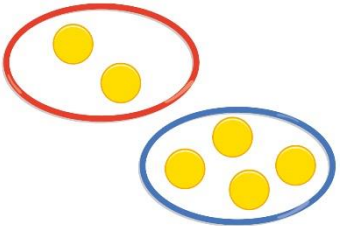
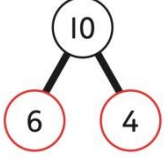


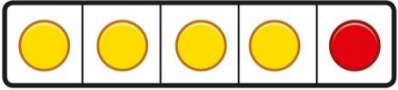
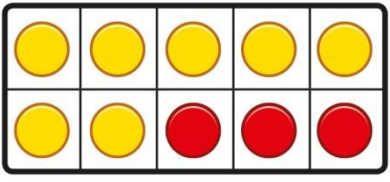
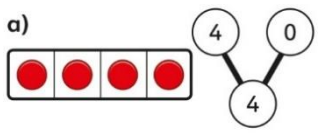
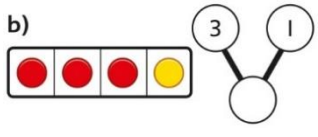
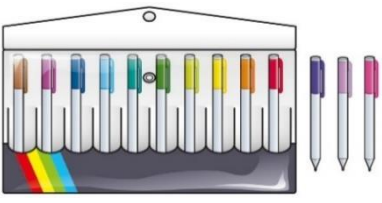
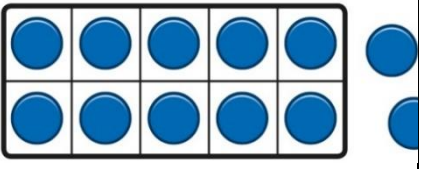
<u>Frequently used resources</u>	<u>Interactive White Board Example</u>	<u>Interactive White Board Example</u>
    		

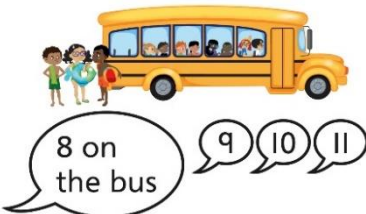
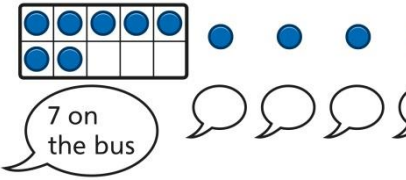
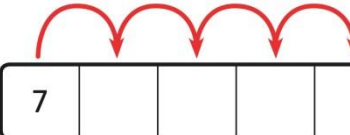

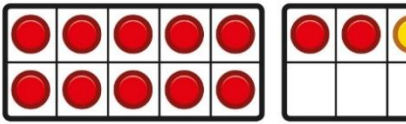

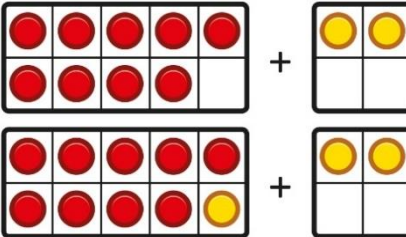
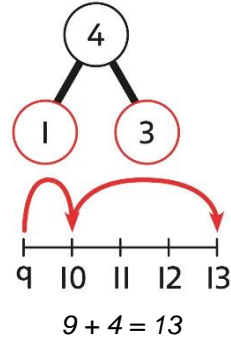
Further explanation regarding the progression from concrete to pictorial to abstract (Relevant sections taken from Year 1 to 6 school calculation policy 2020)

EYFS: Nursery			
Ye ar N	Concrete	Pictorial	Abstract

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Counting and adding more</p>	<p>Children add one more person or object to a group to find one more.</p>	<p>Children add one more cube or counter to a group to represent one more.</p>  <p><i>One more than 4 is 5.</i></p>	<p>Use a number line to understand how to link counting on with finding one more.</p>  <p><i>One more than 6 is 7. 7 is one more than 6.</i></p> <p>Learn to link counting on with adding more than one.</p>  <p>$5 + 3 = 8$</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Counting back and taking away</p>	<p>Children arrange objects and remove to find how many are left.</p>  <p><i>1 less than 6 is 5. 6 subtract 1 is 5.</i></p>	<p>Children draw and cross out or use counters to represent objects from a problem.</p>  <p>$9 - \square = \square$</p> <p>There are <input type="text"/> children left.</p>	<p>Children count back to take away and use a number line or number track to support the method.</p>  <p>$9 - 3 = 6$</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Recognising and making</p>	<p>Share a set of objects into equal parts and work out how many are in each part.</p> 	<p>Sketch or draw to represent sharing into equal parts. This may be related to fractions.</p> 	<p><i>10 shared into 2 equal groups gives 5 in each group.</i></p>

EYFS: Reception (As Nursery and continued)

