

Carden Primary School

Policy for Early Years & Foundation Stage

Date Reviewed: July 2014

Next review date: July 2016

The structure of this policy

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1. Overall purpose

The fundamental purpose of this policy is to ensure that our practice builds on the Statutory Framework for the Early Years Foundation Stage (revised September 2012). Our aims, principles and pedagogy at Carden are clearly defined in the policy and fully support the framework in providing every child with the best possible start by laying a secure foundation for future learning.

The four EYFS guiding principles shape our practice.

- Every child is a **unique child** who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers

- Children Learn and develop in different ways and at different rates. The framework covers the education and care of all children in Early Years provision, including children with special educational needs (SEND) and disabilities.

2. Our school's aims

We aim to ensure that every pupil:

- Experiences a calm, safe, well organised, positive and inclusive learning environment
- Aspires to set and achieve their academic, sporting, creative and personal goals and ambitions.
- Receives inspiring and meaningful learning and teaching that motivates them to strive towards achieving their full potential
- Builds positive relationships in school and elsewhere based on equality, diversity, mutual understanding, trust and respect

As practitioners we recognise that children enter the EYFS with a range of experiences and abilities. We aim to provide a rich and stimulating learning experience for all children. We do this by:

- having the needs of children at the centre of all we do (*a unique child, learning and development*)
- reflecting on practice in order to continually improve the quality of our learning and teaching (*enabling environments, learning and development*)
- fostering high self-esteem and self-confidence in every child (*unique child, positive relationships*)
- providing a secure, happy and stimulating setting in which a child can learn effectively (*a unique child, enabling environments*)
- enabling every child to develop the positive attitudes and skills necessary to empower each one to achieve their full potential in all aspects of the curriculum in order to become confident, creative and flexible thinkers and learners (*a unique child, learning and development*)
- including each child as an individual, acknowledging and providing for their different needs and learning styles (*a unique child, enabling environments*)
- providing a rich, meaningful and integrated curriculum that excites and motivates (*learning and development, enabling environments*)

- giving each child a thorough grounding in the skills within each of the seven areas of learning thus providing a sound basis for all future learning (*learning and development*)
- helping children develop respect for others and to become aware of their responsibility for their environment and their own behaviour and conduct (*positive relationships*)
- developing a close and effective partnership with parents/carers and the wider community (*positive relationships*)

3. Underpinning Principles and Pedagogy

Inclusive, effective learning and teaching at Carden is based on the following core beliefs and principles:

- Children are happy, healthy, fed, rested and feel safe and secure in their environment (*a unique child*)
- Everyone is valued and celebrated for their individuality, uniqueness and their achievement and progress (*a unique child, positive relationships*)
- Learning is made exciting, creative, meaningful and fun in both indoor and outdoor contexts so children remain motivated, interested, fully involved and active (*learning and development, enabling environments*)
- Learning experiences, teaching approaches, resources and activities meet the needs of all learners: their individual differences, strengths and learning styles. Every child must have access to, and appropriate challenge, from the EYFS curriculum (*a unique child, learning and development, enabling environments*)
- All adults prioritise supporting the development of children's confidence and high self-esteem (*positive relationships*)
- Children will receive ongoing praise and encouragement based specifically on what they have done well (*a unique child, positive relationships*)
- Children are empowered to take risks, learn from mistakes and are enabled to see this as a necessary and important part of their learning process (*learning and development, enabling environments*)
- Age appropriate expectations and boundaries are made clear to children. They understand what they are learning and why and are encouraged to set and achieve appropriately challenging learning targets for themselves. They are supported in taking ownership of their learning and participate in planning their learning journeys (*a unique child, learning and development*)

- Children experience a rich, stimulating and appropriately challenging planned curriculum based wherever possible on real-life, first hand experiences. Learning opportunities deriving from spontaneous, unplanned events or from the children's own interests are also capitalised upon wherever possible (*learning and development, enabling environments*)
- There is a close and mutually supportive partnership between school home and other agencies, sharing information and working collaboratively in the best interests of the child and their family. (*positive relationships*)

4. The learning environment and its organisation

4.1 Learning through play

Play is a fundamental part of the learning process in the Foundation Stage. Most children play spontaneously, although some may need adult support. It is through play that they develop intellectually, creatively, physically, socially and emotionally.

Both indoor and outdoor environments are well-planned to support children's learning through planned play activities and opportunities for spontaneous self-initiated learning. Plans reflect themes and skills that children are learning and their own passions and interests, whilst also extending and developing children's language, communication and social skills through meaningful play-based contexts.

Through play, in a secure and safe environment and with effective adult support, children can:

- explore, develop and represent learning experiences that help them to make sense of the world
- practise and build up ideas, concepts and skills
- learn how to control impulses and understand the need for rules
- be alone, be alongside others and co-operate as they talk or rehearse their feelings
- take risks and make mistakes
- think creatively and imaginatively
- communicate with others as they investigate or solve problems

4.2 The Learning Environment

This is crucial for effective learning. We provide the children with a stimulating, well organised and accessible environment. All areas and resources are clearly labelled with Makaton symbols providing visual prompts to support understanding and early literacy skills.

Displays are changed regularly to show and value the learning that has taken place by each child. Displays are interactive, highly stimulating and are encouraged to be used as a resource. To make learning effective, adults interact with the children moving their learning on and developing their knowledge, skills and understanding – Sustained Shared Thinking.

Rich provision for learning is made indoors and outdoors through:

- Malleable/modelling
- Creative activities
- Sand (wet and dry)
- Literacy activities
- Maths activities
- Water
- Small world/imaginative play
- Exploratory/investigative play
- Role play
- Physical - fine and gross motor skills

Provision inside the classrooms include:

- book and story corner
- listening area
- mark-making and writing area
- small world area
- role-play
- maths area
- creative area
- construction area
- science and investigation area
- daily challenges

The shared areas, both indoors and outdoors are staffed through a rota basis which includes the class teachers and teaching assistants. Rotas are organised so that adults have sustained time in each area and are therefore in a good position to observe/assess learning and extend provision according to children's interests.

Children are encouraged to access both indoor and outdoor areas independently, but with close supervision to ensure that they stay safe.

The learning environment makes provision for all 7 areas of learning (Prime and Specific) covered by the Early Learning Goals and Development Matters. All areas of learning and development are important and inter-connected. They are delivered through planned, purposeful play, with a balance of adult-led and child initiated activities. The Prime Areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their

capacity to learn, form relationships and thrive. These Prime Areas are then strengthened and applied through the Specific Areas.

4.3 Provision for the 7 areas of learning

PRIME AREAS

Personal, Social and Emotional Development (PSED) involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Communication & Language Development (CL) involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. Strong language skills and good communication are key to good outcomes for all children and young people.

Physical Development (PD) involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

SPECIFIC AREAS

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and to describe shapes, space and measures.

Literacy involves children linking sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.

Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.

CHARACTERISTICS OF EFFECTIVE LEARNING

PLAYING & EXPLORING - Engagement

FINDING OUT AND EXPLORING

Showing curiosity about objects, events and people

Using senses to explore the world around them

Engaging in open-ended activity

Showing particular interests

PLAYING WITH WHAT THEY KNOW

Pretending objects are things from their experience

Representing their experiences in play

Taking on a role in their play

Acting out experiences with other people

BEING WILLING TO 'HAVE A GO'

Initiating activities

Seeking challenge

Showing a 'can do' attitude

Taking a risk, engaging in new experiences, and learning by trial and error

ACTIVE LEARNING - Motivation

BEING INVOLVED AND CONCENTRATING

Maintaining focus on their activity for a period of time

Showing high levels of energy, fascination

Not easily distracted

Paying attention to details

KEEPING ON TRYING

Persisting with activity when challenges occur

Showing a belief that more effort or a different approach will pay off

Bouncing back after difficulties

ENJOYING ACHIEVING WHAT THEY SET OUT TO DO

Showing satisfaction in meeting their own goals

Being proud of how they accomplished something – not just the end result

Enjoying meeting challenges for their own sake rather than external rewards or praise

CREATING & THINKING CRITICALLY - Thinking

HAVING THEIR OWN IDEAS

Thinking of ideas

Finding ways to solve problems

Finding new ways to do things

MAKING LINKS

Making links and noticing patterns in their experiences

Making predictions

Testing their ideas

Developing ideas of grouping, sequences, cause and effect

CHOOSING WAYS TO DO THINGS

Planning, making decisions about how to approach a task, solve a problem and reach a goal

Checking how well their activities are going

Changing strategy as needed

Reviewing how well the approach worked

4.4 Outdoor Learning

We are committed to enabling children to engage in outdoor learning which provides opportunities to expand the scope and freedom of learning in ways that are not possible indoors.

In the EYFS, the outdoor learning environment is as important as the indoors. It is a statutory part of the EYFS Curriculum. Weekly outdoor learning opportunities are carefully planned so there are a range of activities that complements/extends current topics/themes allowing for lots of self-directed and supported learning. Staff observe play and plan for children's own interests.

The outdoor learning environment at Carden is shared by Nursery and Reception. In order to make the learning as focused and valuable as possible the space is 'zoned' to ensure that all areas of the EYFS curriculum are planned for. The planning for the shared outside space is done in collaboration by both Nursery and Reception staff.

Additionally, each classroom has a dedicated outside space that is used to extend the learning that is going on in that classroom and reflects the developmental stages of children's learning. These spaces are planned for by class teachers.

4.5 Staff and their deployment

Nursery

We have a 50 place Nursery class in the Morning and a 25 place Nursery class in the Afternoon.

The team consists of:

- 1 part time and 1 full time Nursery Teacher
- 1 full time NVQ3s or equivalent
- 2 part time NVQ3s or equivalent
- 1 MDSA

The I CAN Nursery is an early years specialist nursery provision for children with speech, language and communication difficulties as their primary need. The children are involved in all nursery activities alongside their mainstream peers as well as receiving additional support from the specialist staff in accessing the EYFS curriculum.

They also receive individually planned speech and language intervention. The provision meets the needs of 20 children for one pre-school year. There

is a full time Specialist Teacher, a Speech and Language Therapist and a Specialist Nursery Nurse who are additional to ratio. Close contact is maintained with other specialist services as necessary, including paediatricians, occupational therapists, physiotherapists, audiologists and educational psychologists.

Reception

There is a team of adults working in Reception consisting of:

- Teachers
- Full-time teaching assistants
- Other support staff (e.g. SEND support, Bilingual support assistants)
- 1 EYFS Learning Mentor

There is also a specialist facility for children with Speech, Language and Communication Needs identified as their primary need. Reception aged children in the Centre are also part of a mainstream class with the ultimate aim to return them to full time mainstream placement following intensive specialist teaching and speech and language therapy. Specialist support staff work in the mainstream reception class for sessions each day supporting the children to begin to generalise the skills developed in a structured manner within their Centre class and to socialise with their peers.

5. Planning

Learning is developed through meaningful, structured play contexts, carefully planned at a number of levels for inside and outside provision. Initially Nursery and Reception teachers work closely together to establish continuity and progression through long term planning. Medium, short term and weekly plans are then completed within year groups.

Long term planning is informed by The EYFS Curriculum. Our whole year curriculum framework charts basic coverage over the year and ensures that children have access to a broad and balanced curriculum that reflects children's interests. There is a balance of child initiated as well as adult initiated learning opportunities.

Medium term plans are written each half term. They cover each of the seven areas of learning, using the relevant statements from the EYFS. Reference is made to Development Matters and Early Learning Goals. There are focus activities identified but also plenty of scope for self-initiated learning and the opportunity for adults to support children in the pursuit of their own learning journeys.

Short term plans are made weekly, ensuring that the seven areas of learning are implemented. These plans include activities for whole group learning, adult focus guided groups, and plans for the learning environment inside and outside. They take into account children's needs and interests. These plans

have the flexibility to enable us to respond to the individual needs of the children as and when they arise.

6. Assessment

As part of the learning and teaching process, teachers need to assess each child's development in relation to Development Matters and Early Learning Goals. Observational assessment for learning and summative assessment of learning is used.

6.1 Formative assessment for learning (AfL)

These assessments are made on the basis of teachers accumulating observations and knowledge of the whole child. They are used to plan appropriate next steps for groups and individuals and inform short-term planning. These assessments can include:

- On-going assessment of activities
- Observations of children using a variety of formats including focused observations, tracking, tick lists, post-its etc.
- Well Being and Involvement observations
- 'Snap-shot' observations

A look, listen, note approach helps us to get to know the children better and develop positive relationships with them and the parents. It also helps plan appropriate play and learning experiences based on the children's interests and needs, and identify any concerns about a child's development as well as further develop our understanding of a child's development.

Each child has their own 'Special Book' which tracks individual learning and achievement. This document also shows teachers the 'next steps' children need. Teachers highlight learning/achievement against Development Matters, Early Learning Goals and Characteristics of Effective Learning.

Parents are encouraged to have an active part in their child's assessment. Children's Interest forms are regularly sent home for parents to complete and in Reception parents are encouraged to complete 'Wow' cards, where they are able to make their own observations of their child's achievements. These are added to the children's Special Books and are used for assessment purposes.

Teachers have a rolling cycle of children who they focus assessment on for a week. During each child's 'turn', they will be closely observed for 'snap shot' observations as well as having a long, 10 minute observation. At the end of the week, these observations will be sent home to parents with the

opportunity for them to comment on what they have read and also to share any of their own observations of their child.

6.2 Summative assessment of learning

Summative assessments are made by teachers at various points during the year. Data is entered onto Target Tracker at half termly or termly intervals. It is used to track and highlight progress children are making and identifies those who require extra provision.

During the first few weeks of the Autumn Term a baseline type assessment is undertaken. From September 2015 the school will be using the nationally accredited Early Excellence baseline assessments. This gives an indication of the entry points of the cohort and shows how many children are at age related expectations on entry and who is above or below age related expectations. The children are then assessed at the end of each term and the data builds up a picture of what children know, understand and can do over the course of the year. This baseline will also be used as a standard from which to measure all children's progress as they move through the primary education system.

In Reception, the FSP summary is finally collated in the Summer Term (June) towards the end of the Reception Year. Children are assessed against all 17 Early Learning Goals. Judgements are derived from observations of consistent and independent behaviours that demonstrate unequivocally a child's capabilities. They are given a 'level/stage' for each Early Learning Goal.

- **EMERGING** indicates children are working towards the Early Learning Goals
- **EXPECTED** indicates children are working within the Early Learning Goals. This is a good level of development and achievement.
- **EXCEEDING** indicates children are working beyond the Early Learning Goals

Phonic knowledge is assessed regularly and updated on class phonics phase trackers.

Number knowledge is assessed regularly and updated on class trackers.

Each child has a writing book in which they complete a weekly guided activity with their class teacher. This book is, in part, used to assess the children's writing and helps inform teachers of where the children are and what their

next steps are. The books are shared with Year One teachers. This helps them organise their writing groups etc.

Year One teachers receive a short summary for each child detailing their achievement against the Characteristics of Effective Learning. This information will be detailed in the 'annual report to parents'.

In the EYFS teachers and TAs/NVQ 3 or equivalent, keep records of observations, focused teaching tasks and any other information that will inform planning, target setting and report writing.

7. Reporting: sharing information and working in partnership with parents and carers

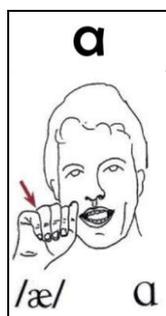
Carden operates an open door policy so there are ongoing opportunities for teachers and parents to exchange and share information about children's learning and progress.

Parents are able to request appointments to discuss any aspect of their children's learning or behaviour whenever they feel it is necessary. Teachers will seek additional meetings with parents whenever pupils' achievement, progress or behaviour is causing them concern.

More structured opportunities include:

- 2 parent/teacher consultation evenings: mid-point in the Autumn and Spring term
- 'Work-shares': parents are encouraged to come into school with their child in order to look at their children's Special Books
- Curriculum meetings: Each year there is a meeting on our approach to teaching phonics, writing/handwriting.

In Reception, each child is provided with a 'Sound Book'. This is done daily at home while the children are learning new sounds in Phase 2 and Phase 3 phonics. Cued Articulation is used to support the learning. This provides a visual prompt of how the cue is made to link with the sound.



Parents are given guidance so they can support their child's learning at home. In addition, children are sent home with 'Blending Strips' of words, where they

can practise the skill of segmenting and blending words with their adults at home. When they are able to do this, they bring them back into school for the next strip. All Phase 2 and Phase 3 sounds are included in these strips. Children are given a certificate when all 34 strips are completed. Word cards are sent home with children with an increasingly difficult range of 'Tricky Words'. When the parents feel that their child is confident with the words they send them back into school and the child will be assessed and if found to be confident, sent home with the next card.

Written reports are sent home at the end of the Summer term.

Parents of pupils with special or additional needs have opportunities to consult with and receive advice/support from the Special Educational Needs Co-ordinator.

Parental involvement in helping in classrooms and on school visits is actively encouraged. Parents must have DBS clearance before they can do this.

8. Inclusion

(Refer to Special Needs Policy and our school's inclusion statement)

'A focus on inclusive practice and removing barriers to learning'

(1.26 Special educational needs and disability code of practice: 0-25 years June 2014)

'The UK government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education'

At Carden Primary School we believe inclusion to be:

- A whole school response to the needs of all pupils
- Full participation in all school activities for all pupils
- Meeting the needs of all by modifying teaching styles and approaches
- Modifying resources
- Adapting planning
- Providing an appropriate environment
- Providing a curriculum that builds on past experience and provides challenge for further achievement and opportunities for successful learning for all
- Celebrations of the achievements of all
- The application of a clear and consistent behaviour policy that leads to the same standard from all so that all pupils are involved in all aspects of the curriculum and school life.

We do not discriminate in terms of race, colour, gender, religion or cultural heritage. Equal opportunities for children mean that we make sure all children have an equal opportunity to learning. To ensure that all pupils have the opportunity to achieve their full potential, there is a whole school commitment

to use of the Makaton Language Programme, a system of signs and symbols to support communication. All rooms have a visual timetable and a variety of sensory prompts are used in the daily teaching of pupils.

We focus on each child's individual learning, development and care needs and aim to remove or help overcome barriers for children where they exist. We identify children who may need extra support in school in consultation with parents, pre-school practitioners and our own observations. These children will then be placed on the SEND register and supported in school. When necessary, outside agencies will be informed to ensure that the child is supported in the best possible way. This will only happen with parental permission. Children who have English as an additional language (EAL) may be supported by bi-lingual assistants and the EMAS service. Lessons and activities are differentiated to ensure that all children's learning needs are met. We also extend the learning for the more able, gifted and talented children. This is often by higher order questioning, input or outcome.

9. Promoting positive behaviour

(See also school's Behaviour and Relationships Policy and the EYFS Booklet)

Rewards and sanctions used in school:

As with the rest of the school we will always try to encourage positive behaviour and minimise poor behaviour by providing all pupils with full and equal access to an appropriate and motivating curriculum.

While we always look for 'the positive' we do recognise that at some point sanctions may need to be used. Some children may need some support in monitoring and moderating their behaviour.

A consistent response to poor behaviour:

Whole school consistency is vital in providing clear, unambiguous messages to children about our expectations of behaviour and the consequences if these are not met. Consistency is also important for children to see that there is fairness and equality in our approach. The system outlined below is applied consistently throughout our school.

Encouraging positive behaviour in the Foundation Stage:

Staff in Nursery and Reception classes have the same high expectations of behaviour as the rest of the school and have age appropriate expectations for the very youngest children who are learning about rules and boundaries. These expectations are made clear to all pupils and shared with them regularly and are implicit in everything that we do.

We encourage positive behaviour in Early Years Foundation Stage primarily through praise and positive reinforcement, with occasional stickers to reinforce positive attitudes to work, learning and play. The main principles for rewards in Early Years Foundation Stage are that they should be immediate,

never deferred or held over for another day and the child should always understand exactly why they have been rewarded. During the course of the year Reception classes build towards marbles treats but only when progress indicates it is suitable for the class. As in all other year groups praise should be explicit and all approaches should be based on a differentiated approach with regards to the developmental stage of the child.

10. Starting at Carden & Transition from EYFS to KS1

We realise that change can be unsettling and worrying for individuals, pupils and families. If not handled in a supportive and well-managed way, pupils' well-being and attitudes to learning can be adversely affected. We keep the transition as smooth as we can by:

Beginning Nursery.

- Exchanging information with Families, Health Care professionals and other outside agencies prior to the child starting nursery.
- Exchanging information with playgroups, pre-schools etc.
- Open Days for children and families to come and visit before they start their sessions.
- The parents receive an information pack.
- The Key persons home visit each family.
- Each child has a staggered start and an individual settling process starts depending on the needs of the child.
- Planning in the initial few weeks takes into account what the families have informed us about children's interests.

Transition into Reception from Carden Nursery

- Regular visits both formal and "pop in visits" for play and story sessions, staff swaps, photo display of new Reception staff in the Nursery.
- Billy Bear's moves to Reception, photo book.
- Staff share and exchange information about children's development and progress.
- SEND information, Behaviour Plans, Safe Guarding Notes

Continuity into and out of Reception from outside Nurseries

Transfer process – Pre-school into Reception

Information exchanged:

- School contacts main feeder early years' providers to gather information on children to help with creating new Reception classes
- A representative from the school will aim to visit any children with SEND
- The nurseries are welcome to collect a small amount of school uniform to use in their 'my new school' role play area
- Information meeting for new parents (early June)

- Early years' providers send schools the child's B&H transfer record – teachers use these to inform early planning/assessment

Other processes:

- Children have 2 play visits (June/July)
- Staff visit all children new to Carden at home – first 5 days of the Autumn term
- During the first week of school the children have a 'staggered start.' This provides time and space for children to settle.

Transition process – YR into Year One

Information exchanged:

- EY FSP class overview
- Annual report
- National Curriculum Sheets (reading, writing, number)
- Individual phonic sheets and class tracker
- Individual key word lists and class tracker
- Special Books
- Personal files
- SEND information

Other processes:

- Receiving Yr 1 teachers visit reception classes
- Reception and Yr1 teachers meet to share information about the children
- Children are regrouped into their new classes with their new teacher and spend 2 sessions together in July
- Summer Term PSHE lessons focus strongly on 'transition'
- During the last 2 weeks of term Reception children spend time in the 'new Year One class' – this gives them opportunity to learn names and meet each other
- New class letters go out the same day as the children are regrouped along with a class list so that parents can talk about the class with their child and begin to nurture new friendships as appropriate
- Curriculum planning, organisation and timetabling early in Year 1 has been adapted to be more in line with the EYFS curriculum

11. Monitoring and review

The EYFS leaders will lead a policy review every two years or when changes are needed. Views of other stakeholders will be sought in advance.

List and explanation of appendices:

- 1. Planning sheet proforma for EYFS outside classroom**
- 2. Weekly planning proforma for Reception**
- 3. Planning sheet proforma for Nursery Classroom Activities**
- 4. Planning sheet proforma for Reception Classroom Activities**
- 5. Weekly planning proforma for Nursery**
- 6. Children's interest sheet**

Carden EYFS Outdoor Learning Environment Planner

Quiet Learning Area/CLL

Building & Construction Area/Maths

Physical Area

Date:

Understanding the World

Creative

Next Steps....

Carden Reception Adult led activity planning

Area of Learning	Communication, Language and Literacy	Problem solving reasoning and Numeracy	PSED
Learning Intention			
Carpet Input			
Indoor/Outdoor Activities			
AFL- Look, listen and note.			
Challenge			
Target group Teachers to write individual actions based on assessment			
Adult support			

EYFS Adult led Planning - Reception

Key points from observations week ending _____

Key Learning

UW:
EAD:
PD:

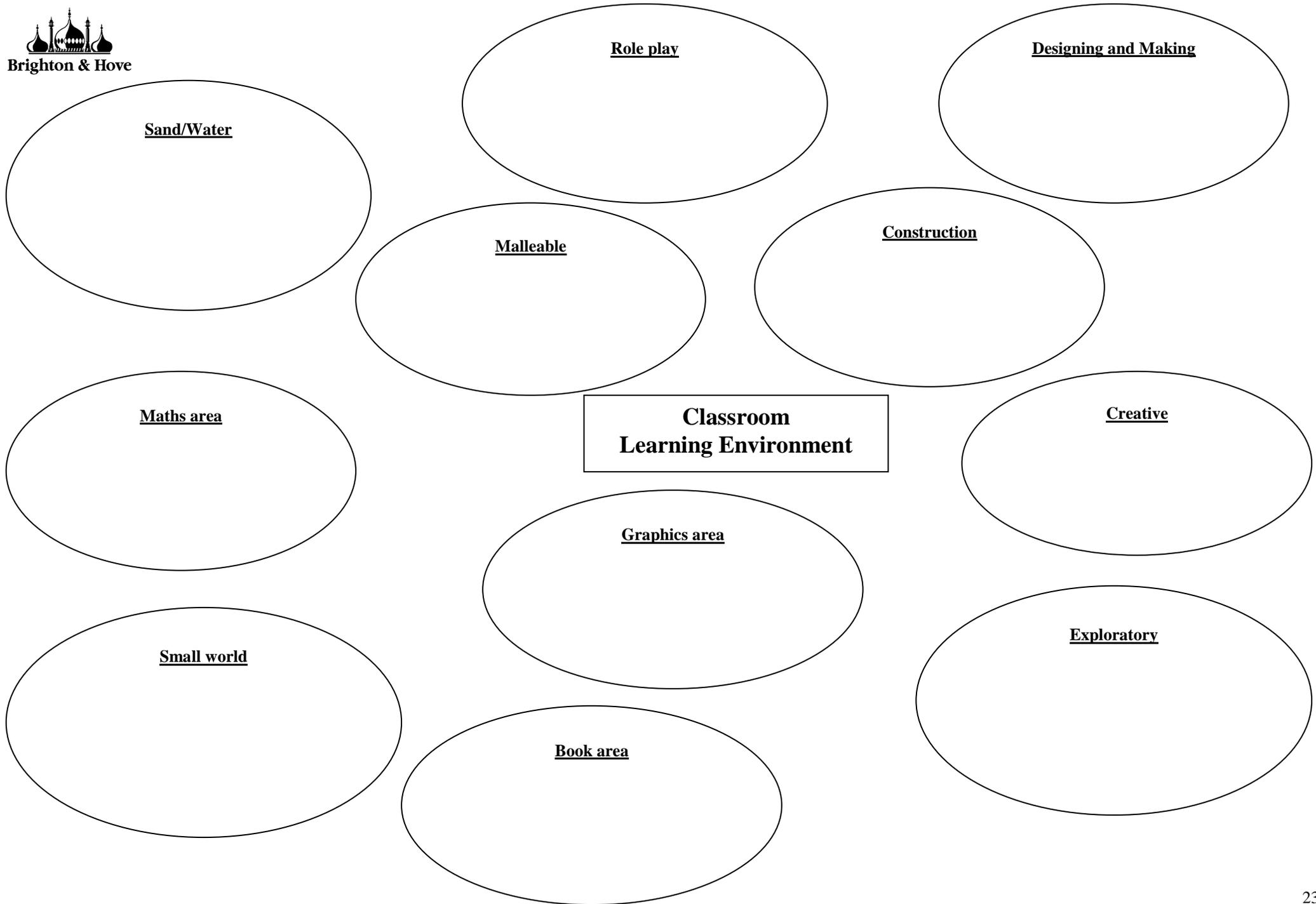
Adult Led Activities

Activities showing differentiation	Adult input/Key vocabulary	Extra resources

Assessment/next steps

Learning Environment –Indoors

Activity	Monday	Tuesday	Wednesday	Thursday	Friday
sand					
water					
creative -					
designing and making					
malleable materials					
construction					
I.C.T. computer listening area programmable toys					
exploratory/ interactive play					
small world					
writing area					
role play/ imaginative					
book area/ quiet learning					
maths area					



Key points from observations week :

Group Time Plans

Learning Intention	Activity	Key Vocabulary	Evaluation

Adult Focus Activities

Learning Intention	Activity	Key Vocabulary	Evaluation



Children's Interests



Child's name: Date:

What have you seen your child enjoying this week? Have you been on any special visits or shared any special events?

We would like to plan some experiences for your child using this information. Please add any of your own ideas below:



Children's Interests



Child's name: Date:

What have you seen your child enjoying this week? Have you been on any special visits or shared any special events?

We would like to plan some experiences for your child using this information. Please add any of your own ideas below:

