

# A guide to Early Years, Halsnead Primary School



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# Our Vision

All children will leave Halsnead Early Years with a passion for learning and a love of reading.

They will be able to articulate their views confidently. They will be kind and caring and will know the importance of our school values. The children will be independent, confident to take risks, creative, curious and ready to explore the world around them.



# Our Intent

At Halsnead Primary School, we believe that in Early Years all children deserve to have an equal chance of success. Every child can make progress with the right support. Through a carefully planned curriculum, and strong relationships, we can provide a great start for all children.

In line with the recently updated Early Years Framework, our school aims to inspire children to be creative and to think critically. We will do this through encouraging children to make independent choices and ensuring communication and language is at the heart of everything. We will enable our children to develop knowledge and skills that are transferable and promote our school values. We believe children in Early Years should start their KS1 journey showing resilience, aspiration, kindness, respect, collaboration and integrity. We will embed these key values through our curriculum, continuous provision and strong relationships.

We understand that play is an integral part of learning and this is at the heart of our early years curriculum. In ensuring high standards of teaching and learning in early years, we will implement a curriculum that is progressive across both settings. We will work hard to ensure learning is built-upon each year, giving our children the opportunity to continually progress.

We will ensure all our children have access to enabling environments; both indoors and, outdoors. Our settings will be calm and organised and will create opportunities for children to develop their own learning journeys.

Our staff pride themselves on cementing meaningful relationships with our children and will endeavour to know each child's interests and individual needs. We will ensure high quality and purposeful interactions with all children, through appropriate dialogue and questioning and believe that the correct mix of adult directed and uninterrupted child initiated play, ensures the best outcomes for pupils.

The early years, by nature, provides an investigative curriculum that makes a significant contribution towards children's development.

# Safeguarding

**‘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’ – Statutory Framework for EYFS**

Safeguarding is everyone’s responsibility and underpins everything that we do. We ensure that we provide an environment where children feel safe, secure and are ready to learn. We provide high-quality care and education for all of our children. Staff receive regular training and we closely follow school procedures. For more information, please see our whole school safeguarding policy.

## **Safeguarding in Early Years**

### **Continuous Provision**

During continuous provision, children can learn and play both indoors and outdoors. We assess how many children are inside and outside and position our staff where they need to be to ensure are children are well supervised and safe.

Once children are all brought back inside, we count the children and an adult conducts a final check of the areas by walking around to ensure no children are left behind.

When selecting our resources, we assess our children’s needs and ensure everything used is safe and appropriate for the children. Staff will always model using new resources safely to our children.

We support children to independently take risks and ensure they are given opportunity to climb, use real china, hammers and other materials that may have some risk. Adults lead these activities where they teach and role model appropriate usage.

# Safeguarding

## Home time

Children sit with an adult and are called when their significant adult arrives. Parents are always encouraged to tell us of any changes to collection. We ask the parents to give us a password if we have not seen the adult before.. If a parent or carer has not informed us of a change to collection, we will call the parent or carer to confirm.

## Ratios and numbers

Registers are completed each morning and afternoon and document how many children are attending the session. The number of present children is displayed so that all staff can see how many children we have per session. In nursery, we follow the guidelines and ensure our ratios are 1:8 per teaching assistant and 1:13 per class teacher.

## School trips and outings

In early years, we pride ourselves on providing as many different experiences for the children as is possible. On local excursions, we ensure we have the correct ratio and that children are in small groups. When going on longer day trips, we encourage our parents to come and share the experience. We always risk assess venues/experiences before going. When leaving the classroom, adults always bring a first aid bag, a class list and a radio.



# Our Routines

In early years, we embed our daily routines from early on, so children are accustomed to, and comfortable with, transitions. We believe consistency is key to ensuring children have a calm and productive day.

## Nursery

Our nursery day begins at 8:30am and ends at 3:00pm. This consists of two, three hour sessions. Some children access 15hours a week, while others are with us for 30hours. With this in mind, we have adapted our timetable to ensure all children are given the same opportunities in each session.

## Timetable

Nursery's timetable AM	
8:30 – 8:45	Children come in do self-registration hang coats up wash hands sit on carpet with adult.
8:45 – 9:00	Register, good morning song, days of the week and weather report. Activity (key worker groups)
9:00 – 9:20	Colour groups
9:20 – 11:00	CP Interventions Snack
11:00 – 11:20	S&L, C&L. Sessions must end with a story or a song. Home time or lunch time key worker)
Nursery's timetable PM	
12:00 – 12:15	Children come in do self-registration hang coats up wash hands sit on carpet with adult.
12:15 – 12:30	Register, good afternoon song, days of the week and weather report. Activity (key worker groups)
12:30 – 12:50	Colour groups
12:50-2:40	CP Focused activities/Interventions Snack
2:40-3:00	S&L, C&L. Sessions must end with a story or a song. (Home time)

## KWG

Children are divided into key worker groups for the start and end of each session. These sessions focus on gross motor and fine motor skills, and communication and language skills. Children have a short ten minute session, twice a day with their familiar adult.