Year or R	Concrete	Pictorial	Abstract
Understanding part-part-whole relationship	<p>Sort people and objects into parts and understand the relationship with the whole.</p>  <p>The parts are 2 and 4. The whole is 6.</p>	<p>Children draw to represent the parts and understand the relationship with the whole.</p>  <p>The parts are 1 and 5. The whole is 6.</p>	<p>Use a part-whole model to represent the numbers.</p>  $\boxed{6} + \boxed{4} = \boxed{10}$ <p>$6 + 4 = 10$</p>
Knowing and finding number bonds within 10	<p>Break apart a group and put back together to find and form number bonds.</p>  $3 + 4 = 7$  $6 = 2 + 4$	<p>Use five and ten frames to represent key number bonds.</p>  $5 = 4 + 1$  $10 = 7 + 3$	<p>Use a part-whole model alongside other representations to find number bonds. Make sure to include examples where one of the parts is zero.</p> <p>a)</p>  <p>b)</p>  $4 + 0 = 4$ $3 + 1 = 4$
Understanding teen numbers as a complete 10 and	<p>Complete a group of 10 objects and count more.</p>  <p>13 is 10 and 3 more.</p>	<p>Use a ten frame to support understanding of a complete 10 for teen numbers.</p>  <p>13 is 10 and 3 more.</p>	<p>1 ten and 3 ones equal 13.</p> $10 + 3 = 13$

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Adding by counting on</p>	<p>Children use knowledge of counting to 20 to find a total by counting on using people or objects.</p> 	<p>Children use counters to support and represent their counting on strategy.</p> 	<p>Children use number lines or number tracks to support their counting on strategy.</p>  $7 + 5 = \square$
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Adding the 1s</p>	<p>Children use bead strings to recognise how to add the 1s to find the total efficiently.</p>  $2 + 3 = 5$ $12 + 3 = 15$	<p>Children represent calculations using ten frames to add a teen and 1s.</p>  $2 + 3 = 5$ $12 + 3 = 15$	<p>Children recognise that a teen is made from a 10 and some 1s and use their knowledge of addition within 10 to work efficiently.</p> $3 + 5 = 8$ <p>So, $13 + 5 = 18$</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Bridging the 10 using number bonds</p>	<p>Children use a bead string to complete a 10 and understand how this relates to the addition.</p>  <p><i>7 add 3 makes 10.</i></p> <p><i>So, 7 add 5 is 10 and 2 more.</i></p>	<p>Children use counters to complete a ten frame and understand how they can add using knowledge of number bonds to 10.</p> 	<p>Use a part-whole model and a number line to support the calculation.</p>  $9 + 4 = 13$

(B) Curriculum Afternoons (parent/ carer session)

Intent:

Aims of the Early Years Foundation Stage Parent and Carer sessions

Our children enter the Early Years Foundation Stage classes having had a variety of experiences, and having reached different levels of development and confidence in their own learning.

We warmly invite parents and carers to share in the learning experiences we provide at Well Green.

Implementation: Format of the sessions

Through the year we host 'open play sessions', as opportunities for parents and carers to closely play alongside their child, and to share in some of the learning experiences we offer. We endeavour to provide the parents/ carers with plenty of advance warning of these session dates to allow for families to organize time off work, child care etc. Sessions are timed to allow parents to take their child home after the end of the session to reduce separation anxiety. All part-time children are welcome to attend the session. Parents receive written information to complement the activities in the classroom and to provide suggestions for further learning opportunities at home.

In our Early Years Foundation Stage, our aims for these sessions at Well Green are:

- To promote and foster excellent parent and school relations
- To give school a high value in the life of a child
- To involve parents in their child's learning through play
- To increase a child's confidence and sense of pride within their setting
- To improve and enhance transition from the Nursery to our Reception class, and new Reception children settling into the Reception class
- For parents to experience the learning opportunities provided in both the indoor and outdoor learning environment, and how these opportunities have equal value and importance in a child's learning and development
- For children to take ownership of their own play and learning whilst working closely with parent or carer for the duration of the session
- For parents to support their child in developing their skills using a broad range of resources and equipment, for example, cutting, sorting, counting, balancing, listening etc.
- To foster a deeper understanding of the everyday routines and sessions provided in our EYFS curriculum in our Nursery and Reception classes
- For parents and carers to enjoy and celebrate their child's learning and appreciate their independence.

EYFS curriculum

The Early Years Foundation Stage documentation highlights the importance of sharing children's learning with parents and carers. Through these sessions, we offer

opportunities for parents and carers to play alongside their child in our nursery and Reception settings. This approach links with the following documents,

Four guiding principles should shape practice in early years. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates. (See “the characteristics of effective teaching and learning” at paragraph 1.18). The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

statutory framework For group and school-based providers Setting the standards for learning, development and care for children from birth to five
Published: 8 December 2023 Effective: 4 January 2024

Partnership with parents

- It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.
- This includes listening regularly to parents and giving parents clear information about their children’s progress.
- The help that parents give their children at home has a very significant impact on their learning.
- Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.
- It is important to encourage all parents to chat, play and read with their children.

Development Matters Non-statutory curriculum guidance for the early years foundation stage
First published September 2020 Revised September 2023

Equal Opportunities

To ensure children have equal opportunities we:

- Create classroom provision to allow all children, regardless of race or gender, ability, culture, or class to have access to the Early Years Foundation Stage curriculum

Impact:

Parents/ carers have the opportunity to complete a written questionnaire following the session. This provides staff with constructive comments for future sessions, plus parents/ carers are asked to add their child’s voice regarding the learning during that session and their learning at home.

