

# Early Years Foundation Stage (EYFS) Eastover Primary School



**Approved by the Governing Body of  
Eastover Primary School**

**Signed by:**

**Name .....Mrs B Cockerell.....**

**Signature: .....** *B. Cockerell.*



# Early Years

**Member of staff responsible:**  
**Date to be reviewed:**

**Lynsey Irish**  
**January 2025**

## **Early Years at Eastover Primary School**

This document provides an overview of the policy, philosophy and practice in the EYFS at Eastover Primary School. It outlines our intentions in the EYFS and how we implement this within our provision.

At Eastover, all teaching staff deliver an EYFS curriculum through immersion in high quality teaching alongside an enriched environment.

Our philosophy is to nurture every child's curiosity and enthusiasm for learning, developing both skills and confidence as they take their first steps on their own unique journey of lifelong learning.

*“Every child deserves the best possible start in life and the support that enables them to fulfil their potential.”*

*(EYFS Framework, 2021)*

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child is left behind.
- A close working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

## **Legislation**

This policy is based on requirements set out in the 'Statutory framework for the Early Years Foundation Stage (EYFS)' (September 2021).

### **Intent:**

The intent for our children is to enter the next stage of their education ready to tackle new challenges with confidence and a positive growth mind-set.

ENGAGE our pupils in a stimulating environment led by the children yet carefully organised and managed by the adults. Providing a curriculum responsive to individual starting points and needs.

INNOVATE our children to take the lead in their own learning, encouraging confidence to explore new ideas, think about problems, take risks, make links and seek challenge.

DEVELOP high levels of engagement, curiosity, collaboration and cooperation. Highly adept at managing their own behaviour in the classroom and in social situations.

EXPRESS themselves with confidence in a meaningful way. Respecting the opinions and values of themselves and others.

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

*María Montessori 1967*

### **Implementation**

Our approach is influenced by the work of educationalists, researchers, psychologists and practitioners who have guided our knowledge of how young children learn and how adults can support their learning. We appreciate that adult led learning offers a child something different from and complementary to child led learning and we believe that one without the other leads to a disadvantaged EYFS experience.

At Eastover provision is underpinned by a complementary relationship between adult led, adult initiated and child led learning. We are ambitious in our approach using a cycle of observation and assessment, planning/teaching, alongside structured and systematic lessons and group work.

Short focused groups are planned for writing, reading and maths and immediately follow a shared input. These sessions are planned with care, meeting the needs of all children, using prior knowledge of the child's learning and experiences.

Indoors and outdoors resources are organised to develop children's skills in personal interaction and exploration and are linked to current assessment data. Resources are carefully selected to meet the development needs of the children in order to enhance potential for new learning and consolidate prior learning. Resources are displayed to reflect children's interests and/or current topic areas with discover, experiment and explore being key themes.



Continuous provision transcends all areas of learning and provides children with the opportunity to demonstrate the three characteristics of learning. Children are given the freedom to make independent choices and are encouraged to be active learners and take control of their own learning.

## **Impact**

Children enter Key Stage One ready to begin the next chapter of their educational journey. They are equipped with a broad range of knowledge and skills that provide the right foundation for future progress through school and life.

## **The Curriculum**

(Please see appendix A for Eastover Primary School EYFS Curriculum.)

The Eastover Primary School EYFS curriculum has been written in accordance with the latest version of the 'Statutory framework for the Early Years Foundation Stage (EYFS)' (September 2021). Within this framework there are four guiding principles which shape our practice.

These are:

1. **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in **enabling environments** with teaching and support from adults who respond to their individual needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. Children **develop and learn at different rates**. The framework covers the education and care of all children in early year's provision including children with special educational needs and disabilities (SEND).

The EYFS framework includes seven areas of learning and development that are important and interconnected. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are called the prime areas (in bold) and four other areas help children strengthen and apply the prime areas called the specific areas:

- **Communication and language.**
- **Personal, social and emotional development.**
- **Physical development.**
- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.



We have developed the curriculum giving **communication and language** skills a high priority. This is in line with Development Matters 2020:

*“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.”*

A high priority is also given to the teaching of **reading**. We aim to teach children to read and develop a love of books as soon as they arrive at Eastover Primary School, and books are used to teach topics and to enhance our whole curriculum.

We follow a systematic approach to **phonics** teaching based on Unlocking Letters and Sounds.

We underpin our curriculum with the Personal Social and Emotional Development of all our children. We strive to enable children to be safe, happy, confident individuals. We also encourage self-regulation as much as possible and introduce rules and boundaries through modelling good behaviour and reflection time.

Throughout their time in the Reception year at Eastover our children partake in an ambitious curriculum is based around cross-curricular topics designed in a sequential way to ensure progress towards end of reception goals. These goals are defined as Early Learning Goals and the descriptors for these can be found in the Appendix. Each topic planned is included in the curriculum for specific reasons and we want to ensure that all children leave the Reception Year ready to start the Eastover KS1 curriculum. Each topic does not last a specific amount of time but is based on the children's learning at the time, and so a topic can run from anything between two and seven weeks. All the topics have resources and activities ready to use in the enhanced provision. Topics are introduced with good quality storybooks or age-appropriate non-fiction text. Using books in this way teaches children that books and reading form the basis of all learning.

## **Teaching and Learning**

Our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. It is also important to highlight that our plans are flexible to allow us to respond quickly to children's new interests and/or needs. Weaving throughout the EYFS curriculum at Eastover Primary are three **characteristics of effective teaching and learning**. These 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 achieving.

**Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

These elements underpin how we reflect on each child's development and adjust our practice accordingly. We support the children in



their individual learning behaviours and talk with them daily. We believe observing the context of children's play is essential.

