



St. Bernadette's Catholic Primary School

Growing Together in Faith, Love and Learning.

Engagement, excitement, and enrichment lie at the heart of our curriculum. In recognising the unique gift that is each child in our school family, we aim to provide a rich curriculum that is firmly rooted in the gospel values. The spiritual aspect of awe and wonder drives our creative curriculum, providing exciting, engaging opportunities and experiences to further enhance the statutory curriculum and fuel a passion for learning and a love of the world in which we live.

High quality teaching is that which is differentiated and personalised to meet the needs of the majority of children and young people. Some children and young people need something additional to or different from what is provided for the majority of children; this is special educational provision. We, the family of St Bernadette's, endeavour to ensure that effective provision is made for all those who need it. More details are available on the school website under the SEN school offer.

POLICY FOR EARLY YEARS

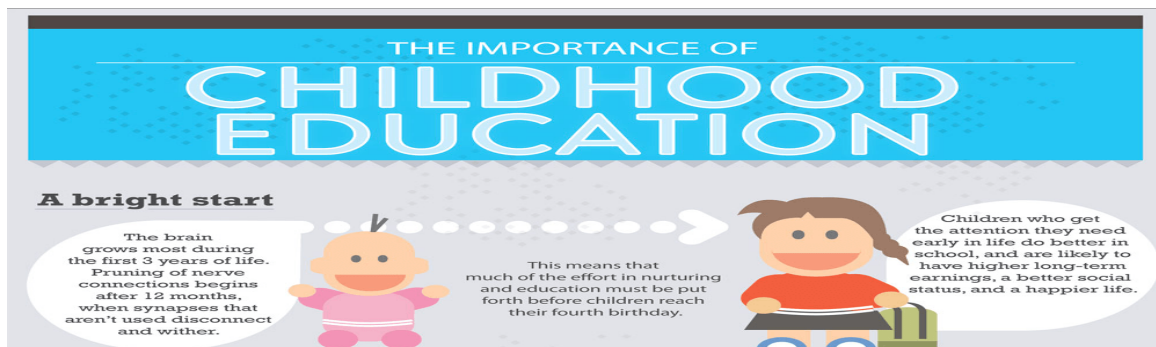
**"Do not let anyone look down on you because you are young but be an example for the believers in your speech, your conduct, your love, faith, and purity."
(1 Timothy 4:12)**



The importance of Early Years

"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."

EYFS Statutory Framework 2017



"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".

(DfE, Statutory framework for the early years foundation stage).

From when your child is born up until the age of 5, their early years' experience should be happy, active, exciting, fun, and secure; and support their development, care and learning needs. The EYFS Framework explains how and what your child will be learning to support their healthy development.

What is the Early Years Foundation Stage?

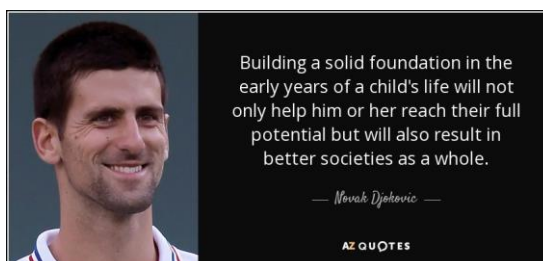
The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, all children can join us, from the age of three in our Nursery or in Reception at the beginning of the school year in which they are five.

'The Early Years Foundation Stage (EYFS) sets the standards that all early year's providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life'. **EYFS Statutory Framework 2023**

Aims and purposes

"Whatever life experiences and achievements are to be built on, they need foundations that are rich, broad, varied and robust".

Julia Fisher, The Foundations of Learning, 2000



The aims for the EYFS at St Bernadette's are based upon the principles for Early Years education which are set out in the **EYFS Statutory Framework 2023**.

The EYFS seeks to provide:

- **Quality and Consistency** in all early year's settings, so that every child makes good progress, and no child gets left behind.
- **A Secure Foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
- **Partnership Working** between practitioners and with parents and/or carers.

- **Equality of Opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

Curriculum

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The **learning and development requirements** cover:

- **The Areas of Learning and Development** which must shape activities and experiences (*educational programmes*) for children in all early year's settings.
- **The Early Learning Goals** that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five); and
- **Assessment arrangements** for measuring progress (and requirements for reporting to parents and/or carers).

The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare. At St Bernadette's we comply with the steps stated in the **EYFS Statutory Framework 2023**.

Please refer to Whole School Policies and practises.

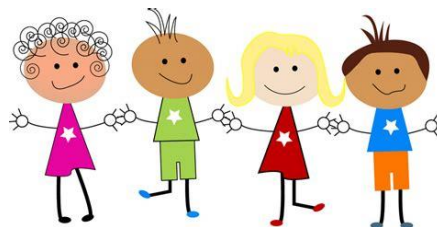


Overarching Principles

The Early Years Foundation Stage curriculum builds firm foundations, focusing on four themes/guiding principles; A Unique Child, Positive Relationships, Enabling Environments and Learning and Development (children develop and learn in different ways and at different rates). These themes express important Principles underpinning effective practice in the care, development and learning of young children. Each principle is supported by four Commitments which describe how the principle can be put into practice.

A Unique Child

We believe that every child is a competent learner from birth who can be resilient, capable, confident, and self-assured.



The 4 Commitments:

1.1 Child Development – Children develop in individual ways and at varying rates and all areas of development are equally important.

1.2 Inclusive Practice - The diversity of individuals is valued and respected.

1.3 Keeping Safe - Children develop resilience when their physical and psychological well-being is protected by adults.

- home language, special educational needs, or ability.
- To ensure that all the children feel secure, included, and valued.
- To establish feelings of respect and trust with all children and their parents or carers.
- To treat each child as an individual and provide equality of opportunity.
- To encourage self-confidence and a positive approach to learning in all children.

During the New Starter visits, we talk to the child and the parents about the child's ethnic, religious, and cultural heritage, and experiences at home. They are also asked to complete Bernie Scrapbooks (Nursery) or Summer Scrapbooks (Reception), which include photos of their family, their adventures (visits or holidays) and activities that they love to do. They bring this to share on their first day at Nursery or Reception. Staff will use this information when planning and carrying out activities to ensure that familiar experiences are used as starting points for learning.

When planning, setting up and altering the rooms, outdoor areas, displays and equipment, the staff will aim to create an environment that encourages a positive attitude to learning. This will include:

- Keeping the environment free from any discriminatory practice or stereotypical images
- Valuing the local community and environment as a source of learning opportunities
- Using displays, resources and equipment that reflect the community in which the children live as well as the wider world.
- The curriculum will include activities to encourage children to respect their own cultural background and beliefs and those of other people. These will include:
 - Activities relating to a wide range of religious, ethnic, and cultural festivals.
 - Telling stories, listening to music, and looking at pictures and videos from a range of cultures and religions
 - Role play activities that reflect a variety of cultures.
 - Discussions with and between the children about the similarities and differences in their experiences and the reasons for those similarities and differences.
- We will ensure that all children are given support to participate in activities, experiences, visits, and discussions and to ensure that all children are listened to carefully and with respect.
- We will carefully consider the need for equality of opportunity when planning activities and experiences. When necessary, we will modify activities or provide additional equipment or materials to ensure children are not excluded.

Keeping Safe

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. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards (See Early Years Outdoor Learning Environment Policy).

We aim to protect the physical and psychological well-being of all children, following the statutory requirements set out in section 3 of the *EYFS Statutory Framework 2023* (See *Whole School Safeguarding & Child Protection Policy*).

Within Nursery and Reception, the Class Teacher takes lead responsibility for Child Protection, referring any 'issues of concern in the child's life at home or elsewhere' to the School Designated Safeguarding lead.

