



St Leonard's CE (A) First School Early Years Foundation Stage POLICY

Responsibility of:
Governing Board

Respect



Love



Endeavour



Curiosity

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

(EYFS Framework, 2021)

Adopted by the Governing Board:

April 2022

Date for review: April 2024

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1. Aims

The Early Years are a crucial time for the development of children's enjoyment of learning, their engagement and motivation. As such we are committed to ensuring the EYFS at St Leonard's is a fun, happy, thriving, interactive learning environment for our pupils.

We base our EYFS practice on the 4 guiding principles from the EYFS Statutory Framework:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build

their learning over time. Children benefit from a strong partnership between practitioners and parents and carers.

- Children develop and learn at different rates.

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad 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 gets left behind.
- A close working partnership between staff and parents and carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applied from September 2021](#).

3. High Quality Care: Structure and Staffing of the EYFS

At St Leonard's our EYFS consists of one Reception class called 'Sparks'. There are a small number of children in the class and the class is taught discretely as a Reception group. The majority of our pupils transition from the local Nursery 'Tiny Tots', with which we have very close links to improve outcomes for pupils. Pupils take part in approximately six visits to school before starting.

The Reception Class are taught by a qualified primary school teacher (also the Headteacher) in the morning and an EYFS Practitioner in the afternoon. Both practitioners have a vast experience teaching young children and our Headteacher has been an EYFS Moderator for the Local Authority. Specialist teachers are brought in for some PE lessons.

Children can arrive into the classroom at 8:45 a.m. every morning and children are picked up at 3.15pm.

The children have lunch and breaks with the other KS1 and KS2 children in an area designed to improve their physical skills. The class join the main school for worship and other whole school events.

4. The Curriculum we want our children to learn

Our Reception class follows the curriculum as outlined in the latest version of the EYFS statutory framework (September 2021.) Our school adopted this curriculum early in Sep 2020 to trial a new way of working and to take the time to develop our curriculum fully.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

At St Leonard's each area of learning is valued in importance in an equal way.

"Our EYFS Curriculum is a bespoke and creative curriculum which dovetails directly into the curriculum across KS1 and KS2. It has been designed to reflect the nature of our beautiful environment, the seasons of the year and the nature around our school. It aims to teach the children how their environment compares to other places, cultures and nature in other parts of the world. It also reflects the rich diversity of geographical and historical features in the local area.

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 St Leonard's School, and books are used to explore learning quests and to enhance our whole curriculum.

We follow a systematic approach to **phonics** teaching based on the Supersonic Phonic Friends scheme.

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. We teach the children the St Leonard's School Learning Behaviours:

Learning Behaviours we value at St Leonard's.



Concentrating Crocodile

I need to concentrate to follow the school rules, to learn more about our school values and to learn new things.



Proud Peacock



Choosing Chimp



Creative Chameleon



Exploring elephant



Persevering Parrot



Slinky Linky Snake

Linking all of my learning together with our school values.

We introduce the animals at the beginning of the year and explore them in more detail in worship time. These values underpin the whole curriculum and teaching style throughout the school.

The St Leonard's EYFS Curriculum is based around whole school curiosity learning quests. Each quest planned is included in the curriculum for specific reasons and to ensure that all children leave the Reception Year ready to start the St Leonards KS1 curriculum. It is a spiral curriculum which fits directly into the learning that will follow in KS1 and KS2 meaning learning becomes deeper and deeper as the child grows. The development of curiosity as one of our school core values means children's learning takes its own path also.

Each quest lasts for half a term as in the rest of the school, however children's learning within the quest can consist of mini topics of learning based on children's interests and curiosity. All learning quests have resources and activities ready to use in the enhanced provision. This provision is set up at the beginning of each quest so that resources are refreshed and fit the theme. Classroom layout may also be adapted to suit the quest.

Quests are introduced with a good quality storybook or age-appropriate non-fiction text. A sequence of high quality texts will be used throughout the learning. Using books in this way teaches children that books and reading form the basis of all learning

The timetable to deliver the curriculum is as free from interruptions as possible. Children have around 1hr 50 minutes in the morning and up to 2 hours in an afternoon of free play designed to increase their involvement levels.

5. Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

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

Continuous provision for the half term is mapped out with focus on development of language and core area skills. Planning includes provision of open ended activities for maximum learning potential each week.

Enhancements are made to the provision based on next steps and children's interests. Planning remains flexible so this can be the case.

A specific focus for each Area of Learning is planned each week. Literacy and Maths have a planned sequence of learning to achieve a learning target. The focus is on depth in learning. Mastery of concepts through repetition and routine. Planning focuses on vocabulary to be developed, knowledge used and skills gained.