(C) Transition

Intent:

Our children enter the Early Years Foundation Stage classes having had a unique variety of experiences and having reached different levels of development and confidence. All of our provision is based around the four themes of the EYFS

framework: A Unique Child; Positive Relationships; Enabling Environments; Learning and Development.

In our Early Years Foundation Stage, our aims at Well Green are: -

- To ensure that every child has successful learning, with the right support. Every child can thrive
- To ensure that children feel welcome, safe, happy and enjoy coming to school
- To value each child as an individual providing equality of opportunity for all children, meeting individual needs and interests of each child
- To provide a language rich environment where adults talk with children throughout the day
- To enable all children to become fluent, skilled and attentive readers
- To establish effective strategies for observation and assessment used to inform planning and to monitor children's achievement and progress
- To develop independence, self-care, self-confidence and self-discipline
- To create close links between our Early Years Foundation Stage classes and to ensure that there is continuity and progression between the two, also enabling the children to make a successful transition from their Reception year into Key Stage One
- To provide all children, irrespective of age, ability, gender, disability, class or culture with equal opportunities for learning and reaching their maximum potential.
- To ensure children continue to receive the appropriate support, for example from the school's SENCo. Necessary learning aids etc are in place for the child e.g. Now-Next boards

Links with Key Stage One

Effective teaching and learning in the EYFS meets children's identified needs and interests and helps children to develop in all seven areas of learning and development. Well Green's curriculum goes beyond compliance with the New EYFS Framework. We aim that the majority of our children will achieve the Early Learning Goals by the end of their Reception Year. Developing the children's characteristics of effective learning, with an emphasis on Growth Mindset, further ensure children are ready for the next stage of their learning journey.

Implementation: Transition

We aim to ease transition between Nursery and Reception classes by:

- Providing opportunities for the children to regularly meet the Reception teacher, during assemblies and story times, and outdoor times with the Reception class children and staff. In addition to this, we also organise times for the Nursery children to spend time with the Reception staff throughout the second half of the Summer term
- Encouraging the Nursery children to become a part of the school routine by including them in special assemblies, concerts, plays and curriculum activities during 'themed' weeks such as; Book Week, Arts Week, and Sports Week etc.
- Familiarising the Nursery children with the school building and staff by using the hall for weekly activities linking to all seven Areas of Learning, as well as productions throughout the school year
- Giving careful and accurate records of assessment and achievement to the Reception teacher
- Sharing the Nursery outdoor play area and equipment with the Reception class and vice versa, and allowing Year 1 children access to the Reception outdoor space
- Having termly staff meetings and allowing time for Reception staff to visit the children both in their own setting, and in the Reception classroom and outdoor area
- Holding detailed 'handover' meetings between Nursery and Reception staff, and Reception and Year 1 staff, to discuss individual children's progress and achievements, and to share information regarding assessments and planning provision as the children move through to the Reception class

(d) Outdoor Education

Intent:

In the Early Years Foundation Stage at Well Green Primary, we believe our children learn best through play-based activities and real experiences. Children's opportunities for learning are all that they see, hear, feel or do. They learn best through involvement in stimulating play activities that are meaningful to them, and through experiences that build on their current curiosity, enthusiasms, interests and strengths.

The outdoor environment is an essential part of our provision for our Nursery and Reception children. We believe that our use of our outdoor environments supports all four themes within the Early Years Foundation Stage: A Unique Child; Positive Relationships; Enabling Environments; and Learning and Development. It offers the children unique experiences and opportunities that are hard to replicate in the same way indoors, such as:

- fresh air, and contact with the natural world, weather and seasons
- learning through multi-sensory experiences, active and physical involvement
- more space and the opportunity to gain a different perspective on their world
- freedom, challenges, expeditions and adventures
- self-initiated play and exploration of a wider range of materials, including larger, moveable and open-ended resources

Through our outdoor provision, we aim to:

- develop confident and enquiring learners, able to make their own choices in their learning
- provide a safe and happy environment in which to work and learn
- foster a love of learning that values and respects the thoughts and ideas of all of our children
- promote a thoughtful attitude towards the immediate and wider environment;
- facilitate positive relationships between all members of our school community;
- ensure that all pupils are provided with appropriate challenging, stimulating and enjoyable opportunities based upon high staff expectations
- develop our EYFS provision to improve motivation and engagement and raise standards
- facilitate opportunities for children to promote the Characteristics of Effective Learning from the EYFS documentation

Implementation:

Well Green outdoors learning includes a balance of:

- experiences that staff create and plan relating to a specific learning objective. Staff may ask visitors to support this outdoor learning such as the RSPB, or the children may go off-site to develop their knowledge and skills, for example, Manchester Airport or the theatre.
- spontaneous activities that children initiate for themselves
- naturally occurring opportunities linking to seasons, weather and nature
- offering a frequent range of learning outside the classroom experiences, through free-flow and adult 'focus' activities, each and every day

Planning for continuity and progression

To ensure continuity and progression of children's play and learning experiences, staff create outdoor provision that is informed by ongoing observations of the children at play, and 'focus' assessments that consider what children can do, what they are interested in, and therefore what could be provided next (VIP cycle). Staff will supplement or adapt what is currently offered outdoors, to build on and extend or inspire further play around a particular interest.