Health and Well-being

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."



At St Bernadette's we understand that we are legally required to comply with certain welfare requirements as stated in the **EYFS Statutory Framework 2023**. We understand that we are required to:

- Promote the welfare of children, understanding all safeguarding policies & procedures.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Promote good health, including the oral health, of children preventing the spread of infection and taking appropriate action when children are ill.
- Ensure that "adequate supervision" during mealtimes necessitates that children must be within both sight and hearing range of a responsible adult.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure that the premises, furniture, and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe and efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements:

- Each child is assigned a **Key Person** (buddy). Their role is to help ensure that every child's care is tailored to meet their individual needs'.
- **Staffing arrangements** meet the needs of all children to ensure their safety. We ensure that all children are adequately supervised, meeting child ratio requirements.
- **Health and medicines** – We follow the whole school policy on procedures for administering medicines.
- **Food and drink** - All snacks and drinks that we provide are healthy, balanced, and nutritious. Before admission, we obtain information about any special dietary requirements, preferences, and food allergies that a child has. Drinking water is always available and accessible. Within Nursery, we provide a supervised eating area for snack and lunch in class and Reception children eat snack together and lunch in the School Hall.
- **Accident or Injury** – We ensure that at least one member of staff holds a paediatric first aid certificate within the Early year's settings. A first aid box is always available, with the appropriate content. We keep written records of accidents and injuries. Parents are informed of any accidents or injuries on the same day, or as soon as reasonably practicable after, and of any first aid treatment given'.
- **Safety and suitability of premise, environment, and equipment** – We provide sleeping mats and covers for children (these are wiped and washed after every use) and sleeping children are frequently checked.
- **Special Educational Needs**- We follow the whole school arrangements in place to support children with SEN or disabilities. The Nursery Teacher is the Nursery SENDco, working alongside the School SENDco.
- **Information and Records** – We maintain records and obtain and share information with parents and professionals. These are easily accessible and available. We follow all GDPR practises.

Supervision-

Within our Early Years appropriate arrangements are in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision fosters a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues.

At St. Bernadette's supervision provides opportunities for staff to:

- Discuss any issues – particularly concerning children's development or wellbeing, including child protection concerns.
- Identify solutions to address issues as they arise.
- Receive coaching to improve their personal effectiveness.

Please refer to Whole School Policies & practises.

Positive Relationships

We recognise that children learn to be strong and independent from a base of loving and secure relationships with parents and/or key person (teacher).



The 4 Commitments:

2.1 Respecting Each Other – Every interaction is based on caring professional relationships and respectful acknowledgement of the feelings of children and their families.

2.2 Parents as Partners – Parents are the first and most enduring educators. When parents and practitioners work together in early year's settings, the results have a positive impact on children's development and learning.

2.3 Supporting Learning – Warm, trusting relationships with knowledgeable adult's support children's learning more effectively than any amount of resources.

2.4 Key Person - A key person (the teacher) has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents.

Respecting Each Other

At St Bernadette's every child is valued for who they are, and friendships and relationships are an important part of children's development from birth. We encourage children to develop socially, choose their friends, and manage their feelings whilst having fun and getting practical help and support from their friends.

We believe in developing respectful and caring relationships with all children and families while focusing on learning and development. Children are observed sensitively, and the Practitioners respond appropriately to encourage and extend curiosity and learning. By observing and listening what children like to do, and when they feel confident, scared, or frustrated we can take their lead and direction from their interests. Thus, the children will respond positively to challenges if they have a good relationship with the Practitioners.

Parents as Partners

Early years Practitioners have a key role to play in working with parents to support their young children. In our school we believe we aim to work in partnership with parents to enhance children's learning and development.

We do this through:

- An extensive Induction process- Meeting with parents prior to their entry to Nursery/Reception; Information sent with acceptance letters (links to our School website & Class Dojo), 'Stay & Play' sessions, New Starter Meetings for Parents, Nursery visits to Reception, Starting School 'Moving Up Days' and Summer Play Session.
- Meetings with parents &/or Nursery to discuss child's development before they start school.
- A Welcome Newsletter to introduce all Early Years staff and class routines.
- Growing Together Parents Workshop to discuss how children have settled into school and the EYFS Curriculum.
- Parent evening to discuss children's progress and next steps.



- Regular opportunities to talk about each child's progress, to look at and add achievements their child's Learning Journey – Termly Learning Journey Reviews to share their child's current interests and where their children are at in their development.
- Opportunities for parents to come and share their children's achievements (i.e., Praise Assemblies).
- Encouraging parents to talk to the child's teacher if there are any concerns about their child's progress.
- Sending home, a Curriculum Overview at the beginning of each half term, so that parents are aware of what their child is learning.
- Nursery & Reception Web page and Class Dojo, informing parents of weekly topics, Number of the Week and Sounds-Write Dojo posts and sharing children's achievements etc.
- Involvement in assemblies, celebrations, Wow days/weeks and class masses/collective worship.
- School Newsletter.
- Parental participation in fundraising and social events.
- End of year School Report & optional parents evening at the end of the summer term to discuss the Early Years Foundation Stage Profile.

Supporting Learning

We aim to work in partnership with the children and encourage them to take a shared responsibility for their learning. This is achieved by:

- Developing class rules together at the start of each year, to encourage self discipline.
- Encourage the children to play and access resources independently.
- Encouraging children to evaluate their work.
- Using observations of the children's interests to develop mini topics.
- Involving the children in their Learning Journeys.
- Having child conferences termly, to discuss achievements and targets for the next term. These are recorded as their two stars and a wish.

Key Person – St Bernie's Buddy

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. The Buddy helps ensure that every child's learning and care is tailored to meet their individual needs. They seek to engage and support parents and/or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate. In Nursery, each member of staff is given a group of 'buddy' children. At our school the Reception teacher acts a 'Buddy' to all children in EYFS, supported by the Teaching Assistant.



Enabling Environments

We recognise that the environment plays a key role in supporting and extending children's development and learning.

The 4 Commitments:

3.1 Observation, Assessment and Planning – Young children are individuals first, each with a unique profile of abilities. All planning starts with observing children in order to understand and consider their current interests, development, and learning.

3.2 Supporting Every Child – The environment supports every child’s learning through planned experiences and activities that are challenging but achievable.

3.3 The Learning Environment – A rich and valued environment supports children’s learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.

3.4 The Wider Context – Working in partnership with other settings, other professionals and with individuals and groups in the community supports children’s development and progress towards the outcomes of Every Child Matters; being healthy, staying safe, enjoying, and achieving, making a positive contribution and economic well-being.

Observation, Planning and Assessment

At St Bernadette’s we recognise that the environment plays a key role in supporting and extending the children’s development. This begins by observing the children and assessing their interests, development, and learning, before planning challenging but achievable activities and experiences to extend the children’s learning.

During the Early Years from Nursery to the end of Reception, children are assessed through observations whilst they play. This is a non-threatening way of finding out what children know and understand. It ensures we plan accordingly to meet children’s immediate learning needs whilst keeping parents ‘in the know’ as children blossom and grow during their Nursery year.

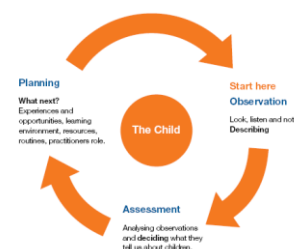
At St. Bernadette’s we use Class Dojo as a way of sharing our children's learning. It enables our parents to have a greater insight to what their child is doing each day in school. We will take photographs and videos to collect as evidence of your child’s special moments in school. The practitioners will attach notes to photographs or videos explaining the context and exactly what learning has been demonstrated.



