



Falkner House Early Years Foundation Stage (EYFS) Policy and Procedure in Nursery and Reception

At Falkner House, the mandatory EYFS framework (amended 2024) applies to Nursery and Reception. The safeguarding and welfare requirements are given legal force by Regulations made under Section 39(1)(b) of the Childcare Act 2006.

Whilst Falkner House is exempted from the learning and development aspects of the 2024 EYFS they are still used as a guide by the school to help ensure that children learn and develop as well as possible. The safeguarding and welfare requirements of the EYFS still apply. We aim to give a broad range of knowledge and skills to provide the right foundation for children's future progress through school and life.

All Falkner House policies provide for, where relevant, our EYFS children. Where appropriate, this is specifically mentioned within those policies

The following information is available for parents either within this document or as indicated. Further information is also provided in the Nursery and Reception handbooks, and for Reception pupils, the Parent Handbook (all policies and handbooks are on the website):

- How the EYFS is being provided in the setting (including any alternative provision in the case of exemptions)
- How parents and carers can access more information about the EYFS
- The range and type of activities and experiences provided for children
- The daily routines of the setting (Timetables are available on the website)
- How parents and carers can share learning at home
- How the setting supports children with SEN or disabilities (please see the Equal Opportunities Policy)
- Food and drinks provided for children
- Details of policies and procedures including
 - The procedure in the event that a parent/carer fails to collect a child (please see the Health and Safety Policy)
 - The procedure for dealing with the circumstance of a child going missing at, or away from, the setting (please see the Health and Safety Policy)
 - Staffing in the setting (please see staffing section on the website)
 - The name and role of the child's key person (parents will be notified on or before the first day of school)
 - An emergency contact number for parents to use: Mrs Griggs 07813 700971



Introduction

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

Falkner House sees its role to encourage:

- security & trust as a base for learning.
- the building of friendships / relationships with children & adults outside of the family.
- curiosity, enthusiasm & a willingness to "try things out" so as to enhance self-confidence & self-worth.
- active learning, being involved in what they are learning and concentrating
- the children to have their own ideas and to make links with other areas of learning
- the importance of sharing and turn taking
- the children to work together while respecting everyone's individuality.
- the development of children's positive attitudes and dispositions towards learning.
- independence in a secure and supportive atmosphere.
- sound foundations towards all areas of the National Curriculum.
- fun & to realise that learning is fun.

Health - please see Child Protection, Safeguarding and Welfare Policy

Four Overarching principles:

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, in which their experiences respond to their individual needs and there is a strong partnership between teachers and parents; and
4. children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Please see also the Curriculum Policy

Key person - teacher

Each child is assigned a key person. In the Nursery this is one of the two group teachers and in Reception this is the class teachers. Their role is to help ensure that every child's care is tailored to meet their individual needs to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. Nursery parents are told their child's group teacher and their role on or before the first day of term.



Reception parents are given this information in the meeting in June before the start of school in September. All staff information is also on the school website and in the school handbooks. The class teacher ensures that every child's learning and care is tailored to meet their individual needs. They seek to engage and support parents in guiding their child's development at home and will also help families engage with more specialist support if appropriate.

Information and records

Falkner House maintains records and obtain and share information (with parents, other professionals working with the child, and the police, social services and Ofsted as appropriate) to ensure the safe and efficient management of the school, and to help ensure the needs of all children are met. Falkner House has a regular two-way flow of information with parents and, if requested, Falkner House would consider incorporating parents' comments into children's records.

Records are easily accessible and available. Confidential information and records about staff and children are held securely and only accessible and available to those who have a right or professional need to see them. Falkner House is aware of their responsibilities under the General Data Protection Regulation (GDPR) and where relevant the Freedom of Information Act 2000.

Falkner House ensures that all staff understand the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality. Parents must be given access to all records about their child, provided that no relevant exemptions apply to their disclosure under the DPA¹.

Records relating to individual children are retained for a reasonable period of time after they have left Falkner House.

Information about the child

Falkner House records the following information for each child in their care: full name; date of birth; name and address of every parent and/or carer who is known to the provider (and information about any other person who has parental responsibility for the child); which parent(s) the child normally lives with; and emergency contact details for parents and/or carers.