- is a stimulating environment richly resourced with open-ended flexible materials that support play and learning across the curriculum
- is a flexible and versatile place where children can choose, create, change and be in charge of their play
- offers children the unique opportunities that indoors cannot, eg. Large scale resources, seasonal and weather changes
- is a well-designed, well-organised, integrated environment, preferably with indoors and outdoors available simultaneously so that children can choose where to spend their time
- is full of stimuli, contexts for play, exploration and conversation, offering children meaningful experiences and contact with the natural world
- enables children to have long periods of time outside on a daily basis so that they can return to their play, and develop their ideas over time
- provides children with supervised and appropriate opportunities for challenge and risk within a framework of security and safety. Provide children with opportunities to be enterprising and develop their own play ideas
- encourage children to initiate experiences and make decisions for themselves about their play
- ensure resources can be accessed independently by children.

In our Early Years Foundation Stage classes, our outdoor provision mirrors the areas offered in our indoor continuous provision. Both the Nursery and Reception classes provide extensive opportunities in all seven of the Areas of Learning in the EYFS. Whilst 'zones' or areas are resourced for ball play; maths provision (pervades throughout outdoor setting); mark making (including 'on the go' equipment); sand and water play; climbing; large construction/ climbing/ den making; investigation; imaginative play; and wheeled toys, staff recognize that this approach needs to be flexible.

The resources are therefore made easily accessible through our continuous provision, so that the children may use and replace resources freely during their time outside. In so doing, children are encouraged to take the play and learning opportunities in their own 'direction', or are able to continue the learning that has taken place during an adult 'focus' activity.

In the Reception class, the children also have times during the week when the learning focus will take place in both the indoor and outdoor areas, particularly in Mathematics and Literacy. Although the learning focus may stay the same in both indoor and outdoor areas, the outdoor focus is planned as a multi-sensory experience, encouraging both active and physical involvement.

Characteristics of Effective Teaching and Learning

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Possible Experience- extension/support of possible experiences...

Generic	Specific
Observing and identifying what they find outside	Knowing how we use our bodies and senses to explore the world around us
Looking for similarities and differences	Investigating patterns of change
Experiencing and trying out new vocabulary	Exploring freezing, melting, evaporation brought about by changes in the weather
Asking questions about their observations	Differentiating between hot and cold, wet and dry, rough and smooth;
Observing and talking about patterns of change	Large scale movements (eg ball skills (with feet, hands, bats etc), skipping, hopping, balancing
Exploring a wide range of outdoor environments	Gross motor skills (eg using bikes, scooters, wheeled toys to push and pull, ribbons and streamers, painting with water using brushes and rollers (horizontally eg. ground, and vertically eg. walls and fences etc), sweeping up sand, digging and raking, climbing steps/ onto and off objects, between objects etc)
Predicting, hypothesising and problem solving	
Communicating observations and findings	

The following provides an overview of possible experiences. Staff are developing a separate document containing Common Play Behaviours, Resources, Skills, Role of the Adult and Vocabulary.

EARLY YEARS FOUNDATION STAGE OUTDOOR LONG TERM PLANNING- NURSERY

BALL/PHYSICAL	MATHS	MARK MAKING	SAND/ WATER
<p><i>Continuous provision</i></p> <ul style="list-style-type: none"> • diff sized balls • textured balls • washing baskets • hoops <p><i>Enhancements</i></p> <ul style="list-style-type: none"> • foam balls • football • skittles • stilts • airflow balls • ropes • Space hopper • rolling top (red) • barrel • pop-up goals • parachute 	<p><i>Continuous provision</i></p> <ul style="list-style-type: none"> • large numbers • different size buckets and containers • number ducks <p><i>Enhancements</i></p> <ul style="list-style-type: none"> • mud kitchen • shape bean bags • 2D large foam shapes • large dice • foam number tiles • number beanbags 	<p><i>Continuous provision</i></p> <ul style="list-style-type: none"> • large chalks • pens • paper • pencils • clipboards • brushes (diff sizes) • easel/ whiteboards <p><i>Enhancements</i></p> <ul style="list-style-type: none"> • water • powder paint • rollers • large rolls of paper • PVC sheet (upright) 	<p><i>Continuous provision</i></p> <ul style="list-style-type: none"> • large sand pit/ water tray system • fish and nets • boats • tea set • sea animals • sand moulds • rakes/scoops / spades • funnels and tubes • sieves • bottles and jugs • buckets <p><i>Enhancements</i></p> <ul style="list-style-type: none"> • running water (hose) • tuff spot/ large trays • graded bowls • guttering and stands
CLIMBING/ LARGE CONSTRUCTION/ DEN	INVESTIGATION	IMAGINATIVE PLAY	WHEELED TOYS
<p><i>Continuous provision</i></p> <ul style="list-style-type: none"> • diff size crates • diff length planks • climbing frame • tyres • diff size wooden bricks <p><i>Enhancements</i></p> <ul style="list-style-type: none"> • ropes/bungee cords • pegs • poles and stands • netting (camouflage) • large fabric • small bike tyres • tarpaulin • pillows 	<p><i>Continuous provision</i></p> <ul style="list-style-type: none"> • outdoor environment • 'natural area' • wellies/ponchos • variety of surfaces • mini-beast area <p><i>Enhancements</i></p> <ul style="list-style-type: none"> • wheelbarrow • tuff spots/ discovery trays/ large trays • magnifiers • weather resource boxes • wooden hut with posters, binoculars 	<p><i>Continuous provision</i></p> <ul style="list-style-type: none"> • small world • role play picnic • postbox • hanging 'instruments' • wooden house <p><i>Enhancements</i></p> <ul style="list-style-type: none"> • dressing up/uniforms/ hats/fantasy / domestic • large boxes/theme 'boxes' • fabric/ play mats • musical percussion • props/ tools/ food 	<p><i>Continuous provision</i></p> <ul style="list-style-type: none"> • different surfaces <p><i>Enhancements</i></p> <ul style="list-style-type: none"> • small 3 wheeler • large 3 wheeler • 3 wheeler scooter • 2 wheeler Balance bikes • stop lollipop sign • cones and markers