We think this is a great tool for sharing up-to-date records with parents and parent to share ‘WOW Moments’ with us. These ‘WOW Moments’ are photographs or videos that parents have taken on any of their devices that they wish to share with their child’s class teacher. We love to see these and celebrate them with your children!

Ongoing assessment in the EYFS is an integral part of the learning and development process, helping parents, carers, and practitioners to recognise children’s progress, understand their needs, and to plan activities and support. Assessment is based upon the “Practitioner’s observations of what children are doing in their day-to-day activities”. All adults who interact with the children contribute to this process and information provided by parents is also considered. The ongoing dialogue between the Practitioners and Parents is essential.

The Practitioners regular ongoing observations and assessments of the children helps them to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children’s progress and observations that parents and carers share. It ensures that future planning reflects identified needs and any learning and development needs are addressed in with parents and/or carers, and any relevant agencies. Thus, the practitioner can plan relevant and motivating learning experiences for each child.



Observations in the EYFS take a variety of forms:

- Child- focused planned observation.

- Associate observation (where you are working directly with a child, and you decide something is important).
- Spontaneous Observations (when a Practitioner jots down something important which is not planned).

**Good Planning is the key to making children's learning effective, exciting, varied, and progressive.
(QCA 2001).**

Our planning is primarily based upon the individual needs, interests, and stage of development of each child in our care and use this information to plan a challenging and enjoyable experience for each child in all the areas of learning and development. We produce long term, medium term, and short-term plans. Our long-term plans focus on the Development Matters educational programmes and objectives which work towards the Early Learning Goals. Our medium-term plans highlight seasonal topics and themes (i.e., celebrations and festivals). Our short-term planning highlights our focus for the week, including enhancements to continuous provision.

- Practitioner's plan and monitor the curriculum together and ensure that all children are offered experiences in all six areas, indoors and outdoors during the week.
- We plan a mixture of Adult Focused, Adult Initiated (20%) and Child Initiated activities (80%).
- Over the year this programme is developed and gradually directed by Practitioners as children get older and more mature, so that as they approach transfer to Key Stage 1, they are prepared for the more formal curriculum.

All the children's achievements, interests and learning styles are recorded in a variety of ways. These include:

- Observations- Annotated Photographs
- Annotated samples of work
- Work/Activities chosen by the Practitioner, parent, and child.

There are also many ways in which children are involved in the assessment process:

- Select work to be photographed or displayed and share their thought and ideas about these.
- They can be asked about their likes and dislikes.

As Parents have a unique knowledge of aspects of their children's development, which is central to the assessment process. As a result, they are encouraged regularly to share 'Wow' moments on Class Dojo.



Ages & Stages Questionnaires

Within our Early Years Department, we use the Greater Manchester Combined Authority 8 Stage Assessment Model for Early Years, which aims to increase the number of children who are ready for school. Through a series of "Ages & Stages" questionnaires the progress of individual children from birth to 6 years old is assessed and monitored, enabling targeted intervention to be put in place. This draws upon parents' expert knowledge and provides reliable, accurate developmental and social-emotional screening. It has been specifically designed to pinpoint developmental progress and catch delays in young children- paving the way for meaningful next steps in learning, intervention, or monitoring. This is a time when action can have the greatest impact and because social-emotional and developmental delays in children can be subtle and can occur in children who appear to be developing typically, most children who would benefit from early intervention are not identified until after they start school. The screening enables us to detect developmental delays in children – and **more importantly to celebrate milestones.**

Initially, the ASE Questionnaire, which focuses on the child's social-emotional development will be sent home. Then Parents/Carers will be invited to Play and Stay sessions to complete the ASQ questionnaire which focuses on their child's development. Parents will be invited to 1-1 meetings with their child's Class Teacher to discuss their child's next steps on how to help their child at home.

Assessments within the Early Years are “based upon the observational evidence gathered from a wide range of learning and teaching contexts”. These are recorded and summed up in the Wigan Assessment Trackers.

Assessment

At the end of their Reception year each child’s level of development is recorded against the 17 Early Learning Goals, summarising if they have achieved a Good Level of Development across their Prime Areas and in Literacy & Mathematics. This is their Early Years Foundation Stage Profile (EYFSP).

The Profile provides parents and carers, practitioners, and teachers with a well-rounded picture of a child’s knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

The Profile reflects ongoing observations; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. These assessments are shared with parents throughout their child’s Early Years Journey.

Each child’s level of development is assessed against the Early Learning Goals. This is based upon the Practitioners ongoing assessments in the seven areas of Learning and Development. For each goal, we assess whether children are working at the ‘Emerging’ stage (not yet reaching expected levels), or at the Expected levels. This is the EYFS Profile.

Year 1 teachers are given a copy of the Profile report together with a short commentary on each child’s skills and abilities in relation to the three key characteristics of effective learning. These inform a dialogue between Reception and Year 1 teachers about each child’s stage of development and learning needs and assist with the planning of activities in Year 1.

For children attending more than one setting, the Profile must be completed by the school where the child spends most time.

The Profile is completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities are made as appropriate. When required we will seek specialist assistance to help with this. As children will have differing levels of skills and abilities across the Profile, there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG’s. They are also provided with a short summary on each child’s skills and abilities in relation to the three characteristics of effective learning (playing & exploring, active learning and creating and thinking critically). Parents are invited to meet the class teacher to discuss the profile.

At the end of the child’s time in the Early Years Foundation Stage and at transfer into Key Stage 1 (Year 1) Class teachers discuss the class and each child in detail.

Please see the Early Learning Goals below.

Early Learning Goals

Communication and Language	Listening, Attention and Understanding	<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.	Personal, Social and Emotional Development	Self-Regulation	<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.	Physical Development	Gross Motor Skills	<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.
		Fine Motor Skills			<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.			
Understanding the World	Past and Present	<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.	Literacy	Comprehension	<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.	Word Reading	<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 phonic knowledge by sound-blending.• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
		People, Culture and Communities			<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.		Writing	<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.
The Natural World	People, Culture and Communities	<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.	Mathematics	Number	<ul style="list-style-type: none">• Have a deep understanding of number to 10, including the composition of each number.• Subitise (recognise quantities without counting) up to 5.• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Numerical Patterns	<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 evens and odds, double facts and how quantities can be distributed equally.	
		Expressive Arts and Design			Creating with Materials		<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.	Being Imaginative and Expressive

Supporting Every Child

We work to recognise the needs of every child; planning learning journeys which are suitable for groups but flexible enough to cater for individual pathways along the way. The support children receive as they learn is personalised to meet their individual needs and to extend their talents. We encourage parents to work with us to identify what is necessary for each child at any time.

As children benefit from a range of experiences, including those that are predictable, comforting and challenging we plan for an environment which supports this. We therefore plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning.

The Learning Environment

We believe that the emotional, indoor, and outdoor environment all support the children's learning and development. We promote a warm, caring emotional environment where the children know their feelings are accepted. The environment provides them with the ability to express their feelings and a place where adults will help them to express their feelings.

Indoors

We believe the learning environment needs to be stimulating, inviting, colourful, interactive, and most importantly challenging, in order for effective learning to take place. This enables the extension and development of children's language and communication in their play.

We use materials and equipment that reflect both the community that the children come from and the wider world (free from discrimination and stereotypes).

It is well organised into clearly defined areas, which support and extend children's learning. All areas are attractive and suitably resourced so that children are encouraged to use them and engage in purposeful, challenging activities with or without the presence of an adult.

Resources are organised in such a way that children are enabled to make informed choices, select independently what they need and take responsibility for clearing away.

Outdoors

Being outdoors has a positive impact on children's sense of well-being and helps all aspects of children's development. It offers opportunities for doing things in different ways, first-hand contact with the natural world and the freedom to explore, use their senses and be physically active and exuberant. Children are encouraged to come to school prepared to play in each learning environment.

Please refer to our Early Years Outdoor Learning Environment Policy.

Why Outdoors?

Learning outdoors is central to children's learning.
It is where children want to be and presents unique opportunities which cannot be replicated indoors.

So why outdoors?

The foundations of each
child's learning depend upon
their ABC:

Attention

Balance

Co-ordination

It is essential for
intellectual,
emotional, and
physical growth.

It enables children to be
adventurous, explore and
investigate in relation to
their wider learning
environment.

A safe and secure
area can be provided
(even if it is only a
small area).

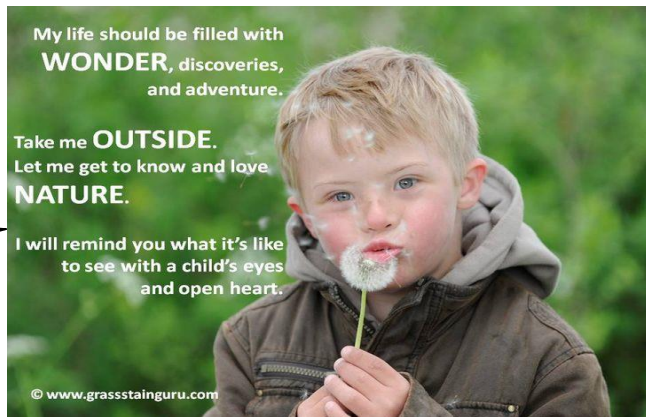
Outdoors provides
nourishment as
children learn through
movement.

It creates links
between areas
of learning.

Children can make
decisions; problem
solve and experiment in
relation to the world
around them.

Children can build,
create and be messy
on a large scale.

Children can engage
and enjoy physical
activity.



Resources and Organisation

Communication, Friendly Places inspires our learning environment. We believe that the learning environment needs to be calm, inviting, and interactive, in order for effective learning to take place.



We use materials and equipment that reflect both the community that the children come from and the wider world (free from discrimination and stereotypes).

The learning environment indoors and outdoors will be well organised into clearly defined areas.

These areas include:

- An Imaginative play Area.
- A Music Area to sing, make music and act out stories.
- A Library - an attractive and comfortable place to read, with a range of traditional tales, familiar authors, and fun books to read.
- A Mark Making Area with a variety of paper and tools to mark make or to write.
- A Number Area with activities which enable the children to explore numbers and problem solve.
- An Investigation area to explore.
- A Construction Area which enables the children to design and build.
- Art & Craft Area with a range of materials.
- A well-resourced and exciting Outdoor Area (a Mud Kitchen, Construction Area, Music Area, Allotment, Digging pit, Reading Tepee, Bike Track, Sand and Water areas with a variety of equipment).

All areas will be attractive and suitably resourced so that children are encouraged to use them and engage in purposeful, challenging activities with or without the presence of an adult.

Resources will be organised in such a way that children are enabled to make informed choices, select independently what they need and take responsibility for clearing away.

Resources are audited yearly, and areas of development are highlighted in the Early Years Action Plan.

The Wider Context – Links with the community

We value our local community and work with several agencies to support and put your child's needs first. We use the opportunities offered by our local community in the following ways:

- Visiting local parks, shops, and other attractions.
- People in the locality come to talk to the children; our Parish Priest, Wigan Athletic (health and fitness), and the Parish Community etc.

Learning and Development

We recognise that children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.



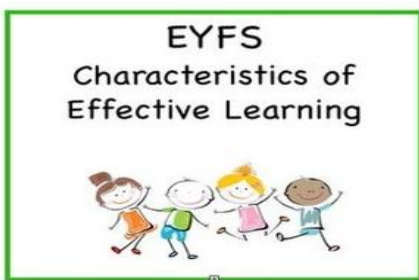
The 4 Commitments:

4.1 Play and Exploration – Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.

4.2 Active Learning – Children learn best through physical and mental challenges. Active learning involves other people, object, ideas, and events that engage and involve children for sustained periods.

4.3 Creativity and Critical Thinking – When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.

4.4 Areas of Learning and Development – The Early Years Foundation Stage is made up of **3 Prime Areas** and **4 Specific Areas**. The **Prime Areas** cover the knowledge and skills which are the foundations for children's school readiness and future progress, and which are applied and reinforced by the **Specific Areas**. Where they have close links with National Curriculum subject areas- particularly Literacy and Maths – they form an appropriate baseline for the National Curriculum.



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

Three characteristics of effective teaching and learning are:

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

Play and Exploration



adults.

We believe that play underpins all development and learning for young children. "Most children play spontaneously, although some may need adult support, and it is through play that they develop intellectually, creatively, physically, socially and emotionally". It enables them to use experiences they have and extend them to build up ideas, concepts, and skills. 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.

Providing well-planned experiences based upon children's spontaneous play, both indoors and outdoors, is an important way in which Practitioners support young children to learn with enjoyment and challenge. Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.

The role of the Practitioner is crucial in observing and reflecting on their play and building on this by planning and resourcing a challenging environment. This supports and extends their learning and their language and communication in their play.

There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners 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 will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

The Practitioner:

- Plans and organises structured and independent play.
- Observes Children during play.
- Joins in with play and thereby supports children in developing their ideas.
- Extends and develops languages in play.
- Provides appropriate and effective resources to facilitate play.

Self-regulation & Executive Function - are a fundamental element of our EYFS curriculum. Through a world of play, Storytime, and our curriculum we strive to develop the children's self-regulation and executive function.



Executive function includes the child's ability to: hold information in mind, focus their attention, regulate their behaviour & plan what to do next. These abilities contribute to the child's growing ability to **self-regulate**: focus their thinking, monitor what they are doing and adapt to regulate strong feelings, be patient for what they want & bounce back when things get difficult. **Language development** is central to self-regulation: children use language to guide their actions and plans.

Through play, in a secure but challenging environment children can:

- Explore, develop, and represent learning experiences that help them to make sense of the world.
- Practice and build up ideas, concepts, and skills.
- Understand the need for rules and learn how to control impulses.
- Learn to cooperate with others and be on their own.
- Take risks and make mistakes.
- Think creatively and use their imagination.
- Communicate with others, as they solve problems and investigate.
- Express different feelings.

Characteristics of Effective Learning



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Active Learning

Characteristics of Effective Learning



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We recognise that we learn actively and encourage the children to be mentally or physically engaged in learning. Active learning occurs when children are keen to learn and are interested in finding things out for themselves. When children are actively involved in learning they gain a sense of satisfaction from their explorations and investigations. The Practitioners work to challenge and extend their learning. We therefore plan for each child to develop personalised learning.

Creativity and Critical Thinking

Being creative involves the whole curriculum and is about discovering and making connections. We value each child's culture and encourage children to make connections between experiences at home, the setting and wider community. New connections help children to transform their understanding but this can often be a long process. We support and challenge the children's thinking by getting involved in the thinking process with them.



Development Matters

When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow. (Development Matters).

At St. Bernadette's we use the Development Matters guidance, which sets out the pathways of children's development in broad ages and stages.

