

Foundation Stage

INTRODUCTION

This policy should be read in conjunction with the Statutory Framework for the Early Years Foundation Stage (September 2023) along with the Early Years Foundation Stage profile 2024 handbook and Development Matters (September 2023). This guidance sets the standards for learning, Development and Care for children from birth to five. The separation of the Foundation Stage from the later stage of Infant School, Key stage 1 emphasises the importance of these Early Years as:

“Early childhood is valid in itself and is part of life, not simply a preparation for work or the next stage of education.”

(Early Childhood Education: Early years Curriculum Group)

The Nursery school is part of Crosshall Infant School Academy Trust. The Governing Body also oversees the running of Crosshall Kids Club and Day Care Centre. All children who currently attend the Nursery receive funding from the government. Children can begin Nursery in the year of their fourth birthday. There are 78 part-time places. Crosshall Infant School offers places to 120 Foundation Stage children beginning in the September of the year in which they will become five years old. There are separate admissions policies for entry into Nursery and Reception.

The mission statement and common aims are:

“Learning for Life”

We aim:

- That children will be confident like Sidney Squirrel
 - Will persevere
 - Will keep going
 - Will ask for help
 - Will never give up

- That children will co-operate like Bertie Bee
 - Will work well with others
 - Will listened to others
 - Will share ideas
 - Will ask when they don't understand

- That children will be caring like Lily Ladybird

- Will be kind and caring
- Will look after friends
- Will talk about their feelings
- Will understand how others might be feeling

- That children will be creative like Bella Butterfly
 - Will use their imagination
 - Will think up new questions and ideas
 - Will try different ways of doing things

- That children will be curious like Oscar Owl
 - Will ask lots of questions
 - Will look for pattern and connections
 - Will ask... 'What if...?'
 - Will always want to find out more

At our Nursery and Infant School we aim to provide a broad and balanced curriculum which will enable each child to develop emotionally, socially, physically and intellectually to their full potential. Each child is unique and valued as an individual.

OBJECTIVES

Our curriculum is built upon objectives which are based on the needs of our children, and reflects the 'Every child matters' key elements of effective practice, FS curriculum guidance and The Early Years.

Children need:

- to be happy;
- to develop warm and secure relationships with adults and peers;
- to communicate their ideas, feelings, experiences and needs in verbal ways or using alternative communication methods where appropriate
- to learn how to understand and express emotional feelings and use them in constructive ways;
- to explore, experiment, observe and discover, through first-hand experiences;
- to master the basic physical skills and develop control of the large and fine muscles;
- to begin to value the culture, religion, race and language of themselves and others;
- to enter into the world of imagination, fantasy and role play;

- to develop skills and concepts that will provide a good foundation for future learning in literacy, maths, knowledge and understanding of the world;
- to develop confidence and independence;
- to develop the ability to make choices and decisions about themselves, their actions and how they affect others;
- to be successful;
- to be creative and appreciate the creativity of others, in art, music and dance;
- to become aware of, question and adopt, moral and social values;
- to develop an awareness of and sense of belonging to their school and community environment;
- to feel that home and school are in harmony;
- to be given time to be a child and not to rush through childhood.

THE LEARNING ENVIRONMENT

For young children entering school it is important that the environment is welcoming and accessible. Children learn best in a stimulating, well organised environment.

The Nursery

The purpose-built Nursery School comprises of a wet play area, a large carpeted area, three small group areas, a cloakroom, toilet facilities, staff room and staff resource room. Outside there is a painted tarmac area, a playhouse, a large slide, a bike storage, a water table, sand pit, mud kitchen, 'Happy Hut' for teaching activities and a fenced-in garden with two sheds. In the garden there are flower beds a vegetable bed and a sensory garden. We are also able to use the facilities of the Infant School.

Interior Environment:

Wet Play Area

includes:

A large Art Easel
Sand

Craft Table
Water

Carpeted Area

includes:

Number Table	Table Top Activity Tables
Imaginative Play	Table Finding Out Table
Writing Table	Computer Area
Creative Play Area	Book Area
Construction Area	
Large Sitting Area (which includes an interactive board)	

Exterior Environment:

We are continually developing the exterior environment to extend our outdoor provision which is used throughout the year as an 'outdoor classroom'. The 'Happy Hut' is regularly used for group teaching activities.

School Facilities and Resources

We are fortunate to be able to share facilities with the Infant School, including the Hall (for PE, assemblies, concerts and various special celebrations including the Christmas Concert). We also make use of resources from the extensive range in the Infant School, including big books and additional individual books.

Reception Unit

Indoor Environment

This is divided into two broad areas: the classroom areas and the choosing area.

The Classroom Area

Children have access to well-organised continuous provision activities. .

