

Our EYFS Intent, Implementation and Impact

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.

Implementation

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 relationship 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, and the progress they are making and where their child needs to be by the end of the school year.

Impact

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 national averages 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 explore a wide range of materials to show their creativity and imagination. They will draw and paint pictures and begin to make models. their creativity.

PSED

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

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 can use a pair of scissors to cut a straight line. Independent skills – putting on coat, shoes socks

C and L

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

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

L

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. They will recognise their name.

N

Children will be able to recognise numbers to 5. They will subitise numbers to 3.

Our aspirations for children leaving our Reception Class

EAD

Children will be offered daily opportunities to explore the creative arts. They will have been able to paint and draw pictures with increasing detail and accuracy. They will be able to plan and make models with detail.

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.

PSED

Children will continue to form strong and supportive relationships with children and adults and will continue to learn how to lead happy and healthy lives. They will be able to share, take turns, listen to ideas and contribute ideas.

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 using a wide range of vocabulary.

N

Children will be able to recognise and have a deep understanding of numbers to 10. They will be able to confidently subitise these numbers.

PD

Children will make healthy choices about their lifestyles. Children will be able to throw and catch a ball. They will use a scissors, punches and tear masking tape. They will hold a pencil with a strong and comfortable pencil grip.

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.

How to achieve our end points in Reception.

By the end of the Autumn Term first half

Recognise name

Recognise numbers to 5

Hold a pencil in a strong grip

By the end of the Autumn term second half

Be able to choose to learn from tasks out in the environment.

Listen to each others idea and share some ideas. Be able to take part in planning sessions and come up with ideas for learning jobs

Write name with correct letter formation

Recognise numbers to 10

Subitise to 3

Describing what can be seen on the dinner register and counting how many children are here that day.

Know all Phase 2 sounds

Draw a person with a body, head, arms and legs

Explore the making area with activities that are out on offer.

Explore the construction kits, making models.

By the end of the Spring Term

Initiate own learning

During planning sessions come up with questions for us to answer.

Know all phase 3 sounds

Write a simple sentence using phase 2 and some phase 3 sounds with prompting.

Subitise to 5

Explaining how many children have school dinners and how many have packed lunch on that day. Counting how many children are here that day and representing that with the Numicon.

Draw a stick person

Create own models within the making area using resources available. Not just boxes stuck together but thinking what these models look like.

Plan, make and write a label for models when using the construction kits.

By the end of the Summer Term

Initiate learning with friends, sharing ideas and listening to others.

Share ideas and thoughts during any input whether in groups or whole class.

Whole a pencil with a correct grip

Write a simple sentence using phase 3 sounds

Explaining how many children have school dinners and how many have packed lunch on that day. Counting how many children are here that day, representing that with the Numicon and writing a number sentence.

Recognise what numbers are made up of.

Draw a person with correct arms and legs

Creating models with more thought about finishing techniques.

Protected Characteristics

Protected characteristics are actively promoted at Appledore School by how we act, treat one and in what we learn. Examples of how we actively teach protected characteristics in Early Years include: age through teaching life cycles in UW, Religion and race through teaching Diwali and Chinese New Year in UW. Disability through our Real PE videos. Sex through our PSED curriculum.

Progression for Phonics/Literacy in Nursery

Environmental Sounds

Instrumental Sounds and Body Percussion

Rhythm and Rhyme

Voice Sounds and Alliteration

Progression for Phonics/Literacy in Reception

Please see [Little Wandle](#).

Progression for Maths

Please see separate Maths document.

Progression Document from Nursery through to Reception

In Nursery and Reception we are *Explorers*. We **notice, try, choose, investigate** and **explore**.

Green writing is vocabulary.

Blue writing is progression of curriculum. This could be subject knowledge or skills.

<p>PSED</p>	<p><u>Managing self</u> Wash hands and go to the toilet independently → Try new activities and have a go (with an adult) → Select and use activities independently (choose) Follow rules and routines independently</p> <p><u>Self-regulation</u> Wait for what they want and control their impulses → Respond appropriately to what is being asked of by the adults → Understand how others are feeling from expressions and actions → Talk about their feelings and others and show expressions → Independently solve conflicts → Know when it is right or wrong to be assertive</p> <p><u>Building Relationships</u> Play with others, extending ideas → Take turns and share → Help to find solutions to problems and conflicts → Work and play co-operatively with others</p>
<p>Communication and Language</p>	<p><u>Understanding</u> Understand a cue or follow an instruction that has one part → Understand a cue or follow an instruction that has two parts → To talk about individual pictures and then a sequence of pictures (notice) → To talk about a story without pictures (notice)</p> <p><u>Listening and Attention</u> To listen giving attention fully → Can listen and shift attention → Listens attentively in any situation and location</p> <p><u>Speaking</u> Use noun, verb, noun to communicate meaning across → Use five or six word sentences to get their meaning across → Use a range of tenses accurately → Use new vocab that has been introduced. (See Medium Term Planning for taught vocabulary. Also, see vocabulary triangles on display in the classroom)</p>
<p>Physical Development</p>	<p><u>Gross Motor Skills</u> Pat → throw → bounce → catch → kick Large ball → a small ball → a beanbag Cross-lateral – ride a trike → ride a bike, Gym – two feet climbing equipment → alternate feet climbing equipment → using imagination to climb Functional movement – walk → stand on one leg → jump → hop → lunge → gallop → skip → march</p> <p><u>Fine Motor Skills</u> Use a progression of scissors, paintbrush, glue, chalk, playdough tools, Take coat off → take shoes and socks off → put coat on → put shoes and socks on → take jumper off → put jumper on → zip up coat → pour a drink independently</p>
<p>Maths (Turtles/Nursery)</p>	<p><u>Numbers to 5</u> Recite, count and order to 5 Subitise to 3</p>

'more' → 'lots', → 'less' → 'same'

Shape, Space and Measure

Place an object using 'on' → 'under' → 'in' → 'over' → 'next to' → 'behind'.

Use the above language to place an object (in the progressive order)

Identify and name circle → square → triangle → rectangle

Describe above shapes using terms 'points' and 'sides'

Compare within the environment size using language 'big', 'small', 'short', 'tall'

Weight using the language 'heavy', 'not heavy' 'light'

Length using the language 'short', 'long'

Capacity using the language 'full', 'empty'

Patterns

Talk about and identify patterns in the world around them.

Maths
(Dolphins/Reception)

Numbers to 10

Recite, count and order to 10

Subitise to 5. Use language 'full', 'not full' and 'finished' to describe the 5s and 10s frames.

Use language in Nursery → 'more than' → 'less than' → 'equal to'

Recall number bonds to 5 and then 10.

Shape, Space and Measure

Know what is a 2D shape and name Nursery shapes plus diamond → oval → hexagon → semi-circle (connect)

Describe above shapes using terms 'corners' and 'edges'

Identify and name Sphere, cuboid, cube, cylinder, pyramid and know why these are 3D shapes.

Use language 'faces' and 'points' to describe them. (connect)

To be able to use comparative language to talk about

Size – 'bigger', 'biggest', 'smaller', 'smallest', 'shorter', 'shortest', 'taller', 'tallest'.

Weight – 'heaviest', 'lightest', 'heavier', 'lighter',

Length – 'longest', 'longer', 'shortest', 'shorter'

Capacity – 'half empty', 'half full'

Patterns

Create repeating patterns

To recognise odd and even numbers and to identify why.

To recognise double facts to 10 and know why.

To share objects between groups and explain when it isn't equal.

Understanding
The World

The Past

Notice/Look → same → different → similar → old → new → past → today → compare

Can talk about significant individuals and events from the past. (connect)

<p>Children in Turtles/Nursery will become exposed to these concepts. Children in Dolphins/Reception will work on consolidating</p>	<p>Remember and talk about events from their own life story</p> <p><u>Culture and Communities</u> Notice/Look → same → different → identify → talk → similar → different → compare Can talk about significant places (Turtles home and local) → Dolphins can talk about the wider world. To draw own map (Turtles) → Talk about and then make map to get from A to B of specific given purpose (Dolphins) Use language 'house', → 'shop' → 'park', → 'road', → 'beach', → 'sea', → 'hill' → 'village', → 'town', → 'city',</p> <p><u>The Natural World</u> Know that weather changes from hot and cold and what we need to wear. → That the weather has an impact on self → Identify the seasons → Talk about what happens in each season and where they fit into the cycle (Explore) Use magnets to randomly find objects. → Use vocabulary 'stick and not stick' → 'magnetic', → 'not magnetic' → Predict what they think will happen → Draw conclusion (investigate) Explore concepts floating and sinking and ice. Use vocabulary 'on top', → 'at the bottom', → 'float', → 'not floating' → 'sink', → 'not sinking'. Predict what they think will happen → Talk about results → Draw conclusions (investigate) 'cold' → 'melted' → 'melting.' → 'heat' Predict what they think will happen → Talk about results → Draw conclusions (investigate)</p>
<p>Expressive Arts and Design</p>	<p><u>Being imaginative – drama</u> Can act out well know stories and roles → Can take part in pretend play → Can invent and create own stories → Can add props and small world → Can invent, create and use props for own plays</p> <p><u>Being imaginative – music</u> Can listen to and identify sounds → Talk about what they have heard → Can explore the sounds of instruments → Can copy a 3 clap/beat rhythm → Can create and describe own 3 clap/beat rhythm Use language loud → quiet → fast → slow → beat → clap → sound → rhythm,</p> <p><u>Creating with materials</u> Please see separate whole school progression document for this.</p>

