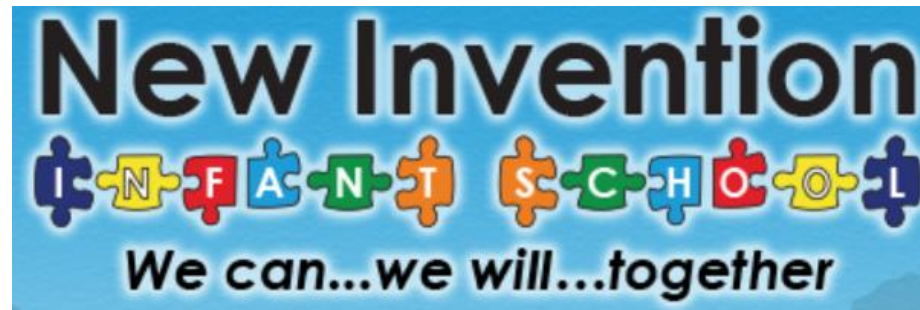
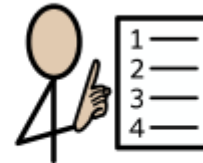




EYFS



Policy

Last Reviewed: September 2026
Next review date: September 2027
Written by: Andrew Craig
Ratified by governors on September 2027



Vision and values

To empower our children to be the change-makers of the future.

#WecanWewillTogether

NII is a safe, secure and nurturing school where children develop positive relationships.

Our children are confident, articulate and resilient both in education and attitude to life.

Our staff are motivated, tenacious and committed working with integrity to ensure the best outcomes for our children and families.

We are the focal point of our community where families feel supported, respected and are partners in their children's journey.

Our high aspirations, forward thinking, innovative approach inspires our children to be change-makers of the future.

They are compassionate, empathetic and supportive of others.

They strive for excellence in all that they do.

Everyone in our school community contributes and is both heard and valued.



inclusivity

Diversity
Equity
Respect
Acceptance



integrity

Moral
Principles
Honesty
Fairness



tenacity

Resilience
Hard working
Perseverance
Never give up



collaboration

Partnerships
Working together
Supportive
'Families'



ambition

Excellence
High expectations
Creative
Innovative
Risk taking

How our Mission, Vision and Values are reflected in our EYFS



Inclusivity is at the heart of our Early Years

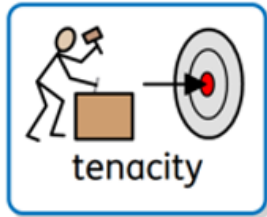
- *Adapt provision ensures that every child can participate and feel represented across all areas of the environment and curriculum. Books, displays, dolls, role-play materials and images reflecting a range of cultures, family structures, languages, and abilities.
- *Open-ended resource and flexible learning opportunities ensure all children can access activities and provision at their developmental level, even when not under the guidance of a member of staff.
- *Use of visual supports including timelines, widgeit symbols, now and next boards, Aided Language Display Boards and Makaton signs support children with Special Educational Needs, English as a Second Language and those with a low level of language to ensure that they are able to not only follow routines and access activities but also communicate their wants and needs appropriately.
- *Celebrating children's individual strengths, cultures and differences ensures that they feel valued and included. We do this through allowing children to share their family life, traditions, and experiences through show-and-tell, circle time, scrapbooks and Seesaw.
- *We strive to identify any child needing additional support as early as possible through focused assessments and close discussion with the SENCO, Early Years and Pupil Premium Lead. Once barriers are recognised, tailored support is put in place so that children can access the help they need both within school and from external agencies.



Integrity is nurtured through clear, kind expectations and adults modelling honesty and fairness.

- *Simple positive phrased rules such as "We use kind hands" "We tidy up the toys so they don't get broken" with explanations
- *Practitioners openly admitting small mistakes ("I forgot to put the paints out - I'll fix that now") shows honesty in action.
- *Simple, positively phrased rules such as "We are kind; we tell the truth; we look after our things." support our children to understand the expectations in the settings.
- *Any issues are fully investigated with all children having the ability to explain their side of the story using restorative conversations — "What happened? How do you think they felt? What can you do now?"
- *Teacher in role and story times are used to support children's understanding of conflict resolution, rules and boundaries. This includes reading books like The Boy Who Cried Wolf to explore honesty or staff role-playing as Jack and Jill arguing so the children can help think of solutions for them.
- *Telling the truth is praised even when it difficult, such as when a child has not been sensible or hurt another child.
- *Staff reward children for effort rather than perfection, celebrating each child's work ethic through high positive praise, stickers and visits to SLT

How our Mission, Vision and Values are reflected in our EYFS



Tenacity develops as children are encouraged to keep trying during play and learning, supported by growth-mindset language.

- *Continuous provision across Nursery and Reception has a wide variety of open-ended resources e.g., block building, small world play, sensory activities which encourage sustained thinking and problem-solving.

- *Growth-mindset language: Teachers narrate effort — “You kept trying even though it was tricky,” “Let’s try a different way.”

- *‘Learning with mistakes’ ethos: Displaying children’s drafts or attempts to highlight progress, not perfection. Along with this teachers will openly say when they have made a mistake or some of the things that they find tricky.

- *During outdoor play activities like climbing, balancing or building with loose parts naturally encourage perseverance.

- *Children who are struggling with an activity are support to keep trying, adults use sustained-shared thinking to talk through difficult activities and encourage children to keep trying



Collaboration is promoted through cooperative activities, role-play and routines that help children work together and communicate.

- *Structured cooperative and team tasks run throughout our provision, whether this is creating group art projects, build together or play simple turn taking activities.

- *Role-play and small-world play: Shared narratives help children negotiate roles and collaborate imaginatively.

- *Circle time activities: Turn-taking games, talking partners and group problem-solving tasks build communication skills.

- *Peer support routines: ‘Help a friend’ systems where children can assist one another with zips, tidying or finding resources.

- *Adult modelling: Staff narrate collaborative behaviour (“Let’s work together to tidy the construction area”).

- *Those children who struggle are supported to collaborate through carefully planned activities and interventions such as ‘Little Heroes’

- *Parents are an integral part of the EYFS and we work closely with them from ‘taster sessions’ in the Summer, home visits and Learn2gether sessions in nursery through to parent meeting and workshops in Reception. Parents are also encouraged to engage with home learning and upload achievements and news to Seesaw to be shared in class.