Carpeted space for sitting together - to include an interactive board and tables suitable for a variety of activities:

- Number exploration
- A writing table
- A finding out table
- A book corner for book sharing, listening activities
- A construction area
- Imaginative play
- An interactive screen
- Painting easels

Other activities within the classroom take place either on the floor or at tables. Displays to stimulate children's learning, or to celebrate their achievements are an important feature of the class area.

The Choosing Area

The choosing area provides children with opportunities to explore the following
This comprises of:-

- (i) imaginative play
- (ii) sand;
- (iii) water;
- (iv) construction
- (v) tactile experiences

The Choosing Area is a shared area where children can make choices and carry out sustained activities under the care of a member of staff. The activities are planned by the Reception team and form an important basis for exploratory play to develop skills and attitudes demanded by the Early Years Learning Goals in an informal setting.

Outdoor Environment

The physical layout of the building and the staffing ratios require that the use of the outside environment must be timetabled. Classes use the outside environment for Outdoor Activities on a free-flow basis.

Activities outside are planned to incorporate all the areas of the Early Learning Goals. The children use the Adventure Playground, pirate ship, wooden train and a mud kitchen. There are a range of 'large' toys, bikes, etc., a number of activities that rely on collaborative/co-operative skills. A number of the resources are stored within small sheds that are opened for free access by the children. Children have regular access to these, alongside a wide range of small games equipment. Outdoor activities are planned for all curriculum areas of the Foundation Stage and the outside environment is used throughout the week, for sessions lasting between 45 minutes to an hour, whatever the weather! The Reception children also have use of the P.E. apparatus in the school hall.

Other Areas

Children take part in regular whole class cooking activities.

The children use netbooks, laptops or computers within the classroom or the computer suite (during the summer term) on a weekly rota basis for computer skills lessons. They also use the computers to support the numeracy/Literacy curriculum. They have opportunities to use the music room.

The children also have weekly access to the 'Magic Garden' where they explore the outdoor environment and use a variety of resources for a range of activities including den building being a 'nature detective'.

RESOURCES

The children need to be encouraged to take on responsibility for the resources available to them.

Storage of Resources

Training is all important. Children need to understand that the area in which they work is their own responsibility. We aim to foster independence and consideration for others.

Obviously for this to happen organisation is one of the key issues. Equipment is clearly labelled and well organised. The majority of equipment is stored in large plastic containers and labelled pictorially where appropriate.

The majority of resources are stored to allow children to access them independently, i.e. appropriate height, etc.

Knowledge - the children need to be aware of what to do if they have a problem and 'how' to solve it, e.g. mopping wet floor, sweeping sand, emptying sand and water trays of equipment after use.

Sorting/tidying - at the end of a session things need to be checked for missing pieces. Construction equipment must be thoroughly sorted out so that what is available can be seen. The children need to understand why this is important.

Time - lots of time must be allocated for tidying up. We all try to discipline ourselves to allow this to happen.

Use of an area - Use of any area in general must be talked through with the children.

AREAS OF LEARNING

1. Personal, Social and Emotional Development.
2. Physical Development
3. Communication and Language
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

The objectives of the Foundation Stage are achieved through these areas of learning. Areas 1, 2 and 3 are known as Prime Areas and areas 4, 5, 6 and 7 are Specific Areas. Planning of this curriculum is based on the Areas of Learning and Development (see Appendix 1) and follows the guidelines set out in Development Matters in the Early Years Foundation Stage. The planning encompasses a yearly/medium term/short term system with recognition of individual children's needs.

The children are taught specific skills and concepts by their teacher, in whole class lessons, small groups or individually. However young, children are learners in every situation and they also learn from each other, with support staff and adult helpers in both structured and continuous provision play based (i.e. self-chosen) activities.

THE CHILDREN'S DAY

An outline of a 'typical' day or part day in the Nursery and Reception class, to illustrate the routine.

Nursery Day

The times below are approximate.

8:30am or 12:30pm The staff greet the children and parents on arrival. After taking off their coats, the children change the books in their folders and then self-register by finding their name card and putting it on the

'Hello' board. Children then choose an activity they would like to do. Before leaving, parents write in the 'Going Home Book' if collection arrangements are different.

8.40am or 12:40pm The adult who has been marking the register marks any children who have not arrived, as absent (10 minutes after the official Nursery School start)

As part of the Nursery session, the children participate in large group and small group sessions, along with having opportunities to access activities both inside and outside the Nursery.

Reception Day

To ensure children experience a positive start to the day each day begins with an 'Activity Start'. A range of tasks are ready for the children as they come into school. This allows immediate involvement and hopefully no time to worry about saying goodbye.

