



CHACEWATER PRIMARY SCHOOL

EARLY YEARS STRATEGY for 2022/23

INTENT

Chacewater Schools Vision.

At Chacewater School, we base our love of learning through a broad and balanced curriculum - fostered through the earliest stages of their academic lives, right throughout their journeys in our school. Therefore, in our Foundation Stage we strive to deliver a wide and varied learning experience, where we are fully committed to developing each child's unique potential. Thus, we promote children to lead their own learning through a balance of children's interests and that of the skills we want them to fulfil based through the Development Matters Strategy and those that will help them as they begin their journey through our school. These areas are then explored and deepened further by not only their surroundings, but the immediate learning opportunities nurtured by the staff. Over the years we have adapted how we teach, allowing us to experience rotational groupings which are adult led, independent groupings where the children lead or opportunities which are based around previous learning experiences to captivate what they children have learnt over time.

The Early Years Framework, accompanied by Development Matters and Birth to 5 will then be pieced together by inspirational texts and hook books linked to the child's interest, incorporated and filtered throughout all learning experiences - Maths, Phonics and our afternoon sessions.

What do we look out for?

The Leuven Scale

Leuven Scale of Wellbeing

1. **Extremely Low** - The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn.
2. **Low** - The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3. **Moderate** - The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4. **High** - The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5. **Extremely High** - The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He / she is open and accessible to the environment. The child expresses self-confidence and self-assurance.

Leuven Scale of Involvement

1. **Extremely Low** - Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.

2. **Low** - Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3. **Moderate** - Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4. **High** - Continuous activity with intense moments. The child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5. **Extremely High** - The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

At Chacewater School our vision for success stems back from our belief that time and dedication initiated in the Early Years setting with parents, carers and agencies, builds fundamental relationships with children's families upon arrival to our school. Practitioners in the Early Years setting make exceptional links with desirable agencies and nursery provisions, whereby children meet the class teacher long before arrival, as well as discussing their interests and attainment with appropriate adults. Our thoughtful and thorough parent appointments, open classroom and staggered start program, allows parents to engage in the school's ethos prior to their children starting school. These exceptional links allow the children and their families to have a smoother transition into school life, allowing the children to have an essence of self confidence and awareness immediately and their relationships with peers and staff have already been made.

What do we want to achieve?

In the Foundation Stage we believe that our children should feel safe and happy in a stimulating learning environment, which allows them to reach their best academically, but also developing their thirst for knowledge, fostering a love of learning and leave our school with exceptional independent learning skills.

From this, we expect that all children within the Early Years setting make strong progress from their accurate starting points assessed through their initial baseline assessments. Along with the statutory baseline assessments that all reception classes are required to carry out, our school undertake our very own assessments too. These baseline statements are taken from the Development Matters Framework and are used to address areas of weakness and strengths within the earliest stages of the children's schooling experiences. These are recorded and used to plan the provision for the cohort, addressing all areas of particular focus. Practitioners in the foundation stage make professional judgements as to where they believe the children are working at. These then link and are continuously monitored through the observations recorded on Tapestry and by having termly meetings with SLT using Target Tracker to support.

Curriculum Overview

Each year a curriculum overview plan is created based on the information we have received from the parents and children during the come and play sessions, parent appointments, nursery visits etc. These overviews can change overtime dependent on the cohort and children's interest, but factor in general themes to cover (based on the expectations of those in the foundation stage using Development Matters and Birth to 5) and linking possible texts and wow moments.

We aim to cover the 7 areas of the EYFS framework. These areas are broken down into:

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

An overview of how we deliver these areas are broken down in the implementation.

Implementation

Transition into Reception and engagement with parents

Starting school can be a daunting affair for both children and parents. At Chacewater School we make every effort to ensure this transition is as smooth as possible. Once we have the confirmed list of new starters (usually after the Easter holidays) we will write to everyone and invite them to a personal meeting with the Head teacher and Reception Teacher so we can begin to get to know the family.

In the summer term we plan a number of 'Come & Play' sessions for children who will be starting school with us in September. Children attending Stepping Stones Day Nursery in the village will be brought to visit for two of these sessions. If your child attends a different setting, or doesn't attend any pre-school, they are invited to come to as many of these sessions as they can to get to know their new friends.

The class teacher will also make a personal visit to children in local pre-school settings. This will give her a chance to talk to your child's key worker and find out a little more about them and see them in an environment they are comfortable in.

Parents are then invited to an Open Afternoon to meet the uniform provider, After-school club, school caterers and Friends of Chacewater School. They will also have the opportunity to meet Governors, the Acorns Class staff and visit the classroom with their child.

A 'Starting School' booklet is provided to support families with all the information they might need about our school. This booklet is updated every year to make sure it reflects the needs of our families.

Balance of child-initiated activities and adult led activities.

