

EYFS



Acorns Primary School Early Years Foundation Stage Policy

“The early years foundation stage (EYFS) sets the statutory standards that all early years providers must meet. This includes all maintained schools, non-maintained schools, independent schools and all providers on the Early Years Register.

The EYFS aims to provide:

- **Quality and consistency in all early years 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.”

(Department for Education 2024)

Acorns Primary School Early Years Mission Statement:

- To provide a happy safe caring environment for pupils and staff.
- To encourage each child to fulfil their potential.
- To create an environment in which every child's efforts and achievements can be celebrated.
- To develop an inclusive curriculum with enjoyment and excellence at its heart.
- To engage pupils at their level and ability
- To support development, understanding and growth.
- To meet the needs of all the pupils and their learning needs, supporting sensory needs and regulation
- To encourage all children to be independent learners.

Individually we grow, but together we thrive

The Aims of the Early Years Department at Acorns Primary School

- To provide a happy and secure environment with opportunities for young children to develop confidence, self-esteem and to build relationships with others.
- All children in the EYFS at Acorns have educational needs and have an Education Health Care Plane (EHCP).
- To recognise and value each pupil as an individual and develop each pupil's level of personal independence and achievement.
- To address the individual needs of all pupils by providing access and participation in a broad balanced, relevant and age-appropriate curriculum, ensuring equal opportunities.
- To promote the moral, spiritual, cultural, intellectual and physical development of pupils.
- To value parents as important partners in their child's education.
- To provide a caring and supportive environment with equality opportunity for all.
- To provide an active, stimulating and challenging learning environment with opportunities for exploration and discovery.
- To enhance and enrich experiences to broaden the children's horizons.
- To develop learning, understanding and knowledge through experiencing the wider environment.

Rationale

At Acorns we aim to provide quality early years provision for nursery and reception aged children, to ensure that they have the opportunity to experience and develop learning and skills in a safe but stimulating environment. The indoor and outdoor learning environments provide access to appropriate continuous provision, focused tasks and guided activities which are tailored to meet the needs of the children. Activities and experiences are adapted and tailored to meet the needs of the individual children. Sensory based activities have been developed throughout EYFS, KS1 and KS2, to encompass learning styles and provision. It is an integral component of the EYFS at Acorns Primary school.

The Principles of the Early Years Foundation Stage (EYFS) : The Intention

A unique child:

- Every child is a unique, competent learner, who is constantly learning and can be resilient, capable, confident and self-assured
- Children develop in individual ways and at varying rates.
- Children's attitudes are fluid and can be influenced by others.

Positive relationships:

- Children learn to be strong, independent individuals by developing secure relationships with the teacher, teaching assistants and peers alike. Key people play an important role in the development of positive relationships and ensure the safety of the children.
- Relationships with parents and carers are also important and will be nurtured and developed.
- Any relationship will be respectful, caring and professional.

Enabling environments:

- The learning and play environments are vital for supporting and extending a child's development.
- In the classroom and outdoor environment, we observe and assess the children's development and interests.
- Based on these observations, suitably challenging activities and experiences are planned to extend their learning and achievement.

Welfare

Safety and security is a high priority at Acorns Primary School and it is important that all children in our care are safe. Our requirements as stated in the Statutory Framework for Early Years Foundation Stage 2019 are as follows:

- To promote the safety and welfare of the children in our care.
- To promote good health and prevent the spread of infection by taking appropriate action when children are ill.
- To manage the behaviour of the children in our care in a way that is appropriate for their individual needs and stage of development.
- To ensure that adults who work with the children are suitably vetted and trained.

- To ensure that the setting is fit for purpose and that furniture and equipment is safe.
- To maintain records, policies and procedures required for safe and efficient management of the setting.

Relationships

At Acorns, we feel it is important for children to expand their social skills and to develop relationships with peers and adults. This will be achieved as part of PSED and making relationships, through playing and interacting with other children and adults. All children are allocated a key person to support, enhance and provide a nurturing relationship. Children in EYFS also have the opportunity to develop relationships/interact with older children in KS1 and KS2. This is promoted through social activities, whole school events and designated time spent with peers from other classes.

