



Swingate Primary School

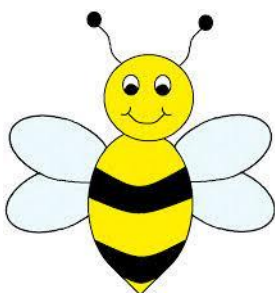
Early Years Foundation Stage Handbook



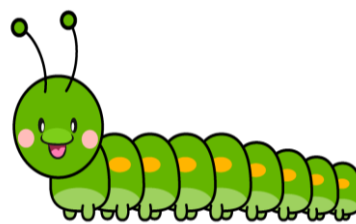
Rainbows Nursery



Ladybird
Class



Bumblebee
Class



Caterpillar
Class

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Our Values

“We flourish from a wealth of learning experiences that positively impact on academic, physical and emotional success.”

Our values are academic, physical and emotional success. Everything we do is planned to ensure it helps us achieve our mission and are always part of our values.

Academic Success

Academic success is important for our children who will grow up into a world of increasing technological demands and a diversifying workforce. Academic success boosts self-esteem and impacts positively on behaviours and social interactions within peer groups and with others. Children who are successful academically are more likely to be well-rounded and self-sufficient individuals and will have a wider range of opportunities during their life.

We ensure that children will be academically successful by taking account of an individual's starting point and helping them to make excellent progress through our curriculum offer. We acknowledge that academic success will look different for every child and will celebrate all progress in order to develop intrinsic self-motivation; to do well for the sake of wanting to do well. We will be driven by our understanding to make choices that will only benefit the children's academic success.

Physical Success

Physical success is important so that children are able to grow up to be healthy citizens who can make good choices about their lifestyle. Being physically successful helps your brain to work better allowing you to think more clearly, boosts your memory and enhances your concentration and focus. Being physically successful is also important because it has a positive impact on mental health, improving your ability to do everyday activities and adapt and overcome problems or difficulties.

We ensure that children are physically successful through

- PE lessons
- Secondary School PE links
- Sports clubs
- Sports leaders at break
- Play/lunch sessions
- A range of other activities
- Being physically proactive in a lesson
- Being ready to learn

Emotional Success

Emotional success is important because it is a key aspect of having a healthy lifestyle. Being self-aware is an important part of being able to work with others successfully and helps us

to form meaningful relationships based on an understanding of give and take. Nourishing our social relationships can lead to more success and happiness. Emotional intelligence can help to improve communication and problem-solving. It helps to develop empathetic individuals who are able to build relationships based on mutual trust.

We ensure that children are emotionally successful by

- Well established RSHE curriculum
- Promoting the understanding of how an individual can allow themselves and others to flourish
- Encouraging independent and collaborative relationships
- Appreciating diversity
- Maintaining high expectations of behaviour and manners
- Teaching children how to listen to others and respect their viewpoints

In an ever-changing world, the development of key characteristics is essential for children as they grow into young adults as they get ready for their life beyond education. Developing positive character values will help our children to grow into positive citizens ready for the world of employment with transferable skills.



Swingate Primary School

Early Years Foundation Stage

Policy

Written By:	Penny Davies
Role:	Deputy Head of School
Date Written:	15.03.23
To be Reviewed:	
Agreed by Governors:	

1.

2. Introduction

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.' Statutory Framework 2021

The Early Years Foundation Stage applies to children from birth to the end of the foundation stage 2. At Swingate Primary School children are able to join our Rainbows Nursery a term after their third birthday. This is known as Foundation Stage 1.

Children join Foundation Stage 2 (Year R) the September following their fourth birthday. Children do not automatically get a place in FS2 if they are in the nursery. (Please see our admissions policy.)

Early childhood is the foundation on which children build the rest of their lives. At Swingate we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop academically, physically and emotionally. Our mission is a key part of our ethos and are our aims for every child who comes into the EYFS at Swingate.

3. Our Aims and Objectives

Our vision is to give every child the chance to be the best that they can be by offering a safe, stimulating and nurturing environment. Our school character values are embedded into everyday life at Swingate as we want children to leave Swingate being Brave, Resilient, Empathetic and Responsible citizens.

Bravery

Courageous, Heroic, Adventurous, Bold

We will build confidence in every child so they have a positive view of themselves and their abilities. We will foster attitudes to learning and values which will enable them to develop bravery so they can show mental and moral strength and not let fear hold them back.

Resilience

Adaptable, Flexible, Strong, Always Trying

We will provide children with a well-planned curriculum which fosters enthusiasm for learning and is challenging and progressive within a stimulating environment which encourages them to keep on going. At Swingate we want our children to bounce back from difficult times and when things go wrong.

Empathy

Compassion, Kindness, Understanding, Generosity.

We will promote an inclusive ethos and approach to learning for all our children to ensure that none are excluded or disadvantaged. We will provide first hand experiences through extra curricular activities and opportunities for children to learn about the world around them. We want our children to understand how others are feeling and not judge.

Responsible**Accountable, Answerable, Reliable, Amenable**

We will provide opportunities for children to make choices and become responsible in their learning and behaviour. We will establish and maintain a close partnership with parents/carers, families and people in our community. We will expect the highest standards of behaviour from everyone in our school, treating every other and the environment with care and consideration. We want Swingate children to think before they act and not make excuses if things go wrong.

At Swingate Primary School, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment;
- It acknowledges the importance of a full working partnership with parents and carers.

4. The Foundation Stage

At Swingate this begins when the child reaches the age of three and continues until the end of the reception year. We believe children should be given the best possible start in life and understand that the EYFS is a crucial start for the children to succeed, preparing them for learning in Key Stage 1.

Children enter the nursery a term after their third birthday. They are invited in for a meet and greet interview with the Nursery Lead Practitioner and tour of the nursery setting. They are invited to bring their child along so they can get to know the staff and the setting. The school FS1 Admissions Policy outlines the procedures in more depth.

Children start in the Reception Classes (FS2) in the September of the academic year in which they turn five. Admissions up until December are through the Local Authority.

Children from other settings are often visited by Swingate staff. This is especially where high needs have been identified. As part of our 'Meet the Teacher' day as a whole school, our new year R children are invited for a stay and play session without their parents/carers in July before they start school.

5. Starting School

Our experience has shown that whether a child has attended pre-school, nursery or day care, the most effective transition into school is achieved by a phased approach. We also want this to be a quick and smooth transition so that children are in school full time to maximise learning and to limit frustration for parents juggling working hours.

