



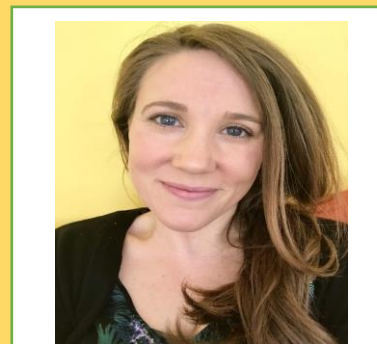
Our Staff Team



EYFS Manager/Lead Teacher
Educator QTS/DSL/SENCO
Jo Collins



Cover Teacher
Educator QTS
**Becky Fynn-
Garbrah**



Deputy lead
EYFS Practitioner
Educator QTS/
Deputy DSL
Jenny Candia



EYFS
Practitioner
Level 5
Vicky Fletcher



Prime Areas

Jo Collins & Jenny Candia
Communication & Language
MFL
Makaton

Jo Collins & Vicky Fletcher
Personal, Social & Emotional Development
Fundamental British Values

Becky Fynn-Garbrah & Jenny Candia
Physical Development
Outdoor Provision
Active Fun
Active Explore

Subject Leaders

Jenny Candia
Literacy

Jo Collins
Mathematics

Vicky Fletcher
Understanding the World

EYFS Team
Expressive Art & Design
Music/ Worship

Specific Areas

Our Approaches to Planning the EYFS Curriculum

Evolving Themes from 'Child-led Interests'

Child-led 'Plan-Do-Review' during 'Free Flow'

Adults use 'In the Moment Planning' (ITMP) to scaffold 'Child-Initiated Learning' and 'Shared Sustained Thinking'

A 'High-Quality Text Reading Spine' is used for Story Time

'Adult-led' Literacy includes Phonics, Songs & Rhymes

Adults use opportunities such as Festivals, Enrichment, Active Fun & Active Explore to broaden children's Pre-School Experiences

What do we mean by ‘Child-led Interests’ and ‘Child-Initiated Learning?’

‘Child-led Interests’ are observed and used by the adults as a starting point for learning. ‘Child-Initiated Learning’ means that we are responding to the unique child. We have focus children **NOT** focus activities. **The adult goes to the child.** The child is NOT called to come to the adult. We work in this way because research shows that high-level involvement occurs in child-initiated activity. This means that when children are deeply engaged in their play, they are learning - and when they are not deeply engaged, they are not learning. We measure engagement using the 5 level descriptors referred to as ‘The Leuven Scale.’ See handout for further information.

What is ‘Free Flow?’

‘Free Flow’ is the term used in the Early Years Foundation Stage (EYFS) to describe a style of play where children have the **choice** to move indoors and outdoors, **freely** within their learning environment. It is not the case, that we have an ‘all in’ OR ‘all out’ policy. We believe free play in the Early Years focuses on child-led learning. Therefore in our setting, children are able to direct their own attention and interests, freely moving where they would like. Children are supervised at all times, whether indoors or outdoors.

What do we mean by ‘Plan-Do-Review?’

Plan-Do-Review is a ‘HighScope Approach’ to Early Education. HighScope uses the ‘Plan-Do-Review’ cycle as a means of enabling children to make independent choices, plan how to manage their time during a session and assess their experiences at the end of the session. In our setting, children are encouraged to utilise this approach during ‘Free Flow’ as it is a hugely valuable process – one which can be applied to children’s interactions in life and one which requires children to develop self-regulation. For example, planning an activity requires impulse control; carrying out the plan necessitates holding information in mind; and reviewing the activity facilitates the opportunity for children to monitor what they are doing - and thus, they learn to adapt accordingly.

What is ‘In The Moment Planning’ and why do we use it?

In the EYFS, Practitioners are expected to use a planning cycle that includes: observation, assessment, planning and observation. In the past this cycle has taken place over a period of time and has often taken children away from their play. In some settings, ‘planning’ has been ‘adult-led.’ When the planning cycle is prolonged, it means that children have to **wait** for another opportunity (at some point in the future), to go deeper in their learning. We believe that the learning cycle actually happens on a moment by moment basis and therefore we have decided to move learning forwards ‘in the moment.’ This gives children the chance to get deeply engaged without ‘start-stop’ interruptions.

What is a 'High-Quality Text Reading Spine' and why do we have one?

Sharing books with children provides a gateway into a world of imagination, empathy and delight, as well as being crucial for developing language and literacy skills. The use of high quality texts is at the heart of a successful approach to engaging and supporting children in developing a broad and rich language. Familiarising children with language patterns and a rich vocabulary leads to confident communicators. Listening to and participating in stories for pleasure is a prerequisite for later becoming a motivated and independent reader. If children enjoy stories, they will enjoy reading; if they enjoy reading they will read more frequently and become better readers. If practitioners know about the best children's literature available they are then able to share that with the children. We have chosen high quality texts which focus on children learning more about themselves and the world around them

What's the impact of providing 'Broadening Experiences'?

We use the term 'Broadening Experiences' to cover a wide range of learning opportunities, both in and outside of our setting. We believe experiences such as festivals, enrichment (trips) and active explore are valuable to children's well-being, curiosity, love of learning and their development. 'Broadening Experiences' aim to equip the children with knowledge about their community, to have a sense of belonging and connection, to develop care and concern for the environment and to help them to become 'school ready.' For these reasons, we have decided to include them within our curriculum.

What is 'Adult-Led' Literacy and why is this so important for developing Speaking, Listening and Attention, Reading and Writing?

Children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write must be supported. Young children need to develop language for communication. These skills develop as children interact with others, listen to and use language, extend their vocabulary and experience stories, songs, poems and rhymes. Children also need to learn to link sounds and letters, to distinguish between sounds and become familiar with rhyme, rhythm and alliteration.

These skills are best learnt through explicit adult demonstration, explanation, modelling and repetition. The skillful practitioner plans systematically and for progression, so that there is structure, clarity and order. These routines in Literacy provide consistency and continuity for learning in Reception. Therefore, they are of benefit to the children. There are many opportunities for children to develop, practise and explore Literacy throughout their time at the setting, in Free Flow Play, Interactions and Routines. However, we believe Adult-Led learning in this instance, alongside continuous provision, is necessary.

We also include the use of 'Makaton Signing' in our practise for all children, as we recognise its value in language development. We have a 'Sign of the Week' which is learned by all children and shared online with families.

In the afternoons, we play Listening & Attention games – these games support children in developing speech, because 'Listening & Attention' form the base of the 'Speech Pyramid' and are the bedrock of spoken language learning.

What do we plan for?

Enabling Environment

Unique Child

Positive Relationships/Adult Role

What does our Planning look like?

Long-Term Planning

Medium-Term Planning

Short-Term Planning

Pre-School Long-Term Planning

	Autumn 1 Term 1	Autumn 2 Term 2	Spring 1 Term 3	Spring 2 Term 4	Summer 1 Term 5	Summer 2 Term 6
Theme	All About Me	(Cohort Interests)	(Cohort Interests)	(Cohort Interests)	(Cohort Interests)	(Cohort Interests)
Festivals/Events	International day of Gratitude European Day of Languages Black History Month World Mental Health Day	Bonfire Night Remembrance Day Hannukah Christmas Winter Solstice	Martin Luther King Jr Day Kid Inventor's Day National Storytelling Week	World Book Day Shrove Tuesday British Science Week Mother's Day	World Health Day Easter Outdoor Classroom Day	World Environment Day Queen's Official Birthday Father's Day Summer Solstice
Enrichment/Trips	Ask parents to come and tell a story in their language. Get the train to a beach.	Visit old peoples home ask them about their lives. Go to the field/wooded area	Trip to the Library Visit the science museum Visit a farm	Invite parents to come in and share stories/make pancakes/mother day cards etc.	Sponsored walk/bounce? Easter egg hunt, Spend the day in the woods Visit Westonbirt Arboretum	Visit the recycling centre Have a birthday party for the queen. Fathers day cards
Phonics	Phase 1 (See MTP)	Phase 1 (See MTP)	Phase 1 (See MTP)	Phase 1 (See MTP)	Phase 1 & 2 (See MTP)	Phase 1 & 2 (See MTP)
Makaton (Sign of the Week)	Core Vocab from Stage 1 & 2	Core Vocab from Stage 1 & 2	Core Vocab from Stage 1 & 2	Core Vocab from Stage 3 & 4	Core Vocab from Stage 3 & 4	Core Vocab from Stage 3 & 4
Reading Spine Texts for Story Time	(See Reading Spine & MTP)	(See Reading Spine & MTP)	(See Reading Spine & MTP)	(See Reading Spine & MTP)	(See Reading Spine & MTP)	(See Reading Spine & MTP)
Nursery Rhyme of the Week	(See MTP)	(See MTP)	(See MTP)	(See MTP)	(See MTP)	(See MTP)
Active Fun Focus	Energetic Play & Continuous Activities Movement Locomotor	Energetic Play & Continuous Activities Stability	Energetic Play & Continuous Activities Object Control	Energetic Play & Continuous Activities Movement Locomotor	Energetic Play & Continuous Activities Stability	Energetic Play & Continuous Activities Object Control
Active Explore	Beach	Woodland	Beach	Woodland	Beach	Woodland

Research-Based Routines taken from EYFS Expert: Anna Ephgrave (ITMP)

Pre School Timetable Typical Daily Routine - Morning		
Approximate Times	Routines	Overview
8.30-8.35am	Provocation/Object of Interest	Coat off, Water Bottle, Book Bag, Self-Registration, Goodbyes
8.35am – 8.50am	Morning Routine and discreet Maths WAKE AND SHAKE	Greetings/Feelings, Days/Date Weather, Counting, Makaton Sign of the Week
8.50 – 9.00am	Pre-School Ethos/Values	Christian Worship/Prayer
9.00 – 11.00am (2 hours uninterrupted play)	Free Flow and Rolling Snack	Indoors and Outdoors
11.00 – 11.20am	Phonics	Phase1/2 – Carpet Time
11.20-11.30am	Tidy time	Readiness for lunch
11.30am – 12.00pm	Singing & music time/bible story	Toileting & Hygiene
12.00 – 12.30am	Lunch	Table Manners and Healthy Eating

Research-Based Routines taken from EYFS Expert: Anna Ephgrave (ITMP)

Pre School Timetable

Typical Daily Routine – Afternoon

Approximate Times	Routines	Overview
1.30 – 2.30pm (1.5 hours uninterrupted play)	Free Flow	Indoors & Outdoors
2.30 – 2.45pm	Afternoon Routine	Tidy Up Time, Collect Belongings Ready for Home Time
2.45 – 3.00pm	Story/Nursey Rhyme/ Attention & Listening Games/Spanish	Carpet Time

What's special about our 'Routines Timetable' and how does it benefit your child?

Staff at our setting have received training on 'In The Moment Planning' by Anna Ephgrave – an early years practitioner who undertook action research in her setting. The outcome of her research indicated that stress and tension in early years settings can be caused by the 'Routines Timetable' particularly ones that hinder deep engagement, through many transitions and interruptions.

Anna Ephgrave has received 'Outstanding' Ofsted inspections, in her settings and in settings she has supported. The reason for this, is that the well-being of the children in those settings was observed as 'high' and the children were deeply engaged in their play. This resulted in good self-regulation of emotions because of less frustration and a reduction in behaviour issues. Children who reach Level 5 Involvement are children who are happy and who have a good level of concentration, creativity, energy and persistence. These are the skills necessary to learn deeply. Therefore we have considered the research and adapted our 'Routines Timetable' to give your child a larger period of **uninterrupted** 'Free Flow.'

