



# Early Years at Warmsworth Primary School

Mrs Finn EYFS Lead



# Warmsworth Primary School EYFS Vision

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- At Warmsworth Primary School we appreciate the uniqueness of each child and recognise their full potential
- We aim to motivate and challenge them, to achieve lifelong success
- Our EYFS curriculum provides our children with an engaging, exciting and safe environment, to equip them to go forward and meet the challenges of the National Curriculum
- We recognise children's prior learning and their interests
- Our aim is to provide first hand experiences that allow our children to develop their interpersonal skills, build resilience and become creative critical thinkers



# Warmsworth Primary School EYFS Context

- FS1
  - We have a 52 place FS1 setting
  - Two sessions: Morning and Afternoon. The children join us for five sessions Monday to Friday
  - Mrs Williams is the Class teacher, and Mrs Layhe is the LSA for the morning and afternoon sessions
- FS2
  - We have a 60 place FS2 setting, 30 children in each class
  - Mrs Finn and Mrs Midgley are the class teachers.
  - Mrs Wilkinson, Miss Day, Miss Ogden are full-time LSA's and Miss Newsome and Miss Squires are part-time LSA's, within our FS2 setting

## Entry and Baseline

- Our children begin school in September with only 2 days of a staggered start
- Once our children are in school, we carry out the Statutory Baseline, this is completed within the first 6 weeks of starting school
- Additional observations and assessments are made to supplement the Statutory Baseline
- Gathering this information about each child then enables teachers to create a provision map. This ensures children's next steps and barriers to learning are addressed



# High Expectations



All EYFS staff have high expectations of behaviour, teaching and learning

EYFS follow the school's rewards and behaviour policy - verbal praise to all, each child has a star chart to achieve - bronze, silver, gold certificates. We have a celebration assembly every Friday

We establish the rules and routines quickly - involving the children in creating rules and expectations. A visual daily timetable is present in each class. Now and next boards can also be observed for children with additional needs

Expectations of tidying away and being responsible for their own belongings and school resources are embedded. Areas are labelled to promote organisational skills

We create a safe and secure environment where children are confident to express themselves. 'How I am feeling' boards - Colour Monster resources encourage children to express themselves effectively - Linking to PSED

We build strong positive relationships with the children, parents, grandparents and carers. We host half termly workshops for parents to attend and learn about their child's curriculum. The enterprise events are termly for parents to also attend and Knowledge Organisers for each topic is provided, so parents can find out what their child will be learning.

We focus on language development so children can explain their feelings and emotions to enable them to self regulate - We have implemented the Nuffield Early Language Intervention in FS2 (NELI)

We complete THRIVE assessments to support children with self regulation and communication and Language development

# The Promotion of Early Reading and Phonics



- We introduce the 'Little Wandle' Letters and Sounds scheme in FS1 with 'Rhyme Time', the scheme continues in FS2, Y1 and Y2
- Story sacks, story crates, puppet theatres and role-play promotes the engagement in story telling and develops language skills
- Daily story sessions and text led learning
- This all has an enormous impact on the love of story telling and an interest in reading, oracy and confidence



# Teaching and Learning

EYFS Lead carry's out an EYFS audit to maximise learning potential in all areas of learning

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

Gross motor and fine motor development activities daily - to support finger/muscle strength, co-ordination and core strength. This then promotes writing skills and being able to sit either on the floor or on a chair with control.

Daily: Story session; Phonics - 'Little Wandle' Scheme; Physical Development; Maths

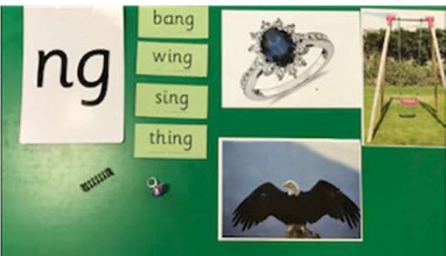
Being creative with providing children with firsthand experiences; modelling learning - especially language; scaffold by questioning; challenge and all staff being involved in the learning process



## Audit Your 3-5yrs Indoor Provision

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

Key Area of Learning	Confidence Provision Score	Confidence Provision Score	Score out of 4
<b>Investigations &amp; Problem Solving</b>	<ul style="list-style-type: none"> <li>Water trays</li> <li>Investigating &amp; drawing</li> <li>Use of water</li> <li>Use of water to make things</li> <li>Use of water to make things</li> <li>Use of water to make things</li> <li>Use of water to make things</li> </ul>	<ul style="list-style-type: none"> <li>Water resources</li> <li>Investigating &amp; drawing</li> <li>Use of water</li> <li>Use of water to make things</li> <li>Use of water to make things</li> <li>Use of water to make things</li> <li>Use of water to make things</li> </ul>	
<b>Expressive Arts &amp; Design</b>	<ul style="list-style-type: none"> <li>Paint trays</li> <li>Use of water to make things</li> <li>Use of water to make things</li> <li>Use of water to make things</li> <li>Use of water to make things</li> <li>Use of water to make things</li> </ul>	<ul style="list-style-type: none"> <li>Paint trays</li> <li>Use of water to make things</li> <li>Use of water to make things</li> <li>Use of water to make things</li> <li>Use of water to make things</li> <li>Use of water to make things</li> </ul>	
<b>Maths, Science &amp; Engineering</b>	<ul style="list-style-type: none"> <li>Maths trays</li> <li>Use of water to make things</li> <li>Use of water to make things</li> <li>Use of water to make things</li> <li>Use of water to make things</li> <li>Use of water to make things</li> </ul>	<ul style="list-style-type: none"> <li>Maths trays</li> <li>Use of water to make things</li> <li>Use of water to make things</li> <li>Use of water to make things</li> <li>Use of water to make things</li> <li>Use of water to make things</li> </ul>	
<b>Language &amp; Literacy</b>	<ul style="list-style-type: none"> <li>Writing trays</li> <li>Use of water to make things</li> <li>Use of water to make things</li> <li>Use of water to make things</li> <li>Use of water to make things</li> <li>Use of water to make things</li> </ul>	<ul style="list-style-type: none"> <li>Writing trays</li> <li>Use of water to make things</li> <li>Use of water to make things</li> <li>Use of water to make things</li> <li>Use of water to make things</li> <li>Use of water to make things</li> </ul>	





# Organisation of Provision Indoor and Outdoor

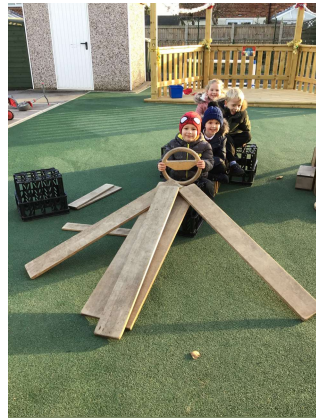


- We ensure there is relevant environmental print displayed in a variety of styles - handwritten and printed in different fonts
- Print in the environment develops children's language and reading skills. By having a label and picture children begin to match the objects to the label, therefore understanding that the word has meaning
- Labels for resources, questions, captions, instructions, challenges and rules
- Sorting and categorising resources into baskets and boxes to promote children's organisational skills during the end of the sessions



# Outdoor Provision

FS1 Muddy Monday  
FS2 Welly Wednesday



- Every week, FS1 and FS2 explore our school grounds
- We visit the woodland area, poly tunnel and quad areas
- Our outdoor provision provides further opportunities to develop children's, knowledge and characteristics of learning
- Through having different experiences outside to inside, we broaden their knowledge and skills, which allows them to take different risks and challenge their thinking
- Our staff are confident and well trained to support all types of learners and provide challenge to all our children



# Exploring the World - Developing the Characteristics of Learning

Challenge Discover Explore Investigate Imagine





# The EYFS Curriculum Offer

- Planning shows a clear sequence of learning, we take into consideration pupil's interests, their individual next steps and extends their learning
- Provision is creative, language rich, challenging and staff scaffold learning effectively
- Develop metacognition skills by ensuring children practise skills, embed learning, 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 utilise our staff's strengths



Leadership  
and  
Management  
Actions  
Led by  
Mrs Finn

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Pupil Progress Meetings to review data, discuss any inconsistencies, evidence, judgements, vulnerable groups and interventions

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Identify children's barriers and gaps in learning. Make swift referrals to OT/PT/SALT. Strong relationship with the EYFS Inclusion Team

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

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Create an EYFS Action Plan from the data and observations. Share this with everyone and explain the rationale

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Regularly moderate judgements, work scrutiny and provision

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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 their next steps

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Follow up Action Plan by RAG rating and identifying next steps. Liaise with Y1 to promote a smooth transition for the FS2 children