This time also allows any parent who may require an urgent word with the class teacher, to do so. However, usually parents are requested to make an appointment after school to discuss less pressing issues.

During this time the class teacher generally will have the opportunity to carry out observations or assessments with the children or listen to individual readers. This will form part of the assessment process for individual children and then the process of planning children's learning.

The class teacher will then record attendance manually on the class register.

After registration the children will generally tidy away their activities signalled by the tidy up bell and gather together on the carpet for a short time with the teacher for daily phonics input followed by handwriting. Thereafter the children's day runs on an integrated basis where different children undertake a range of activities, including outdoor activities.

Activities are divided into two types: teacher directed, TA led or self-directed. All teacher directed activities have specific learning objectives. Self-directed activities, whilst having learning objectives, tend to be more open-ended as the children will often develop these activities in their own way. A focal aim of our school philosophy is to develop the children as independent learners.

The children will experience a balance of adult and self-directed activities. The teacher keeps a careful check of these. They record the adult directed

activities on their clipboard. Skills teaching is drawn from the team's weekly planning and may be practical or recorded activities.

Certain times of the day are timetabled for P.E., outdoor activities, cooking, music, ICT suite, Magic Garden, whole school assemblies, etc.

ASSESSMENT AND RECORDING

The attainment, achievements and progress of young children should be assessed and recorded in order to:

- acknowledge and value previous experience and learning;
- recognise the child's present stage of development;
- identify specific learning needs;
- inform future planning/learning;
- involve and inform parents/carers;
- provide a subsequent indication of progress made (value added).

Nursery

On entry to Nursery a variety of assessments are made during the first half term which inform judgements against the Early Years Foundation Stage areas of learning. The results of the assessments are recorded electronically using an excel spreadsheet. This process is then repeated three more times; Christmas, March and the end of the year.

Reception

Children enter the Reception Unit from many different settings, and as records are not always available. The Reception Baseline Assessment is completed within 6 weeks of each child starting school. Reception staff supplement the RBA with our own assessments.

Other assessments throughout the Nursery and Reception year take place as ongoing assessments based on:-

- observations;
- evidence;
- dialogue with children/parents;
- clear criteria relating to learning objectives;
- areas of experience related to Early Learning Goals.

In order to provide a starting point for learning at school the children are assessed informally during the first half term. These assessments show the child's point of development at entry and are entered onto a data sheet spreadsheet. The reference for judgements about attainment on entry draws on the ELGS. Evidence is collected through observations, individual assessments and reviewing records from previous settings as well as talking with the child and parents. They can be discussed with parents at the first parent consultation.

The information from assessment records are shared with parents/carers and passed on to KS1 teachers.

Children are assessed against all 7 areas of Learning and Development. Within these 7 areas, there are 17 different aspects.

For each aspect, an overall judgement is made on what age band the individual child is working. For the Nursery and Reception children, this is either Birth to Three, Three and Four, or 'In Reception' These levels are then recorded using an excel spreadsheet. During the last half term of the Reception year, all children's learning and development is levelled against the Early Learning Goals and recorded as being either Emerging or Expected.

The children are also assessed against the Characteristics of Effective Learning; Playing and Exploring, Active Learning and Creating and Thinking Critically. These assessments are made throughout their Reception year.

MONITORING AND EVALUATING

Monitoring

This is overseen by the Assistant Headteacher with different emphases, e.g. writing, conferencing with parents, etc. Monitoring can be a formal observation by the Assistant Head, but is more usual in a team basis where standards in FS areas are compared and then evaluated.

Evaluating

Determining the significance of the above findings.

This takes place in weekly team meetings where decisions about change, implementation of interventions or consolidation of teaching and children's learning can be made.

(See Assessment Policy)

ROLES AND RESPONSIBILITIES OF FOUNDATION STAGE STAFF

Effective team work is essential in providing an appropriate curriculum and environment for young children.

Within our Foundation Stage Team are:

The Reception Unit currently has 3 classes and an Inclusion/Rainbow Room which is accessed by children across school according to need. The unit is staffed with 4 teachers, 1 Higher Level Teaching Assistant and Teaching Assistants. Some TAs support individual children.

The Nursery School with 2 Teachers, 1 Early Years Practitioners and Teaching Assistants.

The team is supplemented at different times by teacher and teaching assistant students, special support teachers and parent helpers.

1. Role of the Early Years Leader

Within the Foundation Stage Team is a designated Early Years Leader, whose role includes:

- managing the implementation of the Foundation Stage curriculum;
- over-seeing the drawing up and implementation of an Early Years Policy;
- reporting regularly to the Head teacher about the achievements and planned developments for Early Years;
- being an advocate to the highest possible quality provision and practice for young children;
- training and reporting back;
- supporting staff in a pastoral capacity.