*“What children learn is important, but how children learn is even more important if they are to become learners in today's society”*

*Helen Moylett*

*How children learn, Nancy Stewart 2011*

### **The Role of the Adult in the EYFS at Eastover**

Research shows that progress will be significantly enhanced by the effective support and role models of adults within a high quality learning environment. At Eastover the role of the adult particularly during continuous provision is based upon the work of Marion Dowling and her book on supporting sustained shared thinking (2005).



Within our setting interactions between adults and children will look like this:

- Tuning in to what is happening or a child's thinking.
- Showing genuine interest.
- Respecting children's own decisions and choices.
- Inviting children to elaborate.
- Recapping on what has happened so far.
- Offering personal experience.
- Clarifying ideas.
- Reminding.
- Using specific praise e.g. that is a good idea because...
- Offering an alternative viewpoint.

- Speculating/using 'I wonder if...'

The definition of teaching in the EYFS as stated by Ofsted (2015);

Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term which covers many ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities:

Communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, and providing a narrative for what they are doing, facilitating and setting challenges.

It takes account of the equipment they provide and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do as well as take account of their interests and dispositions to learning (characteristics of effective learning) and use this information to plan children's next steps in learning and monitor their progress.

*"A key role of the early childhood educator is to sustain children's thinking and follow the momentum of their learning."*

*(Julie Fisher, 2016)*

## **The Role of the Environment in the EYFS at Eastover**

The importance of each adult to support progression is crucial however, we equally understand that in times when a child is on their own independent learning journey the environment at Eastover plays a significant role in development.

*"When it comes to what we have and where we have it, then nothing should be left to chance."*

*(Alistair Bryce-Clegg, 2015)*

At Eastover, each area of the classroom is informed by assessment. As the needs of the children change, as they grow and develop, so does their learning space.

Using resources that are open ended encourage creativity, imagination and high order thinking skills. Using resources that can become anything and have unlimited potential.



Our timetable allows for long uninterrupted periods of continuous provision that allow the children time to reach a deep level of involvement as they engage, play, investigate and talk.

### **Shared Exploration of Language**

At Eastover, we believe the key to success is communication and language. Research clearly shows that they level of communication and language is the greatest predictor of success in later life.

Within the EYFS communication is a prime area of learning and at Eastover children use language to:

- Build strong relationships
- Communicate their ideas and their feelings
- Think creatively and critically
- As a tool for learning
- Become confident with the written word



The development of a young child's communication and language comes primarily from tuning into conversations that are meaningful to the child. The preparation for all aspects of written language develops through one to one conversation with a responsive adult. Alongside quality interactions, rich and varied experiences ensure language provides the foundation of thinking and learning.

*“It is through others that we develop into ourselves.”*

*(Lev Vygotsky 1981)*

Improving young children's vocabulary is paramount. Exploring and extending pupil's vocabulary is part of everyday teaching in the EYFS at Eastover. Lessons are planned to enrich vocabulary and incidental opportunities are exploited.

Our EYFS classrooms have a new words display which is used, referred to and added to in partnership with the children.

Texts are shared as a whole class daily. At Eastover, children are read to at least three times a day in addition to books provided for home reading which include a scheme book matched to their phonic ability, a choosing library book and a maths story. Children can select their library book from a wide range of genres including picture books, non-fiction information books and poetry.



### *The Million Word Gap*

*Young children who are read five books a day by the age of 5 have heard about 1.4 million more words than children who were never read to.*

*(Ohio State University 2019)*

We share books with children for many reasons; enjoying stories together, linking with personal experiences, vocabulary building, developing imagination and language, learning about books. Listening to stories being read and re read helps children to gain insights into meaning and story structure.

Short guided reading sessions take place and texts are carefully chosen by staff to match the phonemes pupils are learning or about to learn.

## **Phonics in the EYFS at Eastover**

Systematic synthetic phonics is taught using Unlocking Letters and Sounds.

Whole class or small group teaching takes place daily. Phase two begins at the start of FS at Eastover and children move through phase 2,3 and 4 throughout the year. Every phonics lesson incorporates the reading and writing of common exception words and high frequency words. Beginning in the EYFS children are taught how to segment words into phonemes and then how to segment and blend each phoneme.

Formative assessment takes place during all phonics lessons, quickly identifying who has and has not understood a new phoneme, grapheme or common exception word which then informs future planning. Summative assessment using Phonics Tracker takes place half –termly. Knowledge of each sound is checked, as well as the child being able to apply this when reading words. Pupils who are making slow progress are identified quickly and intervention is immediately put into place, alongside the usual phonics teaching.

Each phonics session is 15-20 minutes in duration and follows a teaching sequence which is implemented throughout the school ensuring transition to key stage 1 is seamless.

## **Writing in the EYFS at Eastover**

Mark making and speech provide children with powerful tools for thinking, reasoning and problem solving.

Throughout the day children have opportunities for spontaneous mark making, drawing and writing in both the indoor and outdoor environment. Resources are carefully chosen, well organised and attractively presented so that children the children can decide independently how they want to represent their ideas and which medium would best suit their purpose. High value is placed upon imagination, ideas and self-expression demonstrated by the children, these are reflected by the adults as starting points for planning.



On entry to reception children will often require much support when recording their ideas. At Eastover we support them as follows:

1. Adults are dictated to by the child, the adult says each word as it is written.
2. The children realise that groups of letters make up a word and a group of words make up sentences. The children then begin to write the initial sound of a word or a CVC word.
3. Next more phonetically correct words are written by the child along with some common words such as 'the'.
4. Gradually the children take their pencil more and more independently until eventually they are writing complete phrases.

Handwriting development in our EYFS includes a wide variety of activities planned to develop the fine motor skills required for the correct pencil grip including threading, using tweezers, dough gym – the list is endless!

