



To inspire confident learners who will thrive in a changing world.

EYFS

Intent of study at Swinford School

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school the children enter the Reception class in the September of the year they turn five. At Swinford CE Primary we believe that every child deserves the best possible start in life and the support that enables them to fulfil their potential.

Four guiding principles that shape our practice in early years settings are these:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

(Taken from the Early Years Framework 2021)

We use praise and encouragement, house points, trophies and awards and whole school celebration assemblies, to encourage children to develop a positive attitude to learning.

Implementation

Whilst it is vital that children get opportunities to learn in ways that they choose and based on their interests, we also acknowledge the importance of directed teaching times to ensure children are taught new knowledge and vocabulary and they are then able to embed these skills in our continuous provision.

In our EYFS setting, children are taught phonics using our scheme- Little Wandle as a whole class. If needed additional small group phonic sessions will be timetabled. Each day the children will also take part in "drawing club" which is a daily Literacy session based on a story, with key vocabulary and modelled drawing and writing. Maths is taught in circle time and small group activities to ensure that new knowledge is taught and practised. Maths activities are also included in continuous provision to help the children embed their new learning. We follow the White Rose Maths Scheme like the rest of the school to ensure the

foundations of learning are laid with us in the early years and built on as the children move through the school. We encourage the use of technical terminology to ensure that children are well equipped in their understanding and have solid foundations to build upon.

We also plan in clear teaching times to discuss our topics, PSHE and vocabulary to ensure that we can carefully plan for progression in these areas and support the children's learning through play. The skills we want the children to learn and develop are clearly planned for and we ensure that we revisit these skills in different topics so that children can apply their knowledge and understanding and build upon them.

Throughout the day children learn in whole class, small groups (mixed ability and ability groups), 1:1 through: structured and unstructured activities. We try to ensure that a healthy balance is maintained between explorative play with open ended activities and tasks, more structured tasks and adult led activities.

Our inclusive approach means that all children learn together. We ensure that we are supporting individual children learning as needed, through the use of pre-teaching, interventions and scaffolding within our provision. This support includes, but is not limited to, speech and language, fine motor skills, social skills, phonics and mathematics. We also ensure that children who are showing a greater depth of understanding are provided with opportunities to challenge themselves and deepen their understanding further.

We ensure that our curriculum provides children with the opportunity to develop their characteristics for effective learning and help them to build the foundations for the rest of their schooling. For example, we pose a problem and invite the children to solve this problem in any way that they choose. We encourage them to think about their method and whether it is effective.

Impact

Each child's individual learning journey, individual books and Tapestry show that our intended curriculum is taught regularly, and learning is recorded in a range of ways. Children are frequently assessed through observations during their explorative play and other activities. Observations, feedback books and trackers are monitored to ensure that children's skills are progressing. Future activities are planned in response to these observations. Emphasis is placed on children being able to demonstrate curiosity, enquiry and recently taught vocabulary.

Assessment

The Reception Baseline assessment started in September 2021 and this is completed in the first 6 weeks of the children starting in Seahorses class. It is completed in a fun and sensitive way so that the children are unaware that they are being assessed. The parents were then informed of the outcomes.

We do this by interacting with the children and observing them in their play and directed tasks. This helps us to plan accordingly to extend the children's knowledge. As a team, we have discussions about the progress that the children are making and plan for interventions/pre-teaching to ensure the children access the support they need. Termly, we use a progress tracker to identify which children are 'on track' or 'emerging' and use this information to inform our interventions. This information is shared with parents via 'Tapestry', open afternoons, parent's evening and reports.

Early Learning Goals

At Swinford, we use the early learning goals at the end of the year to assess the children's understanding and development. Throughout the year, we use development matters to inform our planning. This information is then shared with parents and year 1 class teachers to help ensure a smooth transition.

Communication and Language	Personal, Social and Emotional Development
Listening, Attention and Understanding - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Speaking - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.
Physical Development	
Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	
Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.	
	Mathematics
	Number - Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
	Numerical Patterns - Verbally count beyond 20, recognising the pattern of the counting system. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
	Literacy
	Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate (where appropriate) key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Word Reading - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others.
Expressive Arts and Design	Understanding the World
Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. - Make use of props and materials when role playing characters in narratives and stories.	Past and Present - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling.
Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
	The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

SEND in EYFS

At Swinford Primary, we believe that all our children matter and give each child every opportunity to achieve their best. In the Seahorses Class, we set realistic and challenging expectations that meet the needs of our children. The most able children are extended through challenging focused activities and direction to independent adult-initiated activities. Children with gaps in their knowledge get the additional teaching they need so that they can access the same curriculum as their peers.