2. Role of the Teacher

The teacher has day-to-day management responsibility for:

- the children;
- teaching and support staff;
- the organising and smooth running of the Nursery/Reception class;
- overall planning, assessment and evaluation of the curriculum and the children;
- creating links with colleagues in school, home, community and other agencies;

- attending courses and updating themselves and the team on current practices.

3. Role of the Nursery Nurse/Classroom Teaching Assistant

They will be responsible to the Nursery/Reception teachers and:

- will have a valuable and vital role within the team;
- will have a special knowledge and understanding of play and will be able to present a full range of activities in a supportive role;
- will have the skills to observe and report accurately;
- alongside the teacher will ensure the smooth running and organisation of the class;
- are able to play a part in training other students;
- will be willing to attend courses to further personal skills and knowledge.

4. Role of Students (Teachers and Early Years Course Students)

The student is under the supervision of the course tutor and the college/university concerned. The student will need:

- time to observe and question;
- help with collecting and collating relevant information.

5. Staff Training

We are always aiming to improve our teaching skills, knowledge and understanding and so ALL staff are encouraged to participate in external courses and in-service training including in-school training.

PARENTS/CARERS

"Parents and practitioners should work together in an atmosphere of mutual respect within which children can have security and confidence" (Principles for Early Years Education QCA).

We actively encourage parents/carers to:-

- enter into a partnership with the school - agreeing to the "Home/School Agreement";
- understand that the education of their children is shared by home and school;

- feel welcome in the school at all times - able to discuss any issues with children's teacher;
- share their expertise to enhance the learning opportunities provided within the school by helping in school, etc.
- have access to information concerning the school curriculum through notice boards, curriculum newsletters, curriculum evenings, weekly newsletters;
- share in their child's progress and achievement at open evenings, open day, meetings with teacher, sharing Reports, viewing and updating Tapestry.

Everyday communication is helped by the "Parents' Notice Board", which also displays copies of current topic focus and planning. There is a continual focus in the Infant School on a particular curriculum area. Any new developments or changes are communicated through the curriculum focus document, newsletters and curriculum workshops.

SPECIAL EDUCATIONAL NEEDS

We believe that all children are entitled to a learning environment in which they are encouraged to reach their potential in a supportive atmosphere which fosters a growth towards independent learning appropriate to their age and stage of development.

We aim to identify children with special needs at the earliest possible stage and differentiate their activities accordingly.

We follow the guidelines as recommended by the SEN Code of Practice.

Support and advice to staff, children and parents/carers are given by additional outside agencies, e.g. Educational Psychologist, Specialist Teaching Team, Speech Therapists and others as outlined in the school's Special Needs Policy.

EQUAL OPPORTUNITIES

At this school we aim to provide all pupils, regardless of ability, race, disability or gender, equal access to the curriculum.

Children with Special Educational Needs will be given support as appropriate to enable them to benefit from the curriculum on offer.

This statement incorporates the understanding of equal opportunities across all areas of learning in the Foundation Stage.

HEALTH AND SAFETY

See Areas of Learning (Appendix I)

ADMISSIONS

Both schools have separate Admission Policies detailing criteria for admission.

NURSERY

Children start Nursery in September with a staggered start. This will enable the staff to settle a smaller group. Thereafter the children attend for five sessions weekly, of 3 hour duration. These sessions are either all mornings or all afternoons.

RECEPTION

The transition from one setting to another, e.g. pre-school to school or home to school can be a stressful one for young children and may even cause regression. For this reason, a gradual entry system into school is arranged.

The children start school in the year in which they are five.

Attendance

A staggered start is operated so that the class will grow to its full capacity over 3 days. This is organised in reverse according to the children's chronological age, i.e. the youngest children starting first.

Admission into the morning sessions starts with a group of eight-ten on the first morning with additional children joining the group on each consecutive morning until all the children are attending..

Full-Time Attendance

Full-time attendance begins from the first day.

Lunchtime

Children will stay for lunch from their first day of school.

Circumstances permitting, we encourage parents to bring their children into lunch prior to starting school full-time, as this can be a daunting time for children.

Once children stay for lunch on their own they are looked after by their own lunchtime supervisor, who spends time making them feel comfortable and confident in what to do during this time, so that the lunchtime period is a pleasurable experience.

We actively encourage children to eat a school lunch and to experiment eating different foods.

THE INDUCTION PROCESS TO NURSERY/RECEPTION CLASS

Before the start of a new school year there are a number of opportunities for parents and their children to find out more about school life.

NURSERY

New Parents' Evening

Circumstances permitting, this is held in June. During the evening parents will have the chance to meet the Nursery Staff and look round the Nursery School. Parents are informed about the general organisation and running of the Nursery, as well as how we would like you to help prepare your children for Nursery School.