## Colour groups

Children are put in colour groups for their focused session. These sessions focus on one of the focused areas in developmental matters. The children are grouped based on ability, so that learning is tailored to the children's needs. Children move groups, depending on their own individual needs. We review the groups frequently.

# Our Routines

## Reception

Our reception day starts at 8:40am and ends at 2:55pm. Children have one hour for lunch.

## Timetable

Reception timetable AM	
8:40-9:00	Children come in sit with key worker register, name writing, gross motor/fine motor activity.
9:00-9:45	Songs – days of the week and weather
9:50-10:50	Continuous provision Snack Interventions
10:50-11:10	English
11:10 – 11:30	Focused English group/handwriting/outside provision
11:30-11:40	Whole class story
Reception timetable PM	
12:45-13:00	Maths
13:00-14:20	Continuous provision Maths groups/Interventions
14:20-14:40	PSED, KUW, Music
14:40 – 14:55	End of the day routines Daily reflections

## KWG

Children in reception start and end their day with in two groups. The start of the day will be an activity focused on children's fine motor skills and writing development.

# Our Routines

## **Tidy up time**

Children are expected to tidy up after their own independent learning. All our resources well organised, with pictures to support this. We promote respect and looking after our environments. We follow the moto, 'choose it, use it, put it away.' All adults join in with tidy-up time and are expected to model collaboration to children.

## **Continuous provision**

At Halsnead, we strongly believe that play is an important part of children's learning. We aim for children in reception to have at least one hour of uninterrupted play each morning and afternoon to allow them the time and space to choose their own learning. We aim for nursery children to have at least one and a half hour of uninterrupted play per session.

## **Snack**

Children have access to snacks during continuous provision each day. We provide a variety of healthy foods throughout the week and promote children's independence for choosing when and what to eat. Children enjoy pouring their own drinks; buttering their own toast and chopping their own fruit and vegetables. We believe it is important to teach these life skills from a young age.

## **Behaviour Policy**

In early years, we follow our whole school behaviour policy. We adapt this if/when needed for individual children. (see school policy for more information.)

# Admissions

## **Starting age**

At Halsnead we take children from age 3. Children can start the day after their third birthday. They will be able to access 15 hours for free.

## **Transitions**

### **Welcome pack**

Each child that is new to our school will receive a welcome pack. This includes all the necessary information for parents. It also has all the relevant information forms for parents to complete about their child.

## **Nursery**

Before children start, parents are invited into the setting to have a look around. We hold a 'Welcome to Halsnead' meeting each term for any new starters. Children are invited to attend a one hour settling in session. Teachers also upload a welcome video to Tapestry for parents to share with their child.

## **Reception**

Children due to start reception will have a well structured transition period. This will consist of them meeting their new teacher and some visits to the reception classroom. Parents will be invited to a meeting to support them with getting their child ready for school. Our reception teacher visits children who have come from other settings in their home and invites these children into school to be part of our transition sessions.

# Admissions

## **Hours we offer**

Our morning session is 8:30am until 11:30am

Our afternoon session is 12:00pm until 3:00pm

Lunch wraparound is 11:30am until 12:00pm (Children must bring their own lunch.)

Breakfast club is 8:00am until 8:30am

Afterschool club is 3:00pm until 5:30pm

## **Funding**

All children aged 3 and above are eligible for 15 hours free childcare. These can be accessed as two full days, or five am or pm sessions. Some children are eligible for 30 hours childcare and we offer childcare for these children. Children can access four and a half days with these hours. You can check your eligibility at [30 hours free childcare - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/30-hours-free-childcare).

## **Costing**

Children can access extra hours if needed and places are available. The prices for extra sessions and wraparound is ..

£10 per session

£2 lunch

£ Breakfast club

£ Afterschool club

# Enviroments



At Halsnead we pride ourselves on our calm and nurturing environments. Our environments are safe, language rich, inclusive, challenging, promote independence, are organised and cohesive.

Both nursery and reception environments offer opportunities for children to access all areas of the Early Years curriculum.

Our classrooms have specific areas to ensure this. Each area has an information sheet with key questions, learning outcomes and vocabulary that may be used in that area.

## **Specific areas**

Mark making/writing

Home corner

Dough/Funky fingers

Maths/Loose parts

Construction

Small world

Creative

Expressive arts

Physical

Gardening

Mud Kitchen

These areas are our non-negotiables and will be enhanced appropriately to support our curriculum and children's interests

# Enviroments



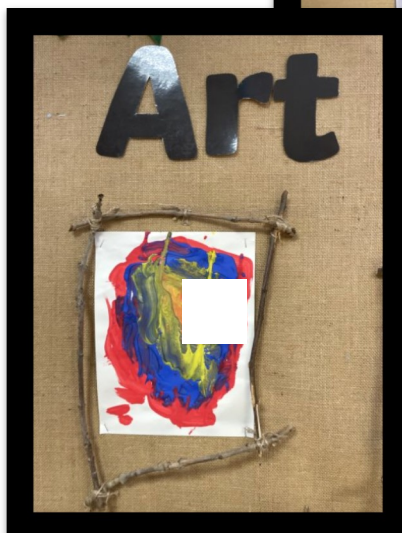
## Displays

Display boards are all backed with hessian and have a neat black border. We use ivory around our displays to add to our calming aesthetic and atmosphere. All displays are titled with black lettering. Where possible we like to have lights on our displays to attract children's attention. This also supports our belief that environments should be full of magic and wonder.