		<ul style="list-style-type: none"> • puppet theatre/ puppets • dolls/ buggies and props • poles and stands (signs) 	
--	--	---	--

EARLY YEARS FOUNDATION STAGE OUTDOOR LONG-TERM PLANNING- RECEPTION

BALL/PHYSICAL	MATHS	MARK MAKING	SAND/ WATER
<p><i>Continuous provision</i></p> <ul style="list-style-type: none"> • diff sized balls • textured balls • washing baskets • hoops <p><i>Enhancements</i></p> <ul style="list-style-type: none"> • foam balls • football • skittles • stilts • airflow balls • ropes • Space hopper • Rockers • Jigsaw balance trail • barrel • pop-up goals • parachute 	<p><i>Continuous provision</i></p> <ul style="list-style-type: none"> • large numbers • different size buckets and containers • mud kitchen <p><i>Enhancements</i></p> <ul style="list-style-type: none"> • shape bean bags • 2D large foam shapes • large dice • foam number tiles • number beanbags and frogs 	<p><i>Continuous provision</i></p> <ul style="list-style-type: none"> • pens • paper • pencils • clipboards • brushes (diff sizes) • easel/ whiteboards • large chalks <p><i>Enhancements</i></p> <ul style="list-style-type: none"> • water • powder paint • rollers • large rolls of paper • PVC sheet (upright) • Alphabet tiles 	<p><i>Continuous provision</i></p> <ul style="list-style-type: none"> • large sand pit/ water tray system • fish and nets • boats • sea animals • sand moulds • rakes/scoops / spades • funnels and tubes • sieves • bottles and jugs • buckets <p><i>Enhancements</i></p> <ul style="list-style-type: none"> • running water (hose) • tuff spot/ large trays • graded bowls • guttering and stands
CLIMBING/ LARGE CONSTRUCTION/ DEN	INVESTIGATION	IMAGINATIVE PLAY	WHEELED TOYS
<p><i>Continuous provision</i></p> <ul style="list-style-type: none"> • diff size crates • diff length planks • large climbing frame • tyres • diff size wooden bricks <p><i>Enhancements</i></p> <ul style="list-style-type: none"> • ropes/bungee cords • pegs 	<p><i>Continuous provision</i></p> <ul style="list-style-type: none"> • outdoor environment • 'natural area' • wellies/ponchos • variety of surfaces <p><i>Enhancements</i></p> <ul style="list-style-type: none"> • wheelbarrow • tuff spots/ discovery trays/ large trays • magnifiers • weather resource boxes 	<p><i>Continuous provision</i></p> <ul style="list-style-type: none"> • small world • role play kitchen • postbox • hanging 'instruments' • wooden house <p><i>Enhancements</i></p> <ul style="list-style-type: none"> • dressing up/uniforms/ hats/fantasy / domestic 	<p><i>Continuous provision</i></p> <ul style="list-style-type: none"> • different surfaces <p><i>Enhancements</i></p> <ul style="list-style-type: none"> • small 3 wheeler • large 3 wheeler • small/large 3 wheeler plus passenger (x2) • 3 wheeler scooter • large pull along 'bus'

<ul style="list-style-type: none"> • poles and stands • netting (camouflage) • large fabric • tyres • tarpaulin • pillows 	<ul style="list-style-type: none"> • seasons resource boxes 	<ul style="list-style-type: none"> • large boxes/ theme 'boxes' • fabric/ play mats • musical percussion • props/ tools/ food • puppet theatre/ puppets • dolls/ buggies and props 	<ul style="list-style-type: none"> • 2 wheeler balance bike • stop lollipop sign • cones and markers
---	--	--	---

IMPACT:

Assessment Records and Reports

Assessment is an ongoing process throughout the Early Years Foundation Stage. Photographs, observations and discussions of children during their outdoor experience contribute to staffs' assessment of the children. Assessment is an integral part of the planning process, and is completed in a variety of forms throughout the children's Nursery and Reception year. Judgements are made through assessing knowledge and learning behaviour that is demonstrated consistently and independently in a range of situations. See 5.1 'Early Years Foundation Stage Assessment at a Glance'. These assessments include:

- Nursery and Reception Learning Journey 'baseline' assessments completed in the child's first weeks in their new class to create a picture of the child's learning on Entry to the setting. Reception Statutory Baseline is completed.
- Children's progress is monitored via baseline, termly progress meetings, provision map work and daily impact and 'teachable moments'. EYFS staff share assessment information with each other, parents and SLT. In addition to these assessments, our EYFS staff also assess the children in the following ways:
- Creating an individual personal 'Learning Journey' for each child- a record to demonstrate individual children's learning progress and achievements throughout the academic year
- Manageable adult led assessments for each of the seven Areas of Learning
- Parent's evening for both Nursery and Reception three times each year
- At the end of each term in Nursery and Reception, staff assess phonics progress to inform planning
- EYFSP in Summer of Reception year
- Focus child monitoring

- Ongoing observations, evaluations and photographs documenting evidence of children's learning throughout the Early Years Foundation Stage. These are used to inform the 'Next Steps' (with reports for all), vulnerable children receiving more Next Steps as appropriate, and recorded in the child's Learning Journey.
- Reporting to parents is via Interim reports twice during the year, at parent's meetings and at the end of the year with a detailed written report. Parents and carers also receive a report from the class teacher based on the EYFS Characteristics of Effective Learning as part of the end of year report in both classes.
- Parents receive their child's All About Me sheets (during their child's VIP week) noting significant recent achievements and learning regularly throughout both their Nursery and Reception year
- Children who may require additional support with their learning, such as EAL learners, or those attending Speech Therapy are assessed regularly during provision map teaching sessions, and this information is then shared with parents. These summaries are shared with the headteacher and with the SENco throughout the child's time in our EYFS classes. Disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life.

Behaviour

See Well Green Behaviour policy.

(e) Pupil Toileting

Intent

Starting school or nursery has always been an important and potentially challenging time for both children and the schools that admit them. It is also a time of growth and very rapid developmental change for all children. As with all developmental milestones in the Foundation Stage, (children aged 3-5) there is wide variation in the time at which children master the skills involved in being fully toilet trained. Children in the Foundation Stage may:

- Be fully toilet trained across all settings
- Have been fully toilet trained but regress for a little while in response to the stress and excitement of beginning the Foundation Stage
- Be fully toilet trained at home but prone to accidents in new settings
- Be on the point of being toilet trained but require reminders and encouragement
- Not be toilet trained at all but likely to respond quickly to a well-structured toilet training programme
- Be fully toilet trained but have serious disabilities or learning difficulties

- Have delayed onset of full toilet training in line with other development delays but will probably master these skills during the Foundation Stage
- Have Additional Educational Need/Special Educational Needs (AEN/SEN) that make it unlikely that they will be toilet trained during the Foundation Stage.

The school recognises that some children with AEN/SEN and other children's home circumstances may result in children arriving at school with under developed toilet training skills. The aim of this policy is to:

- Treating children or young people who require assistance with toilet training or with special arrangements for personal care with dignity, respect and sensitivity
- Ensure that appropriate provision is made for such children.
- Clarify the school's position on toileting needs in children who have no AEN/SEN needs and who soil regularly within the school day.
- To encourage the child's awareness that they need to go to the toilet at regular intervals or at specific times
- To develop going to the toilet independently
- To improve self care skills (ability to clean him/herself after using the toilet)
- To develop the child's confidence and ability to tell an adult if he or she needs to go the toilet or has had an 'accident'.

Definitions

AEN -Additional Educational Needs

SEN -Special Educational Needs

Early Years Foundation Stage Nursery/ Reception

Key Stage 1 Children aged 5 – 7 years (Infants)

Key Stage 2 Children aged 7 – 11 years (Juniors)

Implementation

Toileting and the Foundation Stage Profile

Curriculum guidance for the Foundation Stage is clear that the role of the adult involves supporting the child's whole development, particularly their Personal, Social and Emotional Development including supporting the transition between settings. One of the Early Learning Goals for children to achieve by the end of the Foundation Stage is to "They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently".

Intimate Care in Key Stage 1 and Key Stage 2

Key Stage 1

Prior to starting school, parents of Reception (FS2) children will be informed by the school that if a child accidentally soils or wets themselves, we will encourage the child to change themselves. If a parent refuses to allow the school to change them then they must let the school know before their child starts school. Any soiled clothing will be placed in a sealed plastic bag ready for parents to collect and their parents will be notified of the incident and outcome.

We will change children for odd 'accidents' but not routinely as part of day to day personal care. (See Parental Responsibility)

Key Stage 2

Older children who have an occasional accident are able to change themselves without adult supervision. Any soiled clothing will be placed in a sealed plastic bag ready for parents to collect and their parents will be notified of the incident and outcome.

