

# The Manor C of E Primary School

## EYFS Handbook



**The Manor CE Primary School**

**Aspire, Believe, Achieve**

*Shine like stars in the sky*

*Philippians 2:15*



## What is our Intent?

In Reception class we provide a nurturing environment which supports all of our learners to **aspire** to be the best that they can be; as a trusted friend, a valued member of the school community and as a competent learner.

We **believe** that regardless of their starting point and previous experiences in life, that they have the potential to be amazing and 'shine like stars in the sky'. We use the Early Years Foundation Stage framework through the themes of 'A unique child', 'positive relationship' and 'enabling environment' and this underpins our bespoke curriculum.

We believe that given the right opportunities, our youngest learners can develop into resilient, capable, confident and self-assured individuals. We understand that they develop at different rates, have different interests and different home life experiences. By building a strong relationship with home, we can help our youngest learners take the first steps in their school life in the best possible way. We use the Development Matters guidance, together with the Learning Gems and School Values that we have created for our school and this nurtures our pupils to **achieve** their full potential and be the best they can possibly be.

### Getting a picture of your child before they start school

We feel that it is really important to find out as much as can about each child before they start school. We have a great link with the local pre-school which is the main feeder setting for the Manor Primary. Before Reception children start school, communication has already started between this setting and other pre-schools. Regular discussions take place between the teacher and manager of the setting if a child or family is going to need support for the transition. Often, these families are met well before the summer so that a relationship can be established.

The school offers a welcome meeting, several story/play sessions and a 'getting to know you' appointment before your child starts school. A phased induction in September is also introduced and this gives us plenty of time to get to know each individual child and carry out assessments so that we have a good understanding of their starting point. The phased induction also allows the child to be welcomed into school gradually so that they feel comfortable and confident in their new community.

A Parent Link Teaching Assistant is on hand to offer support to any family and this sometimes starts before a child starts school, depending on the needs of the child.

Reception pupils are matched up with an older pupil at school so that they have a buddy for the first two years of their school life.

We make lots of opportunities to do things together such as sharing lunch times in the dinner hall, hearing the younger pupils read but most importantly, it creates another support for your child at play time.



## Developing the whole child

We aim to develop the whole child socially, emotionally, physically and intellectually. The **characteristics of effective learning** echo the learning gems that we promote at The Manor and these encourage pupils to build the skills needed to be a successful learner. This is at the heart of everything we do in Reception as it helps create a mind growth set and lays the foundations for our competent learners.

The learning gems support the same characteristics as those set out in the table below: **Ruby power**: recognising the qualities of a good learner, **Sapphire power**: developing concentration skills, **Emerald power**: perseverance and learning through mistakes, **Amethyst power**: developing team work skills, **Topaz**: speaking skills and **Diamond power**: solving problems independently.

The curriculum of the EYFS underpins all future learning by promoting and developing learning across the seven areas of development:-

- Personal, social and emotional development
- Communication and language
- Physical development
- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design.

Characteristics of Effective Learning
<p><b>Playing and exploring – engagement</b></p> <p>Finding out and exploring Playing with what they know Being willing to 'have a go'</p>
<p><b>Active learning – motivation</b></p> <p>Being involved and concentrating Keeping trying Enjoying achieving what they set out to do</p>
<p><b>Creating and thinking critically – thinking</b></p> <p>Having their own ideas Making links Choosing ways to do things</p>

## Early Learning Goals

<p><b>Communication and Language</b></p> <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>	<p><b>Physical Development</b></p> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>
<p><b>Understanding the World</b></p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b>Expressive Arts and Design</b></p> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<p><b>Mathematics</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
		<p><b>Literacy</b></p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>

Our curriculum planning reflects key learning in all of above areas but is flexible enough to allow children's interests to be taken into account.

We start the year by focusing on ourselves and our place in the world. We help children establish an identity and to know that are valued.

<p><b>Personal, Social and Emotional</b></p> <p><b>Being me in my world &amp; celebrating differences</b></p> <ul style="list-style-type: none"> <li>School rules</li> <li>How to be kind and gentle in class</li> <li>My rights and responsibilities</li> <li>My identity</li> <li>I can talk about something I am good at and how it feels.</li> <li>Similarities between people in my class.</li> <li>One way in which I feel special or unique.</li> <li>How people have different homes &amp; families.</li> <li>How to make friends.</li> <li>How to stand up for myself by using words.</li> </ul> <p><i>Vocabulary: ready, respectful, safe, kind, gentle, caring, sharing, rules, responsibilities, behaviour, home, family, culture, different, same.</i></p>	<p><b>YR LEARNING OVERVIEW T1</b></p> <p>Termly value: Thankfulness Learning Gem: Ruby Power</p>	<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>Visit from a local portrait artist</li> <li>Create portraits of myself using different types of media</li> <li>Join in with songs to explore the <b>beat</b> and <b>tempo</b>: nursery rhymes, counting songs</li> <li>Join in with musical instruments (pop sticks, tambourines, drums) to replicate beat and tempo. How do you do?</li> <li>Using Purplemash 2make2create and ActUpInspire, create portraits using a paint programme: select different paint colour and effects.</li> </ul> <p><i>Vocabulary: beat, rhythm, tempo, nursery rhyme, rhymes, click, drag, paint effects.</i></p>
<p><b>Knowledge &amp; understanding of the world</b></p> <p><b>I can talk about:</b></p> <ul style="list-style-type: none"> <li>My family and who lives with me (who lives with me in my house? Who are the special people in my life? What do they do? Who are my grandparents)</li> <li>My likes and dislikes (food, sounds, games, music etc)</li> <li>talk about what makes me who I am (What I look like and who in my family looks like me. I can talk about the things I am good at)</li> <li>Who is in my school community and what do they do?</li> </ul> <p><i>Vocabulary: family, community, Mother/Mum, Father/Dad, Parent, Sister, Brother, Grandmother/Nana, Grandfather/Papa, Aunties, Stepmother/father/sister/brother, Uncle, Cousins, Head, Teacher, Cook, Teaching Assistant, Teacher, Lunch Break Supervisor, Lollipop lady, Caretaker</i></p>	<p><b>Communication, Language &amp; Literacy</b></p> <p><b>Rhyme and beginning sounds</b></p> <ul style="list-style-type: none"> <li>Identify different sounds</li> <li>Play I spy and identify initial sounds in words</li> <li>Join in with nursery rhymes, songs and chants.</li> <li>Learn stories off by heart: Hairy Maclary, Julia Donaldson</li> <li>Handle books carefully</li> <li>Recognise my name</li> <li>Recall s,a,t,p,i,n phonemes</li> <li>Read word list 1 by blending sounds together (overleaf)</li> <li>Read tricky words: I no go</li> <li>Talk about pictures I have drawn</li> <li>Try to write my name</li> <li>Learn how to write letters s,a,t,p,i,n using cursive script (see Letterjoin below)</li> <li>Learn about how to show active listening skills: stop what you are doing, looking at the person talking, respond appropriately.</li> </ul> <p><b>Nursery rhymes:</b> <a href="https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs">https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs</a></p> <p><b>Julia Donaldson online stories:</b> <a href="https://www.bbc.co.uk/programmes/p06vbmht">https://www.bbc.co.uk/programmes/p06vbmht</a></p> <p><b>Handwriting support (Letterpin)</b> <a href="https://www.letterpin.co.uk/log-in.html">https://www.letterpin.co.uk/log-in.html</a> username: l3333 password: home</p> <p><i>Vocabulary: rhyme, sounds, phonemes, blend, letters, story, fiction</i></p>	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>Count to 6 and backwards to 0</li> <li>Recognise dots on a standard dice</li> <li>Recognise no's to 6 and order them in sequence</li> <li>Write no's to 6</li> <li>Count objects carefully, one at a time.</li> </ul> <p><i>Vocabulary: numbers, count, digit, one more, one less, dice, altogether, more, less, forwards, backwards, digit</i></p>
	<p><b>Physical Development</b></p> <p><b>Gross motor skill opportunities:</b> bikes and trikes, fitness trail equipment and vertical painting of large shapes</p> <p><b>Fine motor skill opportunities:</b> using scissors, threading and using large tongs to move objects from one place to another.</p>	<p><b>RE &amp; Spirituality</b></p> <p><b>What are our Christian Values and why are they important?</b></p> <p><b>I can talk about:</b></p> <ul style="list-style-type: none"> <li>What our Values are and what I understand about them.</li> <li>When I have used our Values.</li> <li>Why our Values are important.</li> </ul> <p><i>Vocabulary: thankfulness, grateful, compassion, kindness, honesty, truth, forgiveness, apologies, friendship, courage, brave, bravery.</i></p>

We make new friends, are introduced to our older buddies and have lots of opportunities to play and socialise with them so that we feel that we belong to the school community.

We explore the key seasons across the year so that pupils have an understanding of how their immediate environment changes and we do some of this through Forest skill sessions.



**Additional childhood experiences we want every Reception pupil at The Manor to have as they grow and develop in an ever-changing, technological world. These will include:**

- A visit to the pantomime
- Climb a tree
- Make mud pies
- Walk around the local area and visit the shops – who are the people working there and what do they do?
- Grow their own vegetables and eat them
- Experience travelling on different modes of transport (eg boat, bus..)
- Build a den
- Use a saw
- Cook something tasty
- Perform in front of an audience
- Watch a creature develop and grow ( eg butterfly , frog)



## How do we implement this?

### Parental involvement

Parents are informed of the key objectives taught in maths and literacy each term, including phonics so that they can support their children at home. Home learning consists of regular weekly phonic and handwriting activities to embed the new sounds and to help them develop a confident handwriting style. In addition to this, pupils are given termly maths challenges to help them acquire maths skills that are being taught in class.

We offer many opportunities for parents to find out about teaching and learning at school through curriculum workshops, newsletters, topic overviews, 'Evidence Me' online observation platform, parent/carers consultation evenings, and termly profiles.

### Teaching and Learning

Teaching staff are trained to observe and facilitate learning.

Learning consists of a variety of whole-class teaching, smaller guided learning sessions and child-led learning where an adult will observe, play alongside and scaffold learning. Children are encouraged to learn independently in small groups as soon as possible and by doing so, they gradually learn the skills needed to be able focus for small amounts of time.



## Environment

We plan a learning environment, both indoors and outdoors using materials and equipment that encourage children to explore, transfer skills and develop curiosity. We want children to take pride in their learning environment and take responsibility for using resources respectfully, creatively and safely.

Forest school is also part of a regular weekly experience for reception children where they are given opportunities to take risks, learn skills and explore the different seasons first hand.



We want our pupils to love their environment, be proud of it and feel like it is somewhere which sparks imagination and promotes learning.

The school makes full use of the outdoor environment and there is free-flow into a secure outdoor area. Children wear suitable clothing at all times (welly boots and coats for colder weather).

# How do we measure the impact?

We start your child's learning journey by tracking pre-school data and identifying needs and gaps. We also carry out baseline assessments in the first term and this allows us to determine next steps in a child's learning journey.

Assessments are carried out a further three times across the year so that children's needs are met and early identification is offered. Parent consultation meetings are held twice a year. In addition, parents are met with at other times, if needed, regarding their child's progress.

Children are given termly targets and these are shared in the form of 'profiles' which includes the child's voice.

## Recording children's work

Children's work is recorded in a variety of individual books and shared floor books.



We ask for feedback after the children have settled into school to find out how well the school has dealt with the transition and whether anything can be improved for the future.

*"The welcome meeting in summer is very useful and well thought out. After meeting the teachers etc and how the school was, really put our minds at rest and less worried."*

*"The phased induction we felt was just right, slowly introducing the children to school life. It was very well thought out and organised."*

*"The phased induction went very well. It was not too quick or too prolonged. The half class worked really well to begin with and (my child) felt he got to know you quickly without being lost in the crowd."*

*"It was lovely to have a chance to get to chat to you both. He felt very special because you were there for him. It worked well at that time in the year."*

*"The school do an amazing job and we are proud our daughter attends this school."*

*"For me there isn't any other place better than this. Thank you so much for your great job."*

We know that no two cohorts of children are the same. We strive to ensure every child makes better than expected progress from their starting point in Reception so that they are ready for their next chapter of school life in Year 1. We are constantly working on improving the transition from Reception to Year 1 to ensure this is smooth and that the experience is a positive and exciting one for our pupils.

Ultimately, we know that our provision has made an impact on our pupils if they leave Reception class as confident and capable learners ready for Year 1, ready to **'Shine like stars in the sky'**.