Displays should be a celebration of children's work and create talking opportunities for the children. Displays should have a mixture of images, children's independent work and text.

Each classroom has a display promoting our school values and our school behaviour system.

In reception, we have working walls that provide support for the children's current learning.



# Enviroments



## **Organisation**

In our setting it is important that our environments are well organised and accessible for all children. Inside, all our resources are stored in natural baskets or pots. All of our equipment is accessible for the children to choose independently, unless there is safeguarding concern.

We label all our resources indoors and outdoors using photographs so that children can see what is available and tidy away with ease. This promotes independence and supports children's learning. In reception our labels have photographs and words.

## **Recourses**

In our provision we try to use as many real life and natural objects as possible. We have a variety of loose parts in most areas for children to access. Throughout our indoor and outdoor areas we ensure children have access to mark-making materials at all times. This will include paper, pens, crayons, chalk and paint. In our creative areas, children have access to paint, scissors, glue and various other arts and craft resources. We allow children to use these as they choose. Staff model how we look after and use our resources correctly. Outside, we try to use larger scale materials so that children are able to develop their gross motor skills.

## **Language Rich**

At Halsnead we want our environments to be language rich and give children access to wide a range of vocabulary. We do this through enriching our areas with high quality texts, which staff share with the children on a daily basis. Most areas allow children to have access to books and explore the text and the meaning of print. We believe children should be exposed to print all around them. We do this with using food packets in our home areas, text on our displays, quotes around the classroom and the children seeing and recognising their names everyday.

# Effective Practice

There are **seven** key features of effective practice which we incorporate into our planning; day to day practice and routines to ensure we deliver high quality provision, ensuring every child's needs are met.

- **Parent Partnership**
  - **Assessment**
  - **Curriculum**
- **The Best for Every Child**
  - **High Quality Care**
  - **Pedagogy**
- **Self Regulation and Executive function**

# The best for every child

At Halsnead Primary School, we believe that in Early Years all children deserve to have an equal chance of success. Every child can make progress with the right support. Through a carefully planned curriculum; strong relationships; high quality interactions and good questioning, we can provide success for all children.

## **Quality interactions**

At Halsnead we believe that talk is the most important part of children's development and communication is the most valuable life skill . Therefore, we pride ourselves on good quality and purposeful staff interactions with the children. Staff interactions must develop the children's learning at every opportunity. We have a good understanding of each child and their individual needs. We are very aware that not all children come to school ready and may find communicating with others challenging. To support this, we have recognised the value in "stepping back" and recognising that not all children need an interaction and that the best learning can come from uninterrupted play. We believe that sometimes interrupting children's play can be unhelpful and unnatural. It is our job to observe children and allow them to lead their own learning and start conversations. Conversely, it is important that our practitioners know when to step in to support and scaffold children's communication and language skills. When a child leads conversation and invites practitioners into their play, they are most engaged.

All of our staff understand the importance of modelling correct spoken English to children. It is our job to pick up on children's misconceptions and give them the tools they need to speak in full sentences. We believe correcting children from a young age will support them as they go through school. We will always challenge children by exposing them to new vocabulary through story time, continuous provision and our interactions.

# The best for every child

## **Questioning**

At Halsnead questioning is an important part of our whole school approach to teaching and learning. This approach is applied from nursery upwards. We use a variety of questions to develop children's learning and staff understand when it is appropriate to use different types of questions. Staff receive training on questioning and have a variety of different questions to support them during provision. When children are in continuous provision, we believe open questions give better opportunities to extend children's learning and develop their communication and language skills.

## **Question examples**

How can you make that even better?

What else can you tell me about this?

Why do you think that happened?

How do you feel when \_\_\_\_ this happened?

How did you do that?

## **Building on children's interests**

At Halsnead we use the children's own interests to support our planning. Staff work extremely hard to build strong relationships with children. This allows them to know the children really well. Although we have a carefully planned curriculum, with themes and topics, we adapt this to suit the cohort we are teaching as and when needed. Our continuous provision plan highlights children's interests in different areas (see planning sections).

# The best for every child

## **SEND**

In early years we follow our whole school SEND policy to ensure high quality teaching and learning for all children. For more information, please see our whole school SEND policy.

## **Play plans**

We use play plans and review these termly with parents and staff to set targets for children we believe need extra support.

## **Teaching and learning**

Children are divided into small groups for our focused sessions. We have a blue group for children who may need a different approach to their learning.

We adapt our teaching to support these children to ensure they are able to make rapid progress.

## **Speech and language**

Speech and language is a vital part to our setting. All children are assessed using WELCOM . We identify children with a significant speech delay and support them daily with speech and language intervention.