A thoughtful process is constructed to ensure that all children in the Early Years Foundation Stage are accessing a range of different adult led activities and child led activities.

How do we deliver this in phonics?

- The children are assessed and accurately placed into groupings according to their individual needs. Each group consists of 5/6 children. .
- The children then access child led activities which are set up to make links to the learning that is taking place. These activities link back to the sound of the day, reading

opportunities and fine and gross motor skills to build up their finger strength and muscles for writing.

- Links are also made throughout continuous provision opportunities daily.
- Use of hook books to navigate learning.

How do we deliver this in Maths?

- We follow the Mastering Number project and have great emphasis on children representing and understanding numbers to 10. We delve deeper into the children's understanding of number and ways we can represent these in different ways.
- We use White Rose as a guide to help us plan a sequence of lessons and helps us to make sure we teach all that children need to know. This can be changed to suit the needs of the children.
- We run 2 adult led activities of 5/6 children where our focus looks at objectives from Development Matters and the Mastery Number Project, along with a focus of the number of the week. We have a separate Mastering Number Input which takes place in the afternoons.
- Our continuous provision opportunities allow children to make links to previous learning opportunities, links to the numbers of the week, links to subitising and mastering number and a challenge station. These are recorded on Tapestry and discussed/assessed with all practitioners in the room. This provision is also supported by an adult.

Early Reading

Reading is at the heart of our curriculum.

At Chacewater School, Phonics is delivered throughout KS1 and EYFS similarly.

How do we make sure children make progress?

- Phonics is taught daily following the Read Write Inc (RWI) progression of sounds to ensure a systematic approach.
- Phonic lessons follow the same sequence of teach, practise, revise, review and apply, including daily partner reading. Planning includes assessment for the graphemes taught. Phonics is assessed half termly to identify gaps in learning to inform future planning and intervention.
- The comprehension aspect of reading is taught through whole class guided sessions. The teachers focus their questioning on the 6 reading domains: clarifying, questioning, explaining, retrieval, summarising and predicting. To support the children's understanding, dual-coding through 'The Pawsome Gang' is used.



In the Early Years Foundation Stage, we deliver phonics from the start, immersing children with sound exposition from the start of their experience in school. During this period, we assess the children using our baseline assessments and teach the initial set 1 sounds following the Read Write Inc programme.

The teacher delivers a speed sound lesson to the whole class which includes the 'sound of the day", rhyme and handwriting process and objects that also begin with the sound of the day. We also link early reading, oral blending and CVC recognition into these sessions as well. We also deliver a song of the week.

How do we match the pupil's reading books to their phonic ability?

Through the Read Write Inc programme, children are given books that match the sounds that they have been taught. Children are then able to read with confidence and practice sounds at home.

- Pupils are assessed daily in phonics as well as half termly using the RWI assessments. Assessment then informs which books match to the pupil's phonic ability.
- Staff in EYFS are responsible for changing and or checking the pupil's reading books.
- Pupils who are learning phonics in EYFS take home three books: a book bag book, a read write story book and a book for pleasure.

How do we promote a love of reading?

Reading underpins our schools' approach to learning and therefore as well as this, phonics and reading is essential to all areas of the curriculum. Continuous provision activities are set up with reading at the heart of what we teach. As well as this, hook books underpin the children's learning and are used to encourage discussion and promote each topic which is taught across the EYFS year. Children are given enriching opportunities to delve into story telling and sequencing using story stages, story spoons and tough trays that link to the book of the week. We also visit the Library weekly to create a essence of reading for pleasure.



Approaches to building Early Mathematical skills

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. In Early Years our aim is to build a strong association with number and a deepening understanding of how numbers can be characterised using varied resources, environments and representations to help them with this.

By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

How do we deliver this at Chacewater?

- Maths session always begins with a song - relating to the Development Matters framework, something the children need to know by the end of the reception year.
- Maths sessions always begin with a teacher's input. This input relates to what the children are learning about in Maths that week.
- Number of the week (focusing on NCETM and Numberblocks). Different ways to represent a numeral or number, is taught at the end of a lesson to allow children to see that numbers can be represented in a variety of different ways: eg: hands, fingers, dice, numicon etc.
- On Thursdays the children use the knowledge they have learnt that week to solve challenges
- Observations of the children in that week are then put into a folder on Tapestry and are assessed as a group and then as an individual child. Pictures are uploaded onto Tapestry of the 4 sessions children all took part in over the course of the week.
- Maths sessions are separated into two groups (adult led). These groups are always practical and looking over different ways of visualising and representing. Children rotate through these groups over the course of the week and each teacher/TA has an objective (taken from the Development Matters Framework) in which helps assess the children and what they can/can't do. This then helps reinforce planning for the next week.
- Our independent groups where the children access the provision themselves are broken down into
 - Learning that has been taught previously, learning that links to Mastering Number, Learning that links to the number of the week. This group is supported by an adult.