Daily phonics planning is using the supersonic phonic planning progression. This is adapted and annotated as necessary.

Much of the planning that the EYFS staff do is planning in the moment. Planning in the moment is when an adult looks at, listens to a child they are assessing and plans how to respond. This is based on the adult's observations of the child in that moment and also draw on any previous knowledge of the child.

The teacher considers whether to add anything in the moment to benefit the child.

6. Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

EYFS learning is all based around 'choice'. Children choosing and becoming engaged in their learning. We use our learning behaviour animal 'choosing chimp' to reinforce this.

At St Leonard's we foster the three characteristics of effective teaching and learning that are set out in Development Matters 2021. 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.

The St Leonard's curriculum is ambitious and aims to teach all children the skills and knowledge in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage (*see Appendix*). We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving together, and independently.

As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher.

All activities are expertly modelled and children are given sufficient time, support and resources to repeat and practise them. Continuous provision is also modelled to the children by adults to support high quality play for learning.

Children are given opportunities to play with ideas in different situations with a variety of resources to discover connections.

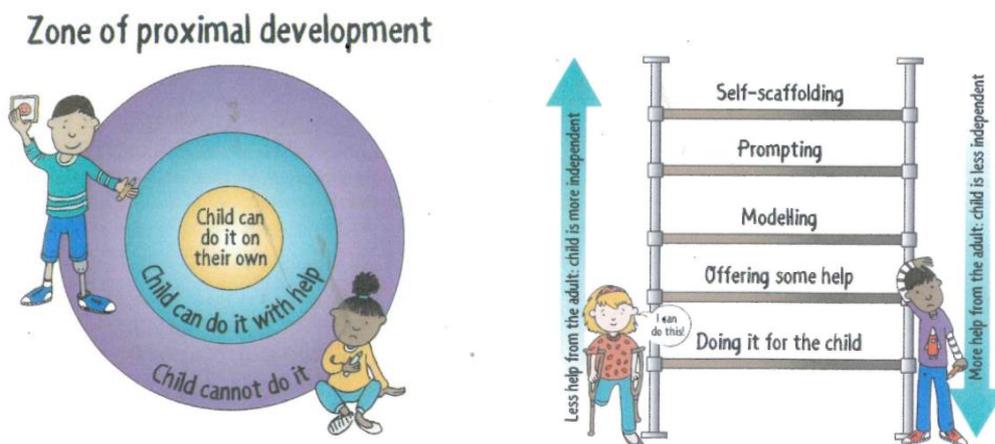
As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

How do we help our children to learn? – Pedagogy

- Trusting relationships, where children feel comfortable to take risks and engage in learning conversations.
- Strong routines providing care, reassurance and an atmosphere for learning.
- Strong and effective links with home life.
- Repetition for mastery, practicing skills over and over.
- Consistency in teaching.
- Building connections, linking all areas of learning.
- A well planned learning environment.
- Engaging children in their own interests.
- Giving them opportunity for sustained and extended play.

Interactions with children

Interactions with children are based on a ‘sustained shared thinking’ approach which is where 2 or more individuals work together in an intellectual way to solve a problem. The adult will use scaffolding techniques until the child gets it.



Teaching staff will support and challenge children’s thinking and help them to clarify their ideas. They will get involved by asking open ended questions to promote thinking. The adult and the child will work together to develop an idea or a skill. This requires trusting relationships which we endeavour to build in the EYFS at St Leonard’s. The teaching staff do this by showing genuine interest and by helping the children to make connections in their learning.

Classroom Environment

To support children in building connections in learning the environment is designed so that children can fetch materials easily and be able to move them from one place to another to extend their own play and learning, both indoors and outdoors. Displays in the classroom are interactive and display learning in action. Some are areas where children can peg up their own work that they are proud of.

7. The best for every child - Inclusion

Our setting is the intervention for children. 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 or are from a disadvantaged background, intervention programmes will be implemented and the child will have a learning passport written for them and shared with parents. Teachers and Teaching Assistants plan programmes together and where needed with liaison with the Special Needs Co-ordinator. The class teacher is also the SENDCO and this ensures children with special educational needs are identified as early as possible. Specialists from outside agencies suggest alterations to teaching and resources which will support the child.

8. Checking what children have learnt – Assessment and recording

At St Leonard's First School ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and carers.

Observational assessments are made 'in the moment' with the child whilst staff are supporting children and moving their learning on. Observations are recorded of the learning processes children go through to record how their thinking is developing. The children's learning is documented through photos and words on our online learning journal 'see saw'. A platform shared with parents.

Assessment is done with a knowledge of child development and using a progression ladder.

The school receives transition information from the Nursery the pupils have attended which includes the 2 year development check. A written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). They will also carry out structured observations to support baseline judgements.

Staff then record each child's level of development each half term, 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. If a child is not on track to achieve the expected standard in an area of learning then interventions will be explored to speed up progress.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and carers. The results of the profile are shared with parents and carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

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 early July each year.

9. Partnership with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and carers. This sets the scene for children to thrive in the Early Years.

We value what parents and carers tell us about the way in which their children behave and learn at home.

All parents are encouraged to chat, play and read with their children by school staff.

Parents and carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person (who in this case is the child's class teacher) who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

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 evening.
- ✓ Inviting the children for at least 6 weeks of a mixture of mornings plus lunch times and afternoons to ease transition into full days at school.
- ✓ Inviting parents to phonic and reading workshops/ lesson observations 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 newsletters.
- ✓ Sharing photos, updates and 'wow moments' on See saw (our online communication and home learning platform)
- ✓ Offering three, 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 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.

Potential barriers to parent partnership	How we approach this barriers at St Leonard's?
Time and Energy	Where some children receive much less support for their learning at home. School can offer extra help. School will provide learning activities that require a short amount of time which have the most impact on progress for home learning.
Knowledge, emotions and confidence	The weekly newsletter, website, parent workshops and personalised reading diaries provide parents and carers with the knowledge they need to help their children.

	Parents confidence is developed through providing motivation and praise through our weekly newsletter, parent telephone conversations (from the class teacher or their own child).
Perceptions of responsibility	Responsibilities of home and of school are outlined in school policies and through the school newsletter. These are often explained at parent consultation meetings.

10. 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 evening 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.
- Class teachers visit to Nursery to meet and get to know children.
- A gradual introduction to the school day throughout the Summer Term.
- See saw online platform introduction for 'tiny sparks' to begin posting learning the children do on their transition days for parents to see.
- An open evening after a few weeks for parents to see how their children have settled into school.

11. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our suite of safeguarding and Health and Safety policies and risk assessments which have been written in accordance with '**Keeping Children Safe in Education 2021**' and the local Staffordshire Safeguarding Board.

All teaching and office staff in the setting have a recognised paediatric first aid qualification in line with the EYFS framework 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, children have their own cups so that they can help themselves to water at any time.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- the effects of eating too many sweet things
- the importance of brushing your teeth
- We also give them the opportunity to learn how to brush their teeth properly.

12. Monitoring arrangements

This policy will be reviewed and approved by The Headteacher every two years.

At every review, the policy will be shared with the governing board.

13. Our Early Years Foundation Stage Actions for Improvement 2022

- Develop our collaborative approach to writing alongside the child.
- Improve observations to include how the learning is scaffolded when planning 'in the moment.'
- Develop workshop style continuous provision in all areas of learning.
- Develop support prompts for teaching each area of learning 'in the moment'.
- Re-build stronger parent partnerships following the Covid Pandemic.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy See medicines Policy
Administering medicines policy	See medicines Policy
Emergency evacuation procedure	See fire evacuation policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See missing children policy See late and non-collection policy
Procedure for dealing with concerns and complaints	See complaints policy

Appendix 2 EYFS Early Learning Goals

Early Learning Goals

<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<p>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<p>Physical Development</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
<p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. 	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
<p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<p>Mathematics</p> <p>Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitize (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including even and odd, double facts and how quantities can be distributed equally.
<p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them, and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonics knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words. 	<p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

Appendix 3 EYFS Areas of Learning



Personal, Social and Emotional Development – I can show respect and love.

The skills we strive for our children to gain, particularly in light of the recent Covid-19 Pandemic are those of: confidence, independence, adaptability and emotional resilience.

Being able to organise themselves and their belonging, being able to look after their learning environment, to tidy away and understand personal space. To show respect in the widest sense including respect for their own and the work of others.

To take risks; to try new activities and new foods. To build relationships with new people.

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.

We achieve this through the use of our consistent restorative behaviour policy using the firm rules of 'Mr Potato Head' which are easy for younger children to remember. This supports our children with self-regulation.

Our aim is for our children to be able to hold information in their minds, focus their attention, regulate their behaviour and plan what to do next.



Mr and Mrs Potato Head help us to remember
how to be bright flames! 



LOVE each other and ourselves.



LOVE learning.



RESPECT each other and ourselves.



RESPECT the school environment and property.



Thinking caps to think about God, about each other and about our learning.



Looking eyes to notice and learn.



Listening ears to understand.