Strategies	Resources
Talk Boost	Visual Timetable

Communication Games	Picture Cards
Sentence Stems	Fidget Toys
Pre-teaching	Happy/ Sad Feelings Cards
Interventions	Safe Space
Adult Support and Scaffolding	Now and Next Board
Actions/ Signs	
Clear, Short Instructions	
Use of Emotions Check in Chart	
Short Bursts of Activity	

Learning Environment

Children learn best when they are happy, healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. At Swinford Primary, we comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021.

Positive Relationships

At Swinford Primary, we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are the children's first and most enduring educators and we highly value the contribution that parents make.

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

Talking to parents about their child before their child starts in our school and we hold a new parents' meeting in May.

Visiting the children in their Nursery and Pre-School setting before they join us at Swinford Primary.

Learning and Development

At Swinford school teachers plan the most appropriate activities and experiences to secure the children's intended learning. Adults think carefully about what children already know and can do when deciding what to teach first. Children with gaps in their knowledge get the additional teaching they need so that they can access the same curriculum as their peers. Practitioners consider a child's interests when choosing activities while also expanding interests further, so that children make progress in all areas of learning.

Children's play is valued and is used to teach many aspects of the curriculum. Their learning through play is enhanced by skilful adult scaffolding. Explicit teaching is used to introduce children to new knowledge and followed up by opportunities to practise new learning through play.

Areas of Learning

The EYFS is made up of seven areas of learning:

Personal, Social and Emotional Development

Communication and Language

Literacy

Mathematics

Understanding the World

Physical Development

Expressive Arts and Design

We value all areas of learning and development equally and understand that they are interconnected. Through our curriculum, we support children to make links in their learning.

Play and Learning

At Swinford school, the Seahorses classroom is bright and colourful with lots of zones to learn and play both inside the classroom and in the outside covered area. Through play, our children explore and develop learning experiences, which help them make sense of the world. The children engage in a range of child-initiated and adult-initiated independent play activities inside and outside along with focused activities with an adult to extend their learning. Each day, the children have the opportunity to engage in independent play and focused activities – one of these usually focusing on Literacy or Mathematics.

Each day the children take part in a Little Wandle phonics session. This is a fast-paced interactive session to ensure children begin to develop fluent word reading skills and have good foundations in spelling. Three times a week the children take part in small group reading following the Little Wandle Scheme.

The children also take part in regular dough disco sessions, which, as well as being great fun, also develop the children's fine and gross motor skills.

Each Friday afternoon, the children take part in a Forest School session which encourages their independence, confidence and resilience.

Creativity and Critical Thinking

Adults in the Reception Class support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the setting to extend their learning.

Long Term Plan

We use development matters to plan the curriculum for the children in the Seahorses class. All children come with different learning experiences.

	Pupils should be taught to/about...	Total	A1	A2	A3	A4	A5	A6
Communication & Language	Understand how to listen carefully and why listening is important	6	1	1	1	1	1	1
	Learn new vocabulary	6	1	1	1	1	1	1
	Use new vocabulary through the day	5	0	1	1	1	1	1
	Ask questions to find out more and to check they understand what has been said to them.	4	1	1	1	0	1	0
	Articulate their ideas and thoughts in well-formed sentences	5	1	0	1	1	1	1
	Connect one idea or action to another using a range of connectives.	5	1	0	1	1	1	1
	Describe events in some detail	2	0	0	1	0	1	0
	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	3	0	0	0	1	1	1
	Develop social phrases	4	0	0	1	1	1	1
	Engage in story times	4	1	1	1	0	0	1

	Listen to and talk about stories to build familiarity and understanding.	6	1	1	1	1	1	1
	Retell the story, once they have developed a deep familiarity with the text, some exact repetition and some of their own words.	4	0	1	1	1	0	1
	Use new vocabulary in different events	4	1	1	1	1	0	0
	Listen carefully to rhymes and songs, paying attention to how they sound	6	1	1	1	1	1	1
	Learn rhymes, poems and songs	4	1	1	1	0	0	1
	Engage in non- fiction books	2	0	1	0	0	1	0
	Listen to and talk about selected non-fiction books to develop a deep familiarity and new knowledge and vocabulary.	4	0	1	0	1	1	1
PSED	See themselves as valuable individuals	3	1	1	1	0	0	0
	Build constructive and respectful relationships	6	1	1	1	1	1	1
	Express their feelings and consider the feelings of others.	6	1	1	1	1	1	1
	Show resilience and perseverance in the face of challenge.	5	0	1	1	1	1	1
	Identify and moderate their own feelings socially and emotionally.	4	1	1	1	0	0	1
	Think about the perspectives of others.	3	0	0	1	1	0	1
	Manage their own needs- personal hygiene	6	1	1	1	1	1	1
	Know and talk about the different factors that support the overall health and wellbeing	2	0	0	0	1	1	0
	regular physical activity	2	0	0	0	1	1	0
	healthy eating	2	0	0	0	1	1	0
	toothbrushing	2	0	0	0	1	1	0

	sensible amounts of screen time	2	0	0	0	1	1	0
	having a good sleep	2	0	0	0	1	1	0
	being a safe pedestrian	2	0	0	0	1	1	0
Physical development	Revise and refine the fundamental movement skills they have already acquired.: rolling, crawling, walking, jumping, running, hopping, skipping and climbing	3	0	1	1	1	0	0
	Progress towards a more fluent style of moving, with developing control and grace.	3	0	1	0	0	1	1
	developed the overall body strength , coordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	5	0	1	1	1	1	1
	Develop their small motor skills so they can use a range of tools competently, safely and confidently, Suggested tools are pencils, paintbrushes , scissors, knives and forks and spoons.	6	1	1	1	1	1	1
	Use their core muscle strength to achieve a good posture when sitting at the table or sitting on the floor.	5	1	1	1	1	0	1
	Combine the different movements with ease and fluency.	4	0	0	1	1	1	1
	Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a small group.	3	0	0	1	1	0	1
	Develop overall body- strength, balance, coordination and agility.	3	0	0	1	1	1	0
	Further develop and refine a range of ball skills including:	3	1	0	0	0	1	1

	throwing, catching, kicking and passing, batting and aiming.							
	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	3	1	0	0	0	1	1
	Develop the foundations of handwriting style which is fast, accurate and efficient.	5	1	0	1	1	1	1
	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes	4	0	0	1	1	1	1
Literacy	Read individual letters by saying the sound for them	6	1	1	1	1	1	1
	Blend sounds into words, so that they can read short words made up of known letter-sound correspondence	6	1	1	1	1	1	1
	Read some letter groups that each represent one sound and say the sound for them.	6	1	1	1	1	1	1
	Read a few common exception words matched to the school phonic programmed	6	1	1	1	1	1	1
	Read simple words and phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words.	5	0	1	1	1	1	1
	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	6	1	1	1	1	1	1
	Form lower case and capital letters correctly	4	1	0	0	1	1	1
	Spell words by identifying the sounds and then writing the sounds with letter/s.	5	1	1	0	1	1	1
	Write short sentences with words with known sound-letter correspondence using a capital letter and a full stop.	3	0	0	0	1	1	1

	Re-read what they have written to check that it makes sense.	3	0	0	0	1	1	1
Mathematics	Count objects, actions and sounds	6	1	1	1	1	1	1
	Subitize	6	1	1	1	1	1	1
	Link the number symbol (numeral) with its cardinal number value.	6	1	1	1	1	1	1
	Count beyond 10	3	0	0	0	1	1	1
	compare numbers	4	0	0	1	1	1	1
	Understand the one more than/one less than relationship between consecutive numbers	4	0	0	1	1	1	1
	Explore the composition of numbers to 10	5	0	1	1	1	1	1
	Automatically recall number bonds for numbers 0-5 and some to 10.	4	0	0	1	1	1	1
	Select, rotate and manipulate shapes to develop spatial reasoning skills	3	0	1	0	0	1	1
	Compose and decompose shapes so that children recognize a shape can have other shapes within it, just as numbers can.	3	1	1	0	0	1	0
	Continue, copy and create repeating patterns	3	1	1	0	0	1	0
	Compare length, weight and capacity.	2	1	0	1	0	0	0
Understanding the world	Talk about members of their immediate family and community.	4	1	0	1	0	1	1
	Name and describe people who are familiar to them.	4	1	0	1	0	1	1
	Comment on images of familiar situations in the past.	3	1	0	1	0	0	1
	Compare and contrast characters from stories including figures from the past.	4	0	1	1	1	0	1
	Draw information from a single map.	2	0	0	0	1	0	1

	Recognize some similarities and differences between life in this country and life in other countries.	3	0	1	0	1	0	1
	Explore the natural world around them.	4	1	1	0	1	1	0
	Understand that some places are special to members of their community.	6	1	1	1	1	1	1
	Recognize that people have different beliefs and celebrate special times in different ways.	6	1	1	1	1	1	1
	Understand the effect of changing seasons on the natural world around them.	3	0	1	0	0	1	1
	Describe what they see, hear and feel whilst outside.	4	1	1	0	1	1	0
	Recognize some environments that are different from the one in which they live.	4	0	1	0	1	1	1
Expressive arts and design	Explore, use and refine a variety of artistic effects to express their ideas and feelings	2	1	1	0	0	0	0
	Return to and build on their previous learning refining ideas and developing their ability to represent them.	0	0	0	0	0	0	0
	Create collaboratively sharing ideas, resources and skills.	1	0	1	0	0	0	0
	Develop storylines in their pretend play.	2	1	1	0	0	0	0
	Listen attentively move to and talk about music, expressing their feelings and responses.	2	1	1	0	0	0	0
	Watch and talk about dance and performance art, expressing their feelings and responses.	1	0	1	0	0	0	0
	Sing in a group or on their own increasingly matching the pitch and following the melody.	2	1	1	0	0	0	0
	Explore and engage in music making and dance performing solo or in groups.	1	0	1	0	0	0	0

The developmental matters are mapped out over six units across the year which roughly last a half term. More details of the DM covered in each unit can be found in our curriculum planner & on our website in the termly parent overviews.

A1	A2	A3	A4	A5	A6
All about me Super senses	Dinosaurs Things that move Winter Wonderland	Heroes and Villans	On Safari	Growing	Pirates

Key Knowledge

Gross Motor
To be able to find a space To move safely in different ways e.g run, jump, walk, hop, skip, gallop, over, under, climb. To move in a range of ways forwards and backwards. To move safely over, under and around obstacles. To begin to use core muscles for balance To follow a sequence of movements To move energetically. To begin to aim and throw to a target. To understand basic changes to the body when exercise is happening (e.g warm, heart rate increase, tired). To be able to put on my coat
Fine Motor
To know how to use a range of writing tools using the tripod grip in almost all cases To begin to understand how to hold scissors, knives and forks. To draw recognisable pictures. To begin to zip up coats/ do up larger buttons.
Literacy
To know and recall some simple stories and their order of events To choose appropriate vocabulary to narrate their story telling/ role play To join in with repeated refrains in stories and rhymes. To recall key events from stories. To know sounds for each letter of the alphabet and at least 10 digraphs (special friends) To spot individual sounds and some digraphs (special friends) when reading. To segment words and blend them back together for word reading Read some CEWs (I, the, no, go, to, into) Segment words for writing and blend them back together to check what has been written To use pre-cursive handwriting to form most letters correctly.
Mathematics
To recognise numbers to 10 To count beyond 20 verbally To write numbers to 10 To subitise to 5 To add numbers within 10 To subtract numbers within 10 Know and recall some number bonds to 10

To know some double facts
 To understand how to share equally to different groups.
 To understand how to halve an object.
 To recall some odd/ even numbers
 To recall 1 more/ 1 less to describe patterns
 To use newly introduced mathematical vocabulary
 To name some 2D and 3D shapes and comment on their properties (stacking/ rolling)
 To compare sizes of objects
 To continue simple ABAB/ AAB patterns
 To recognise that we use money to pay for things
 To sequence events in a day beginning to use time conjunctions
 To use simple positional language to describe location
 To know how to use 10s frames and part whole models.

Understanding the World

Key Knowledge (related to History):

To know that the past has happened, and events happened before their lifetime.
 To know that the present is current day.
 To know why bonfire night is celebrated.
 To understand why Remembrance Day is important.
 To be able to say how some toys have changed over time and relate these to their grandparent's childhood.
 To be able to name some similarities and differences between how Christmas was celebrated in the past and the present.
 To know that there are safe strangers that can help us (e.g. doctors, dentists, teachers, police, vets, firefighters etc.)
 To talk about people in their immediate family.
 To begin to talk about jobs and what they'd like to do in the future.