Parent/Nursery School Teacher appointments

The Nursery Teacher is happy to speak to any parents who would like to request an individual appointment. A day is set aside in June for this purpose. These appointments should be made via the school office.

Activity Sessions

Circumstances permitting, all new children starting in September are invited to an activity session in July, which will take place in the Nursery School. This gives children the opportunity to experience a short Nursery School session and meet

some of the children who are going to be in the same session. Sometimes this activity session takes the form of a Teddy Bears' Picnic.

Starting Nursery School

To allow the children to settle happily into the Nursery School, arrangements for children starting in September will be different for the first two weeks only.

Parents will be advised of appropriate details nearer the time.

RECEPTION

Liaison with Pre-School Settings

The Reception Team Leader will liaise with pre-school practitioners in the Summer term before entry in September. Liaison with the Nursery is on-going throughout the year.

Parents' Evening

Circumstances permitting, this is an initial opportunity for parents to visit the school, held at the beginning of June. All parents are encouraged to attend by invitation sent out in May.

During this evening, parents will have the chance to meet the staff and have a general look around the school. They will be informed about the organisation and day-to-day running of the school as well as how we would like them as parents to prepare their children for school life.

Parents are given a pack of information to take away with them. The pack consists of:-

- Welcome Booklet, describing 'all the things you need to know about school'
- the school's prospectus;
- term dates;
- forms to complete requiring admission details, medical information, and a home/school contract ('Working Together').
- Questionnaire for parents to complete giving relevant information about their child's skills and preferences.

An individual sheet is also included which details the dates of the Parent/Child interviews, activity morning and the "Child Starting School".

Parent/Child Interviews

At the start of September, parents and their children will be invited into school to have a personal meeting with their class teacher. This will be an informal discussion allowing parents to ask any questions and voice possible anxieties. The teacher will also be able to chat with the child and the parent about specific things. This is also an opportunity for the parents to hand in all outstanding official documentation to the school office.

During the summer, parents/carers are asked to create a book. This book is called "All About Me" and is made up of pictures, photographs and writing about the child. The parents and child are asked to make this book ready for when the child starts school so that it can be shared. As part of the Meet the Teacher meeting, at the start of the Autumn Term, the parents and child are taken in to see the Reception unit and to be shown the class area the child will be in.

Activity Session

In early July all the children starting school in September are invited to an activity session at school. Here they will be able to meet their teacher again, see some of the other children who will be in their class and experience a small range of the activities they will meet at school. The activity session is done with half a class at a time for the duration of an hour. Parents are encouraged to leave their child for this short session.

APPENDIX I

AREAS OF EARLY YEARS FOUNDATION STAGE GUIDELINES.

EARLY LEARNING GOALS FOR PERSONAL, SOCIAL AND
EMOTIONAL DEVELOPMENT

By the end of the Foundation Stage, most children will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Introduction

Successful Personal, Social and Emotional development is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning. Personal, Social and Emotional Development is implicit within all aspects of learning and therefore is developed as a cross curricular approach.

Aims

- To establish positive relationships with others.
- To work and play appropriately in a variety of situations.
- To foster a positive attitude to learning.
- To develop respect for their own cultures and beliefs and those of others.
- To be sensitive to the feelings of others.
- To develop independence.
- To develop self-esteem.
- To understand what is right, what is wrong and why?
- To look after their bodies, including healthy eating.

- To manage their personal needs independently.

Teaching and Learning

Personal, Social and Emotional Development is taught in all areas of the Foundation Stage. There are opportunities for whole class, small group and individual teaching. The Cambridgeshire Primary Personal Development Programme is used to plan further aspects of this curriculum.

Teachers act as positive role models in everything they say and do. Effective learning is achieved by the high standards and consistent approach set by all members of staff.

Children's Experience and Activities

These are planned using the Curriculum Guidance for the Early Years/ Foundation Stage, CPPDP and school policies.

Assessment and Recording

The Reception Baseline Assessment is carried out with each child within 6 weeks of the child's start date. Observational assessments in the first half term provide an 'Entry' profile of each child. Observational assessments are also ongoing throughout the year and are recorded on assessment sheets. Assessments are based on the criteria set by the Early Learning Goals, and recorded on an excel spreadsheet.

Monitoring and Evaluating

The Personal, Social and Emotional Development area of learning is monitored and evaluated by Foundation Stage staff and the PSHE Co-ordinator.

Resources

These are located in the Nursery, Reception Unit and in the main school staff room.

The PSHE Co-ordinator is responsible for overseeing the PSHE resources.