## **Maths in the EYFS at Eastover**

Children learn about maths through play and their daily experiences. Our setting is full of mathematical opportunities for children to explore, sort, compare, count, calculate and describe. Providing a safe environment to be creative, critical thinkers, problem solvers and to have a go.



Our objective is to ensure that all children develop firm mathematical foundations in a way that is engaging, and appropriate for their age. This means activity learning using resources and activities provided in the environment.

In addition, maths is explicitly taught daily as short whole class sessions and followed up with small group work.

Mastery of mathematical concepts in the EYFS takes the following approach:

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

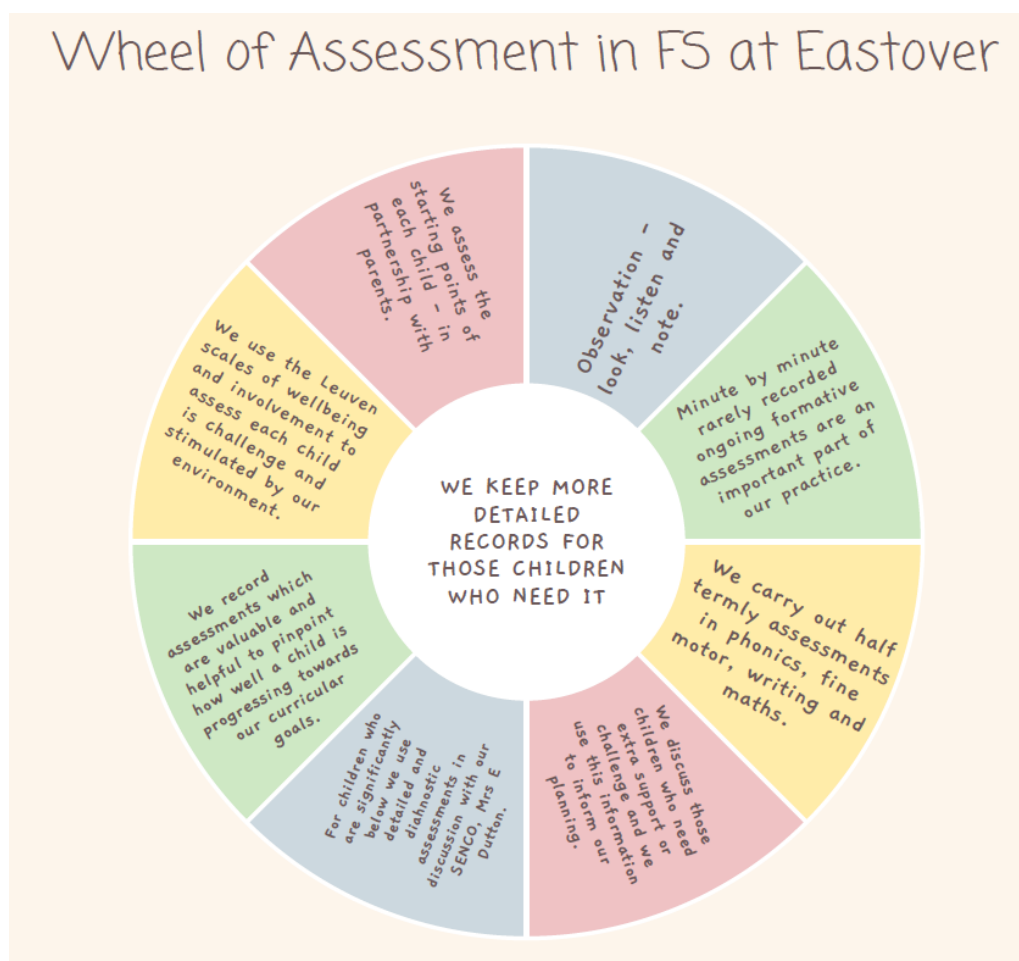
Pictorial – children build on this concrete approach by using pictorial representations.

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

## **Assessment in the EYFS at Eastover**

Within continuous provision our assessment strategy is 3-fold:

1. Observation
2. The Leuven Scales
3. Summative Assessments



### *1. Observation*

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

## 2. The Leuven Scales

Alongside the use of observation as an assessment tool we rely upon the pioneering work of Professor Ferre Laevers (1980s) to understand how focused and comfortable our children are in our setting.

The scales of well-being and involvement act as a measure of deep learning and of the effectiveness of the learning environment. This has an empowering impact on our planning and can help to develop the huge potential of the children.

The 5 point scale measures:

Wellbeing refers to feeling at ease, being spontaneous and free of emotional tensions and is crucial to good mental health. It is linked to self-confidence, a good degree of self-esteem and resilience.

Involvement refers to being intensely engaged in activities and is a necessary condition for deep level learning and development. (These scales can be found in the appendix).

*“High level attainment comes from high level engagement”*

*(Alistair Bryce-Clegg, 2015)*

## 3. Summative Assessments

During the first term in Reception, the teacher assesses the ability of each child using a mixture of the statutory government baseline and also through teacher observations. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. We record each child's level of development throughout the year and record whether each child is on track or not on track to meet a Good Level of Development (GLD) at the end of the year in July.

Children will be judged at either an emerging level or an expected level in each early learning goal. The exceeding level no longer applies. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations and through planned activities (see The Eastover EYFS Assessment wheel Appendix C). Assessment is completed regularly and involves both the teacher, teaching assistants, parents and children, as appropriate.

We record each child's level of development throughout the year. At the end of the final term in Reception we assess whether each child is emerging or

expected in each strand within each area of learning and submit this data to the local authority. This information is also shared with the child's next teacher who uses this information to make plans for the year ahead. We share this information too at parental consultation meetings and in the end-of-year report.

Parents receive an annual written report that offers detailed comments on each child's holistic progress across all areas of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in July each year.

