



Landewednack CP School

EYFS Strategy Updated 2024



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Glossary of Key Terms

Continuous Provision – These are the learning areas and resources that are available to the children at all times for open ended play and learning.

Enhanced Provision – The extra material and resources teachers or practitioners provide for their children that enhance the continuous provision.

Busy Learning Time – This is what we call the time where children are in continuous provision and are selecting their own learning.

Provocation – This is something that provokes and invites learning, interest, creativity and thoughts.

Adult Directed Time – This may be a planned learning input or intervention however we try to incorporate interventions into interactions whenever possible.

Our Vision

At Landewednack, we are committed to excellence and this value is the foundation of everything we do. Our aim is to provide a happy, stimulating environment where every child will be given the best possible opportunities to achieve their full potential and an education which will nurture their needs as individuals. We strive for all our children to be confident communicators and to develop the foundational knowledge that they need to succeed. We constantly review our provision and in consultation with parents and our wider community, we strive to retain our family ethos whilst also equipping our children for the future. We hope to encourage a shared commitment to the success of our children, where parents have a positive role in complimenting and supporting the work of the school.



EYFS Staff



Miss Miranda Gulley
EYFS Lead and Puffins
Class Teacher



Mrs. June Evans
Nursery Manager



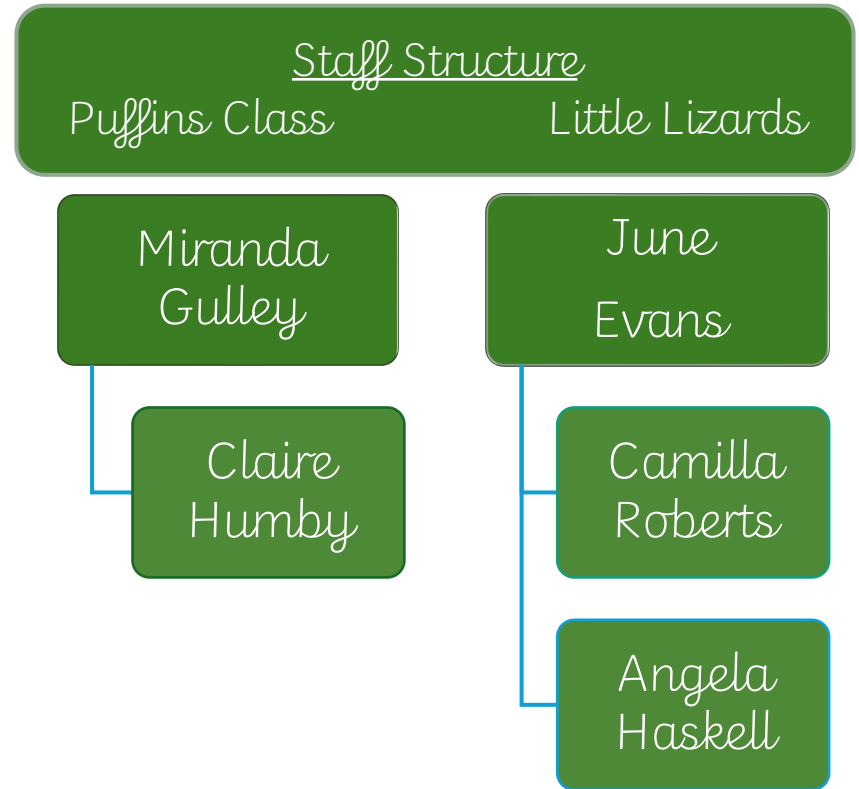
Mrs. Claire Humby
EYFS Teaching Assistant
Autism Champion
Speech and Language



Mrs. Camilla Roberts
EYFS Teaching Assistant
Teaching and Learning



Mrs. Angela Haskell
EYFS Teaching Assistant



We encourage staff to spend time in the other class throughout the year to support transition and continuity between classes.

The Role of the Adult

We strongly believe that there is nothing our adults could be doing that is more important than interacting with the children. During busy learning time all adults should be with the children interacting and moving their learning forwards. At times, adults may be observing learning and communication between the children and stepping in when it is appropriate. We make sure that children have the opportunity to talk and feel listened to. Adults also provide new learning inputs throughout the day but during continuous provision, they are talking and interacting with our children and deepening their learning.

We follow a 5 step cycle to structure our interactions with children. This is inspired by Greg Bottrill and can be found on the following page.

Adults will also be aware of the children's next steps and be focusing on the children that have been highlighted on the assessment doughnuts. More information about the doughnuts and next steps can be found on pages 23 and 24.



Key statistics on early years and literacy

- “Children who struggle with language at age five are five times more likely to fail to reach the expected standard in English aged 11 (23% vs 4%).
- In 2019, 175,000 five-year-olds in England started primary school without the communication, language and literacy skills expected for their age.” (National Literacy Trust, 2024).

“Communication and language approaches involve intentionally acting to develop young children’s understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. They are based on the idea that children’s language development benefits from approaches that support communication through talking and non-verbal expression.” (EEF, 2024).

Quality Interactions

Inspired by Greg Bottrill, this is how we aim to structure our interactions with the children during continuous provision.

The 5 Steps to a Co-play Habit

<u>Step 1</u>	<u>Step 2</u>	<u>Step 3</u>	<u>Step 4</u>	<u>Step 5</u>
Adventure	Go	Mouth Movement Mind	Spiral	Storify
Tell the children what your adventure is going to be. "I'm going to have an adventure at the playdough table."	Go there	Chat Share your thought process out loud. Move to get the resources that you need to enhance learning.	Encourage children to spiral and share their language, creativity and inventions.	Tell the story and share the joy. Photograph it and share with families. *iPad only comes out at step 5.

Once 5 steps are complete, move to another area and repeat.

Learning Environment Rationale

Our learning environments have been designed to be neutral and well organised to support the children to develop independence in their learning. Each area of learning has been considered in the design of our spaces and our learning spaces are continually developed and adapted to meet the needs of our children. Our outdoor spaces have been developed to be suitable in all weather and to act as a blank canvas with organised resources for the children to develop their own learning which is of course enhanced by the adults in the setting. We are very privileged to have a large outdoor space that is shared between the Nursery and Reception/Year One class, and we make use of the school field once a week for a bikes and trikes session.

We have carefully considered the resources available to our children and continually observe and reflect on how the spaces are being used and adapt them accordingly. We have high expectations of our children and teach them to respect their learning environments and resources as we believe this is an important life skill. All children are expected to tidy up at the end of a session and the organisation of resources is the key to the success of this. Adults model how to use each of the learning environments, and this is a key part of our transition into Nursery and School.