Loving hearts



Kind mouths with thoughtful words.



Helpful hands to do good deeds.



Walking feet to keep us safe.

25

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.



Physical Development – I am an exploring elephant.

Physical activity is vital in children’s all round development, enabling them to pursue happy, healthy and active lives.

Our beautiful outdoor environment enables us to make the most of the outdoors and we encourage children to play outside as much as possible. We aim for our children to be active for 180 minutes each day.

Our intention is that children learn how to take measured risks and they are given access to our playground and welly Wednesday forest school area. We encourage children to learn about nature and look after their environment through regular welly walks in the woodland valley and stream next to the school. There is a well-established and comprehensive PE curriculum with a qualified coach and a specialist dance teacher. Children are taught about the importance of regular exercise and healthy eating, and are encouraged to join in with whole-school sports initiatives such as intra-school competitions, the daily mile and others.

Included in our PD curriculum are goals we feel it is important for our children to reach in Early Years , such as learning to ride a bike, tying their own laces, peeling fruit, eating efficiently with cutlery and ensuring that they develop the core strength needed for lots of activities.

We know that fine motor control and precision helps with hand-eye co-ordination which is linked to early Literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow our children to develop proficiency, control and confidence.

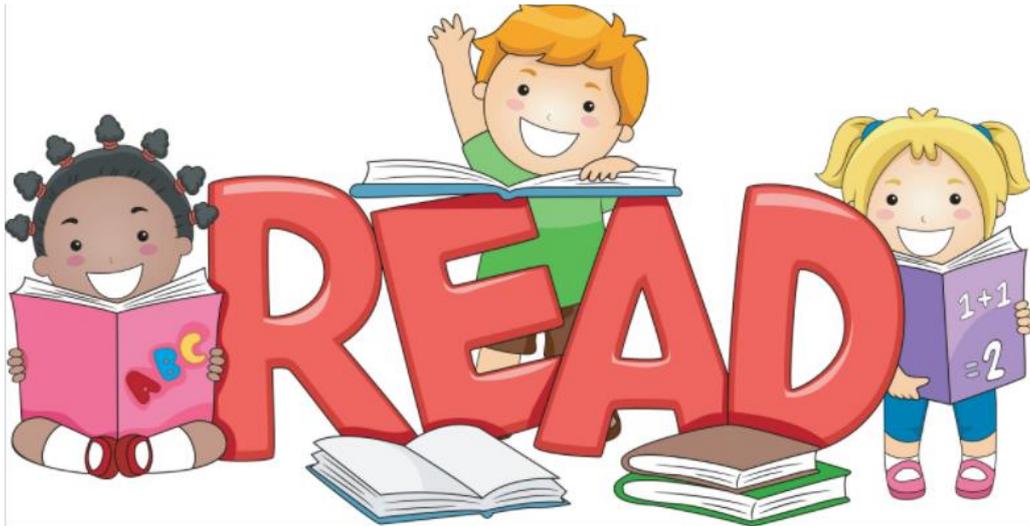


Communication and Language – I am a Proud Peacock

Children are encouraged to listen and communicate appropriately. We enhance the classroom and outdoor area to reflect each learning quest. Each quest encompasses enhancements to the learning environment that include role-play areas, small-world play and story-making tables to encourage the children to act out scenarios and discuss concepts being learnt. This helps children learn and use new vocabulary introduced through the topics. Children are encouraged to ask questions and contribute to whole-class and group discussion whenever possible. Children who struggle to communicate are targeted in the provision and learning interventions are used when children lack confidence or do not have the age-appropriate skills.

We teach children the pronunciation of phonemes during phonics through modelling and practice. Any child showing significant difficulties with this will be referred to speech therapy.

As much as we encourage children to speak confidently we also teach them to exercise control over when to speak and how to gain attention.



Reading and Phonics - I can endeavour and persevere. I am curious.

We aim to teach children to read and develop a love of books as soon as they arrive at St Leonard's School, and books are used to teach learning quests and to enhance our whole curriculum.

We follow a systematic approach to phonics teaching based on the Supersonic phonic friends scheme. Phonics lessons are taught daily for twenty minutes. Each session includes an opportunity for children to apply the new phonics they have learnt.

Precision teaching is used for all children to move learning on at a fast pace and support children to retain their knowledge of the sounds taught.

As children progress through learning letter sounds in the scheme they take flash cards home in a box to recap at home. As they progress to learning tricky words these also go home in the box. Words and sounds children are working on go on their target wall in the classroom to support precision teaching.

In addition to daily phonics, children take part in individual reading daily. Reading books are taken home every day. Books in the class library are changed each half-term to reflect the different seasons, topics taught and children's interests. Teachers read stories to children from high quality age-appropriate texts at every available opportunity and from 3pm to 3.15pm each day at whole school story time. These books are then used to enhance the learning environment and reading area.

Children who need extra help with phonics are targeted in the provision by staff. Phonics activities are set up in continuous provision with individual children's next steps in mind.



Writing – I can endeavour and persevere. I am a creative chameleon.

We introduce writing straight away, and teach handwriting alongside the supersonic phonics curriculum. Each child has a phonics job jotter book where they are taught a pre-cursive style. Children are only taught to join letters when the formation of all letter shapes is consistently clear.

Guided writing activities are taught as a whole group. These include writing topic words, lists, captions and short narratives. Guided writing activities are based on the topic being taught and the class book is often used as a basis for writing.

Children are also encouraged to write in the provision in the role-play area, writing area, maths area, library and outdoors. The children are provided with a range of pencils, pens, and other media via our classroom 'message station' to encourage them to write as much as possible. We hope to inspire children to write independently after they have been introduced to writing skills in their guided writing sessions.

Children are given a thoughts and feelings journal in which they can write their own ideas of what they are thankful for several times a week. This is independent writing and is a clear measure of progress.

When children have learnt to segment letter sounds and write CVC words they take part in simple sentence dictation individually or in a small group. This provides an opportunity to give children direct feedback, to model and scaffold learning to write.

As children learn to spell key words they take home a spelling scrap book to spell words in rainbow pens.



Mathematics – I can endeavour and persevere. I am curious.

Children are taught maths through guided group work and whole-class activities. We also use maths enhancement activities in the different areas in the classroom, including the outdoors. The main aim of the maths curriculum is to teach children to be able to subitise numbers to ten automatically as soon as possible. We begin by concentrating on one number a week in the first term, with the aim that children have a better understanding of one digit numbers before they move on to place value, calculation and arithmetic later in the year. Children also learn shape, space and measure skills and knowledge through guided work and as activities in the enhanced provision. Children who need extra help with mathematics are targeted in the provision by key members of staff. Maths activities are set up in continuous provision with certain children's next steps in mind.

All children take home a Magical maths box from the start of reception which includes, number flash cards, straws to count, numicon cards and number facts when they are ready. Parent support learning of core skills at home through using this box and being directed by the teacher on next steps.

We work hard to ensure the children are ready for the National Curriculum by the end of the Reception year. Currently, we are developing a set of number facts that we expect Reception to know by heart before moving to Year 1. We have also recently signed up to the developing Early Number Maths Mastery programme with NCETM.



Understanding the World – I am an exploring elephant. I am curious.

We strive to give children knowledge about the world around them and the rest of the world. Science is taught through all of our learning quests. For example, learning about our bodies in our burps, bottoms and bile learning quest. We are extremely fortunate to have so much nature on our doorstep. Staff are very knowledgeable about local wildlife and plant species, and endeavour to pass this knowledge on to children at every opportunity.

Geography is taught, including maps and countries of the world, through learning about Ipstones and comparing it to other places. We take a trip every year to Derby to look at a contrasting city environment and to explore a faith trail.

Similarly, we introduce the children to history learning about people of the past and events of the past. Children explore the chronology of their own lives. Local History and Geography are at the heart of our EYFS curriculum as we learn about all of the special things about where we live.

We teach RE throughout the year based on celebrations including, The Diwali story, The Christmas story and the Easter Story so that children are introduced to different belief systems. Children learn to enjoy Bible stories and become familiar with what it means to be a Christian.

Each child's culture is valued and connections made between home, school and the wider community and world.



Expressive Arts and Design – I am a creative chameleon.

There is a strong emphasis on Art and music at St Leonard's. We want children to sing songs, make music, dance and perform. We have regular music and dance lessons taught by teachers with a special interest in music and a qualified dance coach. Children are given time to play imaginative games and make up stories, songs and dances. Children are encouraged to perform to others often using the outdoor stage, the local church or worship time. The role play area is an integral part of class life and we also use a range of role play boxes to enhance provision. For example we may have a hairdressers box, opticians box, doctors box and shoe shop box in a learning quest about our bodies.

In Art, the children are taught how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. We study famous artists. Child-initiated art activities are encouraged during continuous provision as well as art and crafts being taught by the staff. Children are able to experiment with paint and glue and other media before making products. We endeavour that children leave Reception with good Art skills, as well as encouraging them to use their own ideas and techniques in their art and design work. Children are encouraged to show their individuality rather than making the same products as everyone else, developing their creativity like a creative chameleon.