## **Sensory room**

Our nursery setting has a sensory room for all our children to use. This room is particularly beneficial for children with SEND, as it allows them to have a calm and quiet space to access. It has been carefully, and purposefully designed to meet varying sensory needs.



# Parent Partnership

We pride ourselves on building strong relationships with our parents and carers. We work alongside them to ensure our children get the best support at home and in school.

## **Tapestry**

We use Tapestry (an online system) to support our parent partnership. This allows us to communicate with parents efficiently. Tapestry allows us to regularly update our parents by creating an individual Learning Journey for their child, In addition we can advise parents about upcoming events in school.

## **Home learning**

Each week we send home a home learning activity for children to enjoy with their parents and carers. These sessions promote communication and language at home.

All activities start with a talking activity and all link to the EYFS curriculum.

## **'Ask me about...'**

When children have done something they are proud of in school, we send them home with an 'Ask me about...' sticker. This is to promote communication and language at home.

## **Workshops**

Throughout the year we hold at least one workshop a term for our parents. Each workshop has a specific focus and help parents understand how their children learn.

We have a variety of workshops based on these topics, communication and language, reading, phonics, being independent and risk taking, maths and getting ready for reception or year 1.

## **'Come learn with us'**

Each week have a 'Come learn with us' session for parents to join in with the children's learning. These sessions are incredibly beneficial as they allow teachers to model how we can engage with children. Teachers end each sessions with a story or rhyme session for parents to join in with.

# Assessment

Inline with the new framework our assessment procedures aim to be quick and effective. We use our assessments to ensure we are able to notice gaps in children's learning and plug them effectively. Our aim is to ensure all children make rapid progress and meet the Early Learning Goals at the end of reception.

## **Baselines**

### **Nursery**

When all children start nursery we carry out a base line assessment of all children, in all areas. We enhance this by completing additional assessments that focus on mark making, basic number and colour and shape recognition. All children are also WELCOM screened to ascertain their speech and language age. We use all of this information to identify children's starting points and this comprehensive picture allows us to support children with their learning quickly.

### **Reception**

At the start of the academic year, all children are baselined using the government's baseline screening document. In addition, We enhance this by completing additional assessments that focus on mark making, basic number and colour and shape recognition. All children are also WELCOM screened to ascertain their speech and language age. We use all of this information to identify children's starting points and this comprehensive picture allows us to support children with their learning quickly.

# Assessment

## **Termly assessments**

At the end of each term we use our teacher judgement and observations to assess the progress and attainment of the children. We use an assessment tool that allows us to highlight if children are 'on track' in specific areas. For each term, we highlight using different colours. These assessments allow us track children's progress and make any adjustments to our planning and plug any gaps children may have. Through this, we are able to identify any children who may need extra intervention.

## **Observations**

We use Tapestry to complete observations of the children's learning journeys. Our aim is that for each week every child in reception and nursery have at least one observation. Observations are 'in the moment' and capture 'WOW!' moments children have. These are shared with parents, who are then able to comment on their child's learning too. Observations are a great way for teachers to notice any patterns in children's learning and to keep up with children's interests.

## **Observation layout**

Each observation is written directly to the child. For example, "Today, Jessica, you have ...." The observations are short and brief, highlighting the child's voice as much as possible. The adult praises the child and states what they have achieved. Finally, if appropriate, the adult will add a 'next step' for the child to work on. Once the write up has been completed, adults link the COEL to the observation and the learning objective the children have met or are working towards.

# Curriculum

Children benefit from meaningful learning across the EYFS curriculum. The curriculum is coherently planned and sequenced to ensure children are covering all objectives in depth. Our curriculum builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning in KS1. Our planning is based around a variety of topics these being our focused texts; 'what is going on in the world' and most importantly children's interests. We understand the importance of exploring concepts further to develop a deeper knowledge and understanding and consolidating learning. Children develop detailed knowledge and skills across the seven areas of learning and use these in an age-appropriate way. Communication and Language is at the heart of our curriculum and children develop their vocabulary and understanding of language daily.

## Foundation stones

We believe EYFS is the foundations for children's future learning. Therefore we have analysed the KS1 curriculum carefully to ensure we are preparing our youngest children for their next steps. We have looked at all subjects and mapped out what knowledge and skills our children will leave EYFS with.

Please see our foundation stones document for more information.

## Planning

## Long and MTP

Our curriculum has been sequenced into our long term planning ensuring we cover each objective over the year for nursery and reception. Our EYFS lead and teachers have worked alongside our SLT and subject leaders to ensure we are providing the best learning for our children. Our planning looks at topics and themes we can use to support our learning each term. Our long term planning is then put into a more detailed MTP that is sectioned into the teaching and learning for each week. This allows teachers to be prepared for the upcoming term. Our planning is always adaptable and will be based on the cohort of children we have and their individual needs.