Health and Safety

All children are expected to move safely around the school and act responsibly at all times.

EARLY LEARNING GOALS FOR COMMUNICATION AND
LANGUAGE

By the end of the Foundation Stage, most children will be able to:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Introduction

Children's communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Aims

- To develop children's understanding of spoken language.
- To enable children to communicate effectively in speech. To develop children's language capability to enable them to learn across the curriculum.
- To develop the children's confidence in their use of language and speech.
- To develop children's imagination through activities which introduce them to a rich and varied vocabulary.
- To introduce children to the different forms of English including standard English and to teach them that the various forms are appropriate for different purposes.

Teaching and Learning

- The children's language curriculum follows the areas of Early Learning Goals and the children are taught through individual, small groups and whole class activities.
- The nature of children's language demands cross-curricular planning and teaching.
- Specific activities are differentiated according to the stage of development and ability.
- All children learn through a variety of experiences of spoken language.
- Provision of stimulating "play" situations, e.g. role play etc.

Children's Activities and Experiences

- Planned around a 'topic' approach.
- Planning is informed by current DoFE policy.

Assessment and Recording

- Speaking and Listening assessments are ongoing throughout the year. Assessments are based on the criteria set by the Early Learning Goals.
- Assessment records are recorded using an excel spreadsheet. .

Monitoring and Evaluating

- In the Nursery - staff discussion in team meetings.
- Sharing children's work, including external and internal moderation, to establish standards and standardisation.
- The Nursery Teacher undertakes observations of lessons/works with groups of children.

Resources

- Variety of resources in each class area/shared area
- Reading books stored within units.
- Big books

Use of interactive screens for reading and sharing

EARLY LEARNING GOALS FOR PHYSICAL DEVELOPMENT

By the end of the Foundation Stage, most children will be able to:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Introduction

Physical development is concerned with improving the skills of co-ordination, control, manipulation and movement. It helps children gain confidence in what they can do and develop their self-esteem.

Aims

- To develop confidence and control in use of tools, equipment and materials.
- To develop fine and gross motor skills.
- To develop the ability to move with control and co-ordination.
- To develop an awareness of personal safety, personal health and the need for physical exercise which gives a sense of well-being.

Teaching and Learning

- Nursery children have the opportunities for developing gross motor skills through outdoor play with large and small apparatus and more formal P.E. lessons in the Infant hall.
- Fine motor skills are taught and develop through the various everyday activities appropriate to children's development, e.g. gripping pencils correctly in drawing/early writing, threading beads, dressing dolls, etc.
- Reception children have P.E. lessons either in or outside following the P.E. Guidelines (see P.E. Policy). They also have access to big toys, adventure playground, pirate ship, traversing wall and other outdoor activities.
- Fine motor skills are developed through cross curricular activities, including 'clever fingers'.

Children's Activities and Experiences

See P.E. Policy, DT Policy and Art Policy

Assessment and Recording

- Each practitioner is responsible for recording a child's ability.
- A statement regarding a child's ability and achievements will be made annually to parents in the individual end of year report.

Monitoring and Evaluation

The Foundation Stage is monitored and evaluated by the Early Years team.

Resources

- Large outdoor co-operative toys (located in the toy sheds).
- Construction equipment (in each class area).
- Small world play equipment in Choosing Area and class areas.
- Outdoor adventure playground.
- Small games equipment.
- Large P.E. apparatus.
- Art equipment/materials situated in art bays.

Health and Safety

It is important that the children know the correct and safe way to use:

- P.E. equipment and apparatus.
- Art equipment and tools.
- Design and technology equipment.

Children should be made aware of the safety aspects when moving around school and how their actions can affect others.

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**EARLY LEARNING GOALS FOR LITERACY**  
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By the end of the Foundation Stage, most children will be able to:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate - where appropriate - key events in stories;

- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Introduction

Children's literacy development encompasses the areas of word reading, comprehension and writing. The development and use of these skills are the heart of young children's learning.

Aims

- To develop children's understanding of written language.
- To enable children to communicate effectively in writing. To develop children's language capability to enable them to learn across the curriculum.
- To develop the children's confidence in their use of print and writing.
- To develop children's imagination through activities which introduce them to a rich and varied vocabulary.
- To introduce children to the different forms of English including standard English and to teach them that the various forms are appropriate for different purposes.

Teaching and Learning

- The children's literacy curriculum follows the areas of Early Learning Goals and the children are taught through individual, small groups and whole class activities.
- The nature of children's literacy demands cross-curricular planning and teaching.
- Specific activities are differentiated according to the stage of development and ability.
- All children learn through a variety of experiences of written language.
- Provision of stimulating "play" situations, e.g. writing tables, role play etc.

Children's Activities and Experiences

- Planned around a 'topic' approach.
- Formal writing activities are introduced as appropriate. Planning is informed by current DoFE policy.

Assessment and Recording

- Daily reading diaries with regular assessments to determine whether a child is ready to move book levels.
- Phonic assessments (Nursery and Reception) as appropriate and at least half termly from Autumn 2 in Reception.).
- Taught writing pieces are collated within a writing folder for each child.
- Assessment of writing by outcome every half term (Reception).
- Assessment records are recorded using an excel spreadsheet.

Monitoring and Evaluating

- In the Nursery - staff discussion in team meetings.
- Sharing children's recorded work to establish standards and standardisation.
- Nursery Teacher works with groups of children.

Resources

- Variety of resources in each class area/shared area
- Reading books stored within units.
- Big books
- Use of interactive screens for reading and sharing

EARLY LEARNING GOALS FOR MATHEMATICS

By the end of the Foundation Stage, most children will be able to:

- 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.
- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than 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.

Introduction

In the Foundation Stage maths learning experiences are practical 'hands-on' activities which, where possible, relate to play experiences. At the later end of the Foundation Stage the children work from the aspects of the Abacus scheme developing mental and recorded activities in number and numerical patterns. Development of mathematical language and problem-solving abilities are fostered.

Aims

- A positive attitude towards maths as an interesting and stimulating subject.
- An awareness of the links between maths and other areas of the curriculum.
- An awareness of the relevance of maths to everyday life, through first-hand experience and problem solving.
- An ability to think logically, with independence of thought and flexibility of mind and with confidence in one's own ability.
- An understanding of maths through enquiry and a willingness to experiment.
- An appreciation of the nature of numbers and space.
- Mathematical skills and knowledge, accompanied by the quick re-call of basic facts.
- An appreciation of mathematical pattern and the ability to identify relationships.
- To maintain and increase confidence in maths by being able to express ideas fluently using appropriate language.
- To provide a classroom climate which emphasises the mental practice of skills before their formal recording.
- To ensure that the requirements of the Early Learning Goals are met in the Policy planning and practice of maths in the school.

Teaching and Learning

- In the Foundation Stage the maths curriculum follows the Areas of Early Learning and the children are taught in small groups of similar ability or in whole class activities.
- All the children learn through a variety of practical play-based activities, mental and recorded activities including problem solving and quick mental recall of number facts and mental calculation methods.

Children's Activities and Experiences

- Progression in numeracy is achieved by following the NCTEM/Maths Mastery scheme. There are opportunities to use I.C.T. within the maths curriculum and corresponding links to other curriculum areas.
- Use of mental maths in quick recall of facts and calculating mentally are encouraged in the numeracy lessons by the end of the Foundation Stage.
- Areas of teaching and learning are broken down into half termly planning blocks, which provides appropriate levels of study for the different ability groups by the end of the Foundation Stage.

Assessment and Recording

- An initial Assessment is carried out to determine the child's entry point in the first few weeks of the Nursery and again in Reception.
- assessments are and onto an excel spreadsheet at four set points of the academic year.
- A statement about the child's ability will be made annually in the annual report to parents. This will include a suggested target for improvement.

Monitoring and Evaluation

- The maths curriculum is monitored by the Foundation Stage staff and the Maths Co-ordinator.

Resources

- A central storage area in each classroom is organised for the practical apparatus in everyday use.
- Worksheets are collated in a Unit File (Reception).
- A large maths cupboard is located in the Reception Unit.

Health and Safety

- It is important that pupils are taught to handle equipment safely.

EARLY LEARNING GOALS FOR UNDERSTANDING THE WORLD

By the end of the Foundation Stage, most children will be able to:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.
- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Introduction

Understanding the World is the foundation for Science, Design Technology and the humanities with cross curricular links in literacy and numeracy.

In the Foundation Stage the children are beginning to make sense of the physical world and their community drawing on their past experiences and building on new ones.

First-hand practical experiences lead to developing their understanding of early scientific, technological, historical and geographical concepts. Opportunities are provided for learning about and developing understanding of individual differences with regard to culture, religion, gender, ethnicity, language, special educational needs and disabilities through discussion.

Aims

- To develop knowledge and understanding of the world.
- To encourage exploration, (learning by doing).

- To develop skills of observation.
- To be able to combine skills of observation/communication leading to predicting, decision making.
- To develop the ability to create a range of products using a variety of design technology resources (including construction kits).
- To develop a knowledge of their own place in time and space (locality), i.e. their family and home.
- To understand features of the natural/man-made world.
- To experience simple elements of their own and others beliefs and cultures.