Safeguarding

Safety is paramount and Acorns has a robust and effective Safeguarding Policy to ensure the children in our care are protected.

The parent / teacher partnership

The Early Years Foundation Setting cannot function without the enduring support of parents and carers. We recognise that as a parent, you are the child's primary educator and we recognise this important role through regular engagement including:

- Parents evenings / parents drop in events
- The initial contribution towards the 'All About Me' section in the EHC plan
- The annual or bi-annual educational review of the EHC plan
- Parents signing the home/school agreement.
- Parental/carer consent for school and curriculum activities – i.e. trips and visits
- Having an open-door policy to enable parents to speak with teachers, should they have any concerns.
- Events and activities throughout the year which bring together children, parents and the school.
- The initial home visits from the EYFS Leader at the start of the school term, to exchange information to ensure a smooth and productive transition process.

- Parents/Carer contribution to learning journeys through exchanging information through email/School spider/EFL.
- Two-way communication through the use of talking tiles, giving daily feedback and sharing of information from home.

Learning and development

The children are encouraged to learn through play and experience. The principles of the EYFS is to develop skills, understanding and knowledge as the essential foundations of learning and development. The EYFS covers a broad spectrum of learning and has been split up into seven areas of learning.

The “prime” areas of learning and development are:

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

Prime areas are fundamental, work together, and support development in all other areas. The prime areas begin to develop quickly in response to relationships and experiences.

The “specific” areas of learning and development are:

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

The specific areas include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning.

Early Years education is valued and seen as the foundation for education and the beginning of a continuum of learning throughout the primary phase.

Class Organisation, teaching styles, planning, implementation and pedagogy

- The identification of and provision for the special educational needs of all the children is included – ensuring adaptation of the classroom and activities; appropriate toys and resources; sensory rich activities; differentiated timetables to take account of the children’s learning styles and needs.

- The Early Years class at Acorns is organised in a way that encourages children to explore and learn safely.
- The importance of 'play', 'first hand' experiences and an active curriculum are recognised in planning learning opportunities for young children.
- There are areas for activities and play, and others for quiet time and rest.
- The setting is designed to promote play and exploration whilst encouraging independent learning.
- There is a shared understanding of the emotional needs of young children, how they learn and develop skills, knowledge and understanding.
- Planning ensures that topics are aimed to meet the needs of the children and incorporates a range of activities and experiences that span from birth to 5 years.
- The needs of the children are considered carefully in matters of organisation, management and administration.
- Indoor and outdoor learning opportunities are provided to encompass quality provision and experience.
- Learning and development is implemented through a mix of adult-led and child-initiated activity and play and is reactive to the child's lead.
- Play is important to learning and development and we therefore do not make a distinction between work and play.
- Wherever possible planned activities reflect the children's interests. This is achieved through observation; starting points ie discovery boxes and information gathering from parents' views.
- Assessment is conducted through observations; and a detailed assessment.
- We support children in using the three characteristics of effective teaching and learning from the Statutory Framework for the Early Years Foundation Stage, which are:
 - Playing and exploring.
 - Active learning.
 - Creative and critical thinking.

The learning environment and outdoor spaces

- The classroom is organised in such a way that children can explore and learn in a safe environment.
- Equipment and resources are accessible and can be located and used independently by children.

- The enclosed outdoor space is secure and offers children the ability to explore a different environment, presenting them with different challenges and experiences.
- Activities are planned throughout the learning environment to help the children develop in all areas of learning.
- An emphasis on natural materials has been adopted in both the indoor and outdoor learning environment. Wherever possible natural resources are incorporated into the provision to aid play, learning, experience and understanding.
- The classroom walls are decorated with neutral coloured fabric to promote a calming environment and enhance the natural feel.
- Outdoor learning is also regularly accessed through wooded areas within the school grounds and the local park.

Sensory needs and regulation

Regulation support is given throughout the school day, via interventions and activities to support and foster emotional and sensory regulation. A range of activities and resources are used tailored to meet the needs of individuals. Nurture is used to allow the children to feel settled and content in the environment. The Thrive approach is adopted to further embed strategies.