Our Nursery and Year R children start school 1 day later than years 1-6. This is so that we can support transition with more staff as we know this day is so important to get right for both children and parents. Transition usually lasts up to a week (dependant on start of term dates) and looks like this:

8:40am – 12:00pm (go home before lunch)

8:40am – 1:00pm (go home after having lunch)

8:40am – 3:15pm (stay for the full day)

6. Accommodation and Staffing

Foundation Stage 1 – Rainbows Nursery is overseen by the Deputy Head of School and Lead by Level 3 Practitioners. They have a shared space with access to their own outdoor area which is partially undercover.

Foundation Stage 2 – is made up of 3 classes. These are: Ladybirds, Bumblebees and Caterpillars. Each class is run by a qualified teacher with a Level 3 Teaching Assistant. In some cases more Teaching Assistants support the classes dependent on the needs of the class and considered on a case by case basis.

Each class has their own classroom and access to a large shared outdoor area which is partially under cover. The outdoor area includes climbing equipment, construction pit, mud kitchen, gardening area as well as access to bikes and scooters.

We also have access to extensive grounds, a forest school area and library. The forest school is used in all weathers throughout the year.

Both the Nursery and Year R classes take part in whole school events such as World Book Day, Sports events, Christmas, Mothers and Fathers days as well as other dressing up events. Year R join the rest of the school with assemblies later in the year (once settled) and use the hall for formal PE sessions.

Access to the Nursery is via the Year R playground. The children are encouraged to walk into nursery on their own and wave to their parent from the gate where they are greeted by the nursery staff. Nursery leave via the year 1 playground if they are going home after the morning session at 12 or via the nursery door if they are leaving at the end of the afternoon session at 3pm.

Year R meet their teacher at the classroom gate. All children are seen out 1 by 1 by the classroom teacher. Any messages are passed on at the end of the day.

Access to the area is via the playground at the start and end of the day. The gates are locked at all other times and therefore access is through the security doors into the main school.

All visitors are checked in and signed in at the main office. Any visitor working in school must have a valid DBS. Safeguarding is our number one priority. (Please see our Safeguarding Policy regarding visitors on site.)

Staff Ratios are as follows:

Age of the children	Ratio
<i>Under one</i>	<i>1:3</i>
<i>One</i>	<i>1:3</i>
<i>Two</i>	<i>1:4</i>
Three and over <u>with</u> teacher	1:13
Three and over <u>without</u> teacher	1:8

7. Teaching, Learning and Development

Our core reference document is the Development Matters Practice Guidance for the Early Years Foundation Stage which includes the principles for good practice which underpin our provision at this school.

There are seven areas of learning and development that must shape educational provision in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

We deliver learning for all of the areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities. Staff in the Foundation Stage will respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

Staff in the Foundation Stage consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. Staff working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance shifts towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. Throughout the early years, if a child's progress in any prime area gives cause for concern, teachers will discuss this with the child's parents and/or carers and agree how to support the child. Teachers, supported by the SENCO will consider whether a child may have a special educational need or disability which requires specialist support and will help families to access, relevant services from other agencies as appropriate.

At Swingate our Character Values are embedded throughout the prime and specific areas of learning.

The Early Years Foundation Stage is based upon four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

This policy explains how our practice is underpinned by these four themes.

A Unique Child

At Swingate Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Positive Relationships

At Swingate Primary School we recognise that children learn to be strong, confident and independent through positive relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Enabling Environments

At Swingate Primary School we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged.

Play-based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by staff. We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly.

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. The classrooms are set up to allow group activities with an adult to take place as well as areas for them to artists, active, opportunities for quiet reading as well as role play areas that change throughout the year.

We work towards all children reaching the Early Learning Goals (ELGs) and plan lessons accordingly for these to be met so that they reach a Good Level of Development (GLD) by the end of the year. At Swingate we understand that learning is about the experiences and opportunities that are provided to ensure children develop further. We therefore plan trips throughout the year (e.g. Pumpkin Picking, Wingham Wildlife Park) as well as educational visits from various professionals to come in and meet with our children (e.g. dentists, doctors, vets etc).

8. Meeting Individual Needs

We value the diversity of individuals within the school. All children at Swingate Primary School are treated fairly regardless of race, gender, religion or ability. All children and their families are valued within our school.

In our school we believe that all children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children so that children have the opportunity to achieve the Early Learning Goals by the end of the year. We do this 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 wide range of opportunities to motivate and support children and to help them learn effectively.
- Offering a safe and supportive learning environment in which the contribution of all children is valued.
- Have access to resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.
- Monitoring children's progress and taking action to provide support as necessary (such as referrals to speech therapy) as necessary.
- Working closely with parents, carers and outside agencies to ensure all children's needs are met to enable them to access the curriculum and make good progress.

9. Parents/Carers as Partners

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- ✓ Talking to parents about their child before and during transition into school/nursery.
- ✓ Offering children the opportunity to spend time in the Foundation Stage before starting school.
- ✓ Providing an induction meeting for parents/carers to meet with staff to discuss school/nursery routines, expectations and to answer any questions parents/carers may have. (These take place in school during the first week of term and can be booked online at a time during that week convenient for you.)
- ✓ Providing a prospectus of Swingate Primary School.
- ✓ Operating an open-door policy for parents with any queries. If staff have any concerns about the progress of a child they will approach parents and carers to discuss these with them at a suitable time.
- ✓ Sharing the children's 'Learning Journey'/ WOW books with parents/carers of Year R children and valuing the ongoing contributions to this from parents.
- ✓ Providing the opportunity for Nursery parents/carers to view observations of their child on Tapestry.

- ✓ Offering parent/teacher consultations per year.
- ✓ Sending a report on their child's attainment and progress at the end of their time in the Foundation stage.
- ✓ Developing a range of activities throughout the year that encourage collaboration between child, school and parents including opportunities to attend performances, assemblies and participate in various events.
- ✓ Inviting parents to attend informal meetings or workshops throughout the year about areas of the curriculum, such as phonics, reading or maths.
- ✓ Written contact through the Home-School contact book regarding children's reading and various school newsletters.
- ✓ Opportunities to join and get involved with our Swingate Community Circle (Schools Fundraising and Events Team). There are various events throughout the year to help raise money for the children e.g. The Summer Fayre
- ✓ The School Website which is kept up to date with key information.
- ✓ A Twitter page which celebrates the hard work all of our children, families and staff!

10. Key Person

Each child in the nursery will be assigned a Key Person.

The Lead Practitioner will ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

11. Home Learning

At Swingate there is an expectation that parents will support their child's learning at home.

Children bring home library books of their own choosing as well as 'levelled' books from the appropriate Book Band and Phonic level which together provide a range of texts. Parents are expected to share their children's books with them at home and comment in a contact book.

Parents are expected to read with their child at least 4 times a week. Reading at home is to be recorded in the child contact book. If children are not reading at home then the class teacher and a member of the Senior Leadership Team will meet with parents/carers to discuss a way forward to support the child.

There will also be other tasks such as counting, number recognition, and spellings which we expect them to complete and return.

Children in EYFS will be issued a 'WOW' book to document any celebrations or learning at home which they wish to share with the class.

12. All Aboard Phonics

Phonics and Early Reading is taught using the All Aboard Phonics programme. It is introduced in the Nursery in small groups and children learn to identify letter shapes. <https://allaboardlearning.com/>

In Year R children learn a sound a day and also begin to segment and blend simple words with the help of pictophones.

All children in Year R will have access to the All Aboard Phonics e-library. Set up for this will be given when children are enrolled into school and instructions will be shared. The class teacher will direct

parents/carers which book to share at home which will be linked to the story they are reading in class.

The All Aboard app also provides games and activities for children to complete at home which supports them with their reading, spelling and phonics.

13. Sir Linkalot Spellings

Spellings are taught with the help of Sir Linkalot. <https://www.sirlinkalot.org/>

Sir Linkalot takes away the stress of trying to help children with spelling lists. The Sir Linkalot App is divided into five key elements of literacy: spelling, homophones, rules and patterns, punctuation and grammar and etymology.

Children will practice a bundle of words to read and spell and are encouraged to practise these at home.

Parents/carers will be directed to the correct bundle which is based on a renowned literary figure to practise at home.

The log in details for Sir Linkalot will be shared with parents when children start school.

14. Tapestry

Children in our nursery will be set up to an online Tapestry account when they start.

<https://tapestryjournal.com/>

This is an easy to use and secure online learning journal which the nursery staff use to document the children's learning and development. Tapestry builds a record of the child's experiences, development and learning journey through their time with us in the Nursery. Using photos, videos and diary entries, the Nursery staff along with the parents/carers demonstrates the story of the child and how they are growing and developing.

All information held on Tapestry is stored securely. Parents/carers are able to view their child's progress and are able to upload their own comments and media.

Communication between Nursery staff and parents/carers helps build a shared understanding of children's abilities, strengths and areas of development.

15. Assessment

Our assessment of pupil progress through the Foundation Stage is based on regular and close observations as well as questioning, listening and discussion with individual children.

We are able to make professional judgements about what the children have learnt as well as through activities children have completed.

We ensure parents/carers contribute to the assessment process through ongoing dialogue between home and school as well as any learning that is shared with us in the WOW books.

On entry to school we make initial assessments of what children already know, understand and can do.

Every child will complete the Reception Baseline Assessment. This is an on-entry assessment of pupil attainment which is used as a starting point from which a cohort-level progress measure to the end of Key Stage 2 can be created. All pupils will be assessed within the first 6 weeks of joining reception.

This assessment is completed one-to-one with each pupil. The assessment consists of practical tasks, using physical resources and an online scoring system. The Reception Baseline will record a single raw score which is not made available to schools. This score is recorded in the national pupil database.

Assessments of children who transfer from the Nursery to Year R are passed on and discussed with their new teacher.

We track each child's progress against Development Matters statements and plan for next steps accordingly.

Assessments are based through observations in teacher directed and child-initiated activities.

Assessments are entered onto the school's assessment tracker 'Target Tracker' throughout the year. During the school year we hold parent consultations with an appointment system to provide formal discussions about children's development. We encourage parents to be actively involved in achieving agreed targets with their children. At the end of the school year, in the Summer Term, we give parents a written report which shares information about their child's progress.

During the summer term each child's achievements within the Foundation Stage Profile are summarised and data submitted to the LEA as part of statutory assessment.

16. Health and Safety

All teaching and learning takes place within the Health and Safety guidelines described in the school policy.

Risk Assessments are completed for the classroom, outside area, educational visits and various activities.

17. Home School Agreement

The Home School Agreement can be seen on the school website. When children start on roll, families automatically agree to follow this.

18. Uniform

Nursery children wear school uniform. This consists of grey/black trousers/shorts/skirt, a white polo neck t-shirt, purple school round neck jumper and black shoes/trainers.

Children in Reception will wear school uniform. This consists of grey/black trousers/shorts/skirt, a white shirt, blue school jumper/cardigan or fleece, yellow and blue tie and black shoes/trainers.

Summer dresses are allowed in the warmer weather. This is described in our school uniform policy.

Children in Foundation Stage should have wellies and a rain coat (weather appropriate) in school as they will use the outdoor area and forest school in all weathers.

Children in the nursery are advised to bring in spare clothes and underwear in case these are needed during the day.



**Rainbows Nursery
Admissions Policy**

Review	Date	By
Last Reviewed		
Next Review		

Signed Chair of Governors

Signed Head of School/Executive Head

Our Ethos

Welcome to Rainbows Nursery at Swingate Primary School.

We understand how important the early years are for children's growth and development. At Swingate we aim to provide a safe, inviting and nurturing environment to enable children to develop a love of learning which they will carry for a life time. Our environment is colourful, stimulating and continuously changing to spark children's enthusiasm, interest and to show them that no two days are the same.

Our staff are committed to developing children's understanding of the world around them, develop empathy and kindness towards people they meet regardless of religion, size, ability, gender, culture, age, sex, or disability as well as foster independence to be risk takers and forward thinkers. At Rainbows nursery, we endeavour to support every child in our care to ensure that they achieve their best, focusing on them as individuals to develop their own strengths, passions and interests and facilitate this by planning fun activities that makes them curious and eager to learn more.

We want our children to be proud of their abilities and celebrate their achievements. We want them to be resilient when they fail but to have self-belief and confidence to try again and gradually think for themselves to make their own decisions in the future.

At Rainbows we want all children to be happy and safe while they are with us and we know that this is something we provide on a daily basis. We are dedicated to providing a good quality Early Years education with our caring and passionate team of teachers and staff so our children can excel and achieve their full potential to have the best start in life.

Statement of Intent

We aim to provide a quality educational experience for children aged 3+ in our local area as well as for our teachers, teaching assistants and support staff so that we can support our local community as well as get the best practitioners teaching our children. Our nursery is nurturing, high-quality and supports the transition into school especially for those who are wanting their children to continue with us as they start school into Reception. The governing body is the admission authority and is responsible for setting the school's Nursery Admissions Policy. This policy is written to ensure fairness and equality for all those intending to begin their education at Rainbows Nursery at Swingate Primary School.

Introduction

You can register for a Rainbows nursery place when your child is one years old. Our nursery is not a 'first come, first served' basis. Please see 'How we offer places' to find out how places are offered.