## **Inclusion**

All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this, where children have been identified as having a specific need, intervention programmes will be implemented. Teachers and Teaching Assistants plan programmes together and where needed with liaison with the Special Needs Co-ordinator.

## **Safeguarding and welfare procedures**

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We help children to self-regulate and manage their emotions appropriately and Personal Social and Emotional Education is at the heart of everything we do.

Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

The rest of our safeguarding and welfare procedures are outlined in our suite of safeguarding policies which have been written in accordance with **'Keeping Children Safe in Education 2021'**.

We are a healthy school and participate in the free fruit and milk for under-fives scheme. For our Reception children we provide the universal infant free school meal and the menu is regularly monitored with the chef. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal. We make sure that children with allergies or other dietary requirements are catered for in conjunction with our catering providers.

Fresh water is readily available for all children and we encourage children to bring in drink bottles/cups so that they can help themselves to water at any time.

A member of staff in the setting has a recognised paediatric first aid qualification in line with the EYFS Framework 2021.

### **Structure and Staffing of the EYFS**

The EYFS at Eastover Primary consists of two Reception Classes. The Reception Classes are taught by qualified primary school teachers. Both teachers have a vast experience teaching young children.

Each class also has a full time, experienced EYFS teaching assistant.

Specialist teachers are brought in for weekly PE lessons delivered by Champion Sports and Events.

Children can arrive into the classroom at 8:35am every morning and children are picked up at 3.15pm.

The children have lunch and breaks with the other KS1 children. The class join the main school for assemblies and other whole school events.

Extra teaching assistants are employed for children who have an Education Health and Care Plan.

### **Parental Involvement**

We recognise that parents/carers are children's first educators and we value having a positive relationship with them in their child's education through:

- ✓ Making contact with parents/carers before their child starts school at our parent walkabouts, induction sessions, welcome packs and nursery visits.
- ✓ Inviting parents/carers and children to attend an induction meeting in the summer term.
- ✓ Inviting parents to phonic, reading and maths workshops to see how their children will begin learning and how they can support them.
- ✓ Operating an open-door policy for parents/carers with any queries or concerns. Conversely, if EYFS staff have concerns about the progress of a child, they will approach parents and carers to discuss them.
- ✓ Written contact through reading records and weekly review newsletters.
- ✓ Sharing photos, updates and 'wow moments' on Seesaw (our online communication and home learning platform).

✓ Offering two, parent-teacher consultation meetings per year at which their child's progress and wellbeing is discussed.

✓ Sending a written report on their child's attainment, progress and attitude at the end of their time in reception.

✓ Asking parents to sign a generic permission form for visits, food-tasting and photographs etc.

✓ Parents are invited to a range of activities throughout the school year such as special events, workshops, Christmas crafts, Christmas productions and sports day etc.

✓ Offering opportunities for parents and carers to visit the school as a volunteer to assist with the children's learning e.g. hearing readers.

## **Transition**

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

We have a tried and tested induction programme which includes:

- An induction meeting for parents so that teachers can get to know parents and carers and ask about the individual children. The teacher gives parents practical information such as the ethos of the school, vision and values, information about equipment and uniform needed.
- Stay and plays at the start of term so that the children can get to know the teachers and school staff without their parent present.
- A gradual introduction to the school day. Children begin with a reduced timetable. This introduces the children to their new routines gradually and this enables children to be less over whelmed.

When children transition into year 1 the teacher has time with the year 1 teacher to give them all the relevant welfare, academic and general information about all the children leaving the EYFS. The Year 1 teacher shares a story with the Reception children once a week in the last half of the summer term so the children can start to get to know them. One of these sessions is done in the year 1 classroom so that the children see their new classroom before the summer holidays.

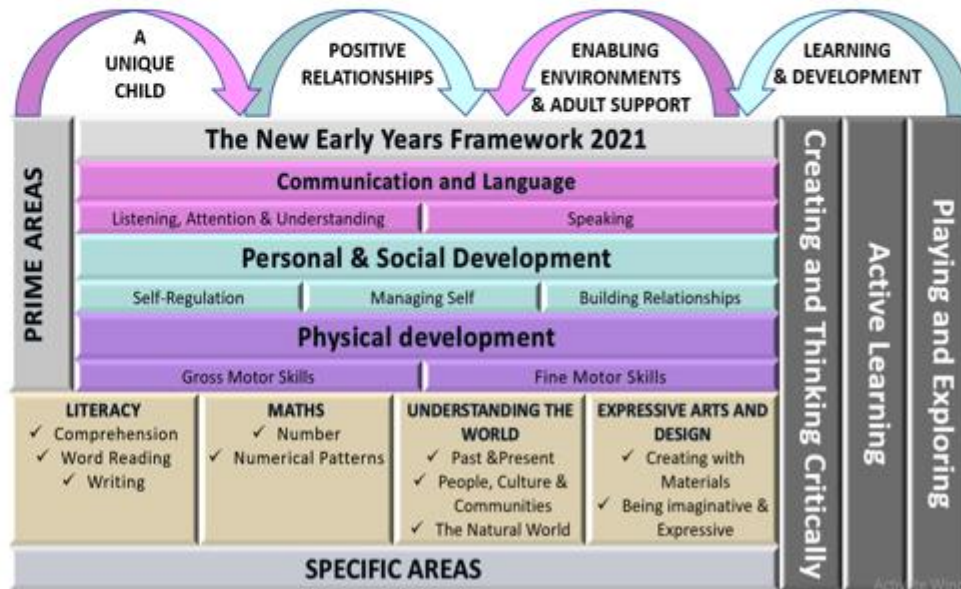


Appendix A – Eastover Reception Long Term Curriculum

# FOUNDATION STAGE LONG TERM PLAN 23-24







AT EASTOVER WE AIM TO 'MAKE LEARNING IRRESISTIBLE'. THIS RUNS THROUGH EVERYTHING WE DO, FROM LESSONS, OUR LEARNING ENVIRONMENT B  
INDOORS AND OUTDOORS TO VISITS AND VISITORS. OUR SCHOOL IS AN AMAZING PLACE TO BE AND THE STAFF AND CHILDREN ARE ALL VERY PROUD TO BE I  
OF THE EASTOVER PRIDE!

CHILDREN FEEL VALUED AND LOVED IN SCHOOL AND STAFF PRIDE THEMSELVES ON BUILDING STRONG RELATIONSHIPS WITH BOTH PARENTS/CARERS AND  
CHILDREN. WE TEACH LITERACY AND MATHS TO A HIGH STANDARD AND CHILDREN MAKE EXCELLENT PROGRESS THROUGHOUT THE EYFS. WE TREAT EVERY CH  
AS AN INDIVIDUAL AND ARE COMMITTED TO THE DEVELOPMENT OF THE 'WHOLE CHILD'. WE WANT CHILDREN TO ENTER KS1 HAPPY, SELF-ASSURED,  
INDEPENDENT LEARNERS WITH A THIRST TO LEARN AND THE CONFIDENCE TO KNOW THAT THEY CAN DO ANYTHING THEY WANT TO DO AND THAT WE WILL  
SUPPORT THEM ON THEIR JOURNEY  
THE EYFS TEAM AT EASTOVER.



Eastover  
Primary School

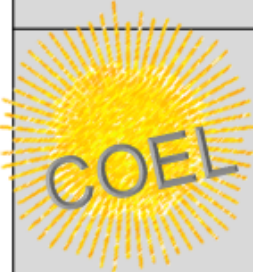

# FOUNDATION STAGE LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES</p> <p><i>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS</i></p>	<p><b>ALL ABOUT ME!</b></p> <p>Starting school / my new class / New Beginnings /How I have changed/ People who help us / My family / PSED focus /relationships/feelings What am I good at?</p> 	<p><b>LETS CELEBRATE!</b></p> <p>Bonfire night celebrations/Diwali Little Red Hen – Harvest Carnival – <u>Bridgwater Week</u> The Nativity Christmas Lists Letters to Father Christmas</p> 	<p><b>SPACE EXPLORERS!</b></p> <p>Everywhere Bear Arts &amp; Design focus A Starry Night -Van Gogh Night time adventures Chinese New Year</p> 	<p><b>THE ENCHANTED WOODLAND!</b></p> <p>The great outdoors Plants &amp; Flowers Weather / seasons Planting beans/seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse &amp; Recycle Fun Science / Materials Where do we live in the UK / world?</p> 	<p><b>AMAZING ANIMALS AND MINIBEASTS!</b></p> <p>What lives in our pond? Life cycles Farm animals/trip</p> 	<p><b>UNDER THE SEA!</b></p> <p>Where in the world shall we go? Send me a postcard! Marine life Seaside art Reduce, Reuse &amp; Recycle Fun Science / Materials</p> 
<p>HIGH QUALITY TEXTS</p>	<p>Colour Monster Colour Monster Starts School Ruby's worry <u>Meesha Makes Friends</u> <u>Peepo</u> <u>Funnybones</u> Red Rockets and and Rainbow Jelly</p>	<p>Little Red Hen Diwali The Jolly Postman The Christmas Story Christmas Week Nina At the Carnival <u>Supertato and the Carnival</u> Castrophe The Christmas Pine</p>	<p>Everywhere Bear One Snowy Night The Bear and the Starry Night How to catch a star Whatever Next! Chinese New Year Aliens love Underpants!</p>	<p>Owl Babies <u>The Gruffalo</u> Percy the Park keeper stories Tidy Tree: Seasons come seasons go</p>	<p>Oi Frog The Tadpoles Promise The Billy Goats Gruff What the Ladybird Heard Rosie's Walk The very hungry caterpillar</p>	<p>Alba the 100 year old fish Someone Swallowed Stanley The Rainbow Fish Lost and Found A home for a Pirate Tiddler Poles Apart What a waste</p>
<p>'WOW' MOMENTS / ENRICHMENT</p>	<p>Nurse /police officer/vet/soldier visit? Personal Passports Introducing the <u>Achieveosaurs</u></p>	<p>Guy Fawkes / Bonfire Night/firefighter visit Remembrance Day Making bread Remembrance day Christmas Time / Nativity/Santa</p>	<p>Valentines day Art exhibition Chinese New Year Everywhere Bear Around the World Days</p>	<p>Living eggs Weather experiments Weather Forecast videos Mother's Day Food tasting – different cultures World Book Day Easter bonnet parade/egg rolling/decorating</p>	<p>Visit to the farm Caterpillars in Frogspawn in classroom or pond visits</p>	<p>Under the Sea – singing songs and sea shanties Map work - Find the Treasure Father's Day Pirate Day – Heritage workshop Visit to the <u>Aquarium</u> Ice – Cream at the park End of year family picnic Health week Art week Beach school?</p>

# FOUNDATION STAGE LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	SPACE EXPLORERS !	THE ENCHANTED WOODLAND!	AMAZING ANIMALS!	UNDER THE SEA!
POETRY BASKET POEMS	Chop Chop Pointy Hat Falling Apples A Basket of Apples Leaves are Falling	Breezy Weather Who Has Seen the Wind? Cup of Tea Mice Shoes Five Little Pumpkins	Popcorn A Little House Pancakes Lets Put on Our Mittens I Can Build a Snowman Carrot Nose Spring Wind Stepping Stones	Wise Old Owl Five Little Owls The Fox Furry Furry Squirrel Hungry Birdies Mrs Bluebird	I Have a Little Frog Pitter Patter Sliced Bread Monkey Babies Thunderstorm A Little Seed	A Little Shell Dance Five Little Peas If I Were So Very Small Under a Stone
SONGS AND RHYMES			Five Little Men in a Flying saucer Twinkle Twinkle Little Star	I'm a little Hedgehog	Incy Wincy Spider	5 Silly Jellyfish
INVESTIGATIONS	Soap bubble prints Plastic Bag Parachutes Fizzy Colours Paper Towel Colour Mixing Growing wheat	Fireworks in a glass Fizzers Turmeric Indicator	Bubbling planets Craters on the moon Glowing Stars Shaving foam marbled planets Dancing rice (CNY) Dancing Noodles Floating Rice	Planting beans Balancing Butterflies Colouring leaves Spiders Webs Pine Cone Weather Station Two Coloured Daisy	Butterfly Life cycle investigation Bee and Pollination Making lavender cuttings	How do Polar animals keep warm experiment? Frozen sea Floating egg How fish breathe Salt water Density

# FOUNDATION STAGE LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	SPACE EXPLORERS !	THE ENCHANTED WOODLAND!	AMAZING ANIMALS!	UNDER THE SEA!
   OVER ARCHING PRINCIPLES	<b>Characteristics of Effective Learning</b>					
	<p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>PLAY: At Eastover, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. EYFS Team</i></p> <p style="text-align: center;"><b><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></b></p>						

## FOUNDATION STAGE LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	SPACE EXPLORERS!	THE ENCHANTED WOODLAND!	AMAZING ANIMALS!	UNDER THE SEA!
BRITISH VALUES SHARING CIRCLES	<p><b>Mutual respect</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p><b>Mutual Tolerance</b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations</p>	<p><b>Rule of law</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules</p>	<p><b>Individual liberty</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p><b>Democracy</b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p><b>Recap all British Values</b> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
ASSESSMENT OPPORTUNITIES	<p>In-house - Baseline data on entry National Baseline data by end of term Phonics assessments – phonics tracker Key word assessments EYFS team meetings</p>	<p>On going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term Assessments Phonics assessments Key word assessments</p>	<p>GLD Projections for EOY Cluster moderation EYFS team meetings Phase meeting and internal moderations</p>	<p>Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Phonics assessments Key word assessments</p>	<p>Cluster moderation EYFS team meetings</p>	<p>Pupil progress meetings Reports Phonics assessments Key word assessments EYFS team meetings EOY data</p>
PARENTAL INVOLVEMENT	<p>Welcome meeting Seesaw involvement Reading workshop Weekly Review on website</p>	<p>Seesaw involvement Nativity Parents Evening Maths workshop Weekly Review on website</p>	<p>Seesaw involvement Art exhibition Valentines day lunch Weekly Review on website</p>	<p>Seesaw involvement Parents Evening Easter bonnet parade Weekly Review on website</p>	<p>Seesaw involvement Weekly Review on website</p>	<p>Seesaw involvement Parents Evening End of year family Picnic Weekly Review on website</p>

## DIVERSITY TEXTS TO BE READ THROUGHOUT THE YEAR DURING STORY TIME SESSIONS

BAME MAIN CHARACTERS	CULTURAL DIVERSITY	NEURODIVERSITY	PHYSICAL DISABILITIES	DIFFERENT FAMILIES
<p>SO MUCH SHINE ASTRO GIRL LULU'S FIRST DAY BABY GOES TO MARKET MOMMY SAYING FULL, FULL FULL OF LOVE 15 THINGS NOT TO DO WITH A PUPPY JABARI JUMPS IZZY GIZMO LITTLE PEOPLE BIG DREAMS BOOKS</p>	<p>THE BIG BOOK OF FAMILIES MAISIE'S SCRAPBOOK HATS OF FAITH THE JASMINE SNEEZE GOLDEN DOMES AND SILVER LANTERNS</p>	<p>WE'RE ALL WONDERS PERFECTLY <u>NORMAN</u> INCREDIBLE YOU I SEE THINGS DIFFERENTLY MR GORSKI I THINK I HAVE THE WIGGLE FIDGETS BECAUSE WHAT MAKES ME A ME? THE <u>UNBUDGABLE</u> CURMUDGEON</p>	<p>IT'S OK TO BE DIFFERENT WHEN CHARLIE MET <u>EMMA</u> ONLY ONE YOU DON'T CALL ME SPECIAL HAPPY TO BE ME MILLIE GETS HER SUPER EARS</p>	<p>MY PIRATE MUMS MT TWO GRANDADS THE GIRL WITH TWO DADS WE ARE FAMILY MORE PEOPLE TO LOVE ME OUR CLASS IS A FAMILY LOVE MAKES A FAMILY HEATHER HAS TWO MUMMIES</p>



# FOUNDATION STAGE LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LETS CELEBRATE	SPACE EXPLORERS!	THE ENCHANTED WOODLAND	AMAZING ANIMALS	UNDER THE SEA
COMMUNICATION AND LANGUAGE	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					
<p>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, Word Aware and Talk Boost interventions.</p> <p><b>DAILY STORY TIME USING HIGH QUALITY TEXTS (FROM THE EYFS BRILLIANT READS LIST)</b></p>	<p><b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary: Word aware Talk boost intervention Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p><b>Tell me a story!</b> Develop vocabulary: Word aware Talk Boost interventions Discovering Passions Tell me a story - retelling stories: talk for writing Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.</p>	<p><b>Tell me why!</b> Develop vocabulary: Word aware Talk Boost interventions Using language well Ask's how and why questions... Retell a story with story language Remember key points from a story Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p><b>Explain to me!</b> Talk Boost Word Aware: explore vocab Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week Tell me a story - retelling stories: talk for writing Articulate a life cycle I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more</p>	<p><b>Can you recount an event?</b> Talk Boost Word Aware: Explore Vocab I can learn and recite, poems and songs: Rhyme of the week I can listen to, engage in and talk about non-fiction Using the iPad to take a photograph I can describe events in some detail: farm trip, frog life cycle</p>	<p><b>Tell me about differences?</b> Talk Boost Word Aware: Explore Vocab I can learn and recite, poems and songs: Rhyme of the week I can talk about similarities and differences between things in the past and now (<u>seasides</u>) I can talk about the experiences I have had at different points in the school year (end of year video)</p>



# FOUNDATION STAGE LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	SPECTACULAR SPACE!	WONDERFUL WOODLANDS!	AMAZING ANIMALS!	UNDER THE SEA!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , 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 <b>children can achieve at school and in later life</b> .					
MANAGING SELF SELF REGULATION MAKING RELATIONSHIPS	<p><b><u>Me and My Relationships</u></b> All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings 1 &amp; 2 (naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques) Know that some actions and words can hurt others feelings.</p> <p>Oral hygiene: teeth cleaning linked to the dental nurse Handwashing Class rules: Behavioural expectations in the class/boundaries set Class rules</p>	<p><b><u>Valuing Difference</u></b> I'm special you're special Same and different Same and different families Same and different homes I am caring Kind and caring</p> <p>I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on</p>	<p><b><u>Keeping myself safe</u></b> What's safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe</p> <p>SMART rules</p>	<p><b><u>Rights and responsibilities</u></b> Looking after my special people: I know that caring relationships are at the heart of happy families Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Caring for our world</p> <p>Healthy eating: Fruit kebabs/making a fruit smoothie</p>	<p><b><u>Being my best</u></b> Bouncing back when things go wrong: resilience Yes I can: confidence and resilience Healthy eating (2 weeks) Move your body A good nights sleep</p> <p>Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)</p>	<p><b><u>Growing and changing</u></b> Seasons Life stages, plants, animals, humans Life stages, human life stage, who will I be? Where do babies come from? Getting bigger Me and my body, girls and boys</p> <p>Transition into Year 1 Year 1 readiness</p>
	<p><b>Early learning Goals:</b> Show an understanding of their own feelings and those of others, and begin to <b>regulate their behaviour accordingly</b>. Set and work towards simple goals, being able to wait for what they want and <b>control their immediate impulses when appropriate</b>. Give <b>focused attention to what the teacher says</b>, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>* Controlling own feelings and behaviours *Applying personalised strategies to return to a state of calm *Being able to curb impulsive behaviours *Being able to concentrate on a task *Being able to ignore distractions *Behaving in ways that are pro-social *Planning *Thinking before acting *Delaying gratification * Persisting in the face of difficulty.</p>					



# FOUNDATION STAGE LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	CELEBRATIONS!	SPACE EXPLORERS!	THE ENCHANTED WOODLAND!	AMAZING ANIMALS!	UNDER THE SEA!
PHYSICAL DEVELOPMENT	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . 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 <b>proficiency, control and confidence</b> .					
FINE MOTOR	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Taking shoes off and putting them on	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / zips Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego
DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES INCLUDING DOUGH DISCO AND FINGER GYM	<b>PE lessons: <u>Multiskills</u></b> Balance Different ways of moving Negotiate space Travelling with confidence Refining fundamental skills	<b>PE lessons: Games</b> Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game	<b>PE lessons: Dance</b> Move energetically Copy basic actions Move to music Negotiate space I can perform teacher led warm ups	<b>PE lessons: Gymnastics</b> Balance Core muscle strength Jumping and landing Awareness of space	<b>PE lessons : <u>Multiskills</u></b> Balance Different ways of moving Negotiate space Travelling with confidence Refining fundamental skills	<b>NEXT LEVEL SPORTS: Athletics</b> Running skills Agility Sports day
GROSS MOTOR	<b>CONTINUOUS PROVISION;</b> Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good <b>options</b> <b>From</b>					
WEEKLY COSMIC KIDS YOGA LESSON	<b>Development Matters 20':</b> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.					

# FOUNDATION STAGE LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	SPACE EXPLORERS!	THE ENCHANTED WOODLAND!	AMAZING ANIMALS!	UNDER THE SEA!
LITERACY	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . 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 <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
COMPREHENSION - DEVELOPING A PASSION FOR READING <small>Children will visit the library weekly</small>	I can show a preference for a book, song or rhyme.	I can talk about events and characters in a story read to me.  I can join in with rhymes and stories. I can fill in missing words from well-known rhymes	I can show interest and answer simple questions about the text  I use words that I know to check my reading makes sense	I can demonstrate understanding when talking about what I have read  I can repeat words or phrases to check my reading	I am beginning to notice if my reading makes sense and looks right  I think about what I already know to help me with my reading  I can say rhymes by heart  I can sometimes notice errors  I know that illustrations can help me make sense of my reading	I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG)  I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)
WORD READING <small>Children will be working in different groups for Read Write Inc. SH – Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words . Ditty sheets, introduction of Red Ditty Books and Purple books for more confident readers.</small>	<b>Phonic Sounds: PHONICS SCHEME???</b>  I can handle books correctly and follow print left to right, top to bottom  I can locate the title  I can segment and blend words orally  I can recognise words that rhyme	<b>Phonic Sounds:</b>  I can Link most sounds to letters  I am beginning to blend and segment in order to read <u>vc</u> and <u>cvc</u> words  I am beginning to match spoken word to written word (1 to 1 <u>cor</u> ) across 2-3 lines of print  I can read some Phase 2 words including some tricky words	<b>Phonic Sounds:</b>  I can locate and recall the title  I can read with 1-1 correspondence  I can read some common irregular words (Phase2/3)  I can link all sounds to letters  I can solve simple words by blending sounds and I check what I read makes sense and sounds right	<b>Phonic Sounds:</b>  I can read and understand simple sentences  I can use phonic knowledge to read and decode regular words  I can read all Phase 2 words  I can read some of Phase 3 words	<b>Phonic Sounds:</b>  I can read phase 3 words (decodable and tricky)  I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG)  I can read words consistent with my phonic knowledge by sound blending (ELG)  I can re-read books showing increased accuracy and fluency	<b>Phonic Sounds:</b>  End of term assessments  Transition work with Year 1 staff



Communication and Language
<b>Listening, Attention and Understanding</b>
<ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
<b>Speaking</b>
<ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>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.</li> </ul>

Personal, Social and Emotional Development
<b>Self-Regulation</b>
<ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>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.</li> </ul>
<b>Managing Self</b>
<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
<b>Building Relationships</b>
<ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>

Physical Development
<b>Gross Motor Skills</b>
<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
<b>Fine Motor Skills</b>
<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>

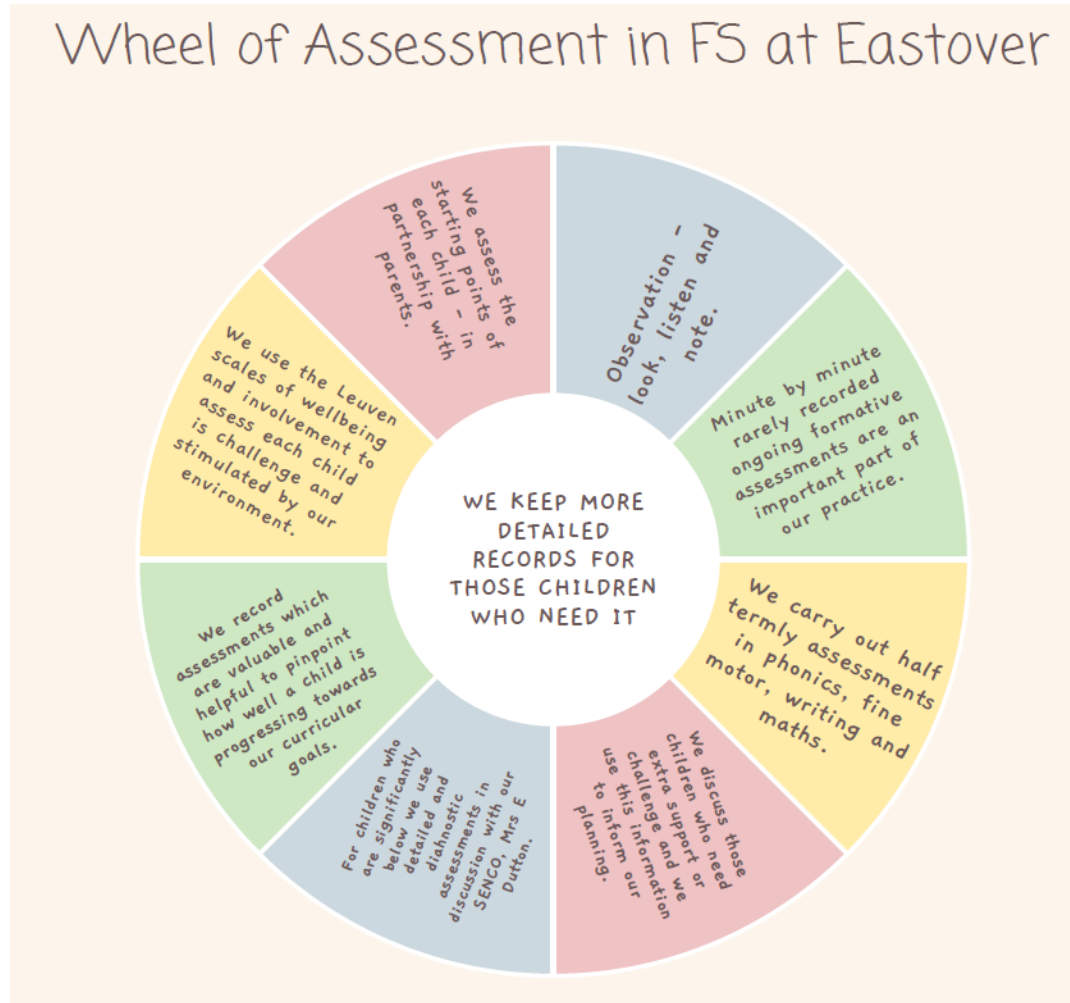
Understanding the World
<b>Past and Present</b>
<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
<b>People, Culture and Communities</b>
<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> <li>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.</li> </ul>
<b>The Natural World</b>
<ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>


Expressive Arts and Design
<b>Creating with Materials</b>
<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
<b>Being Imaginative and Expressive</b>
<ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>

Mathematics
<b>Number</b>
<ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>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.</li> </ul>
<b>Numerical Patterns</b>
<ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>

Literacy
<b>Comprehension</b>
<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
<b>Word Reading</b>
<ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
<b>Writing</b>
<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>

# Wheel of Assessment in FS at Eastover






## The Leuven Scales

**WELL-BEING IN THE FOUNDATION STAGE  
AT EASTOVER PRIMARY SCHOOL**

Level	Well-being	Signals
1	Extremely Low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting himself or others.
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level one or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction. However, these signals are not constantly present with the same intensity.
5	Extremely High	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum and sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expressed self confidence and self assurance.



## The Leuven Scales

**INVOLVEMENT IN THE FOUNDATION STAGE  
AT EASTOVER PRIMARY SCHOOL**

Level	Involvement	Signals
1	Extremely Low	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2	Low	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed but there will be moments of non activity when they will stare into space or be distracted by what it going on around.
3	Moderate	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4	High	Continuous activity with intense moments. The child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5	Extremely High	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.