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	All about me Pandas Autumn Afrit - Jacob Lawrence Value - Respect Gard Space	Christmas Halloween Autumn Winter Afrit - Jacob Lawrence Value - Resilience Bodies night	Winter Season (non-fiction) Pandas Spring Valentine's day Chinese New Year (Tiger) transport Afrit - Value - Integrity	Ureocytes (non-fiction) Wild Beasts Pancake Day Easter Mother's Day Spring Afrit - Value - Kindness	Jobs Aspirations St George's Day Summer Pandas Afrit - Value - Collaboration	School Ready Islands Summer Mother's Day Afrit - Value - Aspiration
WOW enhancements	Autumn walk Visit Tesco Pancake on the moon Divali celebrations	Christmas shows and services Breakfast with Santa Pumpkin picking	Winter walk Chinese dragon and food Boating Panda ship building Chinese dragon dance (TPP) Trip to Chinese restaurant	Spring walk Ballets Egg hunt Fish dances Pancake making	Clicks Police visit Fireman visit	Summer walks Go to the beach Graduation
Home/school links	Need the team (wellness) Come learn with us Values assembly Home learning Communication and language workshop	Come learn with us (wellness) Home learning Christmas cards Christmas show being independent and taking risks workshop	Reading books Home learning Come learn with us Reading workshop Values assembly	Reading books Home learning Come learn with us EYF Nursery rhyme sing along Maths workshop Values assembly	Reading books Home learning Come learn with us Phonics workshop Values assembly	Reading books Home learning Come learn with us Transition to reception meeting Phonics workshop End of term family trip (B&C) Values assembly
Rhymes and songs	Twinkle Twinkle Little Star Baa Baa Black Sheep Humpty Dumpty Five Little Ducks Weather/days of the week song	We Wish You A Merry Christmas When Santa and Black up the Chimney Weather/days of the week song	Five current buns Also Polly and a dolly Dragon song Weather/days of the week song	Five little speckle frogs Five little ducks (Mrs. Minna's) Little Weather/days of the week song	1,2,3,4,5 Ten in the bed Weather/days of the week song	Weather/days of the week song
Key text	Our babies Wherever Heat Peace of last	Little Red Riding Hood The Gruffalo Happy Christmas Gamma	The pirates are coming Bear Hunt Goldilocks and the three bears	The hungry Caterpillar Bee Day The three little pigs	Emergency Where did it go? Jack and the beanstalk	Shooting a shell The smallest giant in town Amazing
Curriculum links	History • Chronology • where are we in the family change over time (X1)	Geography • why different weather (X1) introduction to the seasons, singing	Geography • where are we in the world? the geography of	Geography • why different weather (X1) introduction to the seasons	Geography • why different weather (X1) introduction to the seasons, singing	Geography • why different weather (X1) introduction to the seasons

# Curriculum

## Continuous Provision planning

At Halsnead we believe children's play and independent learning are when children in early years get the best outcomes. Therefore we have created a continuous provision plan that sets out our enhancements for each area indoors and outdoors to ensure our provision creates the best opportunities for children to learn. Staff are all given this plan on a Friday so they can prepare any changes for the next week. The plan highlights the learning that could be happening in each area and what resources we will need. Teachers highlight children's interests and the key vocabulary to support staff. This plan is a working document and adapted when needed.

Mark Making Family pictures	Messy Play Gruffalo crumble	Reading – Gruffalo tray	Home Corner A variety of real vegetables Bobby Alexia Scarlett	Stage Nursery rhyme spoons
<b>Learning objective:</b> Draw simple objects and people with growing complexity and detail, such as representing a face with a circle and including details.	<b>Learning objective:</b> Be happy and confident to explore using all the different senses. Explore collections of materials and talk about similar and/or different properties.	<b>Learning objective:</b> Use props to talk about or retell a known story Engage in extended conversations about stories, learning and using new vocabulary  Poisonous Slithering Brave	<b>Learning objective:</b> Narrate their small world and role play	<b>Learning objective:</b> Know and sing Nursery Rhymes and songs. Have favourite songs / rhymes and can say what they are
<b>Resources:</b> Pictures frames Paper Black pens Pictures of childrens families	<b>Resources:</b> Oats Glitter Purple paper (Spikes) Green pom poms (nose) Wood shaving (sharp claws) Googly eyes Spoons Bowls	<b>Resources:</b> Snake Gruffalo   Owl Mouse fox	<b>Resources:</b> Carrots Potatoes Leek Broccoli Cauliflower	<b>Resources:</b> Nursery rhyme spoons Twinkle little star BINGO Big ship sails 12345 Five little speckle frogs Miss polly had a dolly

## KWG planning for nursery

Children are given a key worker in nursery and reception. Children go into these groups at the start and end of our sessions. Our first key worker session focuses on children's gross motor and fine motor skills.

The teacher plans activities to support these skills with which the children can start their day. Our last session focuses on communication and language. These sessions encourage children to engage in conversation; practice listening skills and develop their vocabulary. We finish these sessions with a story or rhyme time.

## Vocabulary

It is important that our children are exposed to a wide range of vocabulary in order to support bridging communication and language gaps. With this in mind, we ensure our vocabulary is carefully planned.

Teachers add their planned vocabulary into all aspects of our planning. This supports all staff with knowing 'focus words' for each week.

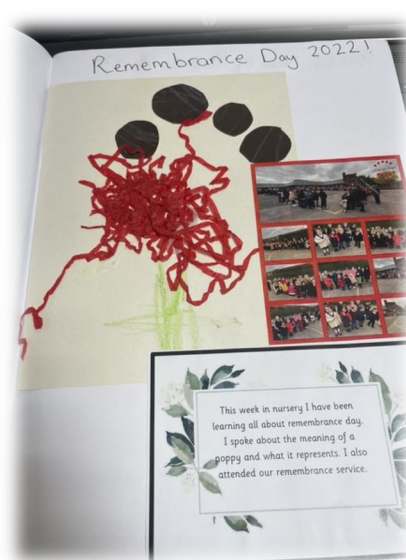
# A great start

Our early years provides children with a great start. We believe that is crucial that we give our children as many different life experiences as possible. We map 'what's going on in the world' - locally and internationally - and link them to our wonderful curriculum. We then use these to plan and map out our 'WOW!' experiences. For example, pumpkin picking, trips to the theatre, cooking a variety of foods and celebrating different cultures.

What is happening around the world?											
Religious celebrations UJW and University EAD PSED Physical Maths Communication & Language/Literacy Fun											
September	October	November	December	January	February	March	April	May	June	July	August
6 <sup>th</sup> September National Read a book day	1 <sup>st</sup> October World smile day	5 <sup>th</sup> November Bonfire night	3 <sup>rd</sup> December International day of persons with disabilities	1 <sup>st</sup> January New Year's Day	4 <sup>th</sup> February National Homemade soup day	1 <sup>st</sup> March St David's Day	2 <sup>nd</sup> April Palm Sunday	6 <sup>th</sup> May International Nurses day	1 <sup>st</sup> June National day something nice	5 <sup>th</sup> July National Hawaii day	6 <sup>th</sup> August Friendship day
9 <sup>th</sup> September National teddy bear day	3 <sup>rd</sup> October World habitat day	13 <sup>th</sup> November Remembrance Sunday	2 <sup>nd</sup> December National cookie day	4 <sup>th</sup> January World Braille day	9 <sup>th</sup> February National Pizza day	2 <sup>nd</sup> March World Book Day	6 <sup>th</sup> April Maundy Thursday	7 <sup>th</sup> - 14 <sup>th</sup> May National Music Week	2 <sup>nd</sup> June National Donut Day	8 <sup>th</sup> July National ice pop	8 <sup>th</sup> August International cat day
12 <sup>th</sup> September National hug and high 5 day	4 <sup>th</sup> October World teachers day	13 <sup>th</sup> November World kindness day	4 <sup>th</sup> December World seal day	13 <sup>th</sup> January National Rubber Duck day	9 <sup>th</sup> February Valentine's day	8 <sup>th</sup> March World Wildlife Day	7 <sup>th</sup> April World Health Day	20 <sup>th</sup> May World Bee Day	4 <sup>th</sup> June National cheese day	19 <sup>th</sup> July Islamic new year	16 <sup>th</sup> August National tell a joke day
16 <sup>th</sup> September National Play dough day	5 <sup>th</sup> October World teachers day	14 <sup>th</sup> - 18 <sup>th</sup> November Nursery Rhyme week	5 <sup>th</sup> December Happy Children's day	13 <sup>th</sup> January National sticker day	17 <sup>th</sup> February National Random Acts Of Kindness day	12 <sup>th</sup> March National Plan a flower day	9 <sup>th</sup> April Easter Sunday	23 <sup>rd</sup> May World Turtle Day	5 <sup>th</sup> June National gingerbread day	25 <sup>th</sup> July St James's Day	30 <sup>th</sup> August National beach day
21 <sup>st</sup> September International day of peace	9 <sup>th</sup> October World post day	18 <sup>th</sup> November Children in need	8 <sup>th</sup> December Christmas Jumper Day	16 <sup>th</sup> January National Pie Day	21 <sup>st</sup> February Shrove Tuesday	14 <sup>th</sup> March National Children's Craft Day	10 <sup>th</sup> April Easter Monday	15 <sup>th</sup> May International Dinosaur day	5 <sup>th</sup> June World Environmental Day	31 <sup>st</sup> July National Avocado day	
22 <sup>nd</sup> September Elephant appreciation day	10 <sup>th</sup> October World mental health day		9 <sup>th</sup> December Christmas Card day	22 <sup>nd</sup> January Chinese New Year	22 <sup>nd</sup> February Ash Wednesday	17 <sup>th</sup> March St Patrick's Day	11 <sup>th</sup> April National Pet Day	22 <sup>nd</sup> May National Day	10 <sup>th</sup> June Queen's Birthday		
23 <sup>rd</sup> September International day of indigenous languages	24 <sup>th</sup> October World porridge day		10 <sup>th</sup> December Human Rights Day	23 <sup>rd</sup> January National Handwriting day	26 <sup>th</sup> February National set a good example day	18 <sup>th</sup> March Comic Relief	22 <sup>nd</sup> April Eid	10 <sup>th</sup> June National Parents day			

## Individual Books

Each child is given an individual book that documents and follows their great start journey through early years. These books celebrate and show the children's experiences, they document the child's voice and each one is personal to the child. They include a variety of children's work, pictures and the child's voice throughout.



