



## Blackwater School

### EARLY YEARS STRATEGY for 2022 - 2023

EYFS Lead/ teacher=Kelly Murley

#### INTENT

- All staff and SLT have a clear vision for EYFS at Blackwater.
- Children gain a love for learning as soon as possible which will establish a firm foundation for the next stage of their education.
- Children will learn a broad, balanced and stimulating curriculum which has an emphasis on the development of reading, children's vocabulary and writing.
- Children deepen their learning through focused direct teaching and Continuous Provision.
- To ensure teaching of Phonics is at least 'Good' and that children have books closely matched to their reading development.
- All children to make at least expected progress in Phonics.
- For all children to have regular and high-quality opportunities to write.
- To increase the number of children who reach the ELGs by the end of the Reception year, particularly in Reading, Writing and Number.
- To increase the number of children achieving GLD each year.
- School and Government Baselines will be undertaken within the first 5 weeks to capture the child's starting points accurately and will be used to plan to meet their emerging needs.
- For parents to be involved in their child's paper learning journey in EYFS and to have strong links with the school, this enabling us to gain a complete picture of their learning and developments.

#### Curriculum overview:

Here at Blackwater we are using the revised EYFS Framework as well as the revised Development Matters as a curriculum reference. However, each learning opportunity is planned to address the specific needs of each cohort which is continually addressed through accurate use of formative and summative assessment alongside children's interests.

**Planning:** We have a long term plan, medium term plans and weekly plans which are all flexible to meet the emerging needs of each child. Our timetable has been stripped right back to allow children the maximum amount of time learning.

#### IMPLEMENTATION

##### Transition into Reception:

- To ensure a smooth transition for our children we take time to carry out quality nursery visits, home visits and we invite our new intake in for a meet and greet with the teacher and SLT. Here they receive a book bag, water bottle and book all about starting school.
- In September we do a gradual start of 2 mornings but then we like to get all our children into our school full time as quickly as possible to maximise learning opportunities.
- The children's parents will be sent our welcome letter promptly at the start of term. These inform our parents of school routines, procedures, expectations and rules. We will also provide details of what we will be teaching their children in the Prime and Specific areas for Autumn 1. It also prioritises what and how our parents can help support their child further at home.

##### Engagement and involvement of parents:

- Once a week the teacher sends home information about the phonemes being taught including what the parent's can do to support their child at home.

- There is an initial Parents' Evening in November to let them know how their child has settled into school, feedback about their attitudes towards their learning as well as ideas that parents can do to support their child at home. There will be another Parent's Evening in the Spring Term which will be more assessment orientated and finally there is an end of year written report. This covers attainment and progress across the 17 ELGS.
- Examples of children's learning and activities carried out are uploaded onto Class Dojo weekly, to inform parents of some of their child's learning.

#### **Baseline arrangements:**

- Baseline assessments are compared to their nursery end of year outcomes and information from home visits where possible, to get an accurate picture of the child.
- We write our own Baseline activities for the Specific and Prime Areas as we want a quick, accurate picture of the child straight away. We will also be completing the statutory Government Baseline in Week 4 and 5.
- We aim to complete all Baseline activities within the first 5 weeks so we can use it to inform planning promptly that will meet the emerging needs of all the children in the class.

Week 1 = 2 Transition days consisting of mornings only in the setting.

Week 2 = Literacy- Word Reading, Comprehension and Writing

Week 3 = Personal, Social and Emotional Development and Physical Development

Week 4 = Communication + Language

Week 5 = Maths- Number + Numerical Patterns

- It is carried out through a mixture of 1:1 tasks, small group tasks and observations. We look to assess key aspects of the '3 and 4-year-old' Development Matters criteria. If needed, we also assess against the lower or higher age bands.
- Our Baseline activities are quality assured by subject leads to ensure accuracy and consistency as well as support where needed.
- When analysing the data from the Baseline we firstly look at the strengths and then the areas for improvements within the Prime and Specific areas.
- Baseline data is used to set targets for outcomes for individual children by end of year.
- Summative assessments are recorded on Insight 4 times a year (This includes the Baseline on entry data).
- Planning reflects the priorities identified from Baseline, children's interests, as well as the INTENT for EYFS.