Ambition is fostered by giving children rich experiences, celebrating their progress and encouraging them to see themselves as capable learners who can achieve

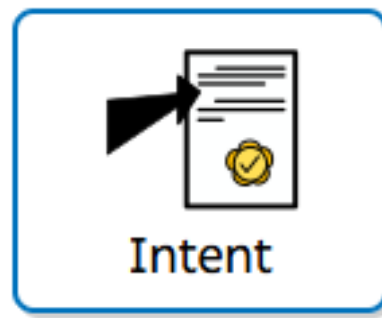
- *High expectations for all: Adults assume capability and offer rich experiences to all children regardless of starting point.

- *Aspirational talk: Using language like “You are a writer,” “You are becoming a scientist,” helps children see themselves as capable learners.

- *Opportunities for leadership: Simple responsibilities—star of the day, classroom helper, tidying monitors—build confidence and aspiration.

- *Exposure to wide experiences: Visitors, local trips, STEM challenges, and themed learning broaden children’s horizons.

- *Tracking and celebrating progress: Visual learning journeys show children how far they’ve come, reinforcing a sense of achievement. Staff show children previous learning e.g. writing and compare to show improvements in work

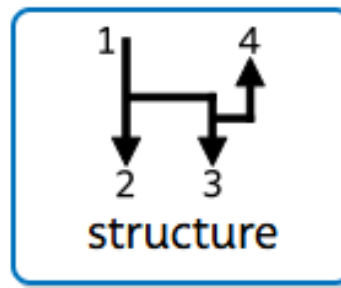


At New Invention Infant School we believe that every child should have the best possible start on their journey through education. We know the importance of having a secure foundation and love of learning on future prospects. Children access a broad and balanced curriculum with a balance between structured activities, adult-led play, child initiated and free play. This ensures that learning is moved forward by use of highly skilled adult intervention whilst giving children autonomy in their education. There is quality and consistency in teaching and learning across the EYFS so that every child makes good progress and achieves to the best of their ability.

We understand that Maslow must come before Bloom and our aim is to ensure that every child in our school has a nurturing environment in which to flourish. We are an attachment and Trauma aware platinum school and staff ensure that they show care and consideration towards all children in our EYFS. For those children who are struggling we can access support from ELSA, Play Therapy, the Attachment and Trauma Lead or Senior Mental Health Lead.

Parents are their child's first and foremost educators and we understand the importance of a close working partnerships with parents/carers. Families are engaged from term before they start school, through transition sessions in both nursery and reception where parents can attend and induction evening. We engage parents throughout the school year with Learn2gether sessions in nursery based around the EYFS curriculum and parent workshops in Reception focusing on Reading, Writing, Phonics and Maths. Parents are also encouraged to support their child's learning at home through Seesaw challenges and can also upload celebrations of what their child has done at home or photos they want to share with the class/teacher.

Every child is included and supported through equality of opportunity and anti-discriminatory practice



Nursery

As a school we have a 78 place Nursery. The Nursery provision differs each year depending on the amount of applicants, this is done in the following way:

- *If we have 78 part-time applicants children will be allocated a 15 hour place. This will either be a morning (8.30-11.30) or afternoon place (12.30-3.30)

- *If we have 52 or less applicants as a school we will offer 30 hour provision places. Which will run from 8.30-2.30 with an additional optional hour being available if parents need it from 2.30-3.30.

- *Our nursery is arranged into three family groups of 13 children each, totalling 39 children for both morning and afternoon sessions.

- *Within our Nursery we have a qualified teacher who leads Bumblebee family group, two level three teaching assistants who lead Caterpillar and Ladybird family groups and an extra level two teaching assistant who works across all family groups. Ladybird family group Level 3 steps up to be a HLTA on days where the teacher is not present.

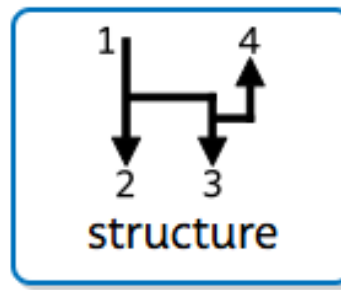
- *Children in our Nursery can also access our breakfast and afterschool care, information on this can be accessed via the Dawn until Dusk webpage on our website

2026-2027

This year we have 15 children who attend our setting as 30 hour children across Caterpillar and Ladybird family groups. The other places (48 places) attend 15 hours per day either AM or PM.

Any 30 hour parents who opt in can pay for an extra hour each day from 2.30-3.30, this charge will be £660 for the year split into six payments of £110. There is also an additional optional fee for school dinners which is £2.53 per day which must be paid for each term in advance. (This fee is given to the parents at cost and is subject to change if the cost of dinners increases from our provider)

Nursery pupils can also access breakfast club from 7.45-8.30 at a fee of £5 per day and after school club from 3.30-4.00 at a fee of £4.50 per day or 3.30-5.00 at a fee of £8 per day.



Reception

*We have 90 reception place, these are split into 3 classes of 30 children. The 3 classes are led by a teacher with a level 2 teaching assistant supporting. When the teacher is on PPA the level 2 teaching assistants are paid at level 3 to lead and another level 2 teaching assistant is allocated to the classroom so there are always two members of staff in class. The three classes are called Lion, Tiger and Leopard

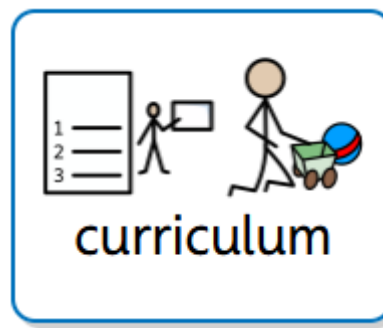
*Our Reception pupils can also access breakfast club from 7.45-8.30 at a fee of £5 per day and after school club from 3.30-4.00 at a fee of £4.50 per day or 3.30-5.00 at a fee of £8 per day.

Additional EYFS staff

*We have an extra teaching assistant in Early Years who completes additional language groups such as Early Talk Boost and Wellcomm. She also completes extra Pupil Premium intervention work based around the children's Pupil Premium plans. Along with this she also covers in nursery on the days when the teacher is not in.

Specialist Resource provision

*Along with our normal provision we also have a Specialist Resource provision with 8 spaces, this caters for children from Reception to Year 2. The EYFS lead is the teacher in the SRP and is supported by a level 3 teaching assistant who steps up to level 4 when he is out of the classroom. There is always at least one other level 2 teaching assistants supporting children in our SRP with there being up to 3 extra level 2 teaching assistants.



Our Early Years Curriculum is topic-based, thematic and creative, and referenced to the Early Years Foundation Stage (EYFS), which is a statutory requirement for schools in England.

At New Invention Infant School, we have created an exciting, innovative, bespoke curriculum with overarching cohesive themes across the whole of the school. British Values thread throughout these themes; however, there is a greater emphasis on aspects of this at particular points during the year. These themes are chosen purposefully, to engage young children, while year on year building on prior knowledge systematically, to widen their understanding of themselves and the world around them. The children also access year group topics that link into our overarching themes throughout the year.

Autumn Term - 'Me and My Imagination': Nursery - Me and My Celebrations, Reception: Nursery Rhyme Land

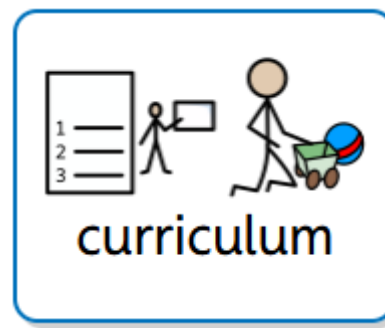
By placing this theme at the start of each academic year, it enables the children some time to think about themselves and their individuality, the challenges ahead as they transition and share their interests, thoughts and emotions as they build new relationships.

Spring Term - 'Heroes and Villains': Nursery - People Who Help Us, Reception - Traditional Tales

This theme further develops the children's understanding of how to keep themselves safe. It gives them the opportunity to explore the dynamics of relationships and mutual respect including what is acceptable in the way we treat others and in the way that others treat us. This theme also aims to develop children's understanding of tolerance, rights and wrongs and the rule of law.

Summer Term - 'Natural World': Nursery - Down on the Farm, Reception: At the Bottom of the Garden

During this theme, the children will explore the natural world moving from insular environments to the wider world as they move through the school. They will explore animals, nature and the environment including developing an understanding of environmental issues, and what it means to be a world-citizen.



At New Invention Infant School the children learn skills, acquire new knowledge and demonstrate their understanding through 7 areas of learning and development.

Prime Areas

These build the foundation for all other learning.

Communication and Language (C&L): Focuses on children's ability to listen, understand, and speak. Encourages conversations, new vocabulary, and confidence in expressing themselves.

Physical Development (PD): Supports movement, coordination, health, and self-care. Includes fine motor skills (like holding a pencil) and gross motor skills (like running and jumping).

Personal, Social and Emotional Development (PSED): Helps children manage emotions, build relationships, develop self-confidence, and learn social skills like sharing and taking turns.

Specific Areas

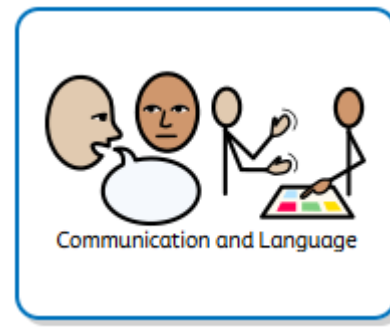
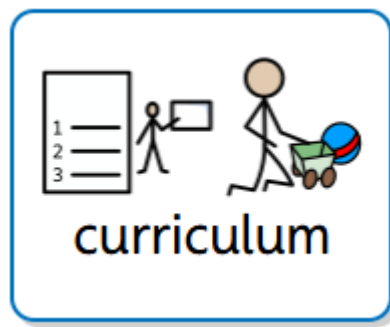
These strengthen and apply the prime areas.

Literacy: Develops early reading and writing skills—phonics, enjoying books, mark-making, and beginning to write simple words/sentences.

Mathematics: Covers numbers, counting, shapes, space, measures, patterns, and early problem-solving.

Understanding the World (UTW): Encourages exploration of people, places, technology, nature, and how things work.

Expressive Arts and Design (EAD): Includes art, music, dance, imaginative play, and using different media and materials creatively.



The development of children's spoken language underpins all seven areas of learning and development.

*High-quality back-and-forth interactions from the earliest stages are central to children's language acquisition and cognitive development. At our setting, practitioners actively support these interactions through the SHREC approach (Share attention, Respond, Expand, Conversation). This ensures that every exchange with a child is purposeful and contributes to strengthening their communication skills.

*We recognise that both the number and quality of conversations children experience each day, within a language-rich environment, are crucial. Practitioners comment on what children are doing or showing interest in, model accurate language, and repeat children's expressions while naturally introducing new vocabulary. Through these responsive interactions, children's language skills develop securely and progressively.

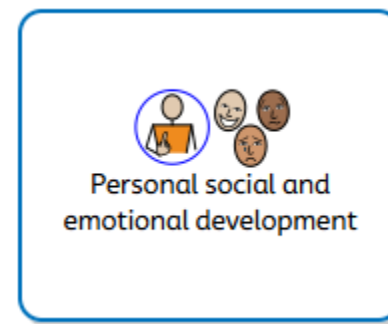
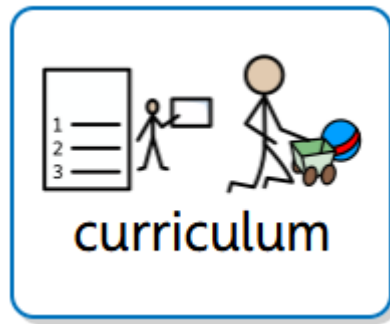
*All staff receive training in sustained shared thinking to enhance children's communication, critical thinking, and vocabulary development. Practitioners engage children in meaningful dialogue, asking open-ended questions that encourage them to think deeply and express themselves confidently.

*Reading forms a key part of our provision. Children are read to frequently and are actively involved in exploring stories, non-fiction texts, rhymes and poems. They are provided with rich opportunities to revisit and embed newly learned vocabulary through varied play contexts and daily routines.

*We promote children's language development through conversation, story-telling, role play and imaginative opportunities where children can share their ideas with the support of skilled adult modelling. Sensitive questioning, encouragement, and high-quality interactions help children become confident communicators who can use an increasingly rich range of vocabulary and language structures.

*Throughout the year we assess children using the Wellcomm screening toolkit and this is used to support whole curriculum planning as well as interventions using the Big Book of Ideas.

More information on how we teach Communication and language curriculum can be found in our Oracy curriculum.



* This area of learning is central to enabling children to lead healthy, happy and fulfilling lives, and it forms a vital foundation for their cognitive development. Children's personal growth is supported through the development of secure, nurturing attachments that shape how they understand and interact with the world around them.

* At our setting, practitioners build strong, warm, and supportive relationships with every child. These relationships help children learn to recognise, understand and express their own emotions, as well as respond sensitively to the feelings of others. Staff support children to manage their emotions appropriately, develop a positive sense of self, set simple goals, and build confidence in their own abilities. Children are encouraged to develop perseverance, patience and the ability to sustain attention.

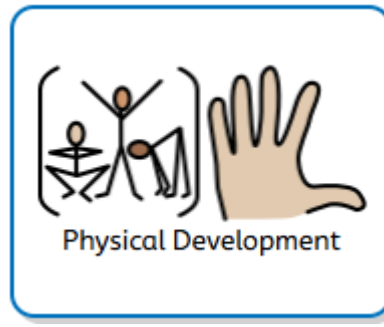
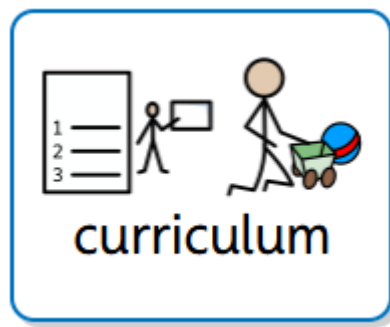
* Elements of the ELSA (Emotional Literacy Support Assistant) approach are embedded within our curriculum to further strengthen children's emotional literacy, resilience and well-being.

* Through consistent adult modelling and guidance, children learn how to care for their bodies, including understanding healthy eating and managing their personal needs independently. Practitioners also support children to develop the social skills needed for forming positive relationships. Supported interactions help children to make friendships, collaborate with others and resolve conflicts respectfully.

* Fundamental British Values is delivered throughout the curriculum and is linked into our PSHE curriculum in EYFS.

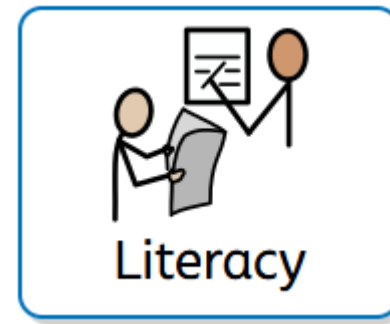
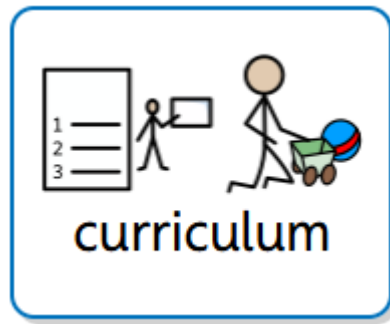
* These early skills and attitudes provide children with a secure foundation for their learning, both now and in the future, enabling them to thrive in school and beyond.

More information on our PSED curriculum can be found in our PSHE curriculum



- *This is essential to children's overall growth and well-being, enabling them to lead happy, healthy and active lives. Our provision supports both gross and fine motor development, which build progressively throughout early childhood.
- *Children begin developing physical competence through early sensory exploration and movement experiences such as tummy time, crawling, climbing, and playful interaction with adults and objects.
- *Practitioners plan and provide a wide range of high-quality opportunities, both indoors and outdoors, that promote core strength, balance, spatial awareness, coordination and agility. These include structured games, open-ended physical play, and daily access to our outdoor learning environments.
- *We recognise that strong gross motor skills form the foundation for healthy bodies and contribute significantly to children's confidence, resilience and social-emotional well-being.
- *Fine motor development is supported through carefully planned activities that promote control, precision and hand-eye coordination. Children are offered repeated and varied experiences, including small-world play, construction, puzzles, arts and crafts, mark-making, and the use of small tools. Practitioners provide guidance, encouragement and feedback to help children develop proficiency and confidence in these skills, which support early writing and wider learning.
- *Through a balanced and engaging curriculum, we ensure that all children develop the physical competence and confidence needed for lifelong health and well-being.

For more information on how we teach Physical Development see our Writing and PE curriculum



Literacy: Our curriculum enables children to build language, reading, and writing skills through meaningful interactions, play, and structured teaching.

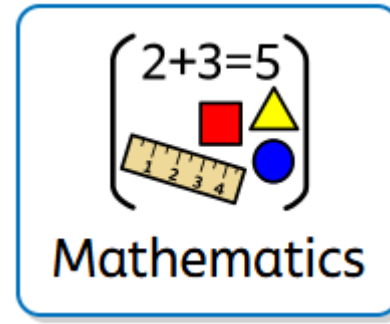
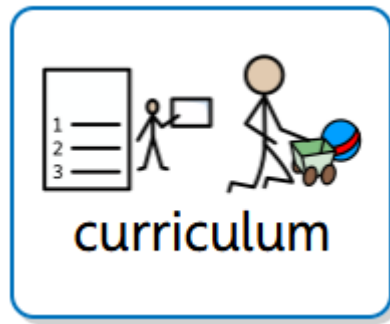
Reading: Developing a lifelong love of reading is central to children's learning and success. Reading comprises two key dimensions: **language comprehension** and **word reading**.

Language comprehension, which underpins both reading and writing, begins from birth. It develops when adults engage children in meaningful conversations about the world around them, share and discuss stories and non-fiction texts, and explore rhymes, poems, and songs together. These rich interactions help children understand language, build vocabulary, and develop listening and comprehension skills.

Word reading, introduced later, involves both the decoding of unfamiliar printed words and the rapid recognition of familiar words. Children are taught to read systematically, building accuracy and fluency over time. Children are taught to read through Little Wandle for the first part of each day.

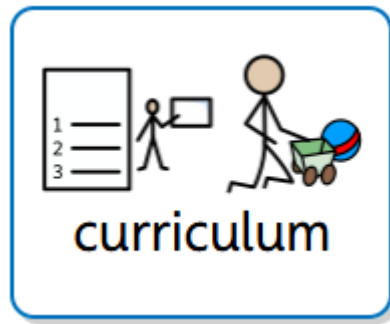
Writing development is supported through transcription, including spelling and handwriting, and composition, which involves articulating ideas clearly and structuring them in speech before writing. Adults provide guidance, modelling, and opportunities for children to practise writing in meaningful contexts, supporting their confidence and skill development. In Early Years we use Greg Bottrill's Drawing Club as a basis for our early writing which supports the children with language development, composition and engagement.

For more information on how we teach Literacy see our Phonics, Reading and Writing Curriculum



- * In our curriculum mathematics is developed through practical, hands-on experiences that help children build number confidence, explore patterns, and develop spatial reasoning and problem-solving skills.
- * At our school, we ensure that all children develop a strong foundation in mathematics through practical, engaging, and carefully planned experiences. Children are supported to count confidently, understand numbers to 10, explore relationships between numbers, and recognise patterns.
- * Practitioners provide a range of hands-on activities using manipulatives such as pebbles, counters, number lines, and tens frames. These resources help children to organise, compare, and calculate, while also building mathematical vocabulary. Mathematics is embedded across the curriculum through structured lessons, play-based learning, outdoor activities, and real-life problem-solving opportunities.
- * We also provide rich experiences to develop spatial reasoning, shape recognition, understanding of measures, and awareness of patterns and relationships. Staff model mathematical thinking, ask open-ended questions, and encourage children to explain their reasoning and explore different strategies.
- * Children are encouraged to develop positive attitudes towards mathematics by taking risks, discussing ideas with adults and peers, spotting patterns, and learning from mistakes. Our approach ensures that every child gains confidence, enjoyment, and the foundational skills to progress and achieve in mathematics.
- * We use NCETM Mastering number in Reception, which is supplemented by White Rose Hub and Nrich to teach wider maths.

For more information on how we teach Mathematics see our Mathematics curriculum.



Understanding the
World

In the EYFS, children are supported to make sense of the world around them and their community through a broad range of first-hand experiences.

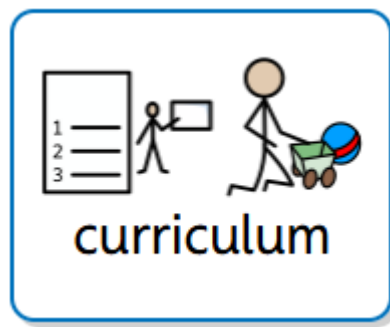
Children are supported to make sense of the world around them through three key strands:

People, Communities, and Cultures - Children develop an understanding of themselves, their families, and the wider community. They learn about similarities and differences between people, families, communities, and traditions, fostering respect, empathy, and an appreciation of diversity. Visits from members of the community such as Police Officers or Nurses help children to understand people outside of their family who are important to them.

The Natural World - Children explore, observe, and investigate the natural environment, including plants, animals, habitats, and seasonal changes. Through hands-on experiences and outdoor learning, they develop curiosity, scientific thinking, and an understanding of how the world works.

Past and Present - Children begin to understand the concept of time by learning about their own lives, family histories, and significant events. They explore changes over time and develop awareness of how people, places, and environments evolve. Through these strands, practitioners provide rich, engaging experiences—visits, stories, discussions, practical investigations, and role play—allowing children to build knowledge, vocabulary, and skills. This foundation encourages curiosity, respect for diversity, observational skills, and confidence in exploring and understanding the world around them.

For more information on how we teach Understanding of the World see our History, Geography, RE, Computing and Science curriculum



The development of children's artistic and cultural awareness is central to supporting imagination, creativity, and self-expression.

At our school, children are provided with regular opportunities to explore, experiment, and play with a wide range of media and materials, including paint, clay, textiles, music, dance, and drama.

The quality, variety, and richness of the experiences children encounter are key to developing their understanding, vocabulary, and ability to communicate ideas through the arts. Repetition, frequent engagement, and meaningful exploration enable children to interpret, respond to, and appreciate what they see, hear, and participate in, supporting their artistic development and confidence.

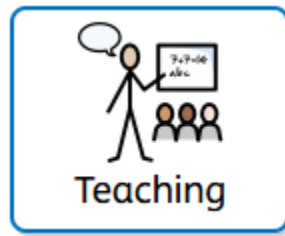
Practitioners model creative processes, ask open-ended questions, and encourage children to express their thoughts and feelings, fostering creativity, imagination, and cultural awareness across all areas of learning.

This curriculum area is split into the following:

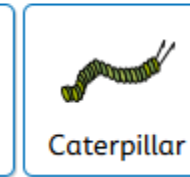
Exploring and Using Media and Materials: Children investigate and experiment with a range of materials, tools, textures, colours, sounds and technologies, developing their curiosity, creativity and confidence as they learn how different materials can be used and combined to create and express ideas.

Being Imaginative: children use their creativity and imagination to express ideas, explore experiences, and create their own stories, characters, movements, artwork, and role-play scenarios with increasing confidence and originality.

For more information on how we teach Expressive Arts and Design see our Design and Technology, Art and PE curriculum



Nursery



Throughout the day, children remain in their family groups and move together through the three main areas of the Nursery environment. This rotation of spaces, known as ‘**Turnarounds**’, ensures that all children access a balanced and stimulating range of learning opportunities.

Learning Zones

The Splash Zone provides rich sensory and creative experiences. Children access sand and water play, malleable materials such as playdough, painting easels, a mathematics and puzzle area, a Zen Zone, train track and book nook in the loft that is regularly adapted to reflect children’s emerging interests.

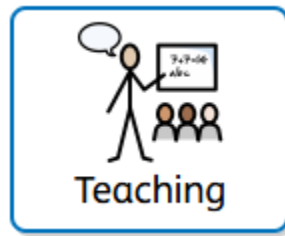
The Scribble Zone offers a wide range of opportunities for literacy, communication, and imaginative play. Children can engage in role play within the home corner, use the message centre, work on the Clevertouch screen, build with construction materials, develop their fine motor in the tinker area, and spend time in the builder’s yard.

The Stomp Zone is our outdoor learning environment, supporting children’s gross motor development through climbing equipment, bikes, and scooters. Themed sheds provide continuous provision linked to different curriculum areas, including literacy, mathematics, construction, small world, and music. Children also explore their senses through the water area, mud kitchen, planting area, and sensory garden.

Daily and Weekly Learning Structure

Every Monday, all staff engage purposefully with children during child-initiated learning time, supporting them to use the environment safely, effectively, and with growing independence. During each ‘Turnaround’ session, children participate in either adult-led focus activities, adult planned enhancements or continuous provision. These activities are delivered in small groups or on a one-to-one basis when appropriate, ensuring that learning is personalised to meet individual needs. This totals six across the week giving adults the time to have highly quality interactions as across all zones, children continue to access high-quality child-initiated play. Each area includes carefully planned enhancements, independent activities, and challenges designed to promote engagement, extend learning, and encourage children to take ownership of their play. The environment is organised to promote independence, enabling children to remain active in their learning, make connections, think critically, and develop confidence.

Throughout the week, practitioners engage in sustained shared thinking, interacting with children during self-chosen activities to deepen understanding, extend language, and foster curiosity.



Nursery



Bumblebee



Caterpillar



Ladybird

Supporting Transition and Early Development

At the start of the year, the Nursery environment is intentionally minimal, allowing children to settle, learn routines, and explore the space without becoming overwhelmed. Additional resources and areas of provision are introduced gradually as children demonstrate readiness. This enables practitioners to explicitly teach how to use each area safely, purposefully, and respectfully, supporting children to become independent learners from the outset. During the first term, there is a strong focus on the **Prime Areas of Learning**. Practitioners support children's communication and language development by playing alongside them, modelling vocabulary, and teaching the foundations of effective conversation, including listening, attention, and turn-taking. Key vocabulary is consistently modelled and reinforced, encouraging children to repeat words initially and, as they develop, to use new vocabulary within full sentences.

Adult involvement during child-initiated learning also supports the development of vital social skills such as sharing, turn-taking, and forming positive relationships with peers and adults, helping children to feel settled, secure, and confident. To promote children's physical development, a wide range of activities is provided to strengthen both gross and fine motor skills. These include Write Dance, Dough Disco, and core-strengthening activities such as Cosmic Kids Yoga, all of which support readiness for future learning.

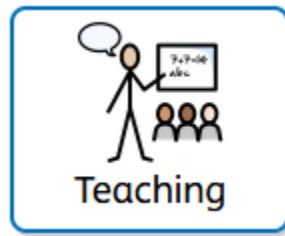
Early Phonics

In Nursery, we follow **Rising Stars Rocket Phonics** to introduce early pre-phonics skills. The initial focus is on developing children's ability to listen carefully, talk about sounds, and distinguish between different noises in their environment. Children take part in listening walks, sound lotto games, and musical activities that build auditory discrimination, memory, and attention. Through exposure to rhyming and alliterative stories, songs, and playful sound games, children develop strong pre-phonics foundations that prepare them for learning graphemes in Reception.

Once children have securely embedded key pre-phonics skills, individual sounds are introduced using Rocket Phonics' multisensory and interactive approach. This supports children in recognising graphemes and linking them to their corresponding phonemes in an engaging and developmentally appropriate way. Further details about our phonics approach are available on our school website.

Early Mathematics

In Mathematics, we use the **White Rose Hub** framework for Early Years, carefully adapted for Nursery to ensure that children have sufficient time to embed fundamental number skills. We also incorporate **NCETM** resources and **CBeebies Numberblocks** to support children's understanding of counting principles, number recognition, and early mathematical concepts. A wide range of high-quality mathematical resources—such as Numicon, bead strings, and counting objects—enables children to develop secure understanding of number, pattern, and early calculation.



Reception



Each morning, when the children enter the classroom, they are welcomed with one or two songs while engaging in a variety of settling activities. This calm yet purposeful start to the day supports the development of both gross and fine motor skills through Write Dance, Dough Disco, and core-strength activities. During this time, the teacher also provides targeted support for children who require additional help with handwriting, pencil grip, or co-ordination.

Phonics and Early Reading

The first part of the morning is dedicated to phonics and early reading, as these skills are crucial to all areas of learning. Reception continues to follow the **Little Wandle** scheme. Children are introduced to two sounds each week, alongside regular opportunities to practise blending and segmenting using these new sounds.

During the introductory phase, children access a multisensory approach to learning letters and sounds through Rocket Phonics activities and phonics games. When they are developmentally ready, children begin to use the Rocket Phonics workbooks. As they progress further through the scheme, they are provided with an increasing range of books matched to the sounds they have learned so far.

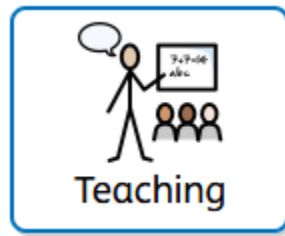
Both the teacher and teaching assistant work with groups of children during the phonics session, while the remaining children engage in independent phonics tasks or high-quality child-initiated learning.

Turnarounds and Continuous Provision

For the remainder of the day, children take part in at least two adult-led activity with either the teacher and teaching, providing access to a broad range of learning opportunities across the EYFS curriculum. The other adult who is not leading the focussed activity engages in continuous provision and child initiated play with the rest of the class. This is to facilitate progression in oracy, move learning forward through play and also to target key children as and when needed.

Although Reception classrooms follow a similar structure to Nursery, the layout is adapted to suit the space available. Children have access to a home corner, creation station, message centre, a Zen Zone, Book Nook, Tiny Tales Town (small world area), Discovery Den (Sand and Water), Builder's Yard, Puzzle Place and Tinker Table. As their independence grows, children access a range of resources in these areas which are reviewed with the children and may differ between classes depending on the interests and needs of each cohort. Staff plan purposeful enhancements and challenges across all choosing areas to ensure full curriculum coverage.

At the beginning of each week an adult spends at least one full day in child-initiated time teaching children how to access the environment and use new weekly enhancements



Reception



Lion



Tiger



Leopard

Mathematics

Children complete 15 minutes of Mastering Number each day as a whole class, the children then have additional activities as a smaller group with either their teacher or teaching assistant during the week. These activities are rooted in **White Rose Hub** planning; however, the school has adapted the teaching sequence to ensure children cover Number and Shape, Space and Measure in each term while still having sufficient time to embed key concepts. Children also continue their mathematical journey through **Numberblocks** and use a range of high-quality resources—including Numicon, Dienes, counting beads, and number lines—to develop depth and breadth in their number understanding.

Outdoor Learning and Physical Education

Reception classes access the outdoor area on four days each week. Similar to Nursery, the outdoor space includes a range of themed sheds, offering continuous provision in sports, construction, literacy, mathematics, creative arts, music, sand play, small world, gardening, and the mud kitchen. While setting up outdoor provision is more challenging due to the playground serving as the school's main entrance and exit, staff ensure that children have consistent opportunities to learn and explore outdoors. Throughout the week, children complete four adult-led activities in the outdoor environment, allowing practitioners to further broaden each child's circle of relationships.

On the day that children are not outdoors, they participate in P.E. in the hall. Sessions initially focus on key movement skills before progressing to more traditional games, gymnastics, and dance, alongside a strong emphasis on health and fitness.

Ongoing Review and Adaptation

The EYFS team reviews the organisation of the day regularly throughout the year, making adjustments in response to the needs of each cohort. This reflective and responsive approach ensures that all children have access to high-quality provision that supports them to make the best possible progress.

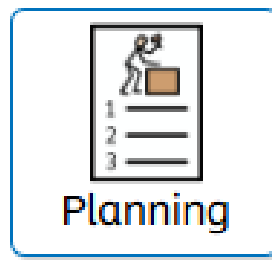


At our school, we recognise that strong partnerships between home and school are essential in supporting every child's learning, wellbeing, and development. We strive to build positive, trusting relationships with families and value parents and carers as children's first and most important educators.

To support effective collaboration, we offer a range of opportunities for parents to be involved in their child's learning:

- **Home Visits:** At the start of Nursery and Reception, staff carry out home visits to help children feel secure, establish early relationships, and gain valuable insights into each child's interests and needs.
- **Seesaw Online Learning Platform:** We use Seesaw to share children's learning, celebrate achievements, and provide regular updates about classroom activities. Parents can also upload photos, videos, and comments from home, ensuring a two-way flow of communication that strengthens the link between home and school.
- **Parent Workshops:** Throughout the year, we offer workshops focused on key areas of the EYFS curriculum, such as phonics, early reading, mathematics, and supporting learning at home. These sessions help parents understand our approaches and offer practical ideas for supporting their child's development.
- **Homework Challenges:** Children are provided with simple, engaging homework challenges that encourage shared learning experiences at home. These activities are designed to reinforce key concepts, develop communication, and promote curiosity.
- **Parents' Evenings:** We hold one parents' evening each term, giving families the opportunity to discuss their child's progress, review next steps, and celebrate achievements. Staff are also available for additional conversations throughout the year should parents wish to discuss their child's learning or wellbeing.

Through these approaches, we aim to create an open, supportive partnership built on shared understanding and mutual respect. Working together ensures that every child feels confident, valued, and well supported in their learning journey.



Our staff are ambitious for all children, and plan and experiences for the children that enable them to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas. Staff also take into account the individual needs, interests and development of each child in their care, and consider whether the child needs any addition support. They use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability (SEND), staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and guiding the children's activities, staff reflect on the different rates at which children are developing, and take these into account.



Assessment in the EYFS is continuous, purposeful, and rooted in daily interactions with children. Its purpose is to build a clear and holistic understanding of each child's development, allowing practitioners to plan effectively, identify next steps, and ensure that all children make strong and sustained progress.

We use a combination of day-to-day formative assessment, structured observations, and statutory assessments, including:

Day-to-Day Assessment and Feedback: Practitioners assess children continually through observation, play-based interactions, questioning, and immediate feedback. This ongoing assessment informs the next steps in learning, shapes the environment, and ensures timely intervention and challenge.

Teacher and TA Discussions: Teachers and teaching assistants meet regularly—formally and informally—to discuss children's progress, share observations, and review individual needs. These professional conversations ensure that assessment is consistent, accurate, and used effectively to inform planning.

Assessment for Learning (AfL) Records: Practitioners maintain AfL records to track individual learning across the EYFS curriculum. For children with complex SENDi needs, **bespoke AfL records** are kept to monitor small-step progress, adapt provision, and ensure personalised targets are met.

EYFS Baseline Assessments: At the start of Reception, children complete the statutory EYFS Baseline Assessment. This provides a clear picture of early skills and supports accurate identification of starting points.

EYFS Profile: At the end of Reception, teachers complete the statutory EYFS Profile, assessing each child against all Early Learning Goals. Judgements are based on cumulative evidence from observations, interactions, and assessments across the year.

Phonics Workbooks and Assessments: As part of the Rocket Phonics programme, children complete workbooks that provide ongoing evidence of developing phonological knowledge. At the end of each phase, phonics assessments are carried out to check understanding and readiness to move on.

Wellcomm Assessments: Communication and language development is monitored termly using the Wellcomm Screening Tool. This identifies children who may benefit from additional targeted support.

Derbyshire Language Assessment: Where appropriate, practitioners use the Derbyshire Language Scheme to gain a deeper understanding of speech, language, and communication needs, particularly for children requiring more detailed assessment.

All assessment information—statutory and non-statutory—is used to monitor progress, adapt the environment, and plan high-quality learning experiences. Outcomes are shared regularly with parents through Seesaw, informal discussions, and termly parents' evenings, ensuring a strong and collaborative partnership in support of every child's development.



Safeguarding and promoting the welfare of children is at the heart of everything we do in the Early Years Foundation Stage. We are committed to ensuring that all children feel safe, secure and well cared for, both emotionally and physically. We recognise that children learn best when they are healthy, safe and secure; when their individual needs are met; and when they have positive, trusting relationships with the adults who care for them. All staff working within the EYFS share a collective responsibility to recognise and respond to any concerns regarding a child's wellbeing. Our safeguarding practice is underpinned by the statutory requirements set out in the **EYFS 2026 Statutory Framework**, alongside all associated legislation and our school's **Safeguarding and Child Protection Policy**.

Key Safeguarding Practices

We ensure that:

- All staff receive regular safeguarding and child protection training, including updates linked to changes in EYFS statutory requirements.
- Robust procedures are in place for recording, reporting and responding to concerns, following the school's safeguarding processes and working closely with the **Designated Safeguarding Lead (DSL)** and Deputy DSLs.
- All required safeguarding checks are completed for staff, visitors and volunteers, including enhanced **DBS** checks.
- The EYFS environment is safe, secure and appropriately risk-assessed, both indoors and outdoors.
- Children are taught how to keep themselves safe through age-appropriate guidance, consistent routines and positive role-modelling.
- Children's emotional wellbeing is supported through strong relationships, nurturing interactions and positive behaviour strategies.
- We work in partnership with families and external agencies to safeguard children and meet their needs effectively.



Health, Safety and Supervision

To ensure the highest standards of safety and care:

- Statutory **staff-to-child ratios** are maintained at all times.
 - For children aged 3 and over: **1 member of staff for every 13 children**, and compliance with infant class size legislation ensures **1 qualified teacher for every 30 pupils**
- We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

Promoting Health and Oral Hygiene

We promote children's physical wellbeing, including **good oral health**, by talking to them about:

- the effects of eating too many sweet things
- the importance of brushing their teeth

Where appropriate, we follow **Public Health England's supervised tooth brushing programme**, ensuring all practice is evidence-based and safely delivered.

Intimate Care

Children's dignity is paramount. All intimate care takes place in the designated **nursery shower area**, and children who are toilet training may have pull-ups changed while using the toilet. Further details are outlined in our **Intimate Care Policy**.

Review and Compliance

All safeguarding and welfare procedures within the EYFS are regularly reviewed to ensure they remain compliant with the **EYFS 2026 statutory framework** and reflect current best practice. The welfare, safety and protection of every child remains our highest priority at all times.

For full details on safeguarding, please refer to our **Safeguarding and Child Protection Policy**.



Safer eating

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair or highchair and, where possible, in a designated eating space.

Before a child joins our setting, we will get information on their: Dietary requirements and preferences, Food allergies and intolerances, Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

We will consult with parents/carers to: Create allergy action plans for their child – with the help of health professionals, where appropriate. We will also keep this information up to date and share it with all staff

We will prepare food in a way that:

- Prevents choking

- Meets each child's individual developmental needs

- Is in line with the DfE's [Early Years Foundation Stage nutrition guidance](#)

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer, and then take action as appropriate.



Safer eating

We follow the guidance given by the department for education Food Safety

How to reduce the risk of choking

Children can choke on any food. To minimise the risk of choking:

- remove any stones and pips from fruit before serving
- cut small round foods (like grapes, strawberries and cherry tomatoes) lengthways and into quarters
- cut large fruits (like melon) and hard fruit or vegetables (like raw apple and carrot) into slices instead of small chunks
- do not offer raisins as a snack to children under 12 months (they can be chopped up as part of a meal)
- soften hard fruit and vegetables (like raw apple and carrot) and remove the skins when first given to babies from around 6 months
- cut sausages into thin strips rather than chunks and remove the skins (sausages should be avoided due to their high salt content)
- remove bones from meat or fish
- do not give whole nuts to children under five years old
- do not give whole seeds to children under five years old
- cut cheese into strips rather than chunks
- consider wholemeal or toasted bread as white bread can form a doughy ball in the throat, and cut all types of bread into strips for very young children
- do not give children popcorn as a snack
- do not give children marshmallows or jelly cubes from a packet, either to eat or as part of messy play activities, as they can get stuck in the throat
- do not give children hard sweets



Food and drinks to avoid (Dfe guidance)

Drinks

Provide only fresh tap water and plain milk for children to drink. Fruit juice, smoothies, squash, fizzy drinks and flavoured milk, even when diluted, contain lots of sugar and can cause tooth decay. Diet or reduced-sugar drinks are not recommended for babies and toddlers either. These drinks can fill older children up so they're not hungry for healthier food.

Do not give children under 5 rice drinks because of the level of arsenic they contain.

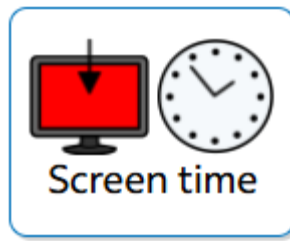
Foods to avoid up to 5 years

Children under the age of 5 should not be given:

- whole nuts and peanuts as they pose a choking risk (children can be given crushed or ground nuts and smooth peanut butter from around 6 months old)
- raw eggs, runny boiled eggs or foods containing partially cooked eggs like uncooked cake mixture (unless they have the red lion stamp or you see the words "British Lion quality")
- foods high in salt such as sausages, bacon, crackers, crisps, ready meals and takeaways
- sugar, either in sugary snacks or added to food
- foods high in saturated fat such as biscuits, crisps and cakes
- fresh pate (meat, fish or vegetable-based) to reduce the risk of food poisoning
- unpasteurised milk, milk drinks and cheese, mould-ripened cheeses and soft blue-veined cheese, to reduce the risk of food poisoning (these cheeses can be used as part of a cooked recipe as listeria is killed by cooking)
- shark, swordfish and marlin, as the levels of mercury in these fish can affect a child's developing nervous system
- raw shellfish, to reduce the risk of food poisoning - make sure any shellfish you use is thoroughly cooked.
- raw jelly cubes, as these are a choking hazard
- slush ice drinks, sometimes known as slushies, as they may contain too much glycerol

Foods to serve occasionally from 6 months to 4 years

Although it is recommended to provide oily fish in early years settings at least once every 3 weeks, do not provide it more than twice a week, as it can contain low levels of pollutants.



We understand that the government guidance sets out that children in nursery and reception should have no more than one hour total screen time per day including both at home and at school. We are happy to work with parents and carers to support this, in our setting there will be times when screen will be used to support children's learning, promote physical activity, introduce visual literacy and support children to communicate. We ensure that all use of screens is used to enhance and has more benefit than a non-screen alternative. When using screen all digital content in our school will be:

- Checked to ensure it is suitable for early years children, prior to showing it to the children
- Slow-paced, repetitive and predictable – (we will avoid fast-paced, over-stimulating content – including content which has a lot of cuts; movement or flashing on screen; complex audio with lots of fast-talking characters or overlapping music and dialogue; or complex plots)
- Advert-free, as young children cannot discern between advertisements and other content
- Free of scrolling and autoplay features, to ensure children are not inadvertently exposed to inappropriate content or able to access content for longer than planned use - this includes algorithm-driven content, such as video platforms

When using screen time we will ensure that:

- Children do not view screens in a passive or sedentary way, without any interaction or communication from educators
- Only use screens with children for short periods at a time, to protect children's ability to focus and concentrate
- Have dedicated screen-free zones: including the dining room, and specific areas of the classroom including the Zen Zone and Book Nook
- Screens are not used with children during mealtimes (to ensure children concentrate on what they are eating and the cues of their body for fullness/hunger)
- Screens are not on in the background, as they can distract from activities such as social interaction and active play
- Avoid using screens for routine management or to calm children, as this impacts on children's ability to learn to self-regulate (Music may be played through a screen with blank or non-moving visuals to support with routines)
- screens are not used to occupy children (including during periods of transition throughout the day) or as a behaviour management strategy

Children with communication needs and Special Educational Needs and Disabilities (SEND)

Some children with SEND or English as an additional language may need a more tailored approach when it comes to screen use. This includes children with communication challenges which may or may not be diagnosed. Screen-based assistive technology can be an important tool to help these children and families communicate, take part in everyday activities, and create an inclusive learning environment. As a school we will judge whether assistive technologies will support children's learning on a case-by-case basis.