*As the actual learning of young children is not so neat and orderly, accurate and proportionate assessment is vital. It helps us make informed decisions about what children need to learn and be able to do next and to check that children are secure in all the earlier steps of learning. Depth in learning matters much more than moving from one band to the next or trying to cover everything. For example, it is important to give a child many opportunities to deepen their understanding of numbers to 5. There is no value in rushing to 10. **Development Matters, July 2023***

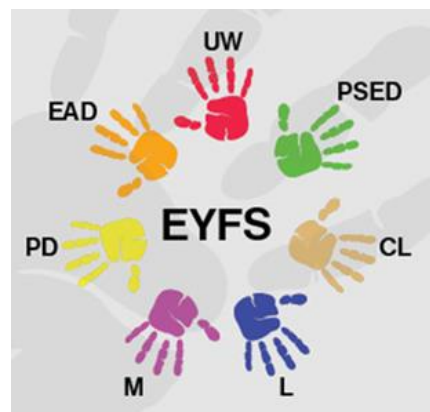


We believe that "children who may struggle in their early learning are not 'low ability'. We do not know what their potential might be. Every child can make progress with the right support". By using the **observation checkpoints**, **Development matters helps us to notice** whether a child is at risk of falling behind. By acting quickly and monitoring a child's progress closely, we make the right decisions about what sort of extra help is needed. Through sensitive dialogue with parents, we understand the child better and will offer helpful suggestions to support learning at home within the family. We also work closely with Wigan Early Years SENDco Team, Health colleagues, like health visitors or speech and language therapists, who offer vital support to this work. The aim is to improve outcomes for all children and help close the gap for disadvantaged children. (**A Celebratory Approach to working with Children with SEND, 2021**).

Areas of Learning and Development

At St Bernadette's the curriculum underpins all future learning by supporting, fostering, promoting, and developing children's:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



The **3 Prime Areas** begin to develop quickly in response to relationships and experiences and they run through and support learning in all other areas. They are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.



The **3 Prime Areas** are:
Communication and Language.
Personal, Social and Emotional Development &
Physical Development.

Practitioners working with the youngest children in Nursery, focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for school. It is expected that 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.

But throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners discuss this with the child's parents and/or carers and agree how to support the child. Practitioners always

consider whether a child may have a special educational need or disability which requires specialist support. We link with, and help families to access, relevant services from other agencies as appropriate.

These areas are strengthened and applied to the **Specific Areas** which include essential skills and knowledge. They grow out of the **Prime Areas** and provide important contexts of learning.

The **Specific Areas** are:
Literacy
Mathematics
Understanding the World &
Expressive Arts and Design.



The seven areas provide a framework, but this does not mean that all young children's learning is divided up into areas. One experience may provide a child with opportunities to develop several competences, skills, and concepts across several areas. For example, children building with blocks may cooperate in carrying the heavy and large blocks, negotiate the best place to put them, compare the weight and dimensions of different blocks and act out an imaginary scene. Therefore, they may be developing language, mathematics, physical, personal, and social competences through this one activity. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

Each learning area focuses on a child's development from birth through to five, where children work towards the Early Learning Goals (See **EYFS Statutory Framework 2023**). These set out the skills, understanding, knowledge and attitudes which it is hoped children will reach or exceed by the end of the Reception year.

In the Early Years Foundation Stage, we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goal's by the end of Reception.

Religious Education

As a Catholic school we strive to put Christ at the centre of everything we do by integrating Gospel values and the teachings of the Catholic Church into every aspect of learning, teaching,



and the totality of school life. We realise that a child's journey through school is also a journey of faith. We help to guide the children in our care along this journey through daily Collective Worship and Christian meditation. The school also follows the Religious Education curriculum Directory "RED" to teach RE. The children attend Mass and other services on a regular basis, and we work with Home and Parish to prepare children in Key Stage Two for sacramental celebration. Parents are regularly invited to join the children in our sharing assemblies and collective worship. There are also a number of services throughout the year when we gather together as a school community to celebrate our faith and reflect on the importance of our relationship with God.

The Aim of the School is to interpret human knowledge to its pupils in the light of the Gospel, with The School community contributing to the **spiritual** and **moral** formation of the pupils as well as to their intellectual and physical development. As a result, the withdrawal of pupils from formal religious instruction or worship would not isolate them from the Catholic teaching which the School gives and therefore no specific arrangements for withdrawal are in operation at present, although parents have the right to do so if they so wish.



The 3 Prime Areas

Communication and Language Development

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

EYFS Statutory Framework 2023

Communication and Language Development is made up of the following aspects:

- **Listening, Attention & Understanding** – is about Listening attentively and responding to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. It is about making comments about what they have heard

and asking questions to clarify their understanding. As a result, they can hold a conversation when engaged in in back-and-forth exchanges with their teacher and peers.

- **Speaking** – is about how children become skilful communicators. It is about them participating in small group, class, and one-to-one discussions, and them being able to offer their own ideas, using recently introduced vocabulary. It is also about them being able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate. As a result, they 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.

In class the children are encouraged to talk and listen in a range of contexts. They are encouraged to use a range of vocabulary and to learn new words. They are provided with opportunities to practise these skills and to gain confidence and competence in their use through a range of activities and learning experiences.

They have opportunities to become skilful communicators:

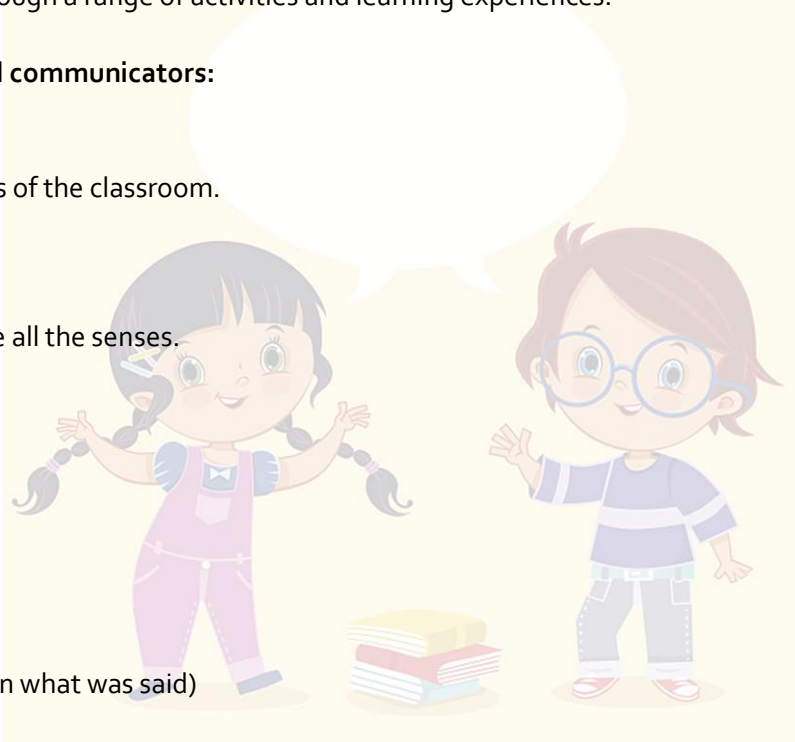
- Talking part in discussions.
- With their peers.
- When taking part in activities in all areas of the classroom.
- Using the listening centre.
- In the role play areas.

These activities and experiences will engage all the senses.

They are encouraged to:

- Follow our class listening steps.

1. Look (at the person talking)
2. Be still (hands and bodies)
3. Listen (concentrate on what is said)
4. Think (about what has been said)
5. Say (what has been said)
6. Friends (ask a friend if they have forgotten what was said)



- To take part in listening activities – to hear sounds, follow instructions when taking part in activities or drawing pictures.
- Use their voices in different ways – loud, quiet, whisper, expressing different feelings.
- To ask questions.
- To express their ideas in different ways – discussions, hot seating characters etc.

This area is planned and implemented through all areas of the curriculum and through a variety of topics.

Personal, Social and Emotional Development

Children's personal, social, and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life **EYFS Statutory Framework 2023**

Personal, Social and Emotional Development is made up of the following aspects:

- **Self-Regulation:** is about how children showing an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. It is about children setting and working towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. It is also about them giving 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.
- **Managing Self** is about children being confident to try new activities and show independence, resilience, and perseverance in the face of challenge. It is about them explaining the reasons for rules, know right from wrong and try to behave accordingly. It is also about them managing their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.
- **Building relationships-** is about children working and playing cooperatively and take turns with others as they form positive attachments to adults and friendships with peers. It is also about them showing sensitivity to their own and to others' needs. importance of children forming good relationships with others and working alongside others companionably. It is also about children having a sense of their own value and understanding the need for sensitivity to significant events in their own and other people's lives.

All children are provided with opportunities to practise these skills and to gain confidence and competence in their use through a range of activities and learning experiences.

- **They will be provided with the opportunities and encouraged to:**

- Be acknowledged and gain secure attachments with the Practitioners.
- Explore the classroom, areas, and activities.
- Use resources activities independently.
- Learn how to undress, dress, and manage their personal needs.
- Learn how to keep healthy and to learn about their bodies (hygienic practices, how to maintain their health and talking about their heart beating after running).
- To make new friends, showing respect and understanding.
- To express and learn about their ideas and feelings.
- To learn school and class rules; understanding what is right and wrong.

This area is planned and implemented through all areas of the curriculum and through a variety of topics.

Physical Development

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

EYFS Statutory Framework 2023

Physical Development is made up of the following aspects:

- **Gross Motor Skills** – is about how children negotiate space and obstacles safely, with consideration for themselves and others. It is about children demonstrating strength, balance and coordination when playing. It is also about encouraging children to move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.
- **Fine Motor Skills** – is about how children hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. It is about children using a range of small tools, including scissors, paint brushes and cutlery. It is also about children showing accuracy and care when drawing.

All children are provided with opportunities to practise these skills and to gain confidence and competence in their use through a range of activities and learning experiences.

They will be provided with the opportunities and encouraged to:

- Move with control and coordination, showing an awareness of space.
- Move imaginatively in dance, experiment with how their bodies can move in gymnastics' and how to control their movements in games.
- Build and construct safely (small and large scale).
- Use dough, small construction equipment, paint, stencils etc. to develop their fine motor control.
- Learn how to hold their pencil correctly and how to form letters.

This area is planned and implemented through all areas of the curriculum and through a variety of topics.



The 4 Specific Areas

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems, and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

EYFS Statutory Framework 2023

Literacy is made up of the following aspects:

- **Comprehension** – is about children demonstrating understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. It is about

children anticipating key event in stories and using and understanding recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

- **Word Reading** – is about children saying a sound for each letter in the alphabet and at least 10 digraphs. It is about children reading words consistent with their phonic knowledge by sound-blending. It is also about children reading aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- **Writing** – is about children writing recognisable letters, most of which are correctly formed. It is about children spelling words by identifying sounds in them and representing the sounds with a letter or letters. It is also about children writing simple phrases and sentences that can be read by others.

They are provided with opportunities to practise these skills and to gain confidence and competence in their use through a range of activities and learning experiences.

Linking sounds and letters

Phase 1 Overview

Phase 1 phonics is taught in our Nursery through daily speaking and listening activities that are 'well matched to children's developing abilities and interests'. These draw upon observations and assessments planning for progression and identifies children who need additional support, for example to discriminate and produce the sounds of speech'. Our rich and varied environment supports the children's language learning through Phase one both indoors and outdoors.

Phase 1 of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts Reception class. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Phase 1 is divided into seven aspects, *however at St Bernadette's we focus on aspects 1-6 so the children are prepared for Sounds Write Initial Code in Reception*. Each aspect contains three strands: Tuning in to sounds (auditory discrimination), Listening and remembering sounds (auditory memory and sequencing) and Talking about sounds (developing vocabulary and language comprehension).

It is intended that each of the first six aspects should be dipped into, rather than going through them in any order, with a balance of activities.

Aspect 1 - General sound discrimination – environmental sounds

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game, and making shakers.

Aspect 2 - General sound discrimination - instrumental sounds

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

Aspect 3 - General sound discrimination - body percussion

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

Aspect 4 - Rhythm and rhyme

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

Aspect 5 - Alliteration

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

Aspect 6 - Voice sounds

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.

In the Summer Term, the Reception staff set the children up for the Initial Code, by teaching them the behaviours for learning/drills for Sounds~Write in mini-Sounds~Write sessions.

Sounds~Write

In Reception we use Sounds~Write as our Synthetic Phonics programme. We teach the skills of segmenting (Lesson 1, 4 & 5) using the phrase "Let's say the sounds as we write..." Lesson 4. Lesson 6 is introduced in the Summer Term- 'Bridging Term'. Teaching through Error lessons are taught throughout the year. In a Sounds~Write session a variety of lessons (activities) are taught following the set scripts. Each unit is taught over a fortnight.



They will be provided with the opportunities and encouraged to:

- Continue to develop Phase 1 phonological awareness – focusing on sounds around them & creating sounds, rhythm and rhyme, alliteration and oral blending and segmenting, voice sounds.
- Segment phonemes orally to say Initial Code words.
- Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Uses appropriate letters for initial sounds in words.
- Segment to spell and write VC and CVC (Unit 1-7) VCC & CVCC (Unit 8), CCVC (Unit 9), CCCVC, CCVVCC & CVCCC (Unit 10), CCVC, CVCC, CCVC & CCCVCC (Unit 11) words – (some words are written with 2 different letters).
- Begin to learn and use (/k/: < c >, < k >, < ck > /ch/: < ch >, < tch > /w/: < w >, < wh >) in their reading and writing.
- Segment to spell two syllable words using Initial Code GPCs (e.g., grandad, dragon)
- Begin to segment to spell polysyllabic words with Initial Code graphemes, and adjacent consonants e.g., toothbrush, sandpit.
- Use phonic knowledge to attempt writing unknown words e.g., labels, signs.
- Write phonetically decodable words within sentences using Initial Code Unit 1-11 words.
- Make phonetically plausible attempts when writing.

Please refer to our Phonics/Spelling Progression Document.

The children are constantly encouraged to discuss letter sounds in reading books, big books and within their own writing.

Our 'magic pencil' shows the children how the letter is formed. Starting on the line, then following a set direction (See handwriting sheet). This can be adapted slightly for left-handed children. Letter formation and handwriting is practised and reinforced throughout all writing activities throughout the year (They can use their Letters Sounds Book and later they will receive a Mouse Writer Book).

They will be provided with the opportunities and encouraged to:

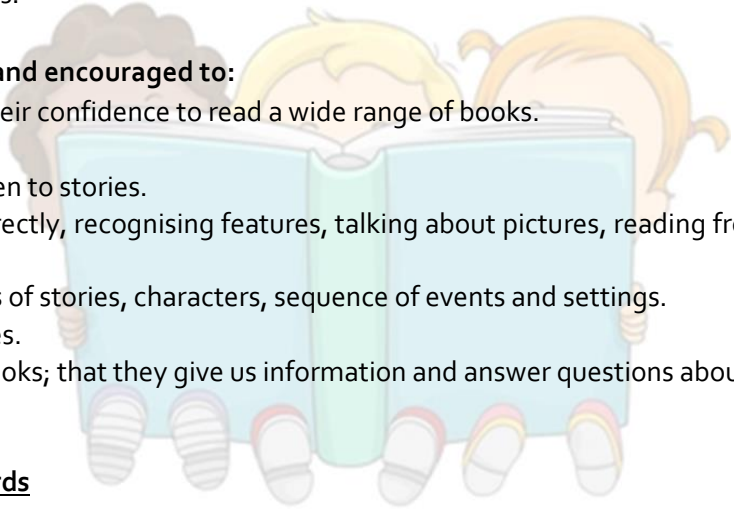
- Play simple rhyming and alliteration games.
- To hear everyday sounds (i.e., recognise the sounds of drinking, birds, and a washing machine).
- Find and recognise letters.
- To recognise the difference between, letters, words, and pictures.
- To link sounds to letters in a range of activities (i.e., painting and making letters, making objects which begin with the letter sound, matching letters, finding letters)
- To hear the first, last and middle sounds in words using our traffic light system (green for first, red for last and orange for middle sounds).
- To build words in games and activities.
- To use their phonic knowledge to read words.

