



# Welcome to Early Years at Warmsworth Primary School

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# Expectations in our EYFS setting

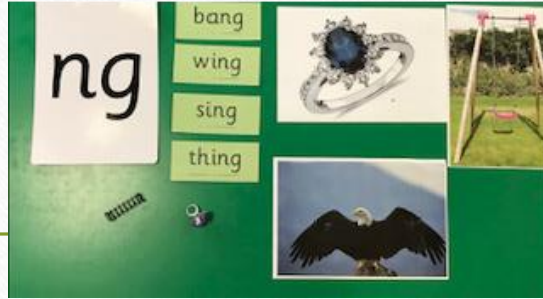
- ❑ High expectations of behaviour, teaching and learning
- ❑ Follow the school's rewards and behaviour policy - verbal praise to all, each child has a sticker chart to achieve - bronze, silver, gold certificates
- ❑ Establish rules and routines - involve the children in creating rules and expectations. A visual daily timetable - now and next for SEND pupils
- ❑ Expectations of tidying away and being responsible for their own belongings and school resources - labels and templates
- ❑ Create a safe and secure environment where children are confident to express themselves. We use the Colour Monster stories and activities to encourage children to express themselves - Links to PSED
- ❑ Build strong relationships with parents/grandparents/carers
- ❑ Communication is clear and effective between parents, staff and children
- ❑ Focus on language development so children can explain their feelings and emotions to enable them to self regulate - Implemented the Nutfield Early Language Intervention (NELI)
- ❑ THRIVE assessments to support children with self regulation and emotions



Anti-Bullying week  
poster



# Teaching and Learning



Carry out an EYFS audit to maximise learning potential in all areas of learning

Ensure there is maths, reading and writing opportunities in all areas of provision e.g. writing boxes in the construction areas for designs and planning, tape measures and rulers etc.

## Audit Your 3-5yrs Indoor Provision

To help you review the strength of your provision, use the checklist below.

| Key Areas of Learning                       | Continuous Provision Areas   | Continuous Provision Resources   | Score out of 8: |
|---|--|--|-----------------|
| <b>Investigations &amp; Problem Solving</b> | <ul style="list-style-type: none"> <li>Water Area</li> <li>Water tray &amp; shelving</li> <li>Dry Sand Area</li> <li>Sand tray or smaller trays on a table</li> <li>Wet Sand Area</li> <li>Sand tray &amp; shelving</li> <li>Dough Area</li> <li>Round table, chairs or stools &amp; shelving</li> </ul>   | <ul style="list-style-type: none"> <li>Water Resources</li> <li>Maths, science &amp; storytelling Dry</li> <li>Sand Resources</li> <li>Maths, science &amp; storytelling Wet</li> <li>Sand Resources</li> <li>Maths, science &amp; storytelling Dough</li> <li>Resources</li> <li>Investigating materials &amp; pretend baking</li> </ul>  |                 |
| <b>Expressive Arts &amp; Design</b>         | <ul style="list-style-type: none"> <li>Paint Area</li> <li>Paint easel or a flat table for painting</li> <li>DT &amp; Workshop Area</li> <li>Large table, shelving &amp; drawer unit</li> <li>Woodwork Area</li> <li>Woodwork bench &amp; mobile storage for equipment</li> <li>Transient Art Area</li> <li>Shelving, large table or ample floor space</li> </ul>                | <ul style="list-style-type: none"> <li>Painting Equipment</li> <li>Paint brushes, paper DT</li> <li>Materials</li> <li>Junk/recyclable materials, containers in different textures, shapes &amp; sizes</li> <li>Woodwork Equipment</li> <li>Child size tools, soft wood, screws &amp; nails Transient</li> <li>Art Resources</li> <li>Natural materials of different shapes &amp; sizes for pattern making &amp; figurative art</li> </ul>   |                 |
| <b>Maths, Science &amp; Engineering</b>     | <ul style="list-style-type: none"> <li>Maths Area</li> <li>Shelving, table &amp; chairs or stools</li> <li>Science Area</li> <li>Shelving, table &amp; chairs or stools</li> <li>Block Area</li> <li>Shelving &amp; dedicated floor space</li> <li>Small Construction Area</li> <li>Shelving, dedicated floor space &amp; low play table</li> </ul>                              | <ul style="list-style-type: none"> <li>Maths Resources</li> <li>Range of materials for sorting, counting, playing games &amp; exploring shape, space &amp; measure Science</li> <li>Resources</li> <li>Range of toys to explore movement &amp; mechanisms, equipment for colour &amp; light, magnifiers &amp; trays Block</li> <li>Area Resources</li> <li>Set of medium size wooden blocks, boxes &amp; smaller objects for building</li> <li>Small Construction Sets</li> <li>Kits with different ways to build to add challenge. DUPLO, Mobilo, BRIO-mec &amp; Kidstraktor</li> </ul> |                 |
| <b>Language &amp; Literacy</b>              | <ul style="list-style-type: none"> <li>Mark Making Area</li> <li>Shelving, table &amp; chairs or stools</li> <li>Books &amp; Puppets</li> <li>Book unit, shelving &amp; a low play table</li> <li>Small World Area Fantasy</li> <li>Shelving, dedicated floor space &amp; low play table</li> <li>Small World Area Real Life</li> <li>Shelving, dedicated floor space</li> </ul> | <ul style="list-style-type: none"> <li>Writing &amp; Drawing Tools</li> <li>Pencils, felt tip &amp; crayons. Tools such as scissors, glue, staplers. Selection of different size/style of paper, notes, envelopes Books</li> <li>Care set of classic stories, popular themes, maths ideas, traditional tales &amp; non-fiction Puppets</li> <li>Fairy/wild animals &amp; traditional tales characters</li> <li>Small World Resources</li> <li>Real life &amp; fantasy characters with natural materials, small blocks &amp; props</li> </ul>   |                 |

Fine and gross motor development activities daily - to support finger/muscle strength, co-ordination and core strength. This promotes handwriting and to be able to sit either on the floor or a chair with control.

Daily: story session; phonics - Little Wandle Scheme; physical; maths

Being creative with providing children with firsthand experiences, model learning - especially language, scaffold by questioning, challenge and all staff being involved in the learning process





# Organisation of Provision Indoor and Outdoor



- ❑ Ensure there is relevant environmental print displayed in a variety of styles - handwritten and printed
- ❑ Print in the environment develops children's language and reading skills. By having a label and picture children begin to match and understand that the word has meaning
- ❑ Labels for resources, questions, captions, instructions, challenges and rules
- ❑ Sorting and categorising resources into baskets and boxes to promote organisational skills - links to maths



# Exploring the World - Developing the Characteristics of Learning

Challenge Discover Explore Investigate Imagine





# Knowledge of the EYFS Curriculum

- ❑ Planning shows a clear sequence of learning
- ❑ Planning takes into consideration pupil's interests, next steps and extends their learning
- ❑ Provision is creative, language rich, challenging and staff scaffold learning effectively
- ❑ Develop metacognition through the 'Plan Learn Review' strategy. To ensure children practise skills, solve problems, adapt and evaluate their own learning
- ❑ Promote Characteristics of Learning and observe the different types of learners to ensure all children reach their full potential
- ❑ Being flexible and organise staff effectively
- ❑ We prepared for the implementation of the new EYFS curriculum in September 2021 - Training was delivered on the changes for both staff and parents
- ❑ Implemented the statutory Baseline Assessment in September 2021 - Lead training on the delivery (We also took part in the pilot in 2019)



# Leadership and Management Actions



Pupil Progress Meeting with EYFS staff based on present data, discuss inconsistencies, evidence, judgements, vulnerable groups and interventions



Update and analyse new data to identify barriers and gaps in learning e.g. speaking/listening/understanding, self regulation, letter formation, embedding phonics skills



Observations and discussions with staff to identify training needs. Maximise the skills of staff and use staff effectively



EYFS Action Plan from the data and observations of the setting (learning walk) Share with everyone and explain the rationale



Regularly moderate judgements, work scrutiny and provision



Implement interventions and bespoke learning programmes according to pupil needs. Ensure all pupils in a vulnerable group are identified and all staff are aware of the bottom 20%



Follow up Action Plan by  
RAG rating and identifying next steps.  
Liaise with Y1 to support transition  
Catch up



# Pupil Progress Meetings

Pupil Progress Meetings with EYFS staff are carried out each term. We discuss the development of our EYFS children and look at any barriers to learning. Staff provide explanations for their judgments and address any inconsistencies. We identify the bottom 20% and discuss next steps. We discuss the challenges and first-hand experiences that we provide for our children, to ensure they all reach their full potential.