



St Peter's Primary School

Early Years Foundation

Stage Statement

St Peter's Primary School is part of the Greenshaw Learning Trust.
The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales,
company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1
4AF.

Everyone Counts

Our school values are, CARE, RESPECT, EMPATHY, ASPIRATION, TOLERANCE and EQUALITY spelling the word CREATE.



Our Aims

- To give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning;
- To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences;
- To enable each child, through encouragement and high expectations, to develop, to the full, socially, physically, intellectually and emotionally.
- To offer a structure for learning that has a range of starting points and unlimited opportunity for development;
- To encourage children to develop independence within a loving, secure and friendly atmosphere;
- To support children in building relationships through the development of social skills such as cooperation and sharing;
- To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.

Transition into Reception

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish partnerships with those involved with the child and other settings, including nurseries and childminders. They receive an EYFS pack which includes a Welcome Reception information booklet and an 'All About Me' sheet.

In September we hold stay and play sessions. This allows families to see the Reception environment and provides time for families to meet and chat to their new teacher.

It is also a good opportunity for the children to explore and locate the areas in the classroom where the toilets are, where drink bottles and book bags go as this will ease the children's transition on the day they start. We also liaise with nurseries that the children attend to establish partnerships with those involved and have a handover meeting or conversation.

In the final term in Reception the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children. Throughout the year when children across the EYFS take part in child-initiated learning, they can choose to access provision across many areas of the EYFS to help them become more familiar with the different learning environments. Children also get the opportunity to work closely with adults across the phase so relationships are formed as they move through the different year groups.

Partnership with parents and carers

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what we do with their child at school. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting. As well as the stay and play session at the beginning of the Reception year we offer other sessions for parents, such as phonics.

The Curriculum

Reception follows the curriculum as outlined in the Early Years Foundation Stage (EYFS) document, which is to download at

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

Four guiding principles shape practice in Reception

These are:

- 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. (See "the characteristics of effective teaching and learning" at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Early Years Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning to enable the children to achieve the early learning goals. All **seven** areas of learning and development are important and interconnected. The three **prime areas** of learning are:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

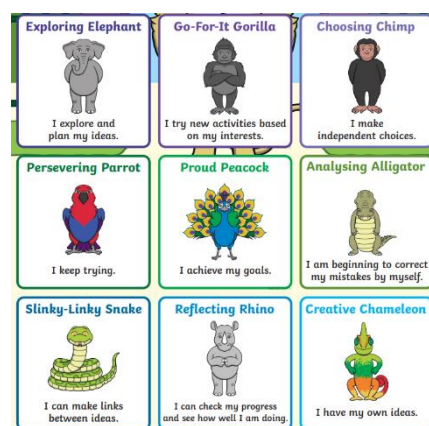
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design.

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. The Reception teachers plan activities with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;

- Playing and Exploring - children investigate and experience things, and 'have a go'
- Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.



Teaching strategies

In Reception at St Peters we nurture talking skills. We support the children by:

"...back and forth interactions involve the adult in:

- thinking out loud, modelling new language for children
- paying close attention to what the children say
- rephrasing and extending what the children say
- validating the children's attempts at using new vocabulary and grammar by rephrasing what children say if necessary
- asking closed and open questions
- answering the children's questions
- explaining why things happen
- deliberately connecting current and past events ('Do you remember when...?')
- providing models of accurate grammar
- extending children's vocabulary and explaining new words
- connecting one idea or action to another
- helping children to articulate ideas in well-formed sentences.

Using these skills, we have implemented the 'Talk 4 writing' approach in Reception which is taught throughout the school. Children learn language through memorable, meaningful repetition. The *Talk for Writing* approach enables children to internalise the language of story so that they can imitate it, innovate on it and create their own effective stories independently. *Talk for Writing in the Early Years* will show you how to put rhyme and story at the heart of your work with children and parents so that young learner's language development and creativity flourishes.

Hungry caterpillar story map. Have a go at telling the story using the pictures to help.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Story-telling focusing in stories with key language feature and a repetitive structure		Story writing and exposure to non-fiction - model texts have opportunities for transcription at different stages of writing development			
	<i>Little Red Hen</i>	<i>The Gingerbread Man</i>	<i>The Hungry Caterpillar</i>	<i>The Cat's Breakfast</i>	<i>How to Plant a Seed</i>	<i>Trip Recount</i>

There is a balance of adult led and child-initiated activities across the day. Much of the time is spent with children self-selecting tasks during free-flow. The interaction between the adult and child during free-flow is essential as the adult's response to children builds understanding and therefore guides new learning. The adult's role is to continually model, demonstrate and question what the child is doing. Alongside free-flow an adult may ask a child to come and complete a task or game with them. At other times adults will participate in a child's game, extending it where possible.

Play

Learning through play is an important part of our Early Years classrooms. We believe that children learn best from activities and experiences that interest and inspire them. Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon prior learning and experience at their own level and pace. Play gives children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate, ask questions and solve problems. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child-initiated play and adult led activities is very important to us.

Teaching

We include direct, carefully planned, adult led experiences for children in the form of structured adult led teaching and adult led group activities. These are particularly important in helping children to learn specific skills and knowledge and it is often through children's play

that we see how much of this learning children have understood and taken on. Each day we follow a timetable with set routines in place that also allows plenty of time for free-flow. We set aside times each day for whole class carpet sessions. In these sessions we focus on our topic work, maths, literacy, phonics, or stories. These sessions help to develop vital habits of learning: learning as a group, listening to the teacher, taking turns to answer, sitting still etc...

Reading and story play an important part of the day. We want to make sure our children have a love of books and will leave the EYFS with a bank of stories they know well, both traditional and modern classics. We make sure there is always time for whole class story during the day but also that there are many opportunities to enjoy books at other times. Every child has their own book bag and has a designated day when they will have one-to-one time sharing a book with an adult. Later in the Reception year children who are ready take part in a group reading session.

Phonics

When children start in Reception they will be learning the letter sounds for each letter of the alphabet. They will then use these to blend and segment words to read and write.

At St Peter's we follow Read Write Inc phonics/ reading scheme which is used from Reception to Year 2. This is a dynamic, vigorous programme that teaches children to read and write quickly and easily. First, children learn the common sounds in the English language and how to sound-blend words for reading. At the same time, they develop handwriting and spelling. They progress to read and comprehend lively storybooks containing words that they can decode so they achieve early success in reading.

- Phonics teaching will be linked to the reading books sent home.
- Children will be grouped by phonic ability allowing lessons to specifically address individual learning needs. Each child has been assessed and will start at the correct place on the programme.

The daily phonics sessions will include information on what phonics is, the systematic approach used in RWI and ways to help your children learn to read at home.

Planning

Our planning is based around topics. Our topics are *Myself and my Friends and Family*; *Sticks*; *Food*; *Let's Pretend*; *Growing and Animals*. The topics are flexible to ensure we also follow the children's interests, school themes and local or national events. Every half term (and occasionally termly) staff plan the next topic, and book visits and visitors that will enhance the learning. Staff plan in more detail on a weekly basis using daily notes, observations and interactions with children to inform where the learning journey should move to. Although class teachers are responsible for writing plans, the EYFS plan as a team, with Support Staff giving input whenever possible.

Visits and visitors

The part that visits and visitors play in the curriculum at St Peters is an important one. We go on a "big" trip in the summer but try to go on local trips during the year. This year we will be visiting Gatton Park in Reigate, the local woods and the local church at Christmas time. We actively seek parental support on trips, aiming for a ratio of one adult to five children. For safety reasons we say no to younger siblings coming along on school trips. Visitors also really enhance a topic and we like to have 'experts' coming in to talk to the children, a doctor for example. We often ask parents if they are able (and brave enough!) to share knowledge or a skill.

Classroom organisation

Our Early Years classrooms have areas with clearly labelled resources to ensure children can access them easily. Each classroom is set up in a way to provide children with experiences and activities in all of the seven areas of learning. Classrooms are set up with the following provision: writing, maths, creative, books, role play, construction/small world. We have in the process of moving away from the more traditional practice of having specific areas for each provision as we want to encourage the children to see that maths and writing happen in many areas of our lives and not just in a specific place. Because of this we have maths and writing provision throughout the setting: clipboards, writing bags, a writing trolley, pots of pens and pencils, counting equipment to encourage the children to write in more relevant situations.

The outdoor area is an important part of the classroom with many children choosing to learn outside for much of the day. Learning outside reflects the current learning but also allows for lots of Physical, gross motor development and large group games, also exploration of the natural environment and discussion of changes in the natural environment. We have a large sandpit, a mud pit and mud kitchen, wheeled toys, a tree house and large spaces for children to incorporate into their play. As indoors, activities are planned for outside but children also follow their own interests.



Assessment and observations

On entry to Reception we carry out baseline assessments for each child. Throughout the year the Class Teacher submits end of term assessment data to the Head Teacher showing each child's development across the seven areas of learning. At the end of Reception, the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either 'emerging' or 'expected'. This information is also communicated to parents and carers in the Reception child's end of year. We use a secure online journal where students can document and reflect on what they are learning in class. Your child will be able to share their learning (via photos, videos and voice recordings) to their Seesaw journal which can be accessed via the Seesaw website or app. Teachers can also use Seesaw to communicate with parents.

Health & safety and safeguarding

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

We are a healthy school and our children receive free fruit and milk through a Government scheme. The free milk stops once a child turns 5 and parents have the opportunity to pay for milk so their child continues to have it.

All children in Reception are entitled to a free school lunch but are given the opportunity to have a packed lunch, although the vast majority chose to eat a school lunch.

Transition into year 1

When they move into Year 1 the classes will be mixed to ensure that there is a balance of different personalities, friendships and ability across the year group.

This policy will be reviewed and approved by Senior Leadership Team every 2 of years. At every review, the policy will be shared with the governing board.

Jennifer Scott EYFS Lead
Review - 2025