Falkner House must hold the following documentation:

- name, home address and telephone number of the school and any other person living or employed on the

¹ The Data Protection Act 2018 (DPA) gives parents the right to access information about their child that a provider holds. However, the DPA also sets out specific exemptions under which certain personal information may, under specific circumstances, be withheld from release. For example, a relevant professional will need to give careful consideration as to whether the disclosure of certain information about a child could cause harm either to the child or any other individual. It is therefore essential that all Falkner House staff have an understanding of how data protection laws operate.



premises²

- name, home address and telephone number of anyone else who will regularly be in unsupervised contact with the children at Falkner House³
- a daily record of the names of the children being cared for on the premises, their hours of attendance and the names of their teacher
- a physical restraint log (please also see Child Protection, Safeguarding and Wellbeing Policy whereby:
 - Any use of physical restraint is recorded as soon as possible and within 24 hours
 - The record notes who was involved, the reason physical intervention was considered appropriate, e.g in the case of choking, how the child was held, when it happened, for how long, whether the child has SEN and to whom the restraint was reported (parent, DSL, social services)
 - If a child has been restrained so as to access nursery or Reception e.g on entering, this would only be done with the prior consent of the parent or carer.

Information for parents

Parents are told before their child starts at Falkner House that all required information is on the school website. All school policies and the Nursery and Main school handbook are on the website

Falkner House makes the following information available to parents:

- how the EYFS is being delivered in the setting, and how parents can access more information (for example, via the DfE or school website)
- the range and type of activities and experiences provided for children, the daily routines of the setting, and how parents can share learning at home;
- how the setting supports children with special educational needs and disabilities (in Equal Opportunities Policy);
- food and drinks provided for children;
- details of the provider's policies and procedures including the procedure to be followed in the event of a parent failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting;
- staffing in the setting; the name of their child's teacher and their role; and a telephone number for parents to contact in an emergency; and
- if Falkner House becomes aware that the school is to be inspected⁴, parents are notified

² Contact details of the headteacher are in Parent – School contract

³ n/a as there is never regular unsupervised contact

⁴ Falkner House inspections are carried out by ISI who is licensed by Ofsted. Ofsted has regard to the EYFS in carrying out inspections, and reports on the quality and standards of provision. ISI reports are available from www.isi.org. Ofsted publishes inspection reports at www.ofsted.gov.uk. Ofsted may issue a *notice to improve* (in respect of any failure to meet a requirement in the document), and/or may issue a *welfare requirements notice*. It is an offence for a provider to fail to comply with a *welfare requirements notice*.



immediately. After an inspection, Falkner House supplies a copy of the report to parents.

- written reports describing progress and goals are sent to parents at the end of the Summer term.
- A curriculum meeting is held for both Nursery and Reception parents in September

Staffing ratios

- **Nursery:** There are four adults in the Nursery team for a maximum of 24 children. When the children are doing PE (dance or games) or music they may be in the care of a specialist teacher and at least one of the Nursery team will also be present. ⁵
- **Reception:** There is one qualified teacher for a maximum of 24 children with at least one teaching assistant.

Parents as partners

Objectives

- To work with parents in an atmosphere of mutual respect within which children can have security and confidence.
- To provide support and guidance to parents as educators.
- To value the contribution parents make towards their child's learning.
- To provide parents with information about the Nursery or Reception before their child starts.
- To work with parents in building up a profile of their child's development and needs.
- To advise Nursery parents about Reception classes and schools their child might go to.
- To provide guidance, advice & resources to support home learning.

Operating policy

- Parents are welcome to telephone at any time to discuss concerns; there is not an answer phone during school hours.
- Parents are very welcome to request teacher appointments as often as desired.
- Where there are significant concerns in the development of a child, the staff, after discussion with the parents, will liaise with the school SENCO as well as outside therapists or educational psychologists in order to ensure that the child receives the support that he/she needs.
- There are open days before half term in the Autumn and Summer terms.
- The parents are notified in advance of the topics for the term.
- Parents may be asked for extra resources that would assist for the topic for the term.

⁵ The required ratio in Nursery is one adult for every five children aged two and one adult for every eight children aged three and over (the ratio is 1:13 if led by a teacher). At any one time only a small number of children will be aged less than three. In Reception the required ratio is 1:30. The staff qualifications are displayed on our website.



- Activities are always on display.

Prior to joining the Nursery

- Parents are invited to a meeting in June when the Headteacher and the Head of the Nursery outline the curriculum and the Nursery structure. It is intended to offer an opportunity for parents to ask questions as well as being a forum for advice & ideas to make the first days of school easier for the children.
- Parents and their children are also invited into Nursery to allow them to familiarise themselves with the routines and atmosphere and to meet the teachers on an individual basis.
- Parents are given a welcome pack containing a Falkner House Nursery Handbook.

In Nursery

- Parents are told that they are welcome to make as many meetings with their child's teacher as they wish and that the class teacher will always call if they feel that a discussion on any aspect of their child's development would be helpful.
- Nursery pupils wishing to be considered for entry to the Main school are assessed during the Autumn term (boys) Spring term (girls) for a possible September entry in Reception. The assessment and criteria for entry are the same as for external candidates. Places are offered on the suitability of Falkner House for each child. There is an assessment information meeting in September for Nursery parents whose children are coming up for assessments in that academic year.
- Nursery has a Christmas show for parents.
- Written reports are sent to parents at the end of the Summer term.

Prior to joining Reception

- Parents are invited to a meeting in June when the Headteacher, the Head of the Lower School and the Reception Class teacher outline the curriculum and the Reception structure. It offers an opportunity to ask questions as well as being a forum for advice & ideas to ease the first days of school.
- Parents and their children are also invited into Reception for an Open afternoon in June to allow them to familiarise themselves with the atmosphere and to meet the teachers on an individual basis. The children are introduced to their "Big Sister/Big Brother" sometimes referred to as a "Grande" (a Year 6 pupil). The children are free to explore the classroom meet their "Grande" & talk to the teachers. Uniform will be on sale and parents are encouraged to interact with staff and other families. Second hand uniform is on sale.

In Reception

- Parents are invited to a parent evening in the autumn term. Parents are told that they are welcome to make as many meetings as they wish throughout the year and that the class teacher will always call if they feel that they would like to have a discussion on any aspect of their child's development.
- There is a curriculum meeting in September for all Reception parents



- There is a Reception Nativity show at the end of the autumn term.
- Written reports are sent to parents at the end of the Summer term.

Nursery Planning and Observation

Medium Term

The medium term plan lasts a term although this is flexible. Topic planning takes place on a half termly / termly basis. Topic planning is done so as to identify each of the key areas of learning ensuring that all are covered within the planning. The medium plan is a working document and changes are made following the lead of the children, during the life of the project. In order for children to develop their ideas, time and material is always provided as appropriate. The topic will introduce the children to new ideas, knowledge and skills, focusing on their curiosity about the world around them. The aim is always to build on what the children already know and keep records to ensure that the children's interests and needs are met. The medium term plan gives the teachers a bank of activities linked to a theme while exposing the children to new ideas and challenging their thinking. The topic planning takes into account four overarching principals

Short Term Planning

The short term plan brings together planning for individual children based on observations and topics from the medium term plan. The focus of the short term plan is to provide the optimum balance of child initiated play and adult guided activities. The latter include literacy and numeracy work and group session. The learning intentions are both broad and flexible and provide the children with plenty of opportunities for speaking and listening. All six areas of learning are given equal weight. The following documents are used:

- Weekly plan
 - The learning environment – continuous and enhanced provision
 - A plan for focus children
 - Observations
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- Ongoing observations of the children participating in everyday activities will help the staff to build up an accurate picture of children's development and learning and thus to assist in targeting their teaching to improve learning outcomes and form a crucial part of short term planning.
 - The timetable is detailed due to the need to link with Main School as to the use of the playground and big room. Within the Nursery areas themselves the teachers can and do make alterations to the planned activities and timetable according to staff observation of the childrens' energies, enthusiasms and expressed wishes.
 - Group & individual work is done as is required for differentiation & or special needs.
 - All areas of the classrooms are to be used: the book corner, white board, construction material, discovery table & shelves that are organised for the children to access themselves. Equipment & materials are attractive, accessible & continually updated



- The teaching approach is to ensure a child's understanding is clear, & if it is not, to reinforce this with extra support & further activities. Children are respected in the classroom & are always being praised for their input.
- Outdoor play is encouraged and lessons may take place in the school playground (subject to use by other classes)
- Support is given to the class teacher (s) by full time assistant(s). Additional staff are also available to take / or plan for children in need of remedial help or emotional support, out of the classroom for short intensive sessions.
- The Children Act 1989 emphasises that people working with children under five should know the activities which enable children to develop knowledge, understanding & the concepts to be developed within and beyond Nursery and Reception.
- The Reception curriculum links with Year 1 and beyond to ensure progression & continuity and to be effective, should be carefully structured.
- Well-planned, purposeful activity and appropriate intervention will engage children in the learning process.

Nursery and Reception Falkner House Curriculum areas of learning and development

The seven areas of learning and development shape the educational programme in Nursery and Reception. The school aims to guide the development of the children so that they complete Reception ready to benefit fully from the opportunities ahead of them. All areas of learning and development are important and inter-connected. Three prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. At Falkner House we would anticipate that all of the children would reach the levels marked **in green by the end of Reception**.

The three prime areas:

1. **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.
 - Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. **Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, e.g. at assembly.**
 - Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. **After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.**
 - Speaking: children express themselves effectively, showing awareness of listeners' needs. They use



past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.

2. **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children are helped to understand the importance of physical activity, and to make healthy choices in relation to food.
 - Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.
 - Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

3. **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
 - Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Children are confident to speak to a class group. They can talk about the things they enjoy, and are good at, and about the things they don't find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.
 - Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to



stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.

- Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.

The four *specific* areas, through which the three prime areas are strengthened and applied:

1. **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children have access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
 - Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.
 - Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.
2. **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
 - Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups. (This descriptor has been amended to reflect the increased level of challenge applied to the expected descriptor following the Tickell review.)



- Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. **Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.**
3. **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. **Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.**
 - The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. **Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.**
 - Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. **Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need – for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.**
4. **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.
- Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques,



experimenting with colour, design, texture, form and function. Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.

- Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising the differences between them and the strengths of others.

Characteristics of Effective Learning

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from Nursery and Reception to Year 1. The characteristics of learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes. The general section in the end of year report contains a short description (i.e. one to two paragraphs) of how the child demonstrates the three key characteristics of effective learning:

1. Playing and Exploring – engagement

Finding out and exploring is concerned with the child's open-ended hands-on experiences which result from innate curiosity and provide raw sensory material from which the child builds concepts, tests ideas and finds out.

- Does the child respond to first hand experiences in an exploratory way?
- How does the child demonstrate natural curiosity?
- Does the child notice patterns, changes, similarities and differences when exploring
- across the curriculum?

Using what they know in their play describes how children use play to bring together their current understandings, combining, refining and exploring their ideas in imaginative ways. Representing experiences through imaginative play supports the development of narrative thought, the ability to see from other perspectives, and symbolic thinking.

- Does the child respond to first hand experiences in an exploratory way?
- How does the child demonstrate natural curiosity?
- Does the child notice patterns, changes, similarities and differences when exploring across the curriculum?

Being willing to have a go refers to the child finding an interest, initiating activities, seeking challenge, having a 'can do' orientation, being willing to take a risk in new experiences, and developing the view of failures as opportunities to learn.



- Does the child initiate activities around own interests?
- Does the child seek challenges and take risks in new experiences?
- Does the child learn from mistakes without becoming disheartened?

2. Active learning - motivation

Being involved and concentrating describes the intensity of attention that arises from children concentrating on following a line of interest in their activities.

- To what extent does the child become completely focussed in activities and experiences and not easily distracted?
- To what extent does the child show intensity of attention for example by being concerned about details in activities, experiences and ideas?

Keeping on trying refers to the importance of persistence even in the face of challenge or difficulties an element of purposeful control which supports resilience.

- Does the child pursue a particular line of interest in an activity?
- Does the child demonstrate persistence in the face of difficulty or a challenge?
- Can the child refocus and re-plan to overcome difficulties, setbacks and disappointments?
- Does the child know how to seek appropriate help in terms of materials, tools and other people?

Enjoying achieving what they set out to do refers to the reward of meeting one's own goals, building on the intrinsic motivation which supports long-term success, rather than relying on the approval of others.

- Does the child become involved in activities and experiences which arise out of personal interest, curiosity and enquiry?
- Does the child demonstrate satisfaction when engaged in and completing personal endeavours.

3. Creating and thinking critically - thinking

Having their own ideas covers the critical area of creativity - generating new ideas and approaches in all areas of endeavour. Being inventive allows children to find new problems as they seek challenge, and to explore ways of solving these.

- Does the child generate new ideas during activities?
- Does the child adapt, refine or make changes when previous ideas were unsuccessful or could be developed?
- Is the child inventive in solving problems, using and synthesizing knowledge and skills across areas of learning?

Using what they already know to learn new things refers to the way in which children develop and link concepts, find meaning in sequence, cause and effect and in the intentions of others through both narrative and scientific modes of thought.

- Does the child explore ways of solving new problems including trial and error?



- Is the child able to plan and monitor what has been done?
- Can the child change strategies when appropriate?

Choosing ways to do things and finding new ways involves approaching goal-directed activity in organised ways making choices and decisions about how to approach tasks, planning and monitoring what to do and being able to change strategies

- Does the child talk about or explore the idea of cause and effect through actions?
- Does the child use acquired knowledge and skills to explore new learning across and within areas of learning?
- Does the child offer ideas of why things happen and how things work or show this in exploratory play?

These descriptions reflect ongoing observation of the child within formative assessment processes and should take account of all relevant records held by the setting and include information from the child, their parents and other relevant adults.

Teachers consider the individual needs, interests, and stage of development of each child in their care to plan a challenging and enjoyable experience for each child in all areas of learning and development. The Nursery is expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The prime areas reflect the key skills and capacities needed by all children to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. Judgments are made by teachers about the balance between child led activities and adult led or guided activities. Teachers respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance shifts towards more adult-led activities, to prepare children for more formal learning.

In planning and guiding children's activities, teachers reflect on the different ways that children learn and reflect these in their practice.

Four characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- personal involvement in their own learning - children should feel able to feedback and discuss with staff their own learning



The daily routine is a mixture of the following:

- individual play with activities chosen by the child
- small group or individual "work" with the child's group teacher
- whole class activities
- playtime in the playground

In Nursery, a typical session begins with an hour of free play where the children independently select activities. During that time there is also a creative activity to take part in. After this first hour, the children tidy up, go to the toilets and go outside to the playground for break time up to thirty minutes, weather depending. Snack time follows, where a drink of milk or water and a selection of cut fresh fruit is provided. Each group teacher then has an individual group time where the topic is discussed and the weekly letter or number focus is introduced.

The children are exposed to early literacy and numeracy on a daily basis. Every child's understanding and progress is monitored closely so that their program reflects their individual stages of development. Each term has a different theme: e.g water, animals, journeys, shapes, occupations, fairy tales, transport, stories, ourselves, seasons, art and activities are planned within that focus.

In Reception, the curriculum is separated into topics and specific subjects- Music, PE, Maths, English, which have individual schemes of work as well as being incorporated into the topic planning. The schedule is of course flexible and is varied according to pupil energies, desires and observed progress. While the emphasis in Reception is still on the three prime areas of learning as well as the four specific areas, lessons are timetabled according to subject whilst retaining the principles of active learning and engagement. There is still a mixture of child and adult initiated activities. Reception planning is not wholly topic based. A different key text will be used on a weekly basis in English lessons which will usually influence what is explored in lessons about understanding the world. A different maths focus is used each week which builds on understanding and ability. Planning is flexible and changes as necessary so that if a teacher feels that pupils need more time to explore a certain area then more time can be given. All work is differentiated according to a pupil's need.

Pre and post school care (Early / Late Birds) Reception only

Provision in pre and post school care which is run by the school is guided by, but does not necessarily meet, all the learning and development requirements.



Language and Literacy

Objectives

- To provide a stimulating environment in which language skills can be nurtured & developed.
- To provide visual, auditory & tactile experiences as stimuli for all children.
- To develop, extend & enrich communication skills in order to enable children to function effectively as a member of society.
- To encourage a love and care of books & an understanding that print carries meaning.
- To use writing as a means of communication, for conveying information, expressing thoughts, ideas and feelings and as a means of recording information and facts.
- To provide children with a wide range of books, e.g. story books, nursery rhyme books, reference/non fiction books etc.
- To promote & enhance development of language & literacy.

Operating policy

Provide children with experiences to promote:

1. Listening

- The skill of an attentive listener so as to process information, interact with others & begin to share in other's feelings & thoughts.
- Responding to simple instructions and to sustain attentive listening, responding by relevant questions, comments or actions.
- Imagination & aesthetic awareness, & to develop the ability to respond to their own experiences & those of others.
- Using a wide range of vocabulary.
- Speaking clearly with confidence & control showing awareness of the listener.
- Using speech to organise, sequence and clarify thinking, ideas, feelings and events.
- Enjoying listening to stories, songs and rhymes and for pupils to make up their own songs and stories.
- Using language to imagine & recreate roles and experiences.

2. Understanding

- Showing an understanding of the elements of a story, such as the main character, sequence of events and answering questions about where, who, why and how.

3. Talking

- Support the children in forming relationships based on fluency and skills in verbal communication with both peers and adults. They are in their interaction with others in the expression of thoughts and feelings.
- Experiencing the spoken word as a means of conveying information, sharing and receiving of ideas and of gaining insight into the world of imagination.
- Extend vocabulary and explore the meanings of sounds and new words.



4. Presentation

- Left to right, top to bottom encouraged on lined or blank paper.
- Children do not write the date.

5. Reading

- **Reception only** - See Parent Handbook and Reception SOW

Physical Development

Objectives

- To provide a balanced programme of activities to support the physical development & well-being of the children.
- To discuss and recognise the importance of keeping healthy.
- To promote enthusiasm, enjoyment & confidence in developing & using physical skills.

Operating policy

To provide children with experiences to:

- Move with confidence, imagination and safety with the emphasis on supporting individual progression.
- Demonstrate and move with control and co-ordination.
- Travel around, under, over and through balancing and climbing equipment.
- Demonstrate awareness of space, of themselves and of others.
- Use a range of small and large equipment in order to develop both fine and gross motor control.
- Handle tools, objects, construction and malleable materials with safety and increasing control.
- Respond physically to verbal, auditory & visual stimuli such as music, stories, pictures, etc.
- Develop awareness of health and safety and the children are encouraged to discuss these aspects.
- Develop skills of co-operation, taking turns, team building throughout the curriculum with adult support provided where appropriate.
- The syllabus includes gymnastics, dance, athletics and ball skills. Reception takes part in the whole school cross country event as well as the Main School sports day. Nursery have their own Sports Day

Scheme of work

- Fine motor skills: sand & water play; modelling with play dough & clay; painting, printing, colouring; peg games and puzzles, threading, cutting with scissors; dressing up, buttoning clothes, doing up zips; use of small construction toys (duplo, stickle bricks, small world etc.); handling pencils and crayons; collage & other sticking activities; use of computer (mouse).
- Gross motor skills: outdoor play using a variety of equipment (e.g. slides, climbing frames etc.); games involving running, jumping, chasing, hopping; balancing activities; kicking, throwing & catching large and



small balls; rolling, bouncing, striking large and small balls; changing direction & speed; moving to music, following beat and introducing, in the dance lesson, basic steps e.g. walking, marching, trotting, cantering, skipping through imaginative stories.

Personal, Social, Health and Emotional Education (including Relationships Education)

Objectives

- To provide the children with the opportunity to observe, interact and learn
- To promote and develop self-esteem and self-responsibility alongside interest in learning, understanding & value for the child's own experiences and those of other people.
- To promote confidence and motivation to learn.
- To promote understanding how to keep healthy

Operating Policy

Provide children with experiences to:

- Promote the development of independence and confidence and self-respect in trying out new activities.
- Help them to understand of what is right and wrong.
- Promote the development of responsibility for their own learning,
- Create opportunities for children to discover self-awareness, their personality, morality and friendships.
- Have imaginative role play and language and use their imagination to make up stories
- Support them to make decisions and to initiate ideas and speak in familiar groups.
- Promote a developing respect of own culture and beliefs and consideration and respect those of others.
- Enable them to form good social relationships with adults and peers and to resolve conflict through negotiation.
- Encourage them to work as part of a group, taking turns and sharing fairly.
- Support them to treat living things and their environment with care and concern.
- Help them express their feelings.
- Encourage them to dress and undress independently and manage their own hygiene including oral hygiene..
- Help them to select and use activities and resources independently.
- Encourage attention and concentration and perseverance to enable them to concentrate to seek help from others when necessary;
- Provide opportunity to express their opinions, & to consider & respect those of others;
- Promote the development of equal opportunities & respect for people of other cultures & beliefs;
- Promote road safety
- Explain how to dial 999 and deal with an emergency
- Enable them to succeed.
- PHSE is not timetabled in Nursery as it pervades every aspect of the school da



In providing such experiences the adults:

- Are aware of the role models which they themselves provide for the children;
- Value the culture & circumstances pertaining to the individual child;
- Share an agreed view about the schools ethos;
- Encourage parents & other community members to share in the life of the school.

Scheme of work

- Role play, theme corner and dressing up
- Using the toilets independently and washing hands
- Sharing snack time
- Circle time : group discussion
- Use of puppets, storytelling, literature with a moral message
- Bible stories and drama activities based on such stories
- Use of books, photographs, information technology and artefacts to provoke discussion and listening to others
- Use of games and activities that involve turn taking and following rules

Literacy – reading and writing

Objectives

- Using writing as a means of communication. The children experience the use of writing as a means of conveying information, expressing thoughts, ideas & feelings, & as a means of recording & ordering facts & information.
- Read/recognise/ write own name and use phonic knowledge to read words.
- Create opportunities to understand and recognize individual letters ' and to develop the concept and awareness that words start with different sounds
- Hold a pencil and use it effectively.
- Form recognisable letters, most of which are correctly formed. Pupils in Reception will have daily handwriting lessons using Read Write Inc memory rhymes to help pupils to remember how to form them.
- Promoting an enjoyment of books both individually and shared. In Reception pupils will take part in shared reading and writing sessions on a daily basis. After October half term all Reception pupils will read individually with a member of staff on a daily basis and a book will be sent home to share with parents.
- Using books to gather information.
- Knowing that words and pictures carry meaning and that in English print is read from right to left and from top to bottom.
- Hear and say sounds in words,
- Link sounds to letters, naming and sounding all



Scheme of work

- One-to-one discussion and group discussion
- Role play
- Singing songs and saying nursery rhymes
- Making up & telling stories based on pictures
- Listening to stories followed by discussion, sequencing parts of the story, identifying characters and predicting what might happen next
- Sound lotto games
- Sorting & matching games
- Sequencing activities
- Labelling of personal items with the child's name and labelling of classroom displays items etc.
- Games matching sounds to letters
- Book/Reading corner
- Display of items starting with a particular letter (focus letter)
- Paper and writing equipment ,play dough, sand tray and clay available
- Colouring, tracing over lines, shapes and letters and dot-to-dot drawings
- In Reception the 45 high frequency words are sent home, a few words at a time, to be learnt off by heart as appropriate

Teaching of phonics

The Read Write Inc phonic scheme is used throughout Nursery and Reception where all 44 phonemes are taught in a systematic and structured way.

- We teach the 26 letters phonetically using songs, rhymes, games and stories to reinforce and illustrate each sound.
- Reception goes through the 44 phonemes plus some of the 70 ways that there are to spell these sounds in the first few weeks at school before learning some of the vowel and consonant digraphs. Pupils will take part in a phonics lesson almost daily and will sound out simple CVC words as soon as four sounds have been revised. Pupils will read and write simple words using tiles and whiteboards
- In Nursery a sound shelf is changed accordingly, displaying a variety of objects and pictures starting with the focused sound. Children are encouraged to bring into school objects starting with that sound, and they are displayed on the sound shelf.
- We encourage children to write letters (and their names) according to their ability. We always start by tracing letters in sand and writing letters on a big board before writing them on paper.
- We use letters in our creative lessons, printing, collage work etc.



Mathematics

Objectives

- To provide children with a broad and varied experience in which mathematical language, skills & concepts can be created, supported & nurtured.
- To enable children to understand “the fourness of four” or two or one of five!
- To encourage enthusiasm, confidence and the development of knowledge in exploring, using and applying a broad range of mathematical concepts.
- To give the child opportunities to experiment and make generalisations
- To stimulate dialogue, activity and thought and to be supported by open-ended questioning.

Operating Policy

To provide children with experiences to:

- See maths as part of life - the potential for developing mathematical awareness is built into all the activities provided.
- Sort, match & compare a wide variety of objects & materials and to be able to count systematically and understand the meaning of number.
- Encourage the acquisition of concepts
- Use developing mathematical ideas and methods to solve practical problems.
- To observe peers & adults using & applying mathematical skills & concepts in everyday situations.
- To explore the properties of a wide range of materials in a range of contexts with & without adult input, as well as experience of real life situations such as cooking, shopping & sharing.
- Develop confidence & enthusiasm by sensitive adult input that provided by open-ended questioning & the development of mathematical thinking & language.
- Begin to use language such as bigger, smaller, heavier or lighter to compare quantities.
- Use language to describe position.
- Explore the properties of a wide range of materials and experience situations such as cooking. etc.
- Say and use number names in order in familiar contexts.
- Count reliably up to 10 everyday objects (in Reception, up to 20 and beyond)
- Recognise numerals 1 to 9 and order them (in Reception up to 20 and beyond)
- Use language such as “more” or “less” to compare two numbers.
- Recognise and recreate simple patterns.
- Recognise, explore and describe shapes.
- Show awareness of number in relation to self (e.g. own age, house number etc.)
- Begin to use the vocabulary involved in adding and subtracting (and in Reception exploring the relationship between the two operations)
- Explore freely before given more structured activities.
- Free play with a wide variety of objects with language input from the teacher as appropriate.



- Construction toys, sand and water play, train set etc.
- Model making, collage, printing, painting, paper cutting, play dough.
- Puzzles, sorting & matching games and activities.
- Thread beads and pattern activities.
- Put toys/games in the appropriate places.
- Read counting books and sing number rhymes and songs.
- Discussion/observation/ with clocks and timers to help to recognise the role of number in telling the time and the concept of time.
- Discussion about days of the week, yesterday, tomorrow, at the weekend, the seasons supported by songs, books and calendar.
- Birth dates discussed & celebration of birthdays.
- Home corner/theme corner
- Relate quantity of objects to numerals.
- Numbers are learnt on a daily basis through songs, rhymes, counting games, puzzles and displays. Snack time, circle time and register, playtime, free play, cookery are all wonderful opportunities to teach children numbers.
- To discover the children's knowledge of numbers, consolidate it and gradually extend it.
- The children are introduced to the Number Zoo scheme
- In order for the children to learn to count and recognise numbers, repetition is essential and needed daily.
- Sorting and matching games also helps the learning.
- We incorporate shape activities, colour matching and number games to reinforce the children's awareness and understanding of numbers.

Material used: numicon, number puzzles, matching and sorting games, sandpaper numbers, Number Zoo, cookery activities, songs, rhymes, measuring and weighing, shapes, board games

History, Geography and Science - understanding of the world

Objectives

- To provide the children with a range of opportunities and activities which embrace the natural & made world so as to enable the children to make observations, comparisons, predictions & representations concerning the world around them.

Operating policy

To provide children with experiences to:

- Investigate and be encouraged to question, hypothesise, predict and observe & to form opinions based upon their experiences.
- Encourage parental and community links to further support learning.



- Explore and investigate objects and materials, using all of their senses.
- Find out about living things, objects, events & places they live.
- Look closely at similarities, differences, patterns and changes (cooking).
- Question about why things happen and how things work.
- Build and construct with a wide range of objects.
- Select tools and techniques needed to shape, assemble and join material.
- Find out about past and present events in their lives and those of family members and other people.
- Begin to know about cultures and beliefs

Scheme of work

- Visits within the local environment, park, shops followed by discussions
- School visit by a policeman, librarian, etc.
- Summer outing (Chelsea Physic garden, Museum of Fulham Palace, Art gallery etc, London tour and visit to Science Museum
- Stories relating to events in the past (grandparents, parents, teachers when they were children)
- Comparison of items from past with present day (carriages & cars, candle & electricity)
- Observation of the daily weather and keeping weather charts
- Observation of animals and plants, using non fiction books
- Observation of items with magnifying glasses, binoculars & microscopes
- Construction of toys, models and vehicles
- Use of interactive whiteboard (Reception only)
- Cooking: investigating changes
- Parental & community links are encouraged to further support learning

Expressive arts and design

Objectives

- To explore a wide range of materials and media which will enable the children to appreciate & understand the different forms & purposes covering creative activity.
- To enable the children to express their ideas & feelings & to promote the development of imagination.

Operating policy

To provide children with experiences for each area of creative development to:

- Explore, texture, shape, form and space in two/three dimensions.
- Sing simple songs from memory.
- Recognise repeated sounds and sound patterns.
- Match movement to music.



- Use imagination in art and design, music, dance, role play and stories.
- Respond in a variety of ways using all the senses (hear, smell, taste, touch and feel)
- Express and communicate ideas, thoughts and feelings by using a range of materials, tools, role play, movement, musical instruments and a variety of songs.
- Gain awareness of colour in life and the environment and differentiate colours. To explore and identify colours by name and create opportunities for children to look closely at objects with similar and different colours
- Access & opportunity to handle equipment covering a variety of techniques & interpretations.
- Explore in an open-ended manner the properties of a wide range of materials/media. Staff will be aware that it is the process, & not the end product, which aids creative development
- to explore freely by themselves, with peers, & with sensitive adult input, in order to extend the knowledge & skills required to make informed choices & develop personal interpretation.

Scheme of work

- Sensory play- use of play dough, clay, soapflakes, finger painting, cornflower, wet & dry sand, water trays
- Create collage, sculpture, junk modelling
- Thread objects, thread cards, weave
- Experiment with chalk, charcoal, pastels, rubbing, felt-tips, crayons, stencils
- Paint with rollers, brushes, sponges; marbling, bubbles
- Hand prints, foot prints, fruit & vegetable printing, leaf printing, sponge printing, marble rolling
- Sing action songs, nursery rhymes, songs
- Play with instruments and percussion instruments for rhythmic accompaniment , pitch, volume and speed
- Listen and gain an exposure of sounds in the environment (CD)
- Match music to movement, dance to music
- Dress up games, home corner, role play, imaginative play with dolls, animals, dolls house, small world.