Assessment and recording: Impact

At the end of the foundation stage (reception) the EYFS profile is completed assessing the children against the Early Learning Goals at an Emerging or Expected level. Individual learning journeys are completed using Evidence for learning (EFL). This includes a mix of photographic evidence, observations and examples of work. Evidence is linked to the children's IEPs and relating to Development Matters 2021/ Birth to 5 matters. Reception age children are baselined on RBLA by the sixth week of their on-entry to school. Progress against IEP targets linking to EHCP outcomes is reviewed and assessed three times per year. B squared is the assessment programme used by Acorns. All children are assessed on the B squared progression steps at that beginning and end of the year.

The following general Health and Safety safeguards are in place:

- A supply of fresh drinking water is available on the premises at all times.
- Children's dietary needs are acted upon.

- Snacks are available during the morning and afternoon session.
- A paediatric first aider is accessible at all times.
- A school nurse is on site.
- Accidents and injuries are recorded on cpoms.
- A fire and emergency evacuation procedure and policy are in place.
- Photographs and Images Policy is in place which states that cameras that are used in school must not be used for staff member's own personal use.

Transition period

All children new to nursery/reception complete the schools transition process. The first visit is a 'stay and play' session, whereby parents stay for a short time with their child as they settle into the new environment. Several subsequent visits will take place and each session will increase in length, until the child stays for a full day. Parents will attend a 'Welcome to Acorns' meeting during the summer term. A home visit is made in September by the EYFS Leader and EYFS HLTA and when possible, the school nurse. This is a time to exchange valuable information and answer any questions or queries. Parents are provided with the school information booklet and the class handbook outlining the type of activities and opportunities for learning their child will be accessing whilst at school. It will also give a brief description of the Early Years curriculum and the day to day running of the class. Parents are also encouraged to visit the setting, providing another opportunity for exchange of information. Liaison also takes place with professionals who are currently working with the child in order that any relevant information is passed on to help to ensure a smooth transition.

EYFS Curriculum

At Acorns we use Development Matters. This forms the foundation for learning and activities which are planned and differentiated to meet the needs of the pupils. The provision is designed to be accessible for all the children and has engaging activities. Children can practise skills and develop knowledge through play and supported learning. All the children have an individual education plan which formulates individualised, planned programmes to help them achieve in the areas of the Early Learning Goals. We believe in the balance between adult-led and child-initiated activity and encourage

independence wherever we can. The classroom environment is light and has a mix of both high stimulating and low stimulatory areas to provide learning opportunities through the mix of activities, focusing on the different areas of learning. We recognise that our children's development and progress will differ from those in a mainstream setting but we actively celebrate each step they achieve and use those achievements to plan their future development.

Personal, Social and Emotional Development

Our curriculum provision will include:

- Time for to children to help them succeed in their work, building their self-confidence and developing positive attitudes to learning
- Activities which are stimulating and challenging and which encourage children to develop their reasoning and problem solving skills
- Children being helped to concentrate and persevere in tasks by the provision of appropriate learning environments (indoor and outdoor)
- Children having opportunities to work individually, in groups and with adults who support them in establishing effective relationships
- Simple tasks given each day which encourage them to care for their environment
- Specific teaching of skills in personal hygiene
- Children being encouraged to be responsible for their personal possessions and to respect those of others
- Children being encouraged to make choices and have their wishes respected where possible
- Children having opportunities to listen to stories, watch video clips and take part in role-play activities, which encourage good social skills
- Good behaviour being held in high regard. Children are specifically taught right and wrong (both action and language)
- Children being helped to express their feelings and to develop good behaviour patterns through example, support and praise
- Children having good role models in the adults who work with them in promoting: Positive values such as respect, fairness, honesty and truthfulness Understanding and consideration of the needs of others
- Sensitivity to the feelings of others in their social relationship's
- Appropriate responses to their experiences of the world Care as appropriate for other living things

- To become the most independent learners that they can be, thus creating foundations for life skills

Communication and Language

Our curriculum provision will include:

- Opportunities for children to take part in discussions, listening and communicating both in planned sessions and informally as the situation arises
- Development of joint attention – integrated into activities/provision areas or as part of a focused session
- Attention specific sessions are offered during the weekly sessions through activities such as attention autism or the bucket session
- Visuals and used to support understanding/transitions and communication extension as the children develop symbolic and visual awareness
- Specific teaching of signing/PECS/communication books/vocabulary where appropriate
- Use of focused attention activities such as attention autism
- Objects of reference used where appropriate
- A wide range of experiences planned to extend the children's understanding and use of vocabulary
- Activities planned to help children to hear and say the different sounds in words
- Information Communication Technology used as a communication aid where appropriate
- Daily story, singing and rhyme sessions where children are encouraged to listen and participate appropriately
- Opportunities to take part in role-play with adults, peers and alone
- Opportunities to listen to and to record other sounds e.g. music, animal noises, and environmental sounds
- Opportunities for children to use language in different ways: giving information, making requests, describing things and events and initiating and closing interaction
- Staff promote good communication skills through example and by making time to listen and respond. Staff model good use of language and will comment and narrate children's play.

- Staff support, initiate, participate in and extend conversations.

They will encourage the children:

- To respond positively when addressed giving eye contact and attention
- To communicate using body language, facial expression, gesture, PECS symbols, ALI boards, communication boards, communication books, signs, sounds, words, phrases and simple sentences
- To use speech that others can understand
- To join in talk during play
- To relay simple messages
- To ask and answer questions
- To take turns to listen and talk
- To listen, remember and respond to simple requests
- To try to predict what will happen next
- To talk about themselves recalling an immediate happening

Literacy

Our curriculum provision will include:

- Opportunities to share books with an adult
- Specific teaching of how to handle books and how they are organised
- Opportunities to listen to and demonstrate an understanding of a broad range of children's literature
- Opportunities to use IT to access reading materials
- Opportunities to use IT to develop word/letter/sound recognition skills
- Individual reading sessions where children are encouraged:
 - To tell the story from a picture sequence moving left to right and top to bottom
 - To join in with words and phrases repeated in a story or poem
 - To recognise "Favourite Books"
 - To understand that print carries meaning
 - To recognise some words, initially their own name
- Opportunities to experiment with a variety of writing materials
- Specific teaching of the language of writing e.g. up, down, round

- Opportunities to develop their fine motor skills in pencil control
- Recording sheets, which use pictures or symbols as well as words to communicate meaning Opportunities to use IT for writing
- Opportunities to carry information in written form e.g. taking a written message to someone and receiving a reply
- Opportunities to use writing for a purpose e.g. Making a birthday card

Physical Development

Our curriculum provision will include:

- Specific teaching of the different movements our body can make
- Opportunities to practice these movements in the school setting and elsewhere, e.g. park, in order to develop better control, co-ordination and spatial awareness
- Specific teaching in the use of a range of small equipment
- Opportunities to develop their skills in using this equipment through using tools and materials for a purpose to develop their fine motor skills
- Opportunities to play reciprocally both with adults and their peers in simple group games
- Specific teaching in the use of large equipment emphasising aspects of personal safety social skills in turn taking and giving others time to succeed
- Opportunities to practice balancing and climbing skills and to explore the possibilities of a range of large equipment in closely supervised 'free' sessions
- Opportunities to perform movements and skills for others
- Opportunities to express their feelings through movement
- Daily outdoor play to develop their skills on bicycles, climbing frame and other play equipment
- Prompts to draw their attention to changes in their bodies when active
- Simple discussion activities, aided by ideas from the school nurse, about looking after our bodies
- Provision of appropriate snacks to encourage children to try new food and textures
- Opportunities for children to develop self help skills e.g. in feeding and dressing

- Specific teaching in the use of a range of tools, construction sets and malleable materials emphasising the safety aspects
- Hydrotherapy, rebound therapy and contact dance sessions for some pupils
- Staff trained to meet specific needs of physically disabled children e.g. to follow therapy and positioning programmes devised by Physiotherapist and Occupational Therapist

Mathematics

Curriculum provision will include:

- Teaching of mathematical language both in play situations and structured activities, e.g. first, next, more, less, one, two, big, bigger, circle
- Activities that promote discrimination skills in observing similarities and differences, e.g. making a collection
- Opportunities to sort real objects according to colour size or shape
- Specific teaching of number concepts such as size, shape and capacity, and opportunities to generalise their skills through play
- Opportunities to use shapes in activities such as posting boxes and inset puzzles
- Activities to develop ideas of order e.g. ring stackers and nesting cups
- Daily sessions using number in rhymes and action songs
- Use of stories involving number, e.g. The Three Bears
- Daily opportunities to count objects
- Opportunities to share out equipment and food
- Regular activities using number line games to teach number recognition and place
- Where appropriate activities to teach simple number operations, e.g. addition and subtraction are planned
- Opportunities to promote observational skills of numbers used in the environment e.g. house numbers, bus numbers
- Opportunities to develop an awareness of larger numbers in their lives, e.g. a full biscuit tin, children in a whole school assembly
- Provision of simple problem solving activities where children can use their mathematical skills in practical ways
- Opportunities to use IT to develop number skills

- Specific teaching of mathematical language both in play situations and in structured activities, e.g. in, on, under
- Opportunities to look for shapes in their environment
- Opportunities to look for and recreate patterns seen in their environment, e.g. flagstones, leaves, butterflies
- Provision of activities where children handle and use 3D objects such as assorted wooden bricks
- Use of appropriate stories such as Rosie's Walk and Where's Spot to promote the effective use of mathematical language
- Simple discussion session each morning to outline the sequence of the day's activities
- Use of 'time' words as appropriate by the staff to extend the children's understanding of sequence, e.g. yesterday, tomorrow, last night, next week
- Personal photographs used in children's work, in displays and in their Records of Achievement to develop a simple understanding of the passage of time
- Use of stories and poems about time sequences
- Provision of activities which develop understanding of the concept of measuring quantity, e.g. cookery

Understanding the world

Curriculum provision will include:

- Activities designed to promote interest in, observation of and curiosity about: Living things Our bodies and senses The effects of light and sound The use of simple forces Natural and man made objects and materials
- Accessing the outdoor learning areas – where they can experience nature first hand, through exploration and designed and planned activities
- Opportunities to talk about their experiences and to ask questions, suggest explanations and develop an awareness of cause and consequence
- Opportunities for children to record some of their observations as appropriate
- Opportunities to make guided choices and explore the possibilities of a range of materials

- Activities to develop skills in designing, construction and model making
- Activities to develop and practice skills such as cutting, joining, folding and building
- Opportunities to make food items using a range of materials and equipment and to develop their practical skills
- Opportunities to develop skills in the use of Information Communication Technology to support their learning through CD, smart board, switches to play sounds / change effects, remote controlled toys, programmable toys, switch-activated toys and suitable computer programmes and websites
- Opportunities to grow seeds, bulbs and plants
- Opportunities to observe and care for animals, birds and fish for short periods
- Opportunities to explore the environment both locally through walks and in a wider area through planned trips on the mini bus or public transport
- Activities designed to promote an interest in and understanding about the purposes of local places familiar to them
- Opportunities to find out about themselves, their families and immediate environment
- Visits and activities to collect evidence about the past e.g. museums, videos, stories, photographs and artefacts
- Opportunities to develop skills in following simple directions
- Opportunities to find out about natural materials such as sand, soil, water and rocks; and natural features such as hills, woods and rivers
- Specific teaching and example of how to care for the environment e.g. litter, closing gates and not damaging plants
- Opportunities to ask questions and to listen and talk to people in the wider community
- Opportunities for children to interact and build relationships with peers and adults in fun ways
- Photographs for children to look at of themselves, their friends and their families
- Celebrations in school of various cultural and religious events
- Teaching about language of emotion
- Sharing of events in children's lives
- Curriculum provision will include:

- Activities which allow children to express themselves through painting, drawing, modelling, using malleable materials, dance, drama and music making
- Sensory experiences which allow them to explore communicate, and develop their feelings and responses
- Opportunities to use a range of tools, materials and equipment
- Specific teaching of techniques to give them greater control over the materials they work with.
- Opportunities to experiment with tools and techniques
- Opportunities to look at famous paintings and listen to popular pieces of classical music
- Opportunities to view and evaluate work done by other pupils
- Activities which enable them to develop elements of pattern, texture, colour, line, tone, shape, form and space
- Opportunities to:
 - Discover how sounds are made
 - Make and change their own sounds
 - Explore sound making equipment

- Activities to help them learn the basic elements of rhythm, volume, pitch, tempo and sound quality
- Opportunities to listen to different styles of music and music from other cultures and times
- Daily singing and action rhyme sessions where children are encouraged to participate and perform for others
- Opportunities to express themselves imaginatively through role-play
- Opportunities to respond to music through movement
- Opportunities to act out stories they have heard
- Opportunities to record their music making

Sensory sessions, interventions and activities are also planned and integrated into the school day. Children therefore benefit from activities in the provision, in the outdoors, directed tasks, sensory programmes and learning to

incorporate an integrated approach that means the needs of all the individual pupils.

Learning styles

The KS1/KS2 school curriculum is designed to be inclusive and bespoke to meet the needs of the children. This ensures that teaching and learning methodology is appropriate and gives rise to challenge to support the well-rounded development of pupils. Pupils is Seedlings, following the EYFS curriculum and are assessed to be at Acorns developmental stages:

- Experiencers
- Investigators
- Explores
- Experimenters

These identify the early markers for the pathways and school routes that the children will follow as they move into year 1 and beyond:

- Pre-formal
- Semi-formal experiential
- Semi-formal bridge
- Formal learners

This policy should be read in conjunction with Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five. Published October 2024

Signed By:


..... Headteacher Date: October 24


..... Chair of Governors Date: October 24

Next Review Date: October 2025



Acorns School – EYFS Topic overview

	Autumn	Spring			Summer	
	Topics are planned to incorporate a range of experiences which develop knowledge, schemata and scaffolding. Children will experience a range of skills that will be repeated through topics and activities to ensure understanding and assimilation of skills and knowledge. We work at the children's pace and support their own personal development – focus is very much based upon laying foundation for learning and skill acquisition.					
	autumn 1	autumn 2	spring 1	spring 2	summer 1	summer 2
topic name	Magical Ocean	My World in Colour	Amazing Animals	Here to help	Bugs and Buds	Keep calm it's all about me
theme	seaside/ocean/pirates	colour / seasons spooky week Christmas	animals families	people who help us easter	plants / mini beasts	all about me
books	Hooray for fish Barry the fish with fingers Stinky Pete's feet	Brown bear what do you see meg and mog Winnie the witch Dear Santa My first Christmas	The tiger who came to tea Where is green sheep	Power point Story of Easter	The bug ball The Very Hungry Caterpillar	From my nose to my toes The Gingerbread man
learning focus	fish sea creatures colours pirate party	colours rainbows witches and wizards	naming features how to care for animals	doctors/dentist/train/bus drivers/ farmers eggs / chicks / growth and change	growing seeds and plants Insects - finding	body parts / senses babies - change and growth families and culture
trips	trip beach	trip to space Barton grange / Birkachre	The zoo Pets at home animals to visit	post letters	forest school garden centre	play centre space bakers

EYFS

role play	pirates ship	witch's kitchen	Vets / home corner		potting shed	home corner kitchen bakers
Main areas and activities cited above. Observation check points and developmental skills link to development matters, following progressive learning through activities/experiences. Mathematics and literacy – activities through provision and discreet sessions.						
sensory activities for sensory learner's curriculum planned into daily routines (body awareness/engagement/experiential)						
Sensory activities for regulation/readiness to learn accessible throughout the day. Incorporating movement breaks and set sessions/inventions/circuits/body awareness/vestibular						
Communication / independence – embedded into learning and activities. Opportunities taken to promote whenever possible through daily routines and classroom environment.						
Move – through opportunities that arise and classroom layout						