Teaching and Learning

- Provision of stimulating "finding out" tables.
- Use of outdoor environment to stimulate interest.
- Provision of adult support for discussion/recording activities.
- Visits/visitors.
- A topic approach to initiate stimuli.
- Children bringing in own items to create 'collections'.
- Integrated throughout the whole curriculum.
- Some whole class teaching
- Small group
- Individual activities
- Choosing Area activities

Children's Experiences and Activities

- Yearly medium term planning incorporates topic approach.
- Activities mainly practical.
- Beginning recorded activities nearing the end of the Foundation Stage.

Assessment and Recording

- By subjective observational assessment recorded within Tapestry. By outcome and discussion in certain recorded activities.
- Assessment levels are recorded on an excel spreadsheet.
- Annual report.

Monitoring and Evaluation

- In the team by weekly evaluation of learning outcomes.
- Foundation Stage Co-ordinator.

Resources

- Use of resources from Key Stage 1 curriculum areas.
 - science cupboard;
 - D.T. stores;
 - resources room;
 - classroom based technology;
 - kitchen;
 - external school environment;
 - visits/visitors.

Health and Safety

- Use of tools/artefacts/materials.
- Cooking.
- Awareness of appropriate clothing/hair in messy activities.
- Close adult supervision where necessary.

EARLY LEARNING GOALS FOR EXPRESSIVE ARTS AND DESIGN

By the end of the Foundation Stage, most children will be able to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

Introduction

Creativity is fundamental to successful learning. Being creative enables children to make connections between one area of learning and another and so extend their understanding. This area of learning includes art, music, dance, role play and imaginative play.

Aims

- To give all children the best opportunity for effective, creative development.

- To provide a stimulating environment in which creativity, originality and expressiveness are valued.
- To provide a wide range of activities that children can respond to by using many senses.
- To give sufficient time for children to explore, develop ideas and finish working at their ideas.
- To provide opportunities for children to express their ideas through a wide range of types of representation.
- To use a wide variety of resources from different cultures to stimulate different ways of thinking.
- To provide opportunities to work alongside artists and other creative adults.
- To ensure children with a visual impairment have access to and have physical contact with artefacts, materials, spaces and movements.
- To ensure children with hearing impairment are able to experience sound through physical contact with instruments and other sources of sound.
- To ensure children who cannot communicate by voice have opportunities to respond to music in different ways, such as gestures.
- To accommodate children's specific religious or cultural beliefs relating to particular forms of art or methods of representation.

Teaching and Learning

We develop children's creativity through the areas of art, music, dance, role play and imaginative play in the Nursery and Reception years. This is fostered through:

- children being given sufficient time and space to explore a variety of materials and activities;
- children are made to feel secure and confident in trying new experiences and ways of doing things;
- children are given opportunities to learn through the use of all their senses;
- giving children the opportunities and freedom to develop their own ideas;
- valuing children's ideas, supporting them by teaching and skills but allowing children to make things on their own;
- knowledge and skills include working with different media, mark-making, working in mixed media including 2D and 3D;
- plan activities and experiences for the children to express themselves creatively in an appropriate learning environment which promotes aesthetic awareness;
- provide materials and experiences which reflect a range of cultures, beliefs and traditions;

- provide good quality resources and artefacts and opportunities to work with artists, musicians and creative people thus encouraging them to develop confidence in their own creativity;
- act as a good role model in encouraging children to talk about and evaluate their own work using appropriate vocabulary.

Children's Experiences and Activities

Planning is informed by Early Years Foundation Stage policy and relevant school policy documents in Music, Art, P.S.E.D and P.E.

Assessment and Recording

- Throughout the Foundation Stage children are assessed on their ability to carry out simple tasks.
- A statement about the child's creative ability is made annually in the end of year report.
- Pieces of art work are displayed around the school.

Monitoring and Evaluation

The Foundation Stage staff are continually monitoring and evaluating children's development in this area through moderation, discussion and evidence of progress made by the children both orally and in writing.

Resources

- A wide variety of tools, media and materials to enable children to explore colour and texture through sensory experiences. These are stored in appropriate areas so as to be easily accessible to the children. (Modelling materials to include dough, clay, plasticine, boxes etc.)
- The children have access to a programme to support picture making.
- Natural and man-made materials that can be used in the making of sounds.

Dance

- A variety of CD's/poems/rhymes /percussion instruments to allow the exploration of imaginative movement. (These are stored centrally.)

Imaginative Play

- Stimulating role play areas/dressing up clothes, puppets and large and small toys and construction. (All these are stored within the unit.)

Health and Safety

- Children are taught the correct way to hold and use all appropriate equipment, tools and artefacts. They are made familiar with how these should be stored and managed.
- Children are expected to take care of themselves and their own equipment and respect the safety of others.

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