How do we deliver the rest of the 7 areas in the Early Years Foundation Stage?

Half termly sequencing documents are created to show the progression of learning throughout each driving theme.

	Help children to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars. Plan and introduce new vocabulary related to the exploration. Encourage children to use it in their discussions, as they care for living things								
Understanding the world: The	Children learn about the importance of	Animals that are familiar to us - pets.	Animals of significance and importance (farm	What is a habitat? Do all animals live in the	Children look at animals around the world, with a focus on	What do animals need to survive? Briefly	Are all animals the same? Children draw	What have we witnessed and observed on our	Children know about the importance of

World science focus	taking care of living things and do this by witnessing and observing the lifecycle of animals in our classroom - tadpoles and caterpillars. Children discover the world outside of where they live and begin to talk about The world in regards	Visit from Cats protection. Hook book - Dear Zoo.	animals). What do they do? Hook Book - What the ladybird heard.	same place? How do we know? Draw on animals from the story of the monkey puzzle/ The Tiger who came to tea.	animals in Antarctica - why are these animals special? Draw on work from our hook book - last and found.	talk about what they eat - carnivores, herbivores etc. Hook book - snail and the whale. Compare those	on examples from the story 'Snail and the Whale' - similarities and differences amongst these animals compared to other animals we have learnt. Hook book - The Hungry Caterpillar.	journey learning about animals? Can we confidently talk about the lifecycle of some animals? Are they all the same? Time to let the butterflies go.	Taking care of living things and can confidently talk about the lifecycle of animals that they have witnessed - caterpillars and tadpoles. Some children can compare these to other animals we have explored through our
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Communication and Language -

Circle times

Modelling spoken language and sentence structures

Opportunities to explore new vocabulary with new hook books.

Story times

Sentence stems - encouraging using full sentences when speaking and answering questions.

Small group work, everybody having the opportunity to talk.

Opportunities for children to talk about their Tapestry observations.

Acting out books - story stages.

Personal Social and Emotional Development -

Circle times

Modelling good friendships

Working on the colour monster stories.

Promoting the school behaviour values.

Giving children opportunities to play in smaller group settings during settling in periods.

Opportunities to get dressed for PE, outdoor adventure, fancy dress costumes in role play area.

Healthy eating linked to hook books - Supertato.

Modelling turn taking during activities.

Building strong relationships from the start of their school experiences, nursery visits, come and play sessions, settling in periods.

Focus children observations made through Tapestry.

Physical Development -

Real PE

Gross and Fine motor skills.

Pen pal activities

Funky finger activities

Bikes.

Outdoor adventure.

Equipment used during playtimes.

Targeted tough trays to build finger strength.

Dough disco.

Understanding the World - Our themes are drivers for Understanding the world - past and present. the world and people and communities.

Opportunities to explore the world through outdoor adventure.

Exploring where we live.

Discussing other countries linked to hook books - particularly our Animal topic in Spring 2.

Opportunities to look at those who help us in our local community, visits from police, fire fighters etc.

Visiting local places.

Investigating maps.

Looking at people who are of particular significance - Guy Fawkes etc, Jesus (The Nativity).

Lifecycles of animals and plants.

Seasonal changes.

Expressive Arts and Design -

Role play area opportunities linked to theme or hook book.

Story stages to act out known tales or stories familiar to them.

Daily creating tables.

Opportunities to mix colours and paint inside and outside.

Use of various materials to manipulate for purpose.

A mixture of inside and outside provision is used to implement these sessions with the children, and different methods and teaching styles used throughout. These opportunities are set up for children to access across the course of the week in afternoon continuous provision opportunities, amongst other things related to the weekly theme choice.

You can find the long-term plans for each of these 7 areas attached below.

Transition from Reception in to Y1

At Chacewater School, we are committed to making the transition throughout all children's lives as stress free as possible. Therefore, in EYFS, we prepare the children for their transition to year 1 with a progression of skills and expectations throughout their year of learning. Children are provided with transition slots to get to know their teacher before they start and buddy classes are offered to classes in order for children throughout the school to get to know each other and their teachers beforehand.

IMPACT

Through the delivery of a well-planned and challenging curriculum we aim that the pupils will leave the Early Years foundation stage with transferable skills needed to start Key Stage 1. This will be measured at the end of reception as to whether the pupils have achieved a Good Level of Development. We aim that the pupils will leave the Early Years being able to read, have good personal, social and emotional skills, show a good level of listening and be resilient learners with inquisitive minds who are keen to learn.

Measuring progress (Intent statement was “for all pupils to make strong progress from accurate starting points”.)
could include an explanation of what data will be collected and when, how it will be used