EYFS

Intent

Appledore FSU is Nursery and Reception children learning together through child led topics. They are involved in the planning each week through discussions of their ideas for activities and questions that they would like answered. Our children will experience the seven areas of learning in many different ways throughout the year, whether this is indoors in the setting, outdoors, in our Jungle or in the wider community. They are allowed time to revisit the skills and build on them. Our children are happy independent learners.

The provision planned for to meet the contextual needs specific to Appledore School include supporting the children to become independent, supporting children with SALT needs and managing the widening range of parental expectations. As part of our whole school curriculum planning and provision FSU are known as 'Explorers.' We want our children to be curious and ask questions about their learning and the wider world around them.

<u>Implementation</u>

We have planned activities throughout the Continuous Provision allowing children to explore and further develop their own learning with adults supporting them and guiding them as well as developing the children's abilities to initiate their own learning within the Continuous Provision going with their own interests.

Examples of implementation to meet the specific contextual needs include:

- Having activities set up to support the children's independence. From early on in the year children in Reception come into the classroom on their own saying their farewells to the grown ups at the bottom of the steps. The children can come in and complete their morning jobs quickly. We have a 'help yourself' snack area where children can practise pouring their own milk and water and help to mop up any spillages. We also support children with the expectations they quickly become able to put coats, shoes and socks on independently. We have a Nursery Provision nearby where some of the children come from and the timetable is quite rigid. We find these children ask the adults for a lot of support and guidance when they first start school as they aren't use to the flexibility of 'learning through play'
- The FSU has a close working relationships with the SALT team that supports some of our children and we use their resources to carry on their guided work throughout the week/month. Our TA's are trained with SALT resources and there are quiet rooms to work in and we timetable regular sessions for our TA's to work the targeted children. We frequently email the SALT team direct to ask questions or ask for further questions which they are happy to respond to.

• Parents have many different views of where their child should be when starting school. Some parents think they should be able to read and write on entry whereas others have the opinion that they need not play a part in supporting their child's early reading. We invite parents to termly Phonics and Maths Evenings and explain what this learning looks like and how the parents can support their child. We also hold termly parents meetings with each family showing them the Development Matters document, their on entry data, the progress they are making and where their child needs to be by the end of the school year.

<u>Impact</u>

Children have had a good starting point in their school life and are ready for Key Stage One. Our children are keen to learn, often bringing in their own learning from home to show us in school. Transition to starting school is smooth as the children from our Nursery are arriving back to the same building, we just need to settle the small handful of children that come from a different setting. Transition to Year One is also smooth as from May half term we plan weekly visits to the classroom so that the children can work with their new teacher and get to know their new environment.

Our data is largely in line with Nationals each year.

Comments from parents about the FSU include:

- "The atmosphere is really nurturing towards our children."
- "M's experience in Dolphins was one that allowed her to flourish and thrive in a creative, engaging and stimulating environment."
- "She was previously shy and reserved when it came to talking, sharing ideas and performing in front of her peers. After a short while in Dolphins through a combination of child and adult initiated tasks A really came out of her shell."
- "With a growth in confidence my child was equipped with the tools to enjoy learning phonics, and in turn, beginning to read."
- "The whole team are committed to nurturing and developing the whole child by planning and providing really exciting learning opportunities and adapting these to meet the interests of the children."
- "The communication with parents is really positive and informative. From more formal curriculum meetings to quick chats which are never too much trouble."

Our aspirations for the children leaving our Nursery

EAD

Children will be offered daily opportunities to explore the creative arts. They will have a wide range of materials and equipment to play with to develop their fine motor skills, their imagination and their creativity.

UW

Children will learn about the people and places in their own local community. They will be encouraged to explore and respect the natural world

C and L

Children will have stories read to them. They will be encouraged to talk about every day experiences and events special to them.

Ν

Children will be able to recognise and have a deep understanding of numbers to 5. They will start to subitise these numbers.

PD

Children will begin to make healthy choices about their lifestyles. Children will have access to a wide range of fine and gross motor activities. They will learn to use a range of tools.

ı

Children will be encouraged to mark make using a range of tools.
They will begin to have an awareness of sounds and begin to write the letters in their name.

Our aspirations for children leaving our Reception Class.

PSED

Children will continue to form strong and supportive relationships with children and adults and will learn how to lead happy and healthy lives.

PD

Children will make healthy choices about their lifestyles. Children will have access to a wide range of fine and gross motor activities. They will use a range of tools with confidence including a comfortable pencil grip.

EAD

Children will be offered daily opportunities to explore the creative arts. They will have a wide range of materials and equipment to play with to develop their fine motor skills, their imagination and their creativity.

C and L

Children will develop a love for reading and have a story read to them at least once a day. They will be able to talk about their favourite book usig wide range of

vocabulary.

L

Children will spot rhymes. They will be able to use their phonic skills to blend sounds to read simple sentences. They will be able to segment words to write simple sentences.

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Progression of skills for Phonics/Literacy in Nursery

Environmental Sounds

Instrumental Sounds and Body Percussion

Rhythm and Rhyme

Voice Sounds and Alliteration

Progression of skills for Phonics/Literacy in Reception

Autumn 1	S,a,t,p,I,n,m,d,g,o,c,k,uk,u,e,r,h,b,f,I,ff,II,ss
Autumn 2	Revision of previous
	J,v,w,x,y,q,z,zz
	Ch,sh,th
Spring 1	Revision of ch,sh,th
	Ng,ee,ai,oa,oo,or,ar,ow,oi,ur,er
	Revision of above
Spring 2	Igh,ear,air,ure
Summer 1	Revision of phase 3
	Phase 4
Summer 2	Revision of phase 3 within phase 4

Tricky words

Autumn 1	Read I, the, go, to no,
	Spell I, the
Autumn 2	Read previous plus me, he, we, she, be
	Spell above plus go, to no
Spring 1	Read previous plus all, are, they, was
	Spell previous plus me, he, we, she, be
Spring 2	Read previous plus you, her, do, so
	Spell previous plus all, are, they
Summer 1	Read previous plus have, said, like, were, there
	Spell previous plus her, was, you
Summer 2	Read previous plus what, when, come, some, out, one
	Spell previous do, so

Subitise Name and to 3 describe 2D Compare Recite, quantities shapes. count Understand and position order **Numbers** Shape, to 5 Maths Skills space and Solve real (Nursery) world measure We are problems **Explorers** Plan and Make introduce new comparisons vocabulary to size, related to.... weight, length and Talk about capacity. and identify Notice and patterns in create the world **Patterns** repeating around them. patterns

Name and describe 2D and 3D

Shape, space and measure

Make comparisons to size, weight, length and capacity. Recite, count and order to 10.

Maths Skills (Reception)

We are Explorers

Plan and introduce new vocabulary related to....

Subitise to 5

Compare quantities (more than. Less than, equal to

Numbers to 5

> Solve real world problems

Recall number bonds to 5 and 10.

Patterns

Sharing

Recall double facts

Odds and evens Notice and create repeating patterns Select and use activities

Follow rules and routines

Develop appropriate ways of being

assertive

Talk with others to solve conflicts

Talk about their feelings and show expressions

Be confident to try new

activities

Manage

hygiene

basic

Managing

Self

PSED Skills We are **Explorers** Plan and introduce

> new vocabulary related to....

Self-

regulation

Be able to wait for what they want and control their impulses.

Play with

extending

others,

ideas.

Begin to understand how others are feeling

Respond appropriately to what is being of asked by the adults

Form positive relationships and be sensitive to the needs of others.

Develop their senses of responsibility and membership in the community

Work and play cooperatively with others **Building** relationships

Become more outgoing with unfamiliar people

Help to find solutions to problems and conflicts.

Take turns and share.

Understand a qu or instruction that has two parts

Understanding

Understand 'wh' qu's

Understand more complex sentences

Able to follow a story without pictures

Listens to others in 1:1 and in small groups

Listening and attention

> Enjoy listening to stories and rhymes.

Focusing attention still listen or do but can shift

Listens attentively in a range of situations

Literacy Skills We are

Explorers

Plan and introduce new vocabulary related to

Communication,

Language and

Use talk to organise their play

Speaking

Use a range of vocab

Use a range of tenses accurately

Sing familiar songs and rhymes

Expresses themselves effectively



Discussion Non-fiction Maps and stories Compare Observation and **Culture and** contrast **Communities UW Skills** (Re, The past We are Geography) - history **Explorers** Plan and Non-fiction Find out introduce and stories about new Compare significant vocabulary Draw on and individuals related to own life contrast story **The Natural** Changing World seasons (Science, Explore **Geography)** the world around them Forces Changing

> states and materials

Act out well know Sculpture Textiles Take part stories in pretend play Creating **Being** Collage **EAAD Skills** with imaginative We are materials - drama **Explorers** - DT Art Plan and Printing introduce new vocabulary Invent and related to... create Constructing props Drawing and Being painting imaginative Use term Listening - music 'beat' to and tap sounds out beats Respond to Explore the what they sounds of have heard instruments Play with increasing control

Invent and

create your

own stories

Add

small

world

props and