# High Quality Care

The children in our settings are at the heart of everything we do. All of our staff have a passion for working alongside our youngest children and being part of their learning journey. Staff know the importance of building positive relationships with children and this is something we can confidently say we have. Our staff know all the children in their classroom and are able to support them to reach their full potential. All children in nursery and reception have a key worker who they are able to start and end their school day with. These small groups give children opportunities to share their own ideas and thoughts with their key worker. It is crucial for these strong relationships to continue to grow so that our children are able to feel safe; and to be independent, confident, resilient learners. The wellbeing of our children is a focus of our setting and it is vital that our children feel able and comfortable to show and say how they are feeling. We promote, and model to the children, that it is okay to experience and have different feelings and encourage our children to talk about how they are feeling regularly. In both our nursery and reception, we provide quiet and calm spaces for children to be able to have time to reflect.



# Pedagogy

Children are powerful thinkers and learners. We believe that all children can make great progress when they are given the right support. Children learn through a variety of ways, including through play; child initiated learning; adult directed activities and focused learning experiences. We are aware when our children are ready for the different stages of learning. We know that children need different types of support and scaffolding throughout the day. The staff at Halsnead have good understanding of the different types of scaffolding and when it is most effective for individual children. We are also aware that children need to be given time to be independent and work things out for themselves. Through our "Great Start" approach we are sure that we offer exciting and engaging experiences for our children. We use our continuous provision plan to ensure that our environments both indoors and outdoors are well planned. Our aim is that ALL children will leave Halsnead Early Years with a passion for learning and a love of reading. They will be able to articulate their views confidently. They will be kind and caring and will know the importance of our school values. The children will be independent; confident to take risks; creative and curious and ready to explore the world around them.

# Self-Regulation and Executive Function

Self-regulation and executive function allows us to think, plan, problem solve, and control our behaviour and emotions.

At Halsnead it is a priority that our children are supported with their emotions and our staff have awareness of individual children's needs. Staff have good understanding of the children's home lives and work alongside parents and carers to support those who need it. We believe that no child is the same and that each child needs different strategies to support them. Our children are taught that it is okay to experience a range of different feelings and we encourage them to talk about their feelings regardless of what that feeling is. One of the strategies we use to support this is by providing safe spaces for children to take time to reflect.

We ensure that children have a good understanding of routines and expectations; ensuring consistency in all that we do. Our children have the same routine for the start of each day. This helps children start the day ready and with a positive mind-set. Our learning environments are calm and organised and children are able to access all areas independently. Children are encouraged to join in with tidy up time and know the expectation is that we look after our environments all together. This supports our children in having a sense of belonging and feeling part of our school community.

We support children to feel safe and secure. Where they can all be confident, independent and authentic. Communication and Language plays an important part in this strand as children use language to develop their ideas and guide their play.

Staff ensure that their own speaking, listening and reading of English enables children to hear and develop their own language and vocabulary well. Staff model to children on a daily basis good spoken English and strategies to communicate well with others. As communication and language is at the heart of all we do, we believe children who have good communication skills, will find it easier to self regulate.

# Key Principles

At Halsnead we ensure that the key principles as stated in Development Matters are at the heart of all we do. These are;

**A Unique Child** – We are a school that understands that no child is the same. We believe that with the correct support every child can reach their own personal and academic potential. We have numerous strategies that allow children to learn and develop. Our staff adapt their practice to meet the needs of each individual child. We promote having a positive attitude to children through modelling, praise and encouragement. Each individual starts their own personal learning journey at Halsnead and no journey is the same.

**Positive relationships** – We are passionate about building strong relationships. Our staff treat all children with compassion, respect, kindness and are interested in what each child has to say and show. We believe children will flourish in a setting that they feel safe and this can only be achieved if they have strong professional relationships with the adults around them. Staff spend lots of time getting to know our children and families so that we can meet all their personal needs.

**Enabling environments** – At Halsnead we believe the EYFS environment is the third teacher and understand the key role environments play in children's learning. Our aim is that our environments support and extend children's development. We map out our environments and enhance them weekly to ensure children are challenged and get the best from our indoor and outdoor learning opportunities. (See environments section for further information).

**Learning and development** – Our children are able to learn and develop well in our setting through a well planned curriculum; an exceptional teaching team and enabling environments. With all these three elements, children are able to articulate their views confidently. They will be kind and caring and will know the importance of our school values. The children will be independent, confident to take risks, creative, curious and ready to explore the world around them.

# Areas of Learning

Children learn through **seven** key areas of learning: all of these areas are essential for young children and are inter-connected. There are three prime areas which are the building blocks and need to be in place before the specific areas can be developed.

## **Prime Areas of Learning**

Communication and Language  
Personal, Social and Emotional Development  
Physical Development

## **Specific Areas of Learning**

Literacy  
Mathematics  
Understanding the World  
Expressive Arts and Design

## **The characteristics of effective learning**

These underpin all areas of learning and development in the EYFS. These are:

Playing and exploring  
Active learning  
Creating and thinking critically

# Early Reading

**Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success - The Reading Framework, 2021**

At Halsnead, Early Reading is a focus for our children. We want our children to have a love of reading from an early age. It is important to us that our children leave school passionate, fluent and confident readers. We believe children who read with ease are equipped to access the KS1 and KS2 curriculum. .

## Reading in school

We expose our children to a wide range of reading experiences from a young age. Children are read to at least once a day in nursery and reception. All staff are passionate readers and are given training on reading with children effectively. Teachers map out a wide range of texts to use to support children's learning and to promote a love of reading. We ensure children access books that promote imagination; diversity; are factual; engage children and that have a wide range of vocabulary.

## Reading Spaces

Both reception and nursery enhance most learning areas with texts for children to explore independently. They both have designated reading areas indoors and outdoors. These are calm and quiet spaces that allow children to spend time reading and looking at a wide range of texts. Teachers regularly update the books around the classrooms and will enhance areas with books based on children's own interests in order to instil a love of reading to all children.

## Home Reading

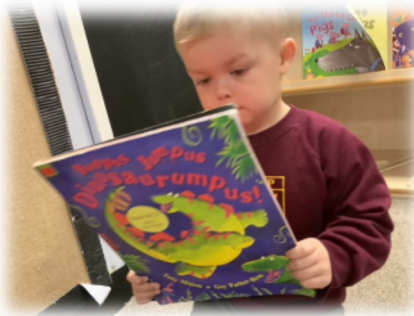
We encourage and promote home reading to all children from our first meeting. We speak to our parents about the importance of reading with their child during our 'Welcome to Halsnead' meeting. We hold reading workshops throughout the year to support parents with home reading. We give each child a book bag and a home reading story book from nursery age. Children then progress to taking home reading books that they can read themselves, when necessary, these books will be based on children's phonics assessments. Our reception and nursery class have a system where children can take books home and keep them. We encourage families to donate and swap books when finished with them. This is to allow children to access a wide variety of books at home, at no cost.

# Early Reading

## Learning to read (RWI)

At Halsnead we recognise the importance of early reading and embedding routines early on. Children in Nursery concentrate on Phase One phonics which focuses on developing children's speaking and listening skills. This is a priority and children are exposed to communication and language sessions daily. This lays the foundations for when they begin Phase Two. The emphasis during Phase One is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. In summer term, children who are ready to move on to Read, Write, Inc. phonics, will begin to learn their letter sounds. EYFS staff use 'Fred Talk' and Fred games each day (saying words using pure sounds) with the children.

Once children have settled into Reception, all of the children are assessed by the Reading Leader and they are placed into small groups. Children are grouped by ability for these sessions and additional phonics support is provided for those children who are identified in the half termly assessments.



# Early Writing

Our early years team understand the importance of getting children ready to write and to be writers.

Our nursery children are given opportunities to develop their gross and fine motor skills daily. This is achieved through daily adult-led sessions and our continuous provision.

We provide many different activities that allow children to work on their fine motor skills—in all areas of our provision. This may be through: games, puzzles, using tweezers and many other materials. Teachers enhance multiple areas, both indoors and outdoors, with a variety of mark making tools, to encourage children to mark make independently and to give meaning to their marks. Children's marks are celebrated around the classroom as they are shown on numerous displays. In addition, we support children outdoors to work on their gross motor skills through large, loose parts (including tyres, pipes, larger building blocks etc) and encourage them to make 'big marks' using a variety of tools (paintbrushes, paint rollers, chunky chinks, pens, pencils, glitter etc). During summer term, nursery children are exposed to our RWInc programme. They begin to recognise the letters and specifically form the letters in their name.

Our reception children continue their writing journey with less gross motor activities and more fine motor skills to support them with pencil control. All children are baselined and divided into phonics groups where they continue to recognise letters and write them. Children then begin to segment words and write these using our Read Write Inc spelling approach - "Fred fingers". Reception children follow our school English scheme, Pathways to Write and are supported in these lessons to be able to produce their final writing outcomes. Every child works with our reception teacher in a small group at least once a week to produce writing. Our reception teachers enhance the provision with plenty of opportunities for children to write labels; captions; write their names; and then begin to write simple sentences and finally write a short story. Our main focus is for our reception children to leave early years with a love of writing, for them to form most letters correctly and to be able to write simple sentences that can be read by others.

# Contact

If you require additional information or have any questions, please don't hesitate to get in touch with N.Hoang EYFS Leader) on 0151 4778130 or visit the below websites for further reading.

Statutory Framework for the Early Years Foundation Stage, 2021 -

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework - March 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

Development Matters, 2020 –

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/988004/Development Matters.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/988004/Development_Matters.pdf)

The Reading Framework, 2021 - [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1000986/](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf)

[Reading framework Teaching the foundations of literacy - July-2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf)