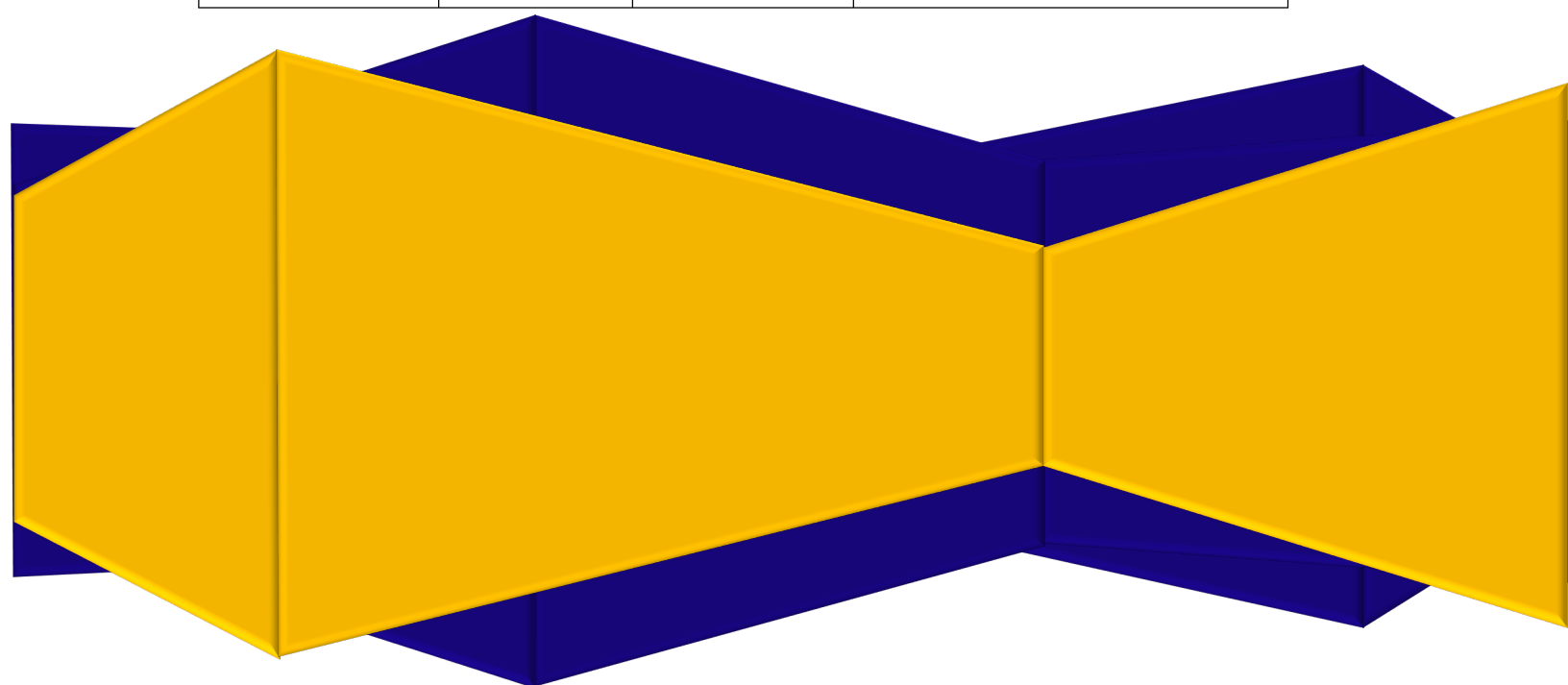


# Kimberley Primary & Nursery School



## EYFS

Review Date:	Spring 2022	Reviewed & adopted by:	Governing Body
Next Review Due:	Spring 2025	Updated by:	Early Years Leader



## **Aim**

We aim to give each child a happy, positive, and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning. We want our children to be prepared for 21<sup>st</sup> Century life by ensuring that every child is literate and numerate as well as empathetic towards others, independent, self-motivated, resilient, critical thinkers, risk takers and ambitious to succeed.

To achieve these aims, we following the simple, school-wide behaviour code in that we are:

**KIND**  
**PREPARED**  
**SAFE**

We manage children's behaviour effectively in a manner appropriate for the child's stage of development and individual needs. All staff have received Pivotal Training and understand the behaviour policy providing a uniform approach and record unacceptable behaviour via 'C-POMS'.

## **Setting**

At Kimberley Primary & Nursery School (KPS) we predominantly work as a foundation stage unit in our Nursery and Reception class. This enables us to make more use of space inside to deliver a broad and balanced curriculum following the Statutory Framework ensuring the 3 Prime and 4 Specific areas of learning are provided. All 7 areas are also available through our outside provision on a larger scale.

## **Curriculum intent**

At KPS we follow the statutory Early Years Foundation Stage Framework and use the non-statutory Development Matters to break down objectives, creating an annual overview (see appendix 1,) which identifies key areas to plan, observe and assess each half-term working towards achieving the Early Learning Goals (ELG's) by the end of F2. This way, each area of learning is formally and progressively

addressed throughout the year, although we are constantly assessing children in all areas daily.

.

We deliver a curriculum that follows our school's personal drivers of:

- 1.Creativity
- 2.Possibilities
- 3.Diversity

1. Throughout the provision, children can demonstrate their creativity in a variety of ways through art, D.T, music, construction, and storytelling. We have also introduced 'Loose Parts' in as many areas as possible to develop children's' creativity and we are currently developing this further.
2. The children are introduced to a range of possibilities throughout our different topics as well as visiting the local library, author visits and having ballet lessons.
3. The children are emersed in different religions and cultures through RE (F2), key festivals, weekly Rights Respecting School (RRS) assemblies (F2), resources in the provision, visitors, and topic work e.g., different homes/food from around the world.

Within our curriculum we also incorporate 'Cultural Capital' to prepare children with the knowledge and skills for what comes next in their education; this includes activities such as:

- (i)'Welly Wednesday' were the children search for mini beasts, makes dens or bug hotels,
- (ii)Baking and cooking, looking at different ingredients, processes, preparing vegetables, observing changes
- (iii)Providing the children with a wealth of experiences like going to the Pantomime and trying ballet.

Similarly, British Values is encompassed within our day-to-day activities. For example, children vote on how to change our 'talk for writing' stories, or in our 'P4C' type discussions, they learn to value each other's views and understand they are free to have different opinions. British Values includes how children are encouraged to think about others' feelings when disagreements break out whilst playing or considering how we are similar and different in our topic sessions as well as looking at the diversity of beliefs through a range of festivals from around the world. This helps to prepare the children to be model citizens, celebrating the diversity of the UK.

### **Curriculum implementation**

We appreciate that every child is unique, and we work hard to set up a stimulating and enabling environment for the children to continue their learning during 'free flow'. We believe that children learn best through active play experiences and exploring their surroundings. In this regard the children have access to 'Continuous Provision' (inside and outside,) for most of the day. This provision is enhanced as necessary following children's personal interests or seasonal changes, special days, festivals etc.

During this time, our role as adults is to observe, model, demonstrate or question what the children are doing, supporting the unique child as well as developing their vocabulary. We appreciate the importance of these engagements to move children on as well as supporting their child-initiated activities. Here, the children can demonstrate their characteristics of effective learning (see below) as well as work towards the statutory framework.

Playing and exploring  
Active learning  
Creating and thinking

Through play, our children explore and develop learning experiences inside and outside our foundation unit, which helps them to make sense of the world. They

practise skills and build up ideas and learn the need for rules, tolerance, and respect for each other, as well as how to take risks. They can think creatively alongside other children as well as on their own and communicate with others to investigate or solve problems and enact scenarios.

As well as child-initiated implementation, we also provide a balance of structured adult-led activities, from working alongside one child, small groups, whole class or even on occasion, a whole unit. Here, the children receive:

iii/ Daily activities to learn the core skills of reading & phonics, writing & handwriting and mathematics as well as a designated story time for children to hear a range of quality texts.

iv/ A weekly PSHE lesson, using the scheme '3D PSHE', in line with the rest of the school. Foundation Stage 2 also receive a discrete RE session in line with N.C.C. Agreed RE syllabus to develop appreciation and respect for other cultures.

v/ A weekly outdoor learning activity using the school grounds which includes den making, bug hunting and planting.

vi/ A weekly P.E lesson (F2).

vii/ A weekly Music lesson.

Vocabulary is developed throughout every opportunity, through individual conversations with children to whole class teaching. For those children who are noted to have weaknesses, additional interventions are also planned.

Loose Parts - we are currently in the process of developing our provision of 'Loose parts' within our environment to support the children's learning.

### **Impact**

As children start Nursery or Reception, a baseline assessment is recorded in each of the 17 areas within the first 6 weeks and translated onto 'Insight'/ 'Fisher Family Trust', our whole school assessment tracking systems. This information is used to support future planning, interventions as well as tracking progress. Insight is then updated termly. Reception children also completed the statutory baseline from the government.

After the initial baseline assessment, the headteacher and governors are given predicted outcomes for FS2 children achieving a Good Level of Development (GLD).

This is monitored throughout the year. Similarly, the Governors are kept informed of the current developments by the EYFS leader via monitoring reports.

We assess the children's learning through daily observations, discussions with children and any physical outcomes (e.g. a painting, number work on a white board etc.,) and we use this information to ensure that future planning reflects identified needs. We moderate our assessments of our children in F1 and F2 within our own team and with colleagues from other schools. Parents also contribute to their child's assessment by sending evidence to 'Evidence Me' or discussions with staff.

Each child has a Learning Journey Folder which shows a range of work completed across the seven areas of learning during their time in the Foundation Stage. We also use 'Evidence Me' (2Simple 'Build a profile') to capture evidence such as photographs and videos which we then annotate and tag to areas of Development Matters.

At the end of Reception, children are assessed against the Early Learning Goals. In-house and family moderation takes place to ensure consistency of these judgements.

When children leave nursery and reception, parents receive a formal, written report that offers brief comments on their child's progress in each area of learning. It also highlights the child's strengths and development needs.

### **Safeguarding including visits and visitors**

Children learn best when they feel happy, safe and secure. We aim to achieve this through developing positive relationships between children and staff, as well as children with their peers. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Framework (2021).

We have rigorous safeguarding policies and procedures that are used to identify any child at risk and record these using 'C-Poms'. All staff are regularly trained in Safeguarding and the school has rigorous checks when employing members of staff or regular volunteers. Any adult including a visitor must wear a lanyard. For safety, we regularly promote how to keep children safe online, through appropriate resources, PSHE, assemblies and during e-safety weeks.

## **Health & Safety**

Our Reception children are entitled to a free healthy school meal and Nursery children can opt to stay and pay for this if taking their entitlement over whole days. Fruit and milk are provided daily and we also try and encourage children to taste more varied fruits during our topics. Children always have access to water. There are 4 trained Paediatric First Aiders working within the unit full time and other staff have regular first aid training. A First aid bag is available within the unit and all incidents are recorded and parents informed. Incident logs are put away at the end of the day for GDPR.

We encourage all parents to ensure that their children are potty trained before starting Nursery, but if this is not possible, we put in place a care plan which ensures that the child is well looked after and regularly changed. Other children may also require support with wiping their bottom after using the toilet, being changed after an accident or support with dressing/undressing e.g. for PE. We also work closely with outside agencies to provide support for those families who need it. We practise fire alarms termly and ensure all staff are aware of specific individual needs, for example following 'Peep' plans (Personal Emergency Evacuation Plan).

In hot weather, we provide children with sunhats if they have not brought their own, similarly we provide wellington boots, waterproof clothing etc. for wet weather conditions.

We ensure that the setting, furniture and equipment is safe and carry out regular risk assessments (see appendix 2). Risk assessments are carried out when children go on a school visit in line with Notts County Council 'Evolve' Guidance.

## **Equal opportunities**

We believe that all children matter so all children and their families are valued within our school and treated regardless of race, religion, financial position, gender or stage of learning. We plan activities which enable all children to access the learning and to achieve as highly as possible, considering the range of their life experiences. Planning for children with additional needs is also in line with the Special Educational Needs policy.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence
- using a wide range of teaching strategies based on children's learning needs
- providing a safe and supportive learning environment in which the contribution of all children is valued
- using resources which reflect diversity and are free from discrimination and stereotyping
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills
- monitoring children's progress and taking action to provide support as necessary. This involves speech therapy for some of our children.
- Implementing, monitoring and updating IEPs (One Page Profiles) and EHCPs as appropriate to individual needs.

Some children who join our Early Years setting may require additional support and interventions from outside agencies. If this is the case, we will liaise closely with parents/carers, ensuring they are fully informed about the decisions we make when requesting further outside support.

### **Transition**

Before starting Nursery, all children are invited to 3 morning visits with an adult. This enables them to become familiar with the setting and for parents to share important information and ask questions to ensure a smooth start. An informative meeting is arranged for the final visit for parents by the Nursery teacher.

Before starting school, all children, who either attend our nursery or outside provision, attend for 2 full days following which an information meeting is provided by the current Reception staff.

We work very hard to prepare our Reception children for Year 1 and during the final ½ term time there is less free flow to ensure children are ready for the more formal approach in Year 1.

### **Home**

We believe that all parents and carers have an important role to play in the education of their child. We recognise the role that they have played, and their future role, in educating the children. We do this by:



- discussions about their child before their child starts our nursery. We also invite parents to open mornings to see first-hand the kind of work that the children undertake in the Early Years Foundation Stage.
- offering regular opportunities to talk about their child's progress and encouraging parents to contribute to their child's learning journey through Evidence Me. We also send 'Marvellous Me' texts to inform and celebrate how well their children are doing, as well as send mini-reminders for events, trips, homework etc.
- encouraging parents to talk to the Early Years Staff if there are any concerns and there is regular communication with parents each day.
- biannual formal parent consultation meetings
- offering a range of activities throughout the year that encourage collaboration between child, school and parents as well as inviting them to help.
- in line with the school homework policy, we ask our parents to engage with the children to complete x 3 yearly family homework projects. Both F1 and F2 children are asked to practise the ½ termly 'talk for writing' story at home using a given story map. F1 children can take a book home to share which can be changed daily. For F2, we ask parents to listen to their children read x 4 weekly and to record this in their diaries. We also ask that weekly sounds/key words are practised. Some children might be asked to practise number recognition too.

### **Policy details**

This policy has been:

Written by the EYFS Lead	Michelle Heysmond	September 2021
Approved by the Headteacher	Lisa Turner-Rowe	
Approved by the Chair of Governors	Emma Milne	

This policy is due for renewal in September 2023, but we reserve the right to make earlier amendments if deemed appropriate.

# FS ANNUAL OVERVIEW

Autumn Term		Spring term		Summer term	
All about me (Toys)		Frozen (Forces) (Dance)		Local Study (maps) Church jobs	
Celebrations (Light)		Growing & Changing (Plants)		The world around us (Materials/Sound)	
UNDERSTANDING THE WORLD Science R.E	3 - 4 years  Begin to make sense of their own life-story and family's history.  Continue to develop positive attitudes about the differences between people.	3 - 4 years  Explore how things work.	3 - 4 years  Talk about what they see, using a wide vocabulary.  Explore and talk about different forces they can feel.  Know that there are different countries in the world and talk about the differences.	3 - 4 years  Plant seeds and care for growing plants.  Understand the key features of the life cycle of a plant and an animal.  Begin to understand the need to respect and care for the natural environment and all living things.	3 - 4 years  Show interest in different occupations.  Use all their senses in hands-on exploration of natural materials.  Explore collections of materials with similar and/or different properties.  Talk about the differences between materials and changes they notice.

	<p>Reception</p> <p>Describe what they see, hear and feel whilst outside. (Senses)</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Understand that some places are special to members of their community.</p>	<p>Reception</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Understand the effect of changing seasons on the natural world around them. (Autumn)</p> <p>Compare and contrast characters from stories, including figures from the past. ( Guy Fawkes)</p> <p>Explore the natural world around them.</p>	<p>Reception</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them. (Winter)</p> <p>Explore the natural world around them.</p>	<p>Reception</p> <p>Understand the effect of changing seasons on the natural world around them. (Spring)</p>	<p>Reception</p> <p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p> <p>Understand the effect of changing seasons on the natural world around them. (Summer)</p> <p>Understand that some places are special to members of their community.</p>	<p>Reception</p> <p>Explore the natural world around them.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>
	<p>humans</p> <p>Sound</p>	<p>Light</p> <p>Electricity</p>	<p>animals</p> <p>Forces</p>	<p>Plants</p> <p>Animals including humans</p>	<p>Animals including humans</p>	<p>Materials</p> <p>Bridges (DT)</p>
SEASONAL CHANGES - ONGOING						

	Which stories are special and why?	Which people are special and why?	What places are special and why?	What times are special and why?	Belonging: who are we and how do we belong?	Our wonderful world: how can we care for living things and the earth?
	<p>3 - 4 years</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. (self-portrait)</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>3 - 4 years</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>3 - 4 years</p> <p>Join different materials and explore different textures.</p> <p>Explore colour and colour-mixing.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Listen with increased attention to sounds.</p>	<p>3 - 4 years</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>3 - 4 years</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	<p>3 - 4 years</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p>

	<p>Reception</p> <p>Develop storylines in their pretend play.</p>	<p>Reception</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Reception</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Reception</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Reception</p> <p>Create collaboratively sharing ideas, resources and skills.</p>	<p>Reception</p>
--	---	--	---	--	---	------------------

<p>3 - 4 years</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start to eat independently and learning how to use a knife and fork.</p>	<p>3 - 4 years</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>3 - 4 years</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>3 - 4 years</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>	<p>3 - 4 years</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Show a preference for a dominant hand.</p>	<p>3 - 4 years</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>
--	---	---	--	--	--

	<p>Reception</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping – climbing</p>	<p>Reception</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Reception</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>Reception</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:- regular physical activity- healthy eating- toothbrushing- sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian.</p>	<p>Reception</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully:- lining up and queuing - mealtimes- personal hygiene</p>	<p>Reception</p>
--	---	---	--	---	---	------------------



PE focus	Gymnastics – balancing on different body parts				Dance	
PHYSICAL, EMOTIONAL, SOCIAL DEVELOPMENT	<p>3 – 4 years</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p>	<p>3 – 4 years</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p>	<p>3 – 4 years</p> <p>Do not always need an adult to remind them of a rule.</p> <p>Develop appropriate ways of being assertive.</p>	<p>3 – 4 years</p> <p>Show more confidence in new social situations.</p> <p>Increasingly follow rules, understanding why they are important.</p>	<p>3 – 4 years</p> <p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Begin to understand how others might be feeling.</p>	<p>3 – 4 years</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Talk with others to solve conflicts.</p>

	Reception	Reception	Reception	Reception	Reception	Reception
	See themselves as a valuable individual.	Build constructive and respectful relationships.  Manage their own needs.	Express their feelings and consider the feelings of others.	Show resilience and perseverance in the face of challenge.	Identify and moderate their own feelings socially and emotionally.  Think about the perspectives of others.	

	<p>3 - 4 years</p> <p>Can find it difficult to pay attention to more than one thing at a time.</p>	<p>3 - 4 years</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>3 - 4 years</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words.</p>	<p>3 - 4 years</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>May have problems saying:- some sounds: r, j, th, ch, and sh-multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p>	<p>3 - 4 years</p> <p>Use a wider range of vocabulary.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>3 - 4 years</p> <p>Use a wider range of vocabulary.</p> <p>Sing a large repertoire of songs.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>
--	--	--	--	---	--	---

	<p>Reception</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Engage in story times.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Engage in non-fiction books.</p>	<p>Reception</p> <p>Learn new vocabulary.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Develop social phrases.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p>	<p>Reception</p> <p>Learn new vocabulary.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Engage in non-fiction books.</p>	<p>Reception</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Engage in non-fiction books.</p>	<p>Reception</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Describe events in some detail.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Reception</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books.</p>
--	--	---	--	---	--	---

TFW possible books	Nursery Rhymes Brown Bear, Brown Bear	Mr Wiggle & Mr Waggle	The Little Red Hen	Stuck in the Mud	Squeaky Story	Th 3 Billy Goats Gruff
F2 TFW	Baby Mouse Story	Gingerbread Man	The Sleepy Bumblebee	Jack & The Beanstalk	Farmer Duck	The Kiss that missed

	<p>3 – 4 years</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Understand the five key concepts about print:- print has meaning - the names of the different parts of a book- print can have different purposes - page sequencing- we read English text from left to right and from top to bottom</p>	<p>3 – 4 years</p> <p>Write some letters accurately.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Understand the five key concepts about print:- print has meaning - the names of the different parts of a book- print can have different purposes - page sequencing- we read English text from left to right and from top to bottom</p>	<p>3 – 4 years</p> <p>Write some letters accurately.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Understand the five key concepts about print:- print has meaning - the names of the different parts of a book- print can have different purposes - page sequencing- we read English text from left to right and from top to bottom</p>	<p>3 – 4 years</p> <p>Write some letters accurately.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Develop their phonological awareness, so that they can:- spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother</p>	<p>3 – 4 years</p> <p>Write some or all of their name.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Develop their phonological awareness, so that they can:- spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother</p>	<p>3 – 4 years</p> <p>Write some or all of their name.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Develop their phonological awareness, so that they can:- spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother</p>
--	--	--	--	--	--	--

	<p>Reception</p> <p>Read individual letters by saying the sounds for them.</p>	<p>Reception</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Reception</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Spell words by</p>	<p>Reception</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences</p>	<p>Reception</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Reception</p> <p>Form lower-case and capital letters correctly.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>
--	--	---	---	--	--	--

	<p>3 – 4 years</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Describe a familiar route.</p>	<p>3 – 4 years</p> <p>Recite numbers past 5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p>	<p>3 – 4 years</p> <p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p>	<p>3 – 4 years</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p>	<p>3 – 4 years</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Describe a familiar route.</p>	<p>3 – 4 years</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p>
--	--	---	--	---	--	--



	Reception	Reception	Reception	Reception	Reception	Reception
	Count objects, actions and sounds.	Subitise.	Explore the composition of numbers to 10.	Understand the 'one more than/one less than' relationship between consecutive numbers.	Automatically recall number bonds for numbers 0–10.	Automatically recall number bonds for numbers 0–10.
	Link the number symbol (numeral) with its cardinal number value.	Link the number symbol (numeral) with its cardinal number value.	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.			
	Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	Count beyond ten.	Compare length, weight and capacity.			
	Continue, copy and create repeating patterns.	Compare numbers.				
		Understand the 'one more than/one less than' relationship between consecutive numbers.				
		Explore the composition of numbers to 5.				

## Why risk assess?

Across the Early Years environment, we aim to offer a wide range of exciting and engaging learning opportunities to help develop children's foundation skills. In any situation where there are a number of children working and playing together there are risks but there are also benefits. We take the health and safety of children very seriously and assess each situation by considering the potential risks and the benefits and then through discussion we can decide if the risks can be managed appropriately and that the benefits are valid, reasonable and productive in moving children's learning forward.

The following risk assessments cover the main areas of the indoor and outdoor environment. First aid and safeguarding are covered by whole-school policies. Trips are covered separately using Nottinghamshire County Council risk assessment forms and are agreed on a trip-by-trip basis by the Head teacher.

All risk assessments are reviewed yearly to ensure they are up-to-date and relevant however, an assessment will be made immediately if there is an incident or an area of the environment is adapted or changed in any significant way.

## Contents

Daily Checklist

Indoor Risk Assessment

Outdoor Risk Assessments:

## Daily Safety Checklist

Item	Details	Tick or Comment
<b>OUTDOOR ENVIRONMENT</b>		
1	Walk around the outside area and check for any cat/fox poo and remove safely.	
2	Check the climbing frame for damage or condition due to weather. If too wet to play on, inform other staff and children.	
3	Check the slides for bird poo/wet leaves and clean as necessary.	
4	Check the floor surfaces (tarmac/fake grass) for wet leaves and ask site manager to remove asap when a build up occurs.	
5	Check for blocked drains and inform the site manager/office as necessary.	
6	Check outside small gate is closed before allowing the children outside.	
7	Check trees for loose branches	
8	Before returning inside after playing, ensure all children wash their hands.	
9	If a whole class has been outside, check all are inside before shutting the door.	
10	If children are playing with large construction, remind them not to build taller than themselves.	
11	Welly Wednesday's – remind children not to touch mushroom etc	
<b>INDOOR ENVIRONMENT</b>		
1	Check the classroom areas and toilets have been cleaned. That there is soap and drying wipes/towels in place.	
2	Check that there is no sand on the floor for children to slip on at the beginning of the day and try to keep sand cleared off the floor during the day.	
3	Check each area of learning ensuring no broken toys with sharp edges are present which may hurt children.	
4	Check that the pathways between the different areas of learning are clear to avoid trip hazards.	
5	Ensure all sockets have socket protectors on if not being used.	

6	Ensure that the radiators are not too hot.	
7	Ensure that EYFS kitchen door is closed.	
8	Ensure any spillages/sick etc are cleaned appropriately.	
	<b><u>Yearly</u></b>	
	Ensure all electrical items are PAT tested yearly	

## Risk Assessment: Indoor Activities

Activity/Hazard	Benefit	Risks	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
			L	C	R			
<b>Malleable activities</b>	Physical development as well as fine motor skills practice.	Possible allergic reactions to materials. Consumption of materials.	possible	minor	MODERATE	Check all information on allergies and avoid allergens. Make sure all other materials are sensitive and are diluted according to the instructions. Children follow the no consumption rule in this area	Staff and parents	
<b>Sand and water</b>	Sociable play, motor skills, creative play, language development. Science and mathematical development.	Water or sand splashed into eyes, consumption of materials.	possible	minor	MODERATE	Involve the children in setting the safety rules in these areas.	Staff and children	
<b>Sand and water</b>	Sociable play, motor skills, creative play, language development. Science and mathematical development.	Slipping on sand and water on the floor	possible	minor	MODERATE	Staff to monitor these areas and encourage children to spot and help clear spillages to reduce the risk of slips.	Staff and children	
<b>Slips and trips</b>		Children trip or slip on toys left on the floor	possible	minor	MODERATE	Set expectations about how much can be out at any one time and encourage children to tidy up what they are no longer playing with to keep the environment safe. Any spills on floor to be mopped up straight away. Any objects on floor that could be a trip hazard to be picked up.	Staff and children	
<b>Tools/scissors</b>	Physical development as well as fine motor skills practice.	Children cutting themselves/others	possible	minor	MODERATE	Regular reminders on how to carry and use scissors.	Staff and children	

## Risk Assessment: Outside activities – mud kitchen/planters

Activity/Hazard	Benefit	Risks	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
			L	C	R			
<b>Contact with soil</b>	Exposure to beneficial bacteria to build a healthy immune system. Sensorial open ended materials. Normal childhood experience.	Ingesting soil	unlikely	minor	LOW	Provide hand washing facilities during and after play Establish good handwashing routines. Children encouraged to follow a no consumption routine in this area	Staff/ At the beginning of each session	
<b>Wet/dirty clothes</b>	Children become responsible for their own belongings Children practice changing clothes and shoes	Children get cold	possible	insignificant	LOW	Children keep wellies at the setting. School has a supply of spare clothes. Parents are asked to supply coats that they do not mind getting muddy.	School Parents	
<b>Using plants and other foraged natural materials</b>	Connection to nature Creative Stimulus Sensorial Open ended materials	Ingesting or absorption of poisonous plants Allergies	unlikely	moderate	MODERATE	Raise the risk of eating plants Plants within the play area are chosen carefully. Adults to remove hazardous plants Children encouraged to follow a no consumption rule in this area. Children encouraged to wash their hands after play.	Staff	

## Risk Assessment: Climbing equipment/free standing play equipment/den building

Activity/Hazard	Benefit	Risks	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
			L	C	R			
<b>Climbing frame</b>	Opportunity to see the environment from a different perspective, practice jumping, climbing and sliding from different heights Incorporate equipment into role play	Falling from a height, slipping on equipment	possible	moderate	<b>HIGH</b>	All children to have a safety talk before using the equipment and numbers are restricted to avoid collisions and overcrowding. Equipment is checked prior to use to ensure all parts are safe and secure. If weather is too bad the equipment is not used.	Staff and children	
<b>Stepping stones/ balancing equipment/ stilts etc</b>	Children develop their motor skills and balance. Creative play.	Falling from equipment	possible	minor	<b>MODERATE</b>	Children have a safety talk prior regularly on using the equipment safely. Daily reminders are given about assessing the risk in their play if necessary. Weather conditions to be considered when accessing the equipment. All equipment is checked regularly to look for damage.	Staff	
<b>Crates, tyres, pipes, gutters etc</b>	Children develop their motor skills and balance. Creative play.	Slips, trips or fall on equipment and knocks from falling or moving equipment.	possible	minor	<b>MODERATE</b>	Children have a safety talk prior regularly on using the equipment safely. Daily reminders are given about assessing the risk in their play if necessary. Weather conditions to be considered when accessing the equipment. All equipment is checked regularly to look for damage.	Staff and children	
<b>Den building equipment</b>	Children develop their motor skills. Creative play.	Trapped fingers	possible	minor	<b>MODERATE</b>	Children have a safety talk prior regularly on using the equipment safely. Daily reminders are given about assessing the risk in their play if necessary. Weather conditions to be considered when accessing the equipment. All equipment is checked regularly to look for damage.	Staff and children	

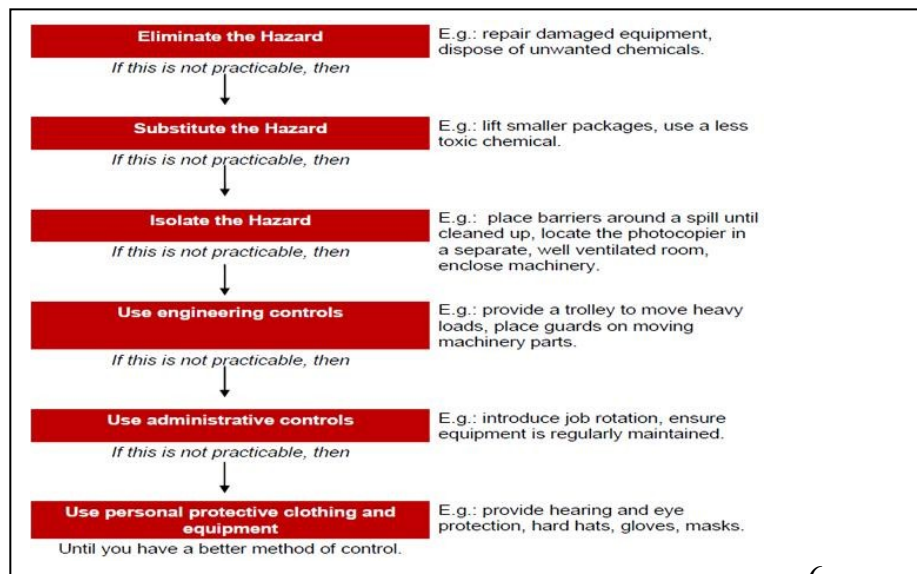
## Risk Assessment: Wheeled Toys

Activity/Hazard	Benefit	Risks	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
			L	C	R			
<b>Riding on and being a passenger on the bikes</b>	Physical development, spatial awareness, communication and social skills. Part of creative play.	Knocking other children, clothing trapped in moving parts, bikes tipping.	possible	minor	MODERATE	<p>Involve children in safety talks about using the bikes on the road space only.</p> <p>Make sure children do not wear scarves in the garden to avoid tangling in wheels.</p> <p>Limit the number of wheeled toys out at any one time and keep them to hard surface area to avoid muddy/slippy wheels.</p> <p>Ensure all wheeled toys are checked over regularly for damage and replaced when necessary.</p>	Children and staff	
<b>Scooting around the road</b>	Physical development, co-ordination. Social and creative play.	Knocking into other children, scooters tipping/sliding. Clothing trapped in moving parts	possible	minor	MODERATE	<p>Involve children in safety talks about using the scooters in the garden space.</p> <p>Make sure children do not wear scarves when on the bikes to avoid tangling in wheels.</p> <p>Limit the number of wheeled toys on the road at any one time and keep them to hard surface area to avoid muddy/slippy wheels.</p> <p>Ensure all wheeled toys are checked over regularly for damage and replaced when necessary.</p>	Children and staff	



## Risk Assessment: Outdoor Water Play

Activity/Hazard	Benefit	Risks	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
			L	C	R			
<b>Water tray play</b>	Science exploration on water movement, maths capacity, motor skill development in filling and pouring.	Children become wet and cold	unlikely	minor	LOW	Staff to consider the temperature outside before placing water trays out. If children are playing at the water ensure cover-ups are available to use.	Staff and children	
<b>Water</b>	As above	Water is dirty or contaminated	unlikely	minor	LOW	All water butts to be emptied at the end of the session/day and refreshed with clean water each day. If children have transported soil/sand or other materials into the water then trays need to be washed before they are refreshed.	Staff then children	
<b>Water toys/pipes/tubes/ water pipe stands</b>	Offer creativity in the water play, can facilitate maths and science talk and interactive play.	Toys hold water and become mouldy or contaminated. Carrying the tubes hurting others.	unlikely	minor	LOW	Staff to ensure all water toys are drained and left to dry overnight – toys are periodically sterilized and checked for mould. Toys to be replaced when necessary. Talk to children about how large objects are carried.	Staff and children	
<b>Sprays/bubbles</b>	Aiming skills. Blowing. Coordination.	Bubble solution or spray in the eye.	possible	minor	MODERATE	Staff to involve children in assessing the risks of blowing bubbles or spraying water and look at how to do it safely. Staff to supervise use of bubbles.	Staff and children	



Risk Matrix						
Likelihood	Consequence					
		Insignificant	Minor	Moderate	Major	Catastrophic
	Almost certain	Moderate	High	High	Extreme	Extreme
	Likely	Moderate	Moderate	High	Extreme	Extreme
	Possible	Low	Moderate	High	High	Extreme
	Unlikely	Low	Low	Moderate	High	High
	Rare	Low	Low	Low	Moderate	High