It is important to remember that having a Rainbows Nursery place does not guarantee a place in our school.

Every child is entitled to a free nursery place from the term after their third birthday (subject to availability).

We offer 15 and 30 hour free funded sessions. To find out if you are eligible, please visit: <https://www.gov.uk/help-with-childcare-costs/free-childcare-and-education-for-2-to-4-year-olds>

Parents are also able to book further session at a cost of £15 per session. As a school we aim to be as flexible as possible and therefore, dependant on availability, full day or half day sessions can be mixed.

Although this admissions policy is for Rainbows Nursery at Swingate Primary School, we follow Medway Councils Admissions policy. In the event of over subscription, we take into consideration the criteria below.

How we offer places:

- Children are offered places throughout the year whenever we have vacancies however the majority of our places are offered in the winter term ready for a January or April start.
- We will let you know in writing whether your child has a place a term before they are due to start.
- If you are offered a nursery place, you must write or call to accept it as set out in the letter, otherwise you may lose it.
- If you are not offered a place, you will be added to the waiting list, however we will be unable to guarantee a place at a later date.

Who gets priority?

1. Children who have a brother or sister at Swingate Primary School.
2. Children who live locally to the school.
3. Children who live in the Medway Towns.
4. Teachers, TAs and support staff of Swingate Primary School and Horsted Primary School.
5. All other children.

What are the sessions?

Sessions will run Monday – Friday, term time only:

Full day: 9:00am – 3:00pm

Morning session: 9:00am – 12:00pm

Afternoon session: 12:00pm – 3:00pm

Rainbows Nursery Overview



Swingate Nursery is part of the Foundation provision for 3 – 5 year olds.

Aims:

- We offer high quality care and education for children from 3 years of age and follow the Early Years Foundation Stage Curriculum.
- We work in partnership with parents to help children learn and develop.
- We add to the life and well-being of our local community.
- We offer children and their parents a service which promotes equality and values diversity.

As a member of Swingate Nursery our children will be:

- In a safe and stimulating environment.
- Given good care and attention.
- Given the chance to socialise with other children and adults to play, work and learn together.
- Encouraged to take forward their learning and development by building on what they already know and can do.
- Given the chance to establish the basis of reading and writing through well-chosen stories, songs, rhymes and games and access the outside equipment, learning resources and environment.
- Encouraged to create habits of listening, sharing and develop concentration as well as inspiring them to take pride in their achievements.
- In an environment which sees you as a partner in helping your child to learn and develop.
- Encouraged to enjoy and achieve.
- Given the opportunity to attend forest school, visit our library full of exciting literature and take part in extracurricular activities which take place in the wider school.

Opening Hours

- We provide funded places for both 15 hours and 30 hours (for those eligible).

- From September 2021 we will offer the following sessions, Monday - Friday term time only.
Morning session: 9:00am – 12:00pm
Afternoon session: 12:00pm – 3:00pm
Full day: 9:00am – 3:00pm
- We aim to be as flexible as possible and will do our best to work with you to try and accommodate the sessions/days that you require. If you are not eligible for 30 hours funded childcare but require more than 15 hours you are able to pay for more sessions at a cost of £15 for 3-hour session. This money will be payable in advance.
- To check if you are eligible for 30 hours you need to register on the following site.
<https://www.childcarechoices.gov.uk>

Working together for our children

Swingate Nursery is run by a teacher and Level 3 Teaching Assistants. This helps us to:

- Give time and attention to each child.
- Talk with the children about their interests and activities.
- Help children to experience and benefit from the activities we provide.
- Allow the children to be adventurous and explore in a safe environment.
- Offer a provision of care that allows for the needs of the individuals.
- Plan and teach exciting and engaging lessons accordingly to the children's strengths and needs.
- Support children with transition into school.

All of the staff see themselves as co-workers with you in providing care and education for your child.

There are many ways in which parents take part in making the Nursery a welcoming and stimulating place for children, such as:

- Exchanging knowledge about their children's needs, activities, interests and progress with the staff.
- Adding any home learning or activities to Tapestry.
- Sharing their own special interests with the children.
- Helping to look after the equipment and materials used in the children's play activities.
- Taking part in events and informal discussions about the activities and curriculum provided by the Nursery.
- Building friendships with other parents at our training sessions.
- Attending any family sessions or workshops we provide.
- Take part in our Twitter platform to share positive news and achievements.
- Bringing them in their sessions on time so they can take part in all of the learning opportunities available.

- Reading with them at least 4 times a week and sharing this with us on Tapestry.
- Attending parent consultation evenings.

Medication and First Aid

Staff are not permitted to give any form of medication to children. However, children with asthma will be allowed to leave an inhaler with staff. The school office needs to be informed so a consent form can be completed and signed.

We will contact parents if a child is distressed or needs medical attention. We always err on the side of caution, so do not be alarmed if you receive a call.

All staff working in the nursery are Paediatric First Aid trained.

The Sessions

The Nursery organises its sessions so that the children can choose from a wide variety of activities which will enable them to build up their ability to work through a task to its completion. The children are also supported and encouraged to take part in adult-led (small and large group) activities which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others.

The Nursery has a secure outdoor garden with a range of toys, building blocks and real life resources. They also have access to bikes and scooters and climbing equipment. From time to time they will have opportunities to visit our Forest School. These sessions are planned and children will be required to have a change of clothes suitable for this. All of these activities contribute to children's health, physical development and their knowledge of the world around them.

Dropping off and collecting

Morning sessions (9:00 am – 12:00 pm)

You will be able to drop your child off at the gate to the Nursery. To ensure we don't have a bottle neck at the door entrance, children are encouraged to walk into the Nursery with the Teacher or Teaching Assistant. We have found this helps them settle as they can be tearful at the door at the start of the term. Please ensure you are at the gate for **9:00am** as any latecomers will have to enter through the school office which can be unsettling for children. At the end of the morning session (12:00 pm) the Nursery adults walk the children to the entrance of the KS1 playground for you to collect. You will be able to wait on the slope for them to arrive.

Afternoon sessions (12:00 pm – 3:00 pm)

You will drop off your child at the entrance to the KS1 playground. Please wait for the Nursery Teacher to dismiss all of the morning children first. Please ensure you are at the gate for **12:00pm** as any latecomers will have to enter through the school office which can be unsettling for children.

Collecting at 3:00pm

If you are collecting your child at 3:00pm, you will collect your child from the Nursery door.

Please make sure the Nursery Teacher knows who is collecting your child at the end of the day. If there will be someone different collecting please speak to the teacher at drop off or ring the school office to inform them of any changes. If we are unsure who is collecting we will not let the children go until we have spoken to you.

Clothing and Jewellery

We really want our nursery to feel part of the school. From September 2023, Rainbows Nursery will wear school uniform. This consists of a purple round neck school jumper with the school logo on, a white polo neck t-shirt, grey or black skirt/short/trousers and white/black/grey socks or tights. Children are allowed to wear black shoes or trainers. Please note the Nursery uniform slightly differs to that of the rest of the school.



The Nursery provides aprons and overalls for the children when they play with messy activities.

The Nursery encourages children to gain the skills which help them to be independent and look after themselves. These include taking themselves to the toilet and washing hands. Children should bring spare clothing (underwear, t-shirt, trousers) in case they need it. We try and make the most of our outdoor area and therefore it is essential that children have a raincoat and a pair of wellie boots in school if it is raining.

For safety reasons, and in line with Medway directives, children are not permitted to wear jewellery in the Nursery.

Snacks/Lunch

The Nursery makes snack time a social experience in which children and adults eat together. In the morning sessions this usually consists of toast, fruit, cereal or even beans. We like to keep it varied. In the afternoon this will be a piece of fruit, toast, breadstick, crackers etc. it may even be something they have baked during nursery. Children can bring in their own fruit if they wish. We also encourage children to bring in a bottle of water with their name on. However, all children will have access to milk and water. If your child has any food allergies it is important you advise the Nursery Teacher prior to your child starting.

For children who are staying for a full day session 9 – 3pm, they will need a healthy packed lunch. Lunch is usually from 11:45pm. We are unable to provide lunch.

An example of a healthy packed lunch is a sandwich/wrap/pasta, yogurt and fruit.

Toilets

The Nursery policy for children using the toilet is that the child must tell a member of staff if they wish to go to the toilet, The children are encouraged to go independently, however, a member of staff (DBS checked) will take the child if required. If a child has an accident, the child will be treated with sympathy and understanding. We encourage all children to be toilet trained before starting nursery however if your child still needs assistance a care plan will be completed before they start. You will be given an opportunity to discuss this at your child's interview. The Nursery has lots of spare underwear if children need it but children prefer to wear their own and so we ask that you put some spare underwear in their bag.

Policies

As the Nursery is part of the school, all school policies apply to the Nursery and are available to view on the school website www.swingate.medway.sch.uk

Special needs

The Nursery works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2000). The school's Special Educational Needs Co-ordinator is Mrs Natalie Butler.

We recognise children learn and develop at different rates. We recognise and put in place support for children if it is required.

We will speak to you if we believe extra support for your child is required or if we have any concerns regarding their learning, behaviour and development.

Safeguarding

Through their day-to-day contact with pupils and their direct work with families, all staff and volunteers in school have a crucial role to play in noticing indicators of possible abuse or neglect at an early stage. Swingate Primary School will endeavor to support the welfare and safety of all students. Swingate Primary School expects that if any member of our community has a safeguarding concern about any child or adult, they will act immediately. Schools are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. Parents should be aware therefore, that where it appears to a member of the school staff that a child may have been abused, the school is required, as part of the local child protection procedures to report their concerns to the Social Services Department immediately. The Designated Safeguarding Lead for Swingate is Mr Wignell.

Newsletters

Regular newsletters are produced for the whole school to let parents know of meetings and events. These are emailed out and uploaded onto the school website.

Newsletters are sent out weekly from Mr Wignell as well as celebration newsletters at the end of term. Teachers send out newsletters at the beginning of the school term to update you on the learning that will take place over the next term.

Staff

We work hard to ensure parents and children are happy and enjoy school. We have an open-door policy so that if you have any worries or problems you can come in to speak to a member of staff at a suitable time.

- Mrs Davies is our Early Years Foundation Stage Lead.
- Mrs parsons is our Nursery Teacher.
- Mrs Smith and Miss Randall are our Teaching Assistants.
- Mr Wignell is our Head of School and the school's Designated Safeguarding Lead.
- All staff who work in the Nursery have Paediatric First Aid Training, Safeguarding Training and access to regular professional development around EYFS statutory requirements.



The Bluebell Federation

Intimate Care Policy 2023-2024

All children on roll at Rainbows Nursery are to have an intimate care policy completed and individual log. Parent/guardians are informed of any intimate care given at the end of the child session. Logs are monitored by DSLs.

Childs last name:	
Childs first name:	
Male/Female:	
Date of birth:	
Parent/Carers name:	
Address:	

Swingate Primary School are committed to ensuring that every child is safe and protected from any form of abuse in accordance with our Safeguarding Children Policy.

We operate under the following principals

- the welfare of the child is paramount;
- all children without exception have the right to protection from abuse;
- all suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately;
- all staff and volunteers know who is trained in child protection procedures and have a responsibility to report concerns. (ref: Child Protection Policy)

Intimate care can be defined as care tasks of an intimate nature, associated with bodily functions, bodily products and personal hygiene which can demand direct or indirect contact with or exposure of genitals. Examples include care associated with continence and cleanliness.

At Swingate we realise that the issue of intimate care is a difficult one and we will require the parents/guardians of any child requiring intimate care to complete an Intimate Care Plan prior to starting school in order to establish the child's needs and preferences. Replacement clothing should be provided by the parent/guardian at the start of each session.

Swingate Primary School is committed to ensuring that all staff will undertake their duties in a professional manner at all times. We recognise that there is a need to treat all children with respect when intimate care is given. No child should be attended to in a way that causes distress or pain. All staff at Swingate, including those who provide intimate care to children, have an up to date safeguarding training and know who the Designated Safeguarding Leads are and how to contact them. If a member of staff has any concerns about a child, this will be immediately reported to Swingate Primary Schools Designated Safeguarding Leads. All staff that provide intimate care has a current DBS check.

Visitors are never involved with intimate care of any child.

As far as possible, the child will be allowed to exercise choice and caring for himself/herself independently will be encouraged. Children's dignity will be preserved and a high level of privacy and control given to them. Parents are encouraged to teach and reinforce personal safety messages at home. Generally, one child will be cared for by one adult, with another adult being outside the toilet door to ensure privacy and provide assistance if necessary, unless there is sound reasons for having two adults present, e.g. the child may present physically challenging behaviour. Wherever possible the same child will not be cared for by the same adult on a regular basis; there will be a rota of adults known to the child who will take turns in providing care. We acknowledge that it is not always possible for 2 members of staff to be present when working closely with a child; however, where a member of staff is working alone with a child another adult must be called to assist as soon as possible.

Children should be given privacy during toileting and nappy changing. At no time should children of the opposite sex be changed in the same area, and where possible a screen or shower curtain should provide a barrier between any two children being changed at the same time. Staff involved in care must wear protective gloves which will be supplied by Swingate Primary School and available in toilet areas. Staff will ensure the waste is disposed of in the appropriate containers, if necessary. Heavily soiled underclothing will be placed in a carrier bag and given to the child's parent/guardian when they are picked up at the end of the session. A clear account of the child's intimate care arrangements will be recorded on their Intimate Care Plan each time they are assisted. The child's right to privacy will be respected at all times and all records will be kept strictly confidential.

Intimate Care Checklist

Please tick appropriate statements. This MUST be completed.

	Wears nappy/pull ups/underwear
	Lies on changing table when being changed
	Stands and holds onto changing table when changed
	Shows awareness when wet/soiled
	Informs adult when wet/soiled
	Pulls training pants/underwear down/up independently
	Wipes bottom with adult support
	Wipes bottom independently
	Uses toilet trainer seat placed on toilet
	Sits on toilet seat unsupported
	Urines by standing himself
	Washes hands with physical/verbal prompts
	Washes hands independently
	Undresses/Dresses with physical or/and verbal prompts
	Undresses/Dresses independently

Any other information/requests:

Permission for Swingate Primary School to provide intimate care

- ✓ I give permission to Swingate Primary School to provide appropriate intimate care to my child e.g. changing, toileting.
- ✓ I have completed the Intimate Care Checklist.
- ✓ I will advise Swingate Primary School of any medical issues which impact on the intimate care of my child.
- ✓ I will come in to school and take care of my child if greater intimate care is required.
- ✓ I will provide clean clothing, underwear, nappies/pull ups, wet wipes and anything else my child may need in school

Name of child:	
Name of parent/carer:	
Relationship to child:	
Signature:	
Date:	

Log of intimate care:

[illegible]

EYFS Risk Assessments

Occupational Safety and Health Risk Assessment Form

Likelihood		1 Rare	2 Unlikely	3 Possible	4 Likely	5 Almost Certain
Consequences	5 Catastrophic	5 Moderate	10 High	15 Extreme	20 Extreme	25 Extreme
	4 Major	4 Moderate	8 High	12 High	16 Extreme	20 Extreme
	3 Moderate	3 Low	6 Moderate	9 High	12 High	15 Extreme
	2 Minor	2 Low	2 Moderate	6 Moderate	8 High	10 High
	1 Negligible	1 Low	2 Low	3 Low	4 Moderate	5 Moderate
Insignificant (No Action)	Medium Risk (Corrective & preventative control measures)			High Risk Remedial Action Plans Corrective & Preventative Measure		
Low	Moderate		High	Extreme		

Key data and approvals

Risk assessment title	EYFS classrooms			Signatures	
Task / activity	EYFS classrooms	Location	EYFS	Risk Assessor	Penny Davies 4.9.23 PDavies
Risk assessor	Penny Davies Deputy Head of School			Head Teacher (High Risk)	Steve Geary 04.9.23 SGeary
Assessment dates	Original assessment Date: September 22	Last review Date: September 23	Next review Date: September 24		

Risk assessment

Hazard Identification			Risk Assessment				Risk Control					
Nº	Description of hazard	Who might be harmed and how	Existing control measures	L	C	RR Risk Rating	Additional control measures	Due date	Person responsible	L	C	RR
1	Scissors and Tools Physical injury	Children and Adults	Children are shown safe ways to handle, carry and store scissors and tools. Scissors checked for fit for purpose regularly.	4	5	20	Scissors are stored safely in all classrooms.	September 23	Kelly Bridgeman Michelle Macgillivray Sam li	3	2	6
2	Toys/equipment left on floor Tripping hazard	Children and Adults	Children are taught and encouraged to put away toys and equipment. Adults to regularly check the floor and ensure thoroughfares are clear.	4	5	20	Tidy up time is given at the end of every session so resources and toys are put away. Staff are paediatric First Aid trained incase accidents happen.	September 23	Kelly Bridgeman Michelle Macgillivray Sam li	3	2	6
3	Electrical sockets Electrical shock	Children	Children taught about dangers of electrical sockets.	3	5	15	Electrical sockets are left clear and turned off after use.	September 23	Kelly Bridgeman Michelle Macgillivray Sam li	2	3	6
4	Inadequate response to incidents	Children	Staff have up to date paediatric first aid training.	3	5	14	First Aid Boxes available in classrooms and medical room.	September 23	Kelly Bridgeman Michelle Macgillivray Sam li	2	3	6
5	Hot drinks Physical injury	Children and adults	No hot drinks permitted in classrooms during the school day	2	5	10	All staff in year R Paediatric First Aid Trained.	September 23	Kelly Bridgeman Michelle Macgillivray Sam li	1	3	3

Key data and approvals

Risk assessment title	FS2 Outdoor play equipment			Signatures	
Task / activity	FS climbing frames	Location	EYFS	Risk Assessor	Penny Davies 4.9.23 PDavies
Risk assessor	Penny Davies Deputy Head of School			Head Teacher (High Risk)	Steve Geary 4.9.23 SGeary
Assessment dates	Original assessment Date: September 22	Last review Date: September 23	Next review Date: September 24		

Risk assessment

Hazard Identification			Risk Assessment				Risk Control					
Nº	Description of hazard	Who might be harmed and how	Existing control measures	L	C	RR Risk Rating	Additional control measures	Due date	Person responsible	L	C	RR
1	Falls	Children	Equipment only to be used when adult is present (Parents/Carers to supervise before/after school) Children taught how to use equipment correctly and safely Limit number of children on equipment. Climbing frame only to be used by FS and KS1 children. No other equipment to be used on blue area or underneath climbing frames	4	5	20	Development of motor skills are developed to support children. Children encouraged to hold the handrail at all times. Age restriction on climbing frames. Appropriate adult/child ratio in line with guidelines.	September 24	Kelly Bridgeman Michelle Macgillivray Sam li Rebecca Randall Laura Smith Samantha bell Dawn Fairclough	3	3	9
2	Slips	Children/parents/staff	Equipment not to be used when wet/icy conditions. Children must wear appropriate footwear. No gloves to be worn on equipment.	4	5	20	Site is risk assessed at the beginning of everyday.	September 24	Kelly Bridgeman Michelle Macgillivray Sam li Rebecca Randall Laura Smith Samantha bell Dawn Fairclough	3	3	9

3	Trips	Children/parents/staff	Area to be swept and cleared and if debris seen and equipment not to be used until cleared. Footwear and clothing to be worn appropriately No other equipment, clothing or bags to be left on blue area or underneath climbing frames	4	5	20	Staff are first aid trained.	September 24	Kelly Bridgeman Michelle Macgillivray Sam li Rebecca Randall Laura Smith Samantha bell Dawn Fairclough	3	3	9
4	Bumps	Children/parents/staff	Appropriate adult supervision including supervision by parents/carers before and after school. Regular reminders and reinforcement of class/school rules to children. Support to improve motor skills of individual children Children told not to jump off of equipment	4	5	20	Staff are first aid trained. Teachers plan for the development of fine and gross motor skills.	September 24	Kelly Bridgeman Michelle Macgillivray Sam li Rebecca Randall Laura Smith Samantha bell Dawn Fairclough	3	3	9
5	Cuts	Children	Area to be swept and cleared and if debris/stones seen, equipment not to be used until cleared. Close supervision.	4	5	20	Staff frequently checking the area.	September 24	Kelly Bridgeman Michelle Macgillivray Sam li Rebecca Randall Laura Smith Samantha bell Dawn Fairclough	3	3	9
6	Splinters	Children/parents/staff	Equipment annually maintained to British standards. Close supervision. Any sharp edges/splinters developing to be reported to SBM immediately.	3	4	12	Parents contacted in an injury. Staff are Paediatric first aid trained	September 24	Kelly Bridgeman Michelle Macgillivray Sam li Rebecca Randall Laura Smith Samantha bell Dawn Fairclough	2	3	6
7	Sunburn/ heatstroke	Children/parents/staff	Encourage drinking water. Limit duration in sun. Ensure sunhats/sun cream used. Watch	3	4	12	Parents contacted in an injury. Staff are Paediatric first aid trained	September 24	Kelly Bridgeman Michelle Macgillivray Sam li	2	3	6

			for overheating in children (especially young). Shaded areas provided. Ensure that slide is not too hot from the sun before children going on. Cover up if too hot.				Check temperature of slide before children go down it.		Rebecca Randall Laura Smith Samantha bell Dawn Fairclough			
8	Unauthorised access	Children/staff	Maintained fencing and gates locked. Adult Supervision of children at all times whilst outside. Restricted viewing from external areas by fencing. Inner fencing created.	4	5	20	Cameras on gates. Electronic gates on sites.	September 24	Kelly Bridgeman Michelle Macgillivray Sam li Rebecca Randall Laura Smith Samantha bell Dawn Fairclough	3	3	9
9	External objects causing injury	Children/staff/parents	Adult supervision. Reinforcement of class/school rules to children. Instructions not to play other games around equipment.	4	4	16	Site is checked every morning.	September 24	Kelly Bridgeman Michelle Macgillivray Sam li Rebecca Randall Laura Smith Samantha bell Dawn Fairclough	3	3	9

Key data and approvals

Risk assessment title	FS2 Outside Area			Signatures	
Task / activity	EYFS outdoor area	Location	EYFS	Risk Assessor	Penny Davies 4.9.23 PDavies
Risk assessor	Penny Davies Deputy Head of School			Head Teacher (High Risk)	Steve Geary 4.9.23 SGeary
Assessment dates	Original assessment Date: September 22	Last review Date: September 23	Next review Date: September 24		

Risk assessment

Hazard Identification			Risk Assessment				Risk Control					
Nº	Description of hazard	Who might be harmed and how	Existing control measures	L	C	RR Risk Rating	Additional control measures	Due date	Person responsible	L	C	RR
1	Gate Access onto FS2 playground	Children and Adults	Gate to be locked by Site Manager at 9:05 after nursery are in. Staff to check gate is locked before taking children outside. Staff to report to office and adults lingering around gate or fence. Parents/carers with children arriving late or leaving school early are to report to the school office.	5	5	25	Staff know where ley is kept. Site team also have their own keys. Staff out on playground when children are out there. Camera monitor in office. Electric gates fitted on front of site. SLT on gates in the morning greeting families in.	September 23	Kelly Bridgeman Michelle Macgillivray Sam li	3	4	12
2	Sand Tray Sand in eyes – physical injury	Children and Adults	Sand sieved for any foreign/ hazardous objects. Sand trays to be covered at the end of each day. Change the sand regularly and clean the container.	5	5	25	Staff are first aid trained. Children are taught how to risk assess and use resources safely.	September 23	Kelly Bridgeman Michelle Macgillivray Sam li	4	3	12

			Children to be encouraged to be aware of safety around sand. Children to be informed of the need for hygiene procedures such as washing hands and are encouraged to be responsible for own cleanliness.									
3	Water Tray Physical injury	Children and Adults	Water changed and container cleaned daily. Children to be aware of safety around water. Water tray to be emptied and covered at the end of each day. Cover to remain on water tray before school starts.	5	5	25	Staff are first aid trained. Water to cleared up if it spills..	September 23	Kelly Bridgeman Michelle Macgillivray Sam li	4	4	16
4	Mud Kitchen & Construction area Physical injury	Children and Adults	Children to wear appropriate clothing, including wellingtons. Children to be shown and reminded about the correct use of tools and equipment to prevent injury/accidents, including the storage of tools when not being used. Children to be informed of the need for hygiene procedures such as washing hands and are encouraged to be responsible for own cleanliness.	4	4	16	Overalls bought for children to wear when in the mud and construction area. Children wash hands after playing in the mud. Staff are first aid trained. In the event of an injury parents are called.	September 23	Kelly Bridgeman Michelle Macgillivray Sam li	3	3	9
5	Scissors and Tools Physical injury	Children and Adults	Children are shown safe ways to handle, carry and store scissors and tools	4	4	16	Scissors checked for fit for purpose regularly.	September 23	Kelly Bridgeman Michelle Macgillivray Sam li	3	3	9
6	Bikes and scooters	Children	Bikes to be locked in shed when not in use.	4	4	16	Helmets to be worn when using bikes or scooters.	September 23	Kelly Bridgeman Michelle Macgillivray	3	3	9

	Physical injury		Staff to check bikes and scooters are fit for purpose at the start of each session. Any equipment needing repair should be locked away and the Site Manager notified.				Children to be informed about where they can safely ride and where not to. Staff are paediatric first aid trained.		Sam li			
7	Toys/equipment left on floor Tripping hazard	Children and Adults	Children are taught and encouraged to put away toys and equipment. Adults to regularly check the area and ensure thoroughfares are clear.	4	4	16	All toys in the EYFS have been checked and are safe to play with. Tidy up time is given for toys to be put away after use.	September 23	Kelly Bridgeman Michelle Macgillivray Sam li	3	3	9
8	Broken toys/equipment Physical injury	Children	Regular checks for defects. Remove, replace and repair broken toys and equipment as necessary	4	4	16	All toys are safe to use. All staff are paediatric first aid trained.	September 23	Kelly Bridgeman Michelle Macgillivray Sam li	3	3	9
9	Inadequate response to incidents	Children	Adults to wear high visibility jackets when outside so they can easily be spotted by children. All staff to be Paediatric first aid trained.	4	4	16	Adult/child ratios are in line with guidelines.	September 23	Kelly Bridgeman Michelle Macgillivray Sam li	3	3	9
10	Hazardous materials Foxes excrement	Children and adults	Adults to put a barrier around excrement. Gloves need to be worn. Remove substance with paper towels and place in a plastic bag/nappy sack. To be disposed of in large bin in carpark. Wash area with disinfectant water. Wash hands thoroughly.	4	4	16	Resources are restocked daily. Care plans for individual children are created. All staff are Paediatric First Aid trained.	September 23	Kelly Bridgeman Michelle Macgillivray Sam li	3	3	9

Key data and approvals

Risk assessment title	Food preparation area			Signatures	
Task / activity	Cooking	Location	Nursery	Risk Assessor	Penny Davies 4.9.23 PDavies
Risk assessor	Penny Davies Deputy Head of School			Head Teacher (High Risk)	Steve Geary 4.9.23 SGeary
Assessment dates	Original assessment Date: September 22	Last review Date: September 21	Next review Date: September 23		

Risk assessment

Hazard Identification			Risk Assessment				Risk Control					
Nº	Description of hazard	Who might be harmed and how	Existing control measures	L	C	RR Risk Rating	Additional control measures	Due date	Person responsible	L	C	RR
1	Knives and sharp implements Physical injury	Children and Adults	Sharp equipment to be stored in drawers and cupboards. When in use, knives and sharp implements should not be used on surfaces accessible to children Gate to kitchen area to be closed all the time.	3	3	9	Knives for children to use are available in the nursery. Children are taught how to use equipment safely. Nursery is in session and children to be taught not to enter.	September 23	Rebecca Randall Laura Smith Samantha bell Dawn Fairclough	2	2	4
	Kettle Physical injury	Children and Adults	Kettle to be stored away from edges accessible by children. Kettle to be used in making foods but nursery children not to handle this.	3	4	12	Only adults to use boiling water. No hot drinks in the nursery during nursery opening hours.	September 23	Rebecca Randall Laura Smith Samantha bell Dawn Fairclough	2	2	4

	Electrical appliances Electric shock Oven in use Toaster in use	Children	Appliances to be safely stored and checked regularly. Children are not to use electrical equipment. Fire blanket to be easily accessible and staff to be aware of where it is and how to use it. Door to kitchen to be closed and oven to be checked by member of staff when cooking.	3	3	9	Timer to be used when oven is on to prevent food from burning and oven staying on for longer than necessary. Toaster to be cleaned out frequently. Children to be taught how to use toaster when independent snack station is introduced but adult to be present. Toaster to be away from water when children using.	September 23	Rebecca Randall Laura Smith Samantha bell Dawn Fairclough	2	2	4
	Cleaning materials Physical injury	Children	Cleaning materials safely stored and checked regularly. Children are not permitted to use cleaning materials other than washing up liquid or products kind to skin in use of water play.	3	3	9	Health and Safety at work guidelines to be followed. Cleaning materials regularly stocked up. Child friendly soap to be used in children's toilets. Parents to bring in supplies for children for when accidents occur. Relevant clothes to be use in line with Health and Safety at work.	September 23	Rebecca Randall Laura Smith Samantha bell Dawn Fairclough	2	2	4

Key data and approvals

Risk assessment title	Nursery Indoor Area			Signatures	
Task / activity	Play area and learning zone	Location	Rainbows Nursery	Risk Assessor	Penny Davies, 4.9.23, PDavies
Risk assessor	Penny Davies, Deputy Head of School			Head Teacher (High Risk)	Steve Geary, 4.9.23, SGeary
Assessment dates	Original assessment Date: September 22	Last review Date: September 23	Next review Date: September 24		

Risk assessment

Hazard Identification			Risk Assessment				Risk Control					
Nº	Description of hazard	Who might be harmed and how	Existing control measures	L	C	RR Risk Rating	Additional control measures	Due date	Person responsible	L	C	RR
1	Sand Tray Sand on floor – slipping hazard Sand in eyes – physical injury	Children and Adults	Floor swept regularly. Sand sieved for any foreign/ hazardous objects. Sand trays to be covered at the end of each day. Change the sand regularly and clean the container.	4	3	12	Children to be encouraged to be aware of safety around sand. Children to be informed of the need for hygiene procedures such as washing hands and are encouraged to be responsible for own cleanliness. Sand to be used outside where there is more grip.	September 23	Rebecca Randall Laura Smith Samantha Bell Dawn Fairclough	3	2	6
2	Water/messy Tray Water on the floor – slipping hazard	Children and Adults	Water changed and container cleaned daily.	4	3	12	Water/messy trays to be used outside where there	September 23	Rebecca Randall	3	2	6

			Spills to be mopped up as soon as possible. Messy play to be cleared up daily. Floors to be cleaned after spillages.				is more grip. Children to be aware of safety around water. Dust pan and brush available at all times.		Laura Smith Samantha Bell Dawn Fairclough			
3	Scissors and Tools Physical injury	Children and Adults	Children are shown safe ways to handle, carry and store scissors and tools. Scissors checked for fit for purpose regularly.	4	3	12	A range of scissors available for the children to use to support their growth and development.	September 23	Rebecca Randall Laura Smith Samantha Bell Dawn Fairclough	3	2	6
4	Toys/equipment left on floor Tripping hazard	Children and Adults	Adults to regularly check the area and ensure thoroughfares are clear.	4	3	12	Children are taught and encouraged to put away toys and equipment.	September 23	Rebecca Randall Laura Smith Samantha Bell Dawn Fairclough	3	2	6
5	Electrical sockets Electric shock	Children	Children taught about dangers of electrical sockets. All electrical sockets turned off when not in use.	3	3	9	Adults to plug in electrical appliances when needed. Develop children's ability to risk assess through real items in the role play area.	September 23	Rebecca Randall Laura Smith Samantha Bell Dawn Fairclough	2	3	6
6	Broken or unhygienic Broken toys/equipment Physical injury	Children	Toys and equipment to be cleaned regularly. Regular checks for defects. Remove, replace and repair broken toys	3	3	9	Equipment cleaned frequently.	September 23	Rebecca Randall Laura Smith Samantha Bell Dawn Fairclough	2	3	6

			and equipment as necessary									
7	Inadequate response to incidents	Children	All staff to be first aid trained with additional