Little Lizards Classroom



Puffins Classroom



Our Outdoor Learning Environment



Our School Field

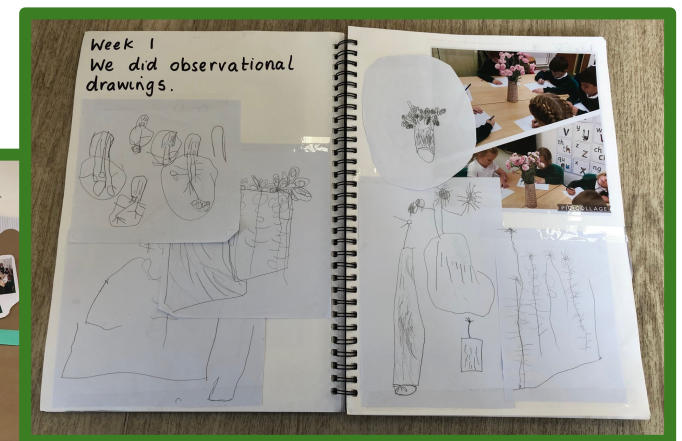


Displays

Our displays are for the children and therefore they do not involve lots of text that the children cannot read. We carefully select what we have on display and use displays as an opportunity to display learning and encourage reflection. Our displays are intentionally neutral to keep the environment calm and purposeful.



Both classes have a Learning Means the World display that they add to each week. The content from this is moved into the floor book at the end of each half term so that children can look back and revisit their previous learning.



Little Lizards Class Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
08:30-08:40	Arrive	Arrive	Arrive	Arrive	Arrive
08:40-8:50	Welcome Group Time	Welcome Group Time	Welcome Group Time	Welcome Group Time	Welcome Group Time
08:50-10:00	Busy Learning	Busy Learning	Busy Learning	Busy Learning	Busy Learning
10:00-10:30	Snack	Snack	Snack	Snack	Snack
10:30-11:30	Outdoor Learning	Outdoor Learning	Outdoor Learning	Outdoor Learning	Outdoor Learning
11:30-11:45	Story	Story	Story	Story	Story
11:45-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-12:35	Story	Story	Story	Story	Story
12:35-12:40	Adult Led Learning	Adult Led Learning	Adult Led Learning	Adult Led Learning	Adult Led Learning
12:40-12:50	Toothbrushing	Toothbrushing	Toothbrushing	Toothbrushing	Toothbrushing
12:50-15:05	Busy Learning Time	Bikes and Trikes	Busy Learning Time	Busy Learning Time	Busy Learning Time
15:05-15:15	Story and Singing	Story and Singing	Story and Singing	Story and Singing	Story and Singing
15:15	Home time	Home time	Home time	Home time	Home time

Puffins Class Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
08:40-08:50	Morning Jobs	Morning Jobs	Morning Jobs	Morning Jobs	Morning Jobs
08:50-9:00	Register Wake and Shake	Register Wake and Shake	Register Wake and Shake	Register Wake and Shake	Register Wake and Shake
09:00-9:05	Story	Story	Story	Story	Story
09:05-09:50	English Busy Learning	English Busy Learning	English Busy Learning	English Busy Learning	English Busy Learning
09:50-10:30	Maths Y1 Busy Learning	Maths Y1 Busy Learning	Maths Y1 Busy Learning	Maths Y1 Busy Learning	Maths Y1 Busy Learning
10:30-10:35	Story	Story	Story	Story	Story
10:35-10:40	Dough Disco	Dough Disco	Dough Disco	Dough Disco	Dough Disco
10:40-11:20	Phonics	Phonics	Phonics	Phonics	Phonics
11:20-12:35	Reception Maths Y1 Number sense	Reception Maths Y1 Number sense	Reception Maths Y1 Number sense	Reception Maths Y1 Number sense	Reception Maths Y1 Number sense
12:35-12:45	Story	Story	Story	Story	Story
12:00-13:00	Lunch	Lunch	Lunch	Lunch	
13:30-14:45	P.E.	P.E. (Y1)	Wild Tribe (PPA)	P.E.	P.E.
	Story LMTW	Story Computing (13:30-14:00) and Year One PHSE (Kate) (14:00-14:45) and Year R - Bikes and Trikes (Physical Development)		Story LMTW	Story LMTW
14:45-14:55	Story Songs Getting home things ready	Story Songs Getting home things ready		Story Songs Getting home things ready	Story Songs Getting home things ready
14:55-15:15	Assembly	Assembly	Assembly	Assembly	Assembly

Puffins Class Timetable

Here are two examples of how learning is further divided within the timetable to meet the needs of both year groups in the class. These are examples of lessons in the Autumn term but this develops alongside the children's needs throughout the year.

English Lesson

Reception	Whole Class Input and Vocabulary Exploration	Verbal Sentence Construction	Busy Learning	
Year 1		Chotting and Verbal Sentence Construction	Independent Writing	Busy Learning

Maths Lesson

Reception	Number sense	Adult Led White Rose Input	Busy Learning (Maths activity to revisit within continuous provision)
Year 1	Number sense	Adult led White Rose Input and Independent Work	Busy Learning (maths challenge within provision to revisit previous learning)

Activities are set up in provision to give children an opportunity to revisit and explore learning from the previous week.

Behaviour Management

In EYFS we have high expectations of the children and expect all of them to follow our Diamond Rules.

If children are behaving in a way that is not following these rules we will follow these two simple steps.

1. Warning. We will get down to the level of the child and explain in an age-appropriate way why their behaviour is not acceptable.
2. If behaviour continues after this children will have a few minutes reflection time away from busy learning.

We usually find this is enough for our children but if behaviour is more extreme, we will continue to follow the school behaviour policy.



Our Diamond Rules are:

- ◆ Show respect for everyone and everything
- ◆ Show good manners at all times
- ◆ Follow instructions with thought and care.

SEND Provision

We have high expectations for all of our children, and we aim to make our setting as inclusive as possible to meet the needs of all children. The adaptations we make include:

- Visual timetables in both classrooms
- Clear boundaries
- Consistent routines
- Open and honest parent communication
- Regular conversations with our SENDCo
- Access to sensory learning opportunities
- Speech and Language screening for all children when they start school and nursery
- Cosy, calm, communication friendly spaces

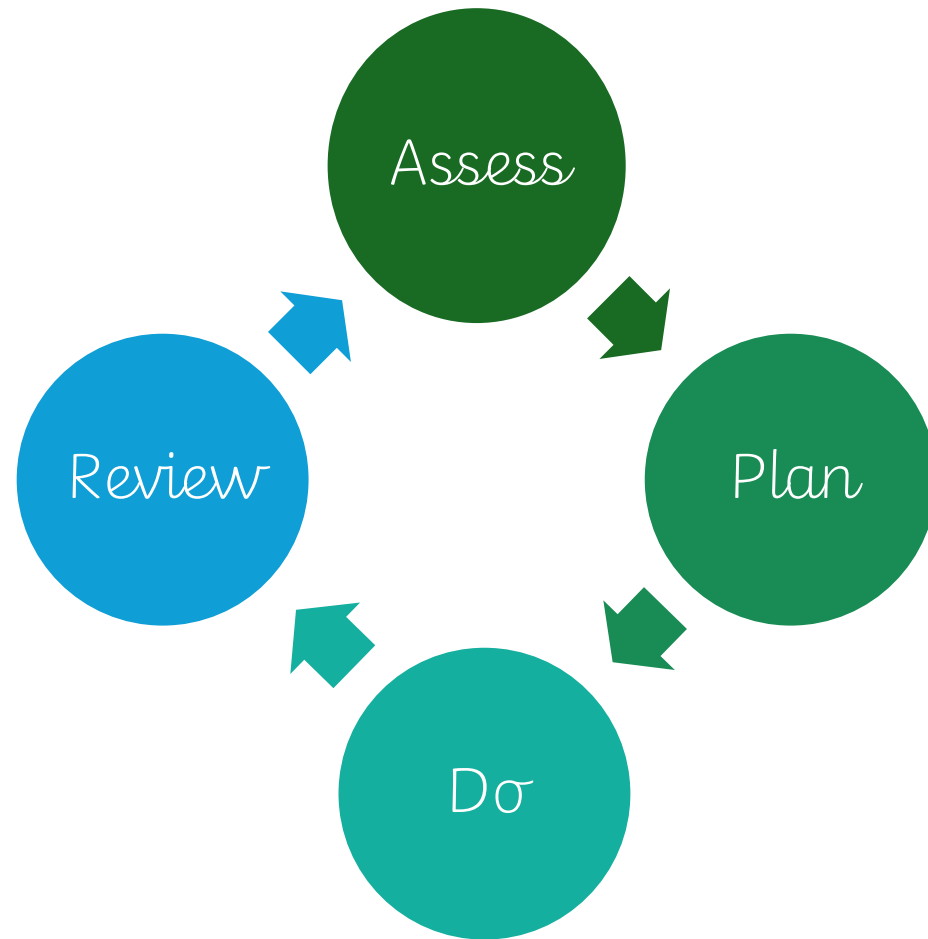
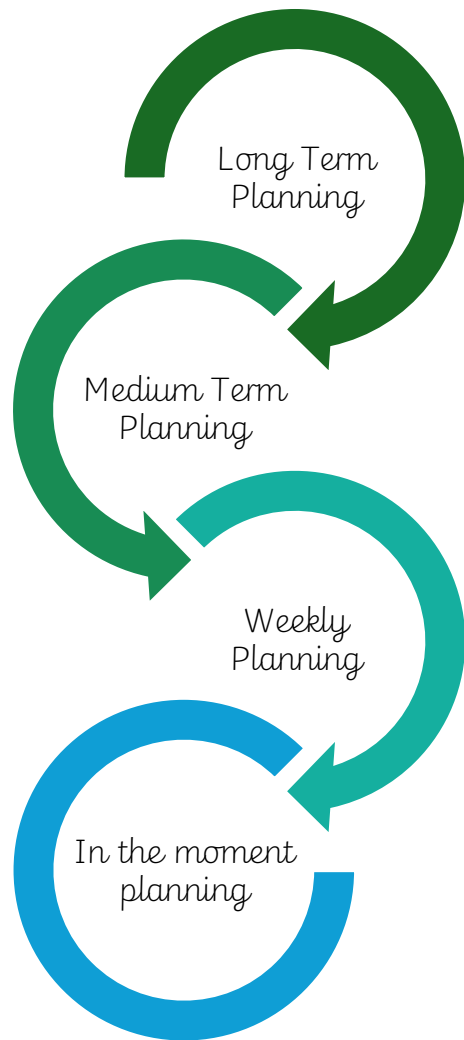
More specific adaptations for individual children may include:

- IEPs
- Use of now and next boards
- Individual timetables
- Interventions including speech and language, social stories and RWI tutoring
- Meetings with outside agencies who are supporting children
- Chunking of lesson content
- Traffic light cards
- Makaton



Alongside the rest of the school we use Padlet to record children's IEPs and specific adaptations that we make for our children with SEN. This means it is simple to share information with our SENDCo and that all staff are aware of the support that individual children are receiving.

Planning Cycle



Foundational Knowledge

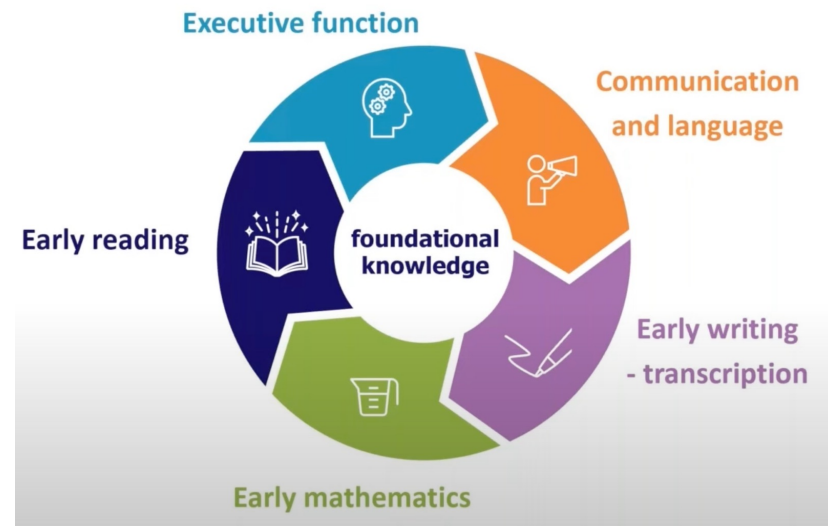
In the Early Years at Landewednack School our main priority is ensuring that the children have the foundational knowledge and skills that they need to access the curriculum as they move through school. What children learn when they are young has a profound and lasting impact and we know how important it is to get this right for all children.

Our curriculum is carefully planned to ensure that adults intentionally teach key learning and that nothing is left to chance for our children. We support our children to develop foundational knowledge through our tailored direct teaching, our planned and incidental interactions and careful assessment of what children know and can do.

4 key principles to help all children learn what they need by the end of key stage 1

- 1 Small steps, with enough teaching and practice
- 2 Language is key
- 3 Focus on those who need it the most
- 4 Some children are at different stages of the curriculum

(Ofsted, 2024)



(Ofsted, 2024)

Executive Function

Executive functioning skills are fundamental for children to be able to learn successfully. This is what we do to support our children to develop executive function.

- We have clear and consistent routines so that children know what to expect.
- We model planning, organisational and time management skills.
- We support the children in making positive decisions by thinking about the impact on others.
- We encourage children to play strategy games to support them to develop flexible thinking and working.
- We create calm learning spaces with limited distractions.
- We make sure that the children have regular learning breaks.
- We check in with the children encouraging them to stay on task.
- We keep our teaching inputs short and interactive.
- We support the children to set specific goals and provide praise when children have completed tasks.
- We break activities down into small manageable steps.
- We provide explicit feedback.
- We give children warnings and prepare them when a task is coming to the end.
- We avoid introducing more than one concept at a time.
- We encourage children to pay attention to others and ask questions if they do not understand something.



Long-Term Planning



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2 and 3 Year Olds Turn favorite/jarjar sounds into words. Copy final consonants and movements like sliding out their tongue. Make eye contact for longer periods. Watch someone's face as they talk. Copy what adults do, taking turns in conversations, taking or holding or holding or holding.	Copy final consonants and movements like sliding out their tongue. Recognize and are named by their tongue. Listen, understand and respond to a simple instruction. Use gestures like waving and pointing to communicate. Recognize and point to objects if asked about them.	Hold up pencil for something they want while making sounds or using words. Copy your gestures and words. Use single words or phrases during play. Use gestures like waving and pointing to communicate. Recognize and point to objects if asked about them.	Copy final consonants and movements like sliding out their tongue. Understand and act on longer phrases like 'make holey paper' or 'find your coat'. Understand and act on longer phrases like 'make holey paper' or 'find your coat'. Listen to other people's talk with interest but can easily be distracted by other things. Identify familiar objects and properties for practitioners when they are described 'look over', 'what's out'.	Make their words understood and can discuss/jarjar when they cannot. Use multi-syllabic words such as 'bubbles' and 'candy'. Understand and act on longer phrases like 'make holey paper' or 'find your coat'. Listen to simple stories and understand what is happening with the help of the pictures.	Start to say 'no' by waving, using words as well as actions. Start to develop conversation, often starting from topic or topic. Develop pretend play 'building the bridge to sleep' or 'bring the car to the shop'. Understand simple questions about 'what', 'where' and 'when' (but generally not why).
3 and 4 Year Olds Copy sounds for longer periods and can remember what's what happens. Understand single words in context (eg 'yes, no'). Understand frequently used words such as 'all girls', 'no', 'bye-bye'.	Use a wider range of vocabulary. Develop pronunciation but may have problems using some words and sounds, such as 'tired' and 'no'. Stop a conversation with a child or a friend and continue for many turns.	Understand in question or prediction that has been given, such as 'Get your coat and what do you do?' Use talk to negotiate themselves and their play, such as 'you're a lion, you're a lion, it's like the lion'. Understand 'why' questions like 'Why do you think the cat's got her fur?' Use longer sentences for four to six words.	They illustrate to more than one thing at a time, which can be difficult. Use talk to negotiate themselves and their play, such as 'you're a lion, you're a lion, it's like the lion'. Use longer sentences for four to six words.	Copy to target repetition of simple. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Be able to write a simple story and/or letters when they are asked to write or draw or to write or draw.	Copy to target repetition of simple. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Be able to write a simple story and/or letters when they are asked to write or draw or to write or draw.



Our long-term planning documents outlines the curriculum that we want our children to learn and achieve throughout the year. This planning was written using Development Matters as a starting point and has been sequenced and added to based on the knowledge of our children and our specific setting. We have a separate long-term plan for both our Nursery and Reception/Year 1 class. The plan has separate sections for each area of learning and contains a progression of skills for key elements such as pencil grip, writing and drawing.



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2 and 3 Year Olds Enjoy songs and rhymes, being in and playing costumes. Enjoy singing books with an adult.	Play in with songs and rhymes, copying sounds, rhymes, tunes and tempo. Play attention and respond to the actions or the words in stories. Enjoy drawing freely.	Copy some of the words in songs and rhymes. Have favorite books and tell them out, to share with an adult, with another child or to look at stories. Enjoy drawing freely.	Copy longer movements and song gestures. Repeat words and phrases from familiar stories. Add some marks to their drawings, which has a meaning for them. For example, 'I've got a mummy'.	Sing songs and say rhymes independently for stories singing while playing. Ask questions about the book. Make comments and share their own ideas.	Develop play without pictures or stories using props. Write some or all of their name.
3 and 4 Year Olds Spot and suggest rhymes. Know that print has meaning. Writing Progression Copying progression will not follow a specific timeline for all children but will vary depending on their individual needs and rates of progress (step 11 isn't an expectation until children reach the end of Reception)	Sing in extended conversations about stories, learning new vocabulary. Know that print can have different purposes. Copying progression will not follow a specific timeline for all children but will vary depending on their individual needs and rates of progress (step 11 isn't an expectation until children reach the end of Reception)	Write or draw simple pictures or letters. Write some or all of their name. Copying progression will not follow a specific timeline for all children but will vary depending on their individual needs and rates of progress (step 11 isn't an expectation until children reach the end of Reception)	Write some or all of their name. Copying progression will not follow a specific timeline for all children but will vary depending on their individual needs and rates of progress (step 11 isn't an expectation until children reach the end of Reception)	Write some or all of their name. Copying progression will not follow a specific timeline for all children but will vary depending on their individual needs and rates of progress (step 11 isn't an expectation until children reach the end of Reception)	Write some or all of their name. Copying progression will not follow a specific timeline for all children but will vary depending on their individual needs and rates of progress (step 11 isn't an expectation until children reach the end of Reception)



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fine Motor I will hold my writing in a tripod grip. I will attempt to use scissors. Crude Motor I will hold and grip the jar/jarjar with my hands and use the jar/jarjar to make marks on the jar/jarjar. Ball P.E. I will throw and catch the ball. Handwriting Progression Copying progression will not follow a specific timeline for all children but will vary depending on their individual needs and rates of progress.	I will hold my writing in a tripod grip. I will attempt to use scissors. I will hold and grip the jar/jarjar with my hands and use the jar/jarjar to make marks on the jar/jarjar. I will throw and catch the ball. Copying progression will not follow a specific timeline for all children but will vary depending on their individual needs and rates of progress.	I will hold my writing in a tripod grip. I will attempt to use scissors. I will hold and grip the jar/jarjar with my hands and use the jar/jarjar to make marks on the jar/jarjar. I will throw and catch the ball. Copying progression will not follow a specific timeline for all children but will vary depending on their individual needs and rates of progress.	I will hold my writing in a tripod grip. I will attempt to use scissors. I will hold and grip the jar/jarjar with my hands and use the jar/jarjar to make marks on the jar/jarjar. I will throw and catch the ball. Copying progression will not follow a specific timeline for all children but will vary depending on their individual needs and rates of progress.	I will hold my writing in a tripod grip. I will attempt to use scissors. I will hold and grip the jar/jarjar with my hands and use the jar/jarjar to make marks on the jar/jarjar. I will throw and catch the ball. Copying progression will not follow a specific timeline for all children but will vary depending on their individual needs and rates of progress.	I will hold my writing in a tripod grip. I will attempt to use scissors. I will hold and grip the jar/jarjar with my hands and use the jar/jarjar to make marks on the jar/jarjar. I will throw and catch the ball. Copying progression will not follow a specific timeline for all children but will vary depending on their individual needs and rates of progress.
Motor Skills Progression Copying progression will not follow a specific timeline for all children but will vary depending on their individual needs and rates of progress.	Copying progression will not follow a specific timeline for all children but will vary depending on their individual needs and rates of progress.	Copying progression will not follow a specific timeline for all children but will vary depending on their individual needs and rates of progress.	Copying progression will not follow a specific timeline for all children but will vary depending on their individual needs and rates of progress.	Copying progression will not follow a specific timeline for all children but will vary depending on their individual needs and rates of progress.	Copying progression will not follow a specific timeline for all children but will vary depending on their individual needs and rates of progress.








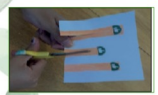
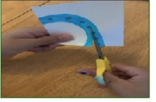



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number I will understand number 1. I will understand number 2. Shape, Space and Measure I will understand the shape of a circle. I will understand the shape of a square. Maths I will understand the shape of a circle. I will understand the shape of a square.	I will understand number 1. I will understand number 2. I will understand the shape of a circle. I will understand the shape of a square.	I will understand number 1. I will understand number 2. I will understand the shape of a circle. I will understand the shape of a square.	I will understand number 1. I will understand number 2. I will understand the shape of a circle. I will understand the shape of a square.	I will understand number 1. I will understand number 2. I will understand the shape of a circle. I will understand the shape of a square.	I will understand number 1. I will understand number 2. I will understand the shape of a circle. I will understand the shape of a square.
Maths Copying progression will not follow a specific timeline for all children but will vary depending on their individual needs and rates of progress.	Copying progression will not follow a specific timeline for all children but will vary depending on their individual needs and rates of progress.	Copying progression will not follow a specific timeline for all children but will vary depending on their individual needs and rates of progress.	Copying progression will not follow a specific timeline for all children but will vary depending on their individual needs and rates of progress.	Copying progression will not follow a specific timeline for all children but will vary depending on their individual needs and rates of progress.	Copying progression will not follow a specific timeline for all children but will vary depending on their individual needs and rates of progress.

Progression of Skills

Our long-term planning document includes Progression of Skills sections that are on display in the classrooms to provide continual reference for staff.

Scissor Skills Progression







Ages are in place as a guideline but adults will make sure each child has mastered the previous step before they move on.

<p>Open/Close Scissors (2 to 2.5 Years Old) The children learn how to open and close scissors. They are not ready to use them with paper. They may explore with dough.</p> 	<p>Snips Paper (2 to 2.5 Years Old) Once the children have mastered opening and closing the scissors, they can move on to make small snips on the paper. They are not moving forward on the paper with scissors, just making snips.</p> 	<p>Snips Paper Moving Forwards (3 Years Old) Children are able to make snips in the paper while moving the scissors forward across the paper (paper size should be no bigger than 6 inches).</p> 	<p>Uses helping Hand (3 to 3.5 Years Old) Children begin to use their 'helper hand' to hold the paper whilst cutting with their dominant hand. Adults encourage a 'thumbs up' position while holding both the scissors and paper.</p> 	<p>Cuts a Straight Line (3 to 3.5 Years Old) Children can move the scissors along a straight line that is 6 inches long. Their accuracy is still a work in progress, with most cutting within 1/2 inch of the cutting line.</p> 
<p>Cut a Straight Line (4 Years Old) Children are now able to cut a 6 inch straight line within a 1/2 inch of the cutting line.</p> 	<p>Cut a Curved Line (4 Years Old) Children are able to cut on a curved line that is 1/2 inch wide, staying within a 1/2 inch of the cutting line.</p> 	<p>Cut a Circle Shape (4 Years Old) Once a child has mastered curved lines, they are able to take on circle shapes of at least 6 inches in diameter. Their accuracy will start at around 1/2 an inch from the cutting line and improve to 1/4 inch from the cutting line as they continue to practise. Right handers anti clockwise, left handers clockwise.</p> 	<p>Cuts a Square Shape (4.5-5 Years Old) The child can cut out a square shape within 1/2 inch from the cutting line.</p> 	<p>Cuts Complex Shapes (5 to 6 Years Old) The child is now able to cut complex shapes such as figures.</p> 

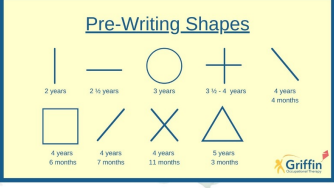
In order to master cutting skills children need to be able to sit up appropriately and have good balance and stability. They also need stable shoulders with wrist and finger control, including being able to isolate the thumb and the fingers in order to grasp and release the scissors. Bilateral coordination or using both sides of the body together is crucial to cutting. Using both hands together means the dominant hand opens and closes the scissors while the non-dominant hand or "helper hand" holds the paper and rotates it as needed.



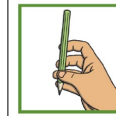
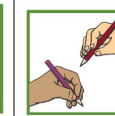
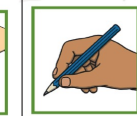
Writing Skills Progression

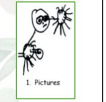

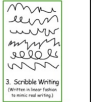
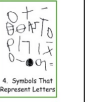



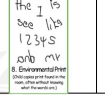

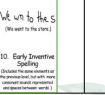


Writing Skills Progression will not follow a specific timescale for all children.

<p>Pre-Writing Skills Progression Gross Motor Skills Children learn how to develop their bodies from the centre outwards and from the top downwards. Arm and finger control follows the same pattern. Children need to manipulate the arm from the shoulder joint and they gradually understand how to extend their hands and then make finger movements.</p> 	<p>Bilateral Integration - Crossing the Mid Line In order to write children need to be coordinate both sides of their bodies together with one hand holding the paper, while the other manipulates the pen.</p> 	<p>Building Fine Motor Control As well as building gross motor skills, children need to develop strength in their wrists and hands as well as a high level of finger control. Some of the key actions required are grip strength (make a fist to feel the action), pinch strength (hold an invisible pencil tight to feel this action) and eye to hand coordination (see known as visual motor integration).</p> 	<p>Developing Dexterity Children need a high level of dexterity for writing. Children can develop this by string up buttons and zips, threading beads, using tweezers and chopsticks, cutting or tearing paper.</p> 	<p>Holding a Writing Tool At first children grasp a pencil using a fist grip and the ultimate aim is for them to learn how to use a dynamic pencil grip (see phonic development section for this). String finger therapy and being able to move individual fingers supports children to achieve this.</p> 	<p>Proper Posture Children need a substantial amount of core strength to support their bodies to write. The correct posture for writing is a 90-90-90 position (90 degree angle at the feet, wrists, at the knees and at the elbows). "Feet flat and bottoms back?"</p> 
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Pre-Writing Shapes



<p>Pencil Grip Progression Whole hand/palmar grasp</p> 	<p>Overhand grasp</p> 	<p>Four finger grasp</p> 	<p>Tripod grip/quod grasp</p> 	<p>Dynamic tripod grip</p> 
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<p>1. Pictures</p> 	<p>2. Random Scribbling</p> 	<p>3. Scribble Writing (scribble on line to form words)</p> 	<p>4. Symbols that Represent Letters</p> 	<p>5. Random Letters (The letters are arranged in a random order)</p> 	<p>6. Letter Strings (The letters are arranged in a random order)</p> 
<p>7. Letter Groups (The letters are arranged in a random order)</p> 	<p>8. Grouped Letters (The letters are arranged in a random order)</p> 	<p>9. Beginning Sounds (The letters are arranged in a random order)</p> 	<p>10. Early Divergent Spelling (The letters are arranged in a random order)</p> 	<p>11. Divergent Spelling (The letters are arranged in a random order)</p> 	<p>12. Letter Strings (The letters are arranged in a random order)</p> 

Medium-Term Planning

Our Medium-Term planning is a document that shows what we want the children to learn across each half term. This is directly used for weekly planning. This is also on display in both classrooms for staff to refer back to.

Autumn Term Medium Plan Nursery (2024)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Communication and Language N1	WALT understand simple words in context. WALT copy what adults do, taking turns in conversations.					
Communication and Language N2	WALT enjoy listening to longer stories and remember much of what happens. WALT use a wider range of vocabulary.					
PSED N1	Self-Regulation WALT find ways to calm ourselves with the support of our key person. Managing Self WALT establish our sense of self. Building Relationships WALT build a positive relationship with our key person.					
PSED N2	Self-Regulation WALT select activities and resources with help. Managing Self WALT express preferences. WALT be increasingly independent in meeting our own needs, e.g. brushing teeth, using the toilet, washing and drying our hands thoroughly. Building Relationships WALT be interested in others play.					
Physical Development N1	WALT gradually gain control of our whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.					
Physical Development N2	WALT continue to develop our movement, balancing, riding (scooters, trikes and bikes) and ball skills. WALT go up and down stairs or climb up apparatus using alternate feet. WALT show a preference for a dominant hand.					
Literacy N1	WALT enjoy songs and rhymes, tuning in and paying attention. WALT enjoy sharing books with an adult.					
Literacy N2	WALT know that print has meaning.					

Autumn Term Medium Plan Nursery (2024)

Phonological Awareness	General sound discrimination – environmental sounds. General sound discrimination – instrumental sounds.					
Maths N1	WALT combine objects like stacking blocks and cups. WALT put objects inside others and take them out again.					
Maths N2	More than, fewer than, same -WALT collect objects for comparison. -WALT make simple comparisons of amounts. -WALT look for collections of larger and small amounts. -WALT compare and talk about large and small amounts.	-WALT make large and small collections. -WALT make collections the same. Explore and Build with Shapes and Objects -WALT explore and play with shapes. -WALT show interest in simple differences between shapes.	-WALT put shapes and blocks into positions. -WALT select shapes for a reason. -WALT begin to explore and describe natural shapes and objects. -WALT find and collect objects for a purpose.	Explore Repeats -WALT listen to repeats in songs and stories. -WALT start to join in songs with repeats. -WALT start to join in with repeats from stories. -WALT clap along to songs.	-WALT make line patterns with own sequences. -WALT choose blocks to build roads and towers.	Hear and Say Number Names
Understanding the World N1	WALT explore the environment in Autumn.		WALT make connections between the features of our family and other families.		WALT notice differences between people.	
Understanding the World N2	WALT take care of ourselves.	WALT identify and talk about our senses.	WALT understand the key features of the lifecycle of a human.	WALT begin to make sense of our own life story and family history.	WALT show interest in different occupations (nurse).	
Expressive Arts and Design N1	WALT show attention to sounds and music.	WALT join in with songs and rhymes, making some sounds.	WALT notice patterns with strong contrasts.		WALT explore paint using fingers and other body parts.	
Expressive Arts and Design N2	WALT take part in simple pretend play, using an object to represent something else even though they are not similar.			WALT join different materials and explore different textures.		

Weekly Planning


Our weekly planning is completed in three stages: assessment, continuous provision planning and weekly adult-led planning. All staff are able to have an input in the assessment section and then planning is completed and shared with all staff ready for the following week.

Assessment Document – What have we noticed this week?

Continuous Provision Document – What enhancements and adult led activities are we going to provide?

Weekly overview of adult led learning sessions- What new learning are we going to cover? (taken from MTP)

Puffins Weekly Assessment Grid

Date - 

Name	AOL	Observation	Action

Continuous Provision Planning

Communication and Language	PSED	Physical Development	Resources
Literacy	Maths	Understanding the World	Expressive Art and Design

Adult Led Planning

Maths	Monday	Tuesday	Wednesday	Thursday	Friday
N1					
N2					

Phonological Awareness

Monday	Tuesday	Wednesday	Thursday	Friday
N1				
N2				

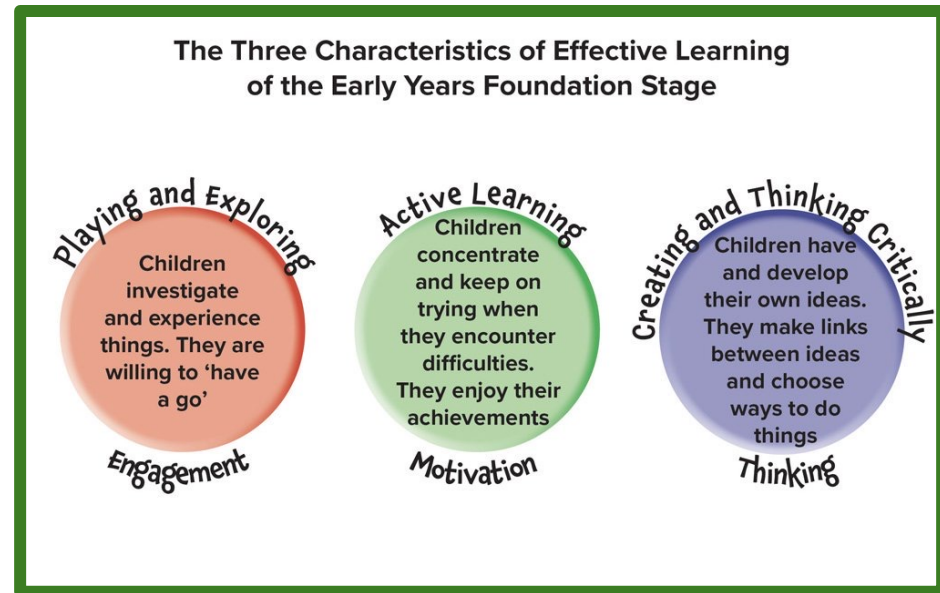
Understanding the World Expressive Art and Design

Monday	Tuesday	Wednesday	Thursday	Friday
N1				
N2				
Resource				

These documents are displayed in the classrooms each week.

In the Moment Planning

Staff are also constantly assessing and planning for the children within continuous provision time. Staff may introduce new language to the children or get resources to further their learning. We believe it is important to follow the needs and interests of the children and so there is an element of our planning that happens in the moment. We also make sure that children have access to learning opportunities and resources that allow them develop each of the Characteristics of Effective Learning.



Busy Learning

Our curriculum is carefully planned so that adults directly teach children the skills and knowledge that they need. However, there is huge benefit in children learning independently through their own play which is carefully facilitated by adults. Within the classroom learning opportunities will be provided for children to revisit their previously taught knowledge but children also need time to play and explore and discover their own interests. In this way nothing is left to chance. All children are directly taught the information they need to know and they are also given the time to embed this new learning whilst developing key skills such as executive function. During this time adults will spend their time with the children who need it most ensuring that they have accessed different areas of the classroom whilst supporting their communication through high quality interactions.

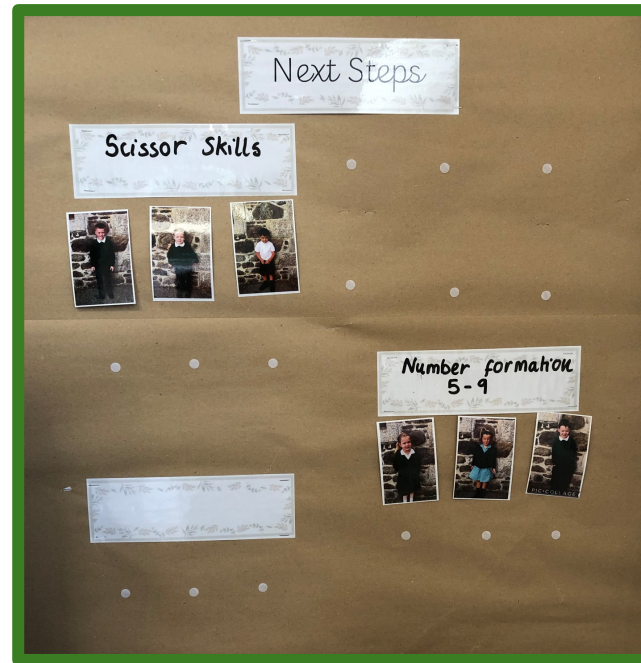
During busy learning time, as well as revisiting previous learning our main focus is for children to

- Explore and make sense of the world around them
- Learn to focus their attention
- Learn to communicate and cooperate with others



Next Step Boards

We have next steps boards for the children in both classrooms. Next steps are selected based on the current needs of the children and are selected to guide adult interactions. The next steps are supported within provision and through interactions rather than interventions whenever possible. The next steps are changed when all children have had an opportunity to work on their next step with an adult.



Assessment

Weekly Assessment

Weekly assessment takes place as part of the planning cycle. Each week we think about the children and identify any specific children or areas of learning that we are going to plan for.

Half termly Assessment

Each half term we sit together as a team and complete an assessment document that identifies whether children are emerging or on track for each area of learning. This information is then transferred onto the doughnuts which are put up in each class. The doughnuts identify the children that are emerging and need support; these children are then prioritised within busy learning sessions.

EYFS Half Termly Assessment Grid - Little Lizards

Communication and Language						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
On track						
Not on track						
Admits/Changes to provision						



Puffins Weekly Assessment Grid



Date -

Name	AOL	Observation	Action

Yearly Assessment

All of this information feeds into the EYFS profile at the end of the Reception year.

Nursery staff also complete the 2 year-old check and have a meeting with parents to discuss their findings. Parents are given an opportunity to comment on their child's development.

Communication and Language

What Communication and Language looks like in EYFS at Landwednack School

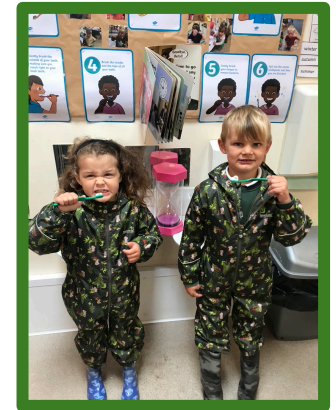
- Lots of stories and songs throughout the day
- Snack time is a talking time where children sit together with adults and have conversations
- Adult led input sessions throughout the day to encourage and model new language
- Daily phonological awareness sessions
- Adult modelling and support within provision
- Quiet, cosy spaces and communication friendly spaces to promote communication
- Home corner for children and adults to role play
- Adult interactions are prioritised during busy learning
- Weekly show and tell for Star of the week (Reception)
- Daily literacy input (Reception)
- Children have a floor book to look back and discuss their previous learning
- Regular speech and language interventions (Nursery and Reception)



Personal, Social and Emotional Development

What PSED looks like in EYFS at Landewednack School

- High expectations and modelling of behaviour
- Routines to promote independence e.g. snack time.
- Daily toothbrushing
- Healthy snack and encouraging healthy eating at lunchtime
- School Diamond rules
- Weekly PSED focused session (Reception)
- Support with developing independence with toileting
- Access to quiet calm spaces and sensory resources to support emotional regulation
- Support to manage risks effectively
- Lots of opportunities for children to have as many experiences as possible to help children to build their cultural capital
- We incorporate British values by encouraging independence and self-directed learning (individual liberty), teaching and modelling respect (mutual respect), voting for our story time book (democracy)
- Emotions basket (Nursery)
- Talking through and naming feelings and emotions
- PSED linked stories
- Supporting of talking about diversity and consideration of diversity when selecting books



Physical Development

What Physical Development looks like in EYFS at Landewednack School

- Daily P.E. sessions (Reception)
- Daily dough disco (Reception)
- Weekly bikes and trikes sessions
- Access to the fitness trail (school field)
- Trips and local walks
- Fine motor activities available in provision
- Access to resources in provision including mark making materials and scissors.
- Gross motor resources in the outdoor area
- Free flow for children to have access to large spaces
- Opportunities for children to explore their physical boundaries and take risks in a safe and controlled manner



Expressive Art and Design

What Expressive Art and Design looks in EYFS at Landwednack School

- Creative area in the classrooms with resources for children to be creative and make/paint/junk modelling etc.
- Focus on process over product
- Regular art sessions
- Weekly music lessons (Puffins)
- Opportunities to perform e.g. Christmas play, harvest, Hall for Cornwall, Feet Beat.
- Access to musical instruments within provision
- Small world opportunities to be imaginative and expressive
- Mark making materials outside (large scale painting, different materials for transient art).
- Stage outside for children to perform.
- Creative activities during Wild tribe
- Construction opportunities inside and out.
- Dance opportunities within P.E.



Understanding the World

What Understanding the World looks like in Early Years at Landwednack School

- Investigation resources within provision (bug pots, magnifying glasses etc.)
- Weekly Wild Tribe sessions (Reception)
- Regular understanding the world lessons/activities
- School trips and visitors (cultural capital)
- Weekly Open the Book assembly at the chapel (Puffins)
- Role play and dressing up for different occupations
- Books including diversity and non-fiction
- Observing the weather and seasons
- Opportunities for growing and caring for plants throughout the year in our outdoor area



Maths

What Maths looks like in EYFS at Landwednack School

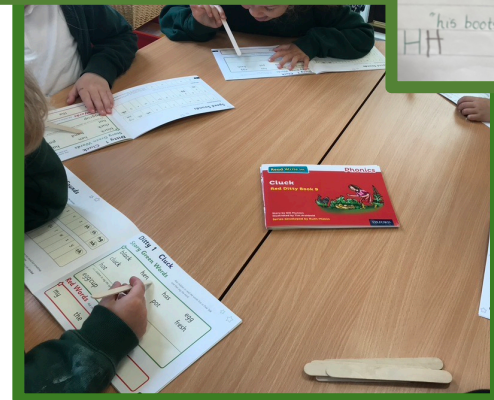
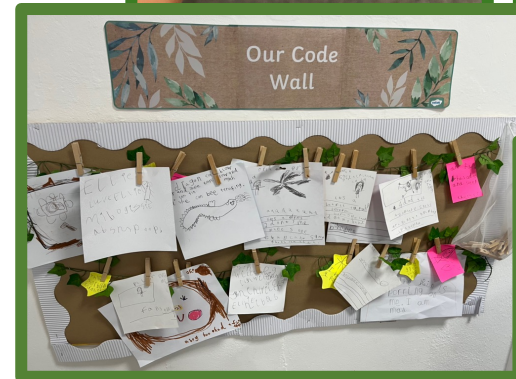
- Daily maths adult-led sessions
- Maths area in the classroom with maths resources for children to explore
- Large hands on maths opportunities outside
- Number rhymes sung throughout the day
- Lots of maths discussion throughout the day including at key times of the day e.g. snack time.
- Adults encouraging problem solving within provision.
- 10 frames and 5 frames used for key elements of daily routine (Puffins)
- Adult guidance and modelling throughout the day
- Visual numbers



Literacy

What Literacy looks like in EYFS at Landewednack School

- 5 stories a day
- Daily phonics/phonological awareness session
- Daily book voting
- Core texts planned throughout the year
- Reading corner
- Daily English lesson (Reception)
- Mark making and writing materials available within provision
- Weekly Mystery reader sessions (Reception)
- Story time is prioritised
- Small world opportunities for children to create and tell their own stories
- Storytelling, songs and rhymes
- Fine and gross motor opportunities within provision
- Dough disco
- Both classes have a favourite 5 set of books that are read to the children over and over again to support them to develop a love of reading and familiarity with these texts.

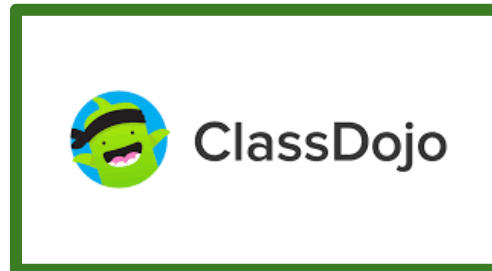


Communicating with Parents

We recognise the importance of parents and carers in a child's developing stages. As a primary care provider, they are their child's first educators and we greatly value any input, opinions and information they can share with us about their child's learning and progress.

Parents are able to talk to a member of school staff at the beginning and end of each school day. We use ClassDojo to share photos of learning and to communicate with parents via messages.

All parents are assigned a Key Person who will work closely with the parents and child to build strong Nursery-Home relationships and to act as a link between the parents and school. Parents are able to book a meeting with their Key Person at any point in the year to discuss their child's development. We also share useful information with parents about how they can support their children's learning and development at home.



We have parents' evenings in the Autumn and Spring term and children in Puffins class also receive an end of year report.

We hold an open afternoon each term to allow parents to come into school and experience an afternoon in the setting, to look at our floor book and to celebrate learning.

Transition

Transition into Nursery

On a Wednesday morning parents of children between the ages of 0 and 5 are able to come and spend the morning in Little Lizards for a stay and play session. Before children start Nursery their parents are offered a parent meeting or home visit. When children first start Little Lizards they are offered a gradual transition into the Nursery. A bespoke plan will be put in place depending on the needs of each individual child. Parents are asked to complete an 'All About Me' sheet before their child starts Nursery so that staff are aware of each child's like and dislikes as well as any developmental or health concerns. This allows staff to tailor the environment to suit the children and make sure that their needs are met from day one.



Transition into School

We pride ourselves on our transition from Nursery to Reception as it works seamlessly and ensures the best possible start for our children. For the last three years all of our Reception starters have come from our school nursery and this means that they already know the school staff and school expectations. Miss Gulley starts teaching the Nursery children phonics in the summer term and information is regularly shared at our EYFS staff meetings. Children are offered the opportunity to attend transition days and parents are invited to an information session in the Summer term before their child starts school. We also offer the opportunity for a home visit or parent meeting in school to all parents.