#### **Classroom Organisation:**

- Whole class direct teaching is carried out for Phonics, Maths, PE and Topic (Wider Curriculum).
- Continuous Provision is carried out twice a day after direct teaching lessons. This is where children independently choose their learning through play.
- 1:1 work is carried out for SALT and Little Wandle in the mornings/ afternoons.

#### **Approaches to developing early language skills, vocabulary, reading, including phonics:**

##### **PHONICS:**

- We deliver a systematic approach for the development of phonics through the implementation of Little Wandle revised letters and sounds. Children receive an hour every day between 9:15- 10:15am.
- All staff that deliver phonics teaching in Reception class have been trained to deliver Little Wandle to a high standard.
- Little Wandle is quality controlled and coached by school's phonics lead (Evey Evison)
- We use the levelled reading materials from Little Wandle that complement the phonics programme at each level.
- Nursery children follow Little Wandle Foundations for Phonics. Sessions take place daily between 9:30-9:50am.

##### **EARLY VOCABULARY/READING OPPORTUNITIES:**

- Emphasis on modelling and repetition of key vocabulary by adults wherever possible in Continuous Provision.
- Planning for topics and using texts are based on children's interests. There is a working wall that will display how a topic is planned and developed with the children in class. This promotes finding out what a child already knows, what they want to know as well as asking questions. The opportunities for exposing children to new vocabulary here will be vast.

- Word of the Week; this is an opportunity to link vocabulary in with topics. There are high expectations for children to use these words within direct teaching times as well as Continuous Provision. This is displayed on our phonics wall and referred to regularly.
- SALT is carried out in the mornings for the children who have County targets.
- In 22-23: Workshops for parents to inform and assist them in supporting reading and phonics development at home.

### **What books we want our children to learn:**

Rationale = To provide our children with a variety of different texts, which specifically focus on high end, topic related vocabulary. We also choose texts that engage and inspire our children within their Continuous Provision time.

Year A

- Autumn 1 = Once upon a time. Books = Goldilocks and the three bears, Little red riding hood, Hansel and Gretel, The gingerbread man, Three Billy goats gruff, Princess Daisy and the dragon and the nincompoop knights, There's no dragon in this story, Cinderella.
- Autumn 2= Sparkle and shine. Books= Non-fiction books about Festivals and Celebrations, Sparks in the Sky, Dipal's Diwali, The Jolly Christmas Postman, Spot's First Christmas, Little glow.
- Spring 1= Dangerous Dinosaurs. Books= Non-fiction books about dinosaurs, The girl and the dinosaur, Cave baby, Dear dinosaur, Dinosaur Roar, Tyrannosaurus drip, We're going on a bear hunt.
- Spring 2= Puddles and Rainbows. Books= Non-fiction texts about the weather and spring, Puddling, The colour monster, Elmer, The dot, The rainbow fish.
- Summer 1= Let's Explore. Books= Non-fiction books about Explorers, Where the wild things are, Lost and found, Little rabbit lost, In every house on every street, Mr Gumpy's outing, The Pirate's next door, Monkey puzzle.
- Summer 2= Build it up. Books= Non-fiction texts about building, What to do with a box, The three little pigs, What we'll build (Plans for our future together), Iggy peck, architect,

Year B

- Autumn 1 = Big Wide World. Books = In my heart, The Great big explorer, Grandpa's island, Handa's surprise, The world around me, Under the same sky.
- Autumn 2= Splash! Books= Non-fiction books about the weather, The duck who didn't like water, Commotion in the Ocean, The Rainbow fish.
- Spring 1= Winter Wonderland. Books= Non-fiction books about cold places, The Gruffalo's child, The big freeze, Snow bear, Kipper's snowy day, The snow Queen.
- Spring 2= Starry Night. Books= Peace at last, whatever next, How to catch a star, The way back home, Owl babies,
- Summer 1= Sunshine and Sunflowers. Books= Non-fiction books about plants and growing, Summer is here, Shark in the park, Errol's Garden, The Very Hungry Caterpillar, My butterfly bouquet, The little gardener.
- Summer 2= Shadows and reflections. Books= Non-fiction texts, Little Echo, Through the magic mirror, The foggy foggy forest, Little beaver and the echo.

### **What Nursery Rhymes we want our children to learn:**

- Autumn 1 = Head, Shoulders Knees and Toes. If You're Happy and You Know It. 1,2,3,4,5 Once I caught a fish alive
- Autumn 2= When you want to make a spell, When I was one I sucked my thumb, Twinkl twinkle little star, The 12 Days of Christmas.
- Spring 1= Miss Molly had a Dolly, Little Bo Peep, Teddy Bears Picnic, One, two buckle my shoe.
- Spring 2= Dr Foster went to Gloucester, Milly Molly had a Dolly, This is the way we lay the bricks, The wheels on the bus. (All linked to jobs that people may do to help us)
- Summer 1= Incy Wincy Spider, Wiggly Woo, Five Little Speckled Frogs (Minibeasts + Lifecycles)
- Summer 2= A sailor went to sea sea sea, I do like to be beside the seaside, Under the sea.

### **Approaches to building early mathematical skills:**

- Priorities are Number with a huge emphasis on Place Value and Counting.
- Mastery approaches interlinked in through the same approach the rest of the school have: Practical, Pictorial, Abstract (this supports varied fluency) as well as promoting problem solving and reasoning.

- Research has been carried out into the 6 main areas that collectively underpin children's early mathematical learning, and which provide the firm foundations for the Maths that children will encounter as they go up the years in primary school:

Cardinality and Counting  
Comparison  
Composition  
Pattern  
Shape and Space  
Measures

- Time dedicated to learning a number deeply over 2 weeks up to 10. This will heavily support the first 4 main areas for developing children's early Mathematics.
- Children receive a 30-minute Maths lesson 5 days a week that is then reflected in their Continuous Provision to allow children to keep rehearsing and practising these vital skills to help them become fluent and for it to be embedded in their long term memory.
- For 22-23, our EYFS class will also be having 4 x 15min Mastering Number lessons a week which is provided by the NCETM.
- Maths is also to be incorporated in other areas of learning as well as tidy up time. E.g. counting items while they tidy, measuring in the mud kitchen, problem solving in the construction area, capacity and comparing in the aqua pool and sand pit etc...

#### **Wider Curriculum Planning:**

- The Wider curriculum is planned using a Topic approach in EYFS. Key aspects that are planned for link to our whole school Intent: *Learning is structured within a curriculum that is designed to be engaging, enjoyable and rich with experiences and meaningful contexts for learning. We want our children to become confident, independent, driven and resilient learners and young people. Teaching is designed to nurture and champion these attributes. We want our children to learn and demonstrate the values of kindness, respect, tolerance and consideration for others. We want our children to know how to keep themselves and others safe and healthy.*
- Experience has shown us that our children learn best when learning is set within an understandable context. This may be an overarching topic but could also be based on a central shared text thus reinforcing our reading focus. We plan activities and experiences within topics that are designed to spark imagination and celebrate learning. This may be in the form of an educational visit, a visitor coming in to school, a celebration day or a super learning day. However, some areas of learning are best delivered as a discreet stand-alone area or within a 'one off' super learning day. We Complete each term with a Showcase day which is attended by parents to showcase the children's learning from the term.
- 6 Topics are planned into a year.

#### **Year A-2021-2022**

Autumn 1: Once upon a Time  
Autumn 2: Sparkle and shine  
Spring 1: Dangerous Dinosaurs  
Spring 2: Splash!  
Summer 1: Let's Explore  
Summer 2: Build it up

#### **Year B-2022/2023**

Autumn 1: Big Wide World  
Autumn 2: Puddles and Rainbows  
Spring 1: Winter Wonderland  
Spring 2: Starry Night  
Summer 1: Sunshine and Sunflowers  
Summer 2: Shadows and Reflections

**Timetable:**

- Both morning and afternoon breaks have been removed so children have much longer on Continuous Provision where snacks and physical development opportunities are available and incorporated.
- There are 3 sessions a day focused on direct teaching (30mins Little Wandle, 20mins Literacy, 30mins Maths, and 20 mins Topic) and 2 longer sessions in a day for Continuous Provision.

**Approaches to all other EY teaching:**

- Continuous Provision is planned for each week using assessment for the 7 areas of learning.
- There are always opportunities for children to explore the environments both inside and outside every day. All areas are safe, calm, inclusive and organised which highly promote self-regulation.
- Each area of Continuous Provision that is planned for has a specific objective that links back to Development Matters and the Characteristics of Effective Learning.
- In addition, there is a priority focus area that is responsive and reflective from data e.g. in 22-23 it is Communication and Language. This will become a specific thread through all the areas with the aim to promote progress even more.
- Adults are directed to specific learning activities where they will use differentiated question starters and specific vocabulary planned by the teacher. Independent Continuous Provision activities will be modelled throughout the week so children are inspired and motivated to explore a variety of their learning opportunities therefore resulting in progress.
- The teacher and TAs observe, listen, model and play naturally alongside children at these times being careful not to take over.
- Questioning is key to lead learning forwards.

**Approaches to supporting disadvantaged and SEND children:**

- SEN scrapbooks are in place for children on the Record of Need. These include specific targets to allow children to make progress.
- TAs carry out interventions for Little Wandle and SALT as well as continuing to support the learning and capturing observations of their Key Worker Groups.
- LW 1:1 Intervention in the PMs for lowest 20%.
- Precision Teach is a school wide strategy we are using for children with CMC or children who need to catch up in a specific area.
- PP children are closely monitored by all staff in EYFS. They will receive High Quality Teaching as well as additional intervention if needed.

**Development of staff expertise:**

- KM is the EYFS Lead.
- KM has attended 2 EYFS briefings led by Ofsted inspectors.
- KM aims to attend all TPAT and Local Authority EYFS events as well as visiting schools within TPAT to gain further knowledge and understanding of best practise.
- Support staff have had training in Little Wandle to ensure continuity of teaching.
- All staff, as well as the lead, have taken part in the NEW EYFS Framework training courses.
- Research into Continuous Provision planning across TPAT as well as online companies e.g. CornerStones, Alistair Bryce Clegg.
- KM has worked with EE on development of the Wider curriculum planning for 22-23 in line with the new EYFS Framework.

**Leadership of Early Years:**

- KM has been the EYFS lead since HK left at Easter 2020.
- Part of her role is devoted to improving the standards in EYFS. She has set up fortnightly EYFS team meetings to discuss CPD, assessment and any children that need extra support.
- Termly data analysis and Pupil Performance Meetings are carried out by EE and KM.

#### **Safeguarding arrangements:**

- EE is our DSL and MH is the DDSL.
- All adults within EYFS have attended the Paediatric First Aid Course.
- Mitie's health and safety assessors visit school throughout the year to come and check it over for any recommendations in terms of health and safety.
- All EYFS team to update their yearly Safeguarding course.
- KM knows about our strict end of the day procedures which is vital in safeguarding our children.

#### **Transition from Reception in to Y1:**

- After CPD on effective transition to Year 1, FS will adapt her timetable in 22-23 to allow for Continuous Provision in the Autumn Term. The intent will be to focus on EYFS areas where children were not at the Expected Standard as well as enhancing the Y1 NC Wider Curriculum topics through this approach that the children are familiar with. Therefore, this also aims to be positive for the classes mental wellbeing at a time when there is a lot of change.
- EYFS Team to be aware of the Y1 National Curriculum expectations to allow where appropriate transitional approaches.
- FS to be aware of the Reception revised ELG expectations and the ways in which they learn.
- Dependant on the class and their assessments and level of needs, in the Summer Term FS and KM to meet to start formalising plans for Autumn of the next academic year.

### **IMPACT**

#### **How assessment happens and how it is used:**

- Summative assessment is completed 3 times a year (4 in EYFS) and is recorded on Insight. This is a whole school approach.
- In order to make accurate summative assessments a range of factors are looked at within the EYFS Team: formative observations and learning journeys, half termly summative assessments e.g. Little Wandle, Maths, Independent Writing etc.... and TAs and the Teacher's knowledge of the children.
- Assessment is then quality assured by EE (Head teacher and reading lead), MH (English Lead) and FS (Maths Lead).

2017/2018- 15 in class- 60% GLD

2018/2019- 15 in class- 80% GLD / PP- 66%

2021/2022- 14 in class- 86% GLD