Parental Responsibility

Prior to starting school, prospective parents will be reminded of the schools' expectation that pupils should be toilet trained before they start school. It will also include a sharing of this policy during parent/carer's induction meetings in school. A copy will also be available in the school prospectus. If a child is not fully toilet trained before starting school, the parents / carers must inform the school. A meeting will then be arranged prior to a start date being given. The child's needs will be discussed and reasons for the child not being fully toilet trained will be recorded. This meeting will also provide an opportunity to involve other agencies as appropriate, such as a Health Visitor or School Nurse and any other relevant outside agencies.

If the school becomes aware that there are a disproportionate number of children arriving at school who are not yet toilet trained, then they will contact the Health Visiting Team in their area to discuss their concerns and compile an Individual Intimate Care Plan as necessary.

The process for the management of a child's personal care needs may need to be further clarified through a 'Personal Care Plan'. For example, where the school has concerns about parental support, for children transferring to Reception (FS2) or above who are not toilet trained and for children with AEN/SENs or disabilities.

Where appropriate, parents and school will need to agree a toilet training programme.

Staff Responsibilities

Support staff will not be expected to undertake tasks associated with changing children who are incontinent or have specific medical and, or, physical needs without the relevant training required under current Health and Safety / Child Protection requirements.

The normal process of assisting with personal care should not raise child protection concerns. There are no regulations that state that a second member of staff must be

available to supervise the changing process to ensure that abuse does not take place. The school must ensure that enhanced CRB checks are rigorous and are carried out to ensure the safety of children with staff employed in schools and settings. All schools/ settings have a duty to ensure staff are not employed without an enhanced CRB check. This should be checked before allowing staff to change children.

There is no written legal requirement that two adults must be present but Section 18 in the Government guidance 'Safe Practice in Education' states that:

'Staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken.'

The child's teacher will be informed of any soiling and subsequent change of clothing.

We will treat all incidents where a child soils, with dignity and respect for the child.

All staff will encourage the child to ask to use the toilet in good time in order to assist with toilet training and to reduce the number of accidents/incidents.

AEN/SEN, Inclusion and Equal Opportunities

If a child is not toilet trained because of a disability or Additional Needs his/her rights to inclusion are additionally supported by the Equality Act 2010.

Procedure for Changing a child

- To remove their soiled clothes
- Clean skin (this usually includes bottom, genitalia, legs, feet)
- Dress in the child's own clothes or those provided by the school
- Double wrap soiled clothes in plastic bags and give to parents to take home.

At all times the member of staff pays attention to the level of distress and comfort of the child. If the child is ill the member of staff telephones the parent/carer.

In the event a child is reluctant and finally refuses, the parent/carer will be contacted immediately.

Our intention is that the child will never be left in soiled clothing, but as soon as the member of staff responsible for him/her is aware of the situation, she/he will clean the child.

Health and Safety

Dealing with bodily fluids:

When a child is sick, accidentally wets or soils himself the following procedure will be followed:

- Staff will wear fresh aprons and disposable gloves while assisting a child changing
- Soiled nappies (if applicable) will be securely wrapped and disposed of appropriately
- Changing area/ toilet to be left clean. Caretaking/ cleaning staff to be informed
- Hot water and soap available to wash hands as soon as changing is done
- Paper towels to be available to dry hands.

Facilities

The school will provide a suitable place for changing children, including providing the necessary resources. For children with disabilities the school has one disabled toilet with a washbasin in main school. In the nursery the child will be taken into the toilet area. Wherever possible it is recommended that:

1. Mobile children are changed standing up
2. For children with physical disabilities a purpose-built changing bed should be used.
3. Children in Reception (FS2) and Year 1 and above should only be changed in a toilet cubicle standing up.

IMPACT:

Staff will follow the guidelines listed above to ensure children are cleaned in a safe and dignified manner while protecting the reputation of staff during such intimate care needs. The school is not responsible for toilet training a child but will do everything possible to support the parents/carers and child in encouraging them to use the toilet.

Safeguarding and Child Protection

If a member of staff has any concerns about physical changes in a child's presentation (unexplained marks, bruises or soreness for example) s/he will immediately report concerns to the Designated Person for Child Protection, Mrs Kate Markham (headteacher) or Miss Rosie Shaw, Deputy Designated Safeguarding Lead.

(f) Lunchtime Supervision in the Nursery

General Supervision

- Health and safety of our pupils is the prime concern and must be given priority when supervising the children.
- At no time should the children ever be left without an adult supervising them, whether they are inside or outside.
- If a child has an accident, falls ill or presents a health and safety concern because of their behaviour another member of staff must be alerted in order that the remaining children are adequately cared for and supervised.
- Children must continue to apply the same rules and have the same expectations made of them with regard behaviour and caring for equipment, at lunchtime as during the rest of the school day.
- Encourage children to follow the school's Rights and Responsibilities (see wall display). Explain these with examples and give praise to children acting as role models.
- The tambourine must be taken outside and used to 'stop' the children and prepare them for tidying/lining up.
- Inform teaching staff: if a child does not eat the provided packed lunch or inappropriate food or items have been put in a child's packed lunch box

Outside Supervision

- The children have the right to outdoor play and every effort should be made to encourage the children to complete their lunch and to access the outdoor area.
- The children need to be watched very carefully ensuring that they play safely and sensibly. It is important to be extra vigilant when the children go near the trees, hut, climbing frame or door to nursery.
- During supervision it is important to keep assessing the best position to place yourself; this may change depending on where most children are situated. Try to ensure you don't have your back to children and are not obstructed. It is important that the children can see you too in case they need to speak to you.
- It is recommended that you don't have cups or drinking glasses outside, you may need to quickly attend to someone and holding something in your hand may slow down your reaction time to help.
- If a child asks to go to the toilet when they are outside, the door must be left open with a member of staff to 'oversee'.
- If you are dealing with a minor injury try to comfort the child quickly allowing sufficient time to clean a graze or apply a plaster without delaying your time away from the other children. Remember always ensure that you alert

another member of staff if you have to go in/outside to deal with one child.
NEVER LEAVE CHILDREN UNATTENDED.

- At the end of a playtime/lunchtime, follow the usual rules for bringing the children inside. Before they 'line up' or come inside. Encourage the children to return items to the right place and tidy up because they will re-use this space later in the afternoon.
- The accident book must be taken outside and used for all bumps or grazes as soon as child has received first aid. Any major accident will require another member of staff (teaching assistant or teacher) to be involved and the parents will be contacted.

During supervision in the classroom:

- The teaching staff will bring the packed lunch trolley inside the classroom.
- Encourage the children to eat food in the right order e.g. Savoury then sweet
- Help children to open packets, take off lids, etc.
- If nursery cutlery or equipment must be used, this must be washed, dried and put away into the kitchen's drawers or cupboards.
- Encourage children to eat promptly and keep a good brisk pace this saves stragglers.
- Wipe up spills or mop if on the floor – promptly.
- Clear and clean tables ready for afternoon lessons and return all chairs to tables ready for the afternoon activities.
- As soon as children have eaten their meal they must go to the toilet put on their coat (if required) and line up on the edge of the carpet before going out. Give clear simple instructions – i.e. one instruction at a time to aid understanding.
- As the children line up ready to go outside, staff should decide when it is appropriate to take the children outdoors who have been waiting the longest. If there are approximately half the class ready, these children should be taken out by a member of staff. The remaining member of staff will then tidy up and take the remaining children outside when they are all ready. Children should not be left in the classroom unsupervised.
- Wet weather – after their meal, one member of staff will supervise the children under the veranda. The second member of staff will supervise activities in the carpeted area of the classroom i.e. construction, IWB, book area, small world, etc. for approximately half of the 'play' time. Both these areas should be left tidy before the change-over.
- Lunch-time Supervisors will return the trolley outside, to the front of the nursery building.

(g) Floor book and Learning Journey

Early Years- Expectations for Floor Books and Learning Journey Books

EYFS: Where can the children's learning be found?

Parents and carers, children, subject leaders, governors and interested parties can find examples of the children’s learning in three key places: the learning wall, floor books and individual books. In Nursery, the children have physical examples of their learning in the class floor book, an individual learning journey and displayed in the setting, for example on the learning journey wall. In Reception, the children have the same locations, plus an individual maths journal and a phonics book.

Each individual child will be able to talk about their learning. They may wish to use the physical books, photographs and displays to prompt their memories and understanding. You can also find the children’s learning on the school’s website, together with regularly updated displays on walls, washing lines and in ‘special books’ occasionally created to mark visits, visitors or class produced work.

Notes for staff regarding entries in Floor Books:

The floor book is a good source of evidence for the monitoring of progress, However, staff will ensure the floor book is:

- Dated
- Use of coloured felts and black ink pen to enhance entries
- Number of entries- one per week
- Speech bubbles with children’s voice
- PP children have regular entries
- Everyone has their voice, photo and work included in the floor book
- Special events, visitors and class learning is recorded, e.g. fire fighters, nativity

Notes for staff regarding entries in Learning Journey Books:

- Dated
- Grid stuck on cover (7 areas with ‘CQ subject terms’. E.g. UtW Science/ Geography/ History). Work included to cover all these subject areas
- One piece each week, in addition to VIP entries
- Subject, e.g. History, Geography is noted (to support Subject Leaders)
- Work has appropriate title to assist clarity, e.g. ‘Packing For A Visit To Antarctica’
- Handwriting in accordance with school’s handwriting scheme
- Marking-green ink to be used by staff. Black or blue ink for VIP photo annotation
- VIPs- see separate box below

VIP
Everyone to be a VIP twice a year in Rec. Three times in Nursery
Each week: 10% of class to be ‘VIP’ (may become tricky during last week of Aut 2-Christmas)
Leuven Scale twice a year (autumn and summer term)
Annotation Sheet- please add Next Steps 100% of time
Ensure inside AND outside photos. Minimum x1 of each per academic year
PP children to receive x1 additional VIP photo and annotation sheet

'All About Me' sheet to parents on entry to setting (over holidays or when first attend setting)

EYFS Policy to be reviewed in three years (2028)