Key Knowledge (related to Geography):

To know that there are other countries in the world.
 To know that different modes of transport are used to travel to countries around the world.
 To identify similarities and differences between England, Kenya and Caribbean Island. (Climate, travel, clothing and schooling)
 To know that maps are used for navigation.
 To know that the globe represents the world

To know that we are in Swinford and that Swinford is in England. To know that their houses and school can be located on a map. To know that animals have different habitats and live in different climates.
<u>Key Knowledge (related to Science)</u> To know that there are different seasons throughout the year. To identify some similarities and differences between the seasons. To understand that animals live in different climates and habitats. To be able to name and locate different body parts. To recall some ways in which we can look after the world. To recall some ways to keep our body healthy (exercise, dental hygiene, healthy eating, limiting screen time, positive mental health). To identify how to melt ice and turn it into water. To know what a plant needs to grow and make observational drawings with the correct parts.
<u>Key Knowledge (related to RE):</u> To know that there are different religions. To identify that different religions, have different celebrations (e.g. Diwali) To identify some different religious stories (e.g. Rama and Sita/ The Christmas story). To know that there are different places of worship for different religions. To understand that people have different beliefs.
Expressive Arts and Design To use a range of props to help tell a story. To take on real life roles and use appropriate/ newly taught vocabulary. To create a story with others. To take turns and listen to the ideas of others. Key Knowledge (related to art): To decide what tool/ media to use to create different effects and techniques. To name a range of tools that they have selected. To use a range of tools correctly. (e.g paintbrush, beginning to utilise pastels correctly, chalk, crayon, wax crayon, felt tip and printing). To know the primary colours. To know that colours can be mixed to make new colours. To begin to talk about pieces of art that they have created. To begin to say what they like about a piece of artwork. Key Knowledge (related to Design Technology): Know how to use own ideas to make something Express simple likes and dislikes about their product When prompted to be able to describe models they have made Know how to join materials in different ways Use a range of construction materials to build models

Key Knowledge (related to Music):

To sing some songs and nursery rhymes from memory.

To begin to describe music (e.g scary, happy, loud, quiet).

To talk about the songs they hear and how they make them feel.

To clap/stomp/tap to the pulse of songs.

To move in different ways to a range of musical styles and begin to move in time with the beat.

Role Play

To use a range of props to help tell a story.

To take on real life roles and use appropriate/ newly taught vocabulary.

To create a story with others.

To take turns and listen to the ideas of others.

Resources

1 minute Maths – WRM

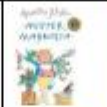
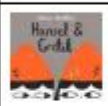
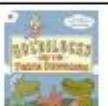
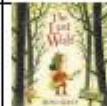
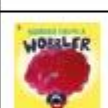
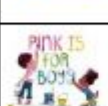
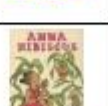
White Rose Maths [Maths resources for teachers | White Rose Education](#)

Little Wandle [My account | Letters and Sounds \(littlewandlelettersandsounds.org.uk\)](#)

Cambridgeshire PHSE scheme [Cambridgeshire PSHE Service - Home \(eschools.co.uk\)](#)

Natre RE Resources [RE at Primary level \(natre.org.uk\)](#)

Reading Super Six Books

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Quality text						
Rhyming book						
Traditional Tale with a twist						
Wellbeing / Growth mindset						
Diversity						
Other						

Transition Process

We work hard to make sure that the transition from preschool into school goes smoothly for all children. We spend time to get to know families and the children through stay and play sessions and other school events. We offer home visits for all new starters as we understand that coming into a strange environment can be daunting. Seeing the children in their home environment helps us to get to know their likes, dislikes and interests so we can adapt our provision to suit their needs.

We meet with preschool providers to find out about their progress and achievements during their early years. If we are unable to visit them, we will always telephone them.

We provide a photo booklet for all the children with information about the Seahorses class and school in general. We also give parents some booklets to complete with their child prior to starting school.

Our transition process follows this timeline:-

EYFS Transition checklist

Action	Responsibility	Completion date
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List of offers sent from Admissions team at LA.	LA	Mid April
Offer letters sent out which include Admission form Dates of visits to school Dates of home visits	School Admin & EYFS teacher	End April
Stay and Play date with parents (1/3)	School Admin & EYFS teacher	Early June
Preschool settings visited or telephoned.	EYFS teacher	June
Safeguarding information transferred from Preschool settings	Co-Headteacher/DSL	June
Home visits Leave photo booklet with child Complete simple activities & questionnaire with parent.	EYFS Teacher & LSA	End of May
School visit (2/3) (no parents)	EYFS teacher & LSA	Late June
School Visit (3/3) 12-3pm (Including Lunch, no parents)	EYFS Teacher & LSA	Early July on whole school Moving Up day