Reading

In class the children are encouraged to explore the world of print; to read words in the world around them, lists, recipes, fiction and non-fiction books and poems.

They will be provided with the opportunities and encouraged to:

- To develop an interest in books and build their confidence to read a wide range of books.
- To read all print in the classroom.
- To read books in our class library and to listen to stories.
- To learn how to read; holding the book correctly, recognising features, talking about pictures, reading from left to right and reading new words.
- To develop their understanding of elements of stories, characters, sequence of events and settings.
- To retell stories using the language of stories.
- To show an understanding of non-fiction books; that they give us information and answer questions about who, what, where, when and how.



High Frequency (non-decodable) – Tricky Words

High Frequency (non-decodable) single syllable words whose spelling (at this stage in their learning) is not transparent to them are taught is, a, the, I, for, of, are, was, all, come, some, to, there, their, these, what, where and who.

Writing

In class the children are encouraged to explore the world of print; to write emergently with confidence.

They will be provided with the opportunities and encouraged to:

- To write emergently in a range of contexts (i.e., writing labels, stories, and lists).
- To write their own name and other words from memory.
- To write in a range of contexts (labels, lists, stories, information, poems etc).
- To hold their pencil correctly and form letters with control and co-ordination.
- To use their phonic knowledge in their writing.
- To begin to form captions and sentences using punctuation.

The children learn to write using a combination of approaches:

- Emergent writing - experimenting with mark-making on the writing table and role-play areas.
- Shared writing – The Practitioner models their writing, where to start, left to right, finger spaces etc.
- Independent writing - Children use the growing knowledge of key words and phonics to sound out and attempt new words.
- Handwriting - Children trace over, copy beneath, whilst learning to form each letter independently.



English Sessions

Over the year the children will be introduced to an 'English Session'. An hour of English is split into 3 parts:

Shared Time

Shared Reading

The whole class share a 'big book' or an enlarged text. The children have the opportunity to listen to the teacher 'model' reading, read aloud with the rest of the class (i.e., 'shared reading' or the teacher may pick out a part of the text for a small group or an individual to read).

Or

Shared Writing

Working as a whole class group the children have the opportunity to see the teacher model writing on the white board with input from the children. As the children's confidence and writing ability develop, they will be invited to come out and write on the board themselves. (The children love this part of the lesson).

Through shared reading and writing the children learn how to construct a simple sentence using a capital letter and full stop. They learn to appreciate reading and writing for different purposes.

Group Work

The children are split into groups. Each group will have a task set relating to the objectives for the literacy lesson. At least one group will be a 'guided reading' or 'guided writing' group. The task set will be similar to the work covered in the shared time but in a much smaller group. These activities will be Teacher Intensive, Teacher initiated or child- initiated.

Plenary

At this point in the lesson the children come together again as a whole class to discuss and share the work they have done and whether the objectives for the lesson have been achieved.

This area is planned and implemented through all areas of the curriculum and through a variety of topics.

Mathematics

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

EYFS Statutory Framework 2023

Mathematics is made up of the following aspects:

- **Number**– is about children having a deep understanding of number to 10, including the composition of each number. It is about children subitising (recognising quantities without counting) up to 5. It is also about children automatically recalling (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.

- **Numerical Patterns** – is about children verbally counting beyond 20, recognising the pattern of the counting system. It is about children comparing quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. It is also about exploring and representing patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

We believe that learning about Shape, Space and Measure is an important part of children's Early Maths skills.

- **Shape, Space and Measures** – is about how through talking about shapes and quantities, and developing appropriate vocabulary, children use their knowledge to develop ideas and solve mathematical problems.

In a broad range of contexts, they are encouraged to explore, enjoy, learn, practise, and talk about their developing understanding. All children are provided with opportunities to practise these skills and to gain confidence and competence in their use.

In class the children are encouraged to explore and use numbers in a range of practical contexts

They will be provided with the opportunities and encouraged to:

- Learn number songs and count to 20 & beyond in everyday contexts.
- Count forwards and backwards.
- Recognise, count, order & write numbers to 10 and beyond.
- Subitise and recall number bonds to 5.
- Explore evens and odds, double fact and sharing equally.
- Count in 2's.
- Use ordinal numbers.

- Count when playing simple games -counting forwards, backwards etc.
- Solve number problems.
- Compare Quantities recognising when one quantity or less or greater than another.
- To add and subtract numbers to 10 when solving problems.
- To solve everyday problems, when measuring, working with shapes, patterns, time, and money.

Shape, Space and Measures

In class the children are encouraged to explore shape, space, and measures in everyday contexts.

They will be provided with the opportunities and encouraged to:

- Sort and match objects in puzzles and games.
- To explore shapes and make objects from them - Recognise and describe 2D and 3D shapes.
- To make patterns and simple repeating patterns.
- Follow directions and describe the position of objects.
- Use the language of time, recognising day, night, morning, afternoon, and evening, and then telling the time.
- Use money to pay for items, recognising coins and giving change.
- Measure objects and find short and long.
- Compare and order capacities; empty, half full and full.
- Compare and order weights; heavy and light.
- Use these ideas to solve everyday problems.

Maths Time

Over the year the children will be introduced to 'Maths Time'. An hour of Maths is split into 4 parts:

The hour begins with a short starter, providing an opportunity for the children to practise and develop their maths mastery skills (e.g., counting forwards and backwards to 10, number bonds, doubles, counting in 10's etc).

Main Teaching Activity

The whole class are then introduced to the main objective of the lesson. This part of the lesson is interactive, the children are encouraged to 'have a go' at the tasks set, either orally or in written form on the large white board.

Group Work

The children are split into groups. Each group will have a task set relating to the objectives for the session. The task set will relate to the work covered earlier but the pupils will each have the opportunity to discuss their ideas further. These activities will be Teacher Intensive, Teacher initiated or child- initiated. This small group approach allows for assessment to be carried out in a formative, meaningful way. All pupils should feel ownership of their work and should understand their own individual routes for progression.

Plenary

At this point in the lesson the children come together again as a whole class to discuss and share the work they have done and whether the objectives for the lesson have been achieved.

This area is planned and implemented through all areas of the curriculum and through a variety of topics.

Understanding the World

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

EYFS Statutory Framework 2023

Understanding the World is made up of the following aspects:

- **Past and Present**– is about how children Talk about the lives of the people around them and their roles in society. It is about how children know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. It is also about how children understand the past through settings, characters and events encountered in books read in class and storytelling.
- **People, Culture and Communities** – is about how children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. It is about children knowing some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. It is also about children explaining 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.

- **Natural World** – is about how children explore the natural world around them, making observations and drawing pictures of animals and plants. It is about children knowing some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. It is also about children understanding some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Laying the Foundations for Computing in the Early Years

Although, 'computing may not be part of the *EYFS Statutory Framework*, there is much that goes on in the *EYFS* that provides a foundation for computational thinking – the golden thread that runs through *Computing in the National Curriculum*'. There are many opportunities for young children to use technology to solve problems (using computational thinking) and produce creative outcomes.

- **Technology** - is about how children find out about and learn how to use appropriate information technology such as computers and programmable toys that support their learning.

Children are provided with opportunities to practise these skills and to gain confidence and competence in their use through a range of activities and learning experiences.

They will be provided with opportunities and are encouraged to:

- Learn through stories.
- Explore and find out about their environment, people and places that have significance in their lives.
- Talk about and learn about past events (i.e., when they were a baby).
- Talk about features of surroundings and how to improve it.
- Explore stories, music, and dance from a range of cultures.
- Talk about their practices and beliefs.

- Observe and explore objects.
- Identify features.
- Experiment.
- Predict, plan and question in a variety of contexts.
- Solve problems.
- Make decisions.
- Operate simple ICT equipment.
- Complete a simple programme on a computer.
- To use a mouse and keyboard.

This area is planned and implemented through all areas of the curriculum and through a variety of topics.

Expressive Arts and Design

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

EYFS Statutory Framework 2023

Expressive Art & Design is made up of the following aspects:

- **Creating with Materials** – is about children safely using and exploring a variety of materials, tools and techniques whilst experimenting with colour, design, texture, form, and function. It is about children sharing their creations, explaining the process they have used. It is also about children making the use of props and materials when role playing characters in narratives and stories' independent and guided exploration of and engagement with singing songs, music and dance and a widening range of media and materials. It is about finding out about, thinking about and working with colour, texture, shape, and form in two and three dimensions; using tools and techniques safely.
- **Being Imaginative & Expressive** – is about how children Invent, adapt and recount narratives and stories with peers and their teacher. It is about how they sing a range of well-known nursery rhymes and songs and perform these with others.

All children are provided with opportunities to practise these skills and to gain confidence and competence in their use through a range of activities and learning experiences.

They will be provided with the opportunities to:

- Be expressive/communicate their ideas creatively and be messy – large and small scale in the class art areas.
- Construct using a wide range of objects.
- Select and use a range of tools and techniques.
- Role play situations in a variety of areas.
- Sing new songs, recognise, and explore sounds and move to music.
- Use their imagination in all areas of the curriculum especially in art and design, music, dance, and role play and respond to their experiences.

This area is planned and implemented through all areas of the curriculum and through a variety of topics.

Smooth Transitions

At St. Bernadette's we understand the importance of the transition process and, therefore we strive to ensure that all children have smooth transitions. When required we adapt our practises to support pupils settling into their new learning environment.



Transition from Home/Nursery/Childminder to Nursery

The initial transition to Nursery is key to ensuring that our children settle quickly, enjoy their Nursery experiences and that parents are happy and reassured when leaving their children.

To help with this transition:

- We work closely with parents from their initial visits and application for a place for their child at our Nursery.
- When parents receive their acceptance letters, they also receive key information and links to the Nursery website.
- All children and parents are invited to a 'Stay and Play' session before starting Nursery.
- When required we stagger entry and sessions to build up to their required hours.
- We liaise with childminders and other settings that the children have attended, to get full and rounded picture of each child.

Transition from Nursery to Reception

As an Early Years department, we work together closely throughout the year to make the transition from Nursery as smooth as possible both for parents and children.

Throughout their time at St. Bernadette's Nursery, all children can visit the Reception class for a variety of activities and events.

- In May, parents are invited to a New Starter Meeting where they are formally welcomed into our School Community, and they receive information on their child 'Starting School' (Starting School Packs are sent home).
- During the summer term our Nursery children frequently visit Reception in small groups for short 'Stay and play' sessions each week, to get to know the EYFS Practitioners and class routines. They are supported by their Buddy (Key Person)
- We offer visits during the second half of the summer term. In this, children visit on our 'Moving up Days' in July.
- Prior to the children starting school, the Reception Teacher visits the Nursery settings to meet with new children and teachers to get to know the children and to obtain background information.
- Nursery Overviews of Achievement and reports are passed onto the Practitioners and used to inform planning.
- Our Intake is split into 2 groups according to their date of birth (Autumn, Spring & Summer). This is split over a week and when they start school they are in full time. This enables us to settle each group smoothly.
- Early in the first half term of school Parents are invited to a Reception Welcome Meeting. They are introduced to the EYFS curriculum, and they find out how the EYFS class works. Expectations and routines are also discussed (A Reception Curriculum Pack is sent home for Parents and children).
- Parents are always welcome to arrange an appointment to see their Class Teacher to discuss any issues relating to their child.

All information is available on our class webpages.

In these ways we develop existing partnerships with Nursery parents and begin to establish a partnership with new parents.

Transition from Reception to Year 1

We aim to make the transition from Reception to Year 1 as smooth as possible both for parents and children by arranging a series of Transition events.

- Throughout their time in Reception, all children have the opportunity to take part in a variety of activities and events with the Year 1 class.
- Prior to the children starting Year 1, the Year 1 Teacher visits the Reception class to get to know the children and obtain background information.
- During the second half of the summer term the Reception Class will spend time in Year 1 with the Class Teacher.
- At the end of the child's time in the Early Years Foundation Stage and at transfer into Key Stage 1 (Year 1) Class teachers discuss the class and each child in detail.
- Assessments are discussed and handed up to the new teacher.
- Early in Autumn Term, parents are also invited to an informal meeting held by the Key Stage 1 Staff. They are introduced to the National Curriculum and learn how the Year 1 class works. Expectations and routines are also discussed.

The Year 1 class is also set up to ensure smooth transitions.

- Initially the curriculum is planned through a series of themes and topics, offering experiences of all six areas.
- A mixture of directed and free choice activities are planned for.

- Rules and routines are carried on from Reception.
- The learning environment is organised into attractive, exciting, and clearly defined learning areas.
- Children will have easy access to resources.
- Initially the children will be assessed through observation, and this will inform planning.
- Over the first term children will be introduced to new rules and routines and then to the new curriculum.

(**Smooth Transitions** Ensuring continuity from the EYFS, Bayley and Featherstone 2003)

Monitoring and Reviewing

Monitoring of the standards of the children's work and of the quality of teaching in Early Years is the responsibility of the Nursery Manager & Early Years Subject Leader.

The work of the Nursery Manager & Early Years Subject Leader also involves:

- Establishing and supporting colleagues in creating and teaching the Early Years Curriculum.
- Ensure all principles of policy are implemented.
- Ensure planning and organisation in line with policy.
- Being informed of current developments in Early Years.
- Being responsible for their own Professional Development.
- Providing a strategic lead and direction of Early Years in the school.
- Organising and co-ordinating the transition between Nursery and Reception & Reception and Yr. 1.
- Organising and delivering curriculum workshops for parents and/or staff when appropriate.
- Reviewing samples of work, observing lessons, and organising observations from other Subject Leaders.
- Using information to inform the Self-Evaluation document and then the EYFS & other Curriculum Action Plans.
- Giving the Head Teacher an annual report evaluating the strengths and weaknesses and areas for further improvement - Monitoring the impact on standards in the EYFS.
- Making curriculum reports to Governors where appropriate.
- Being directly responsible for the Early Years Baseline Assessment & Foundation Stage Profile ensuring the Head Teacher, Governors and Parents have relevant information in the appropriate form.
- Undertaking an annual curriculum audit to give information to support annual budget bids to the Head Teacher.
- Preparing annual curriculum budgets
- Monitoring the effective use of devolved curriculum budgets.



This policy was reviewed in November 2023 by I. Li.

It will be reviewed again yearly in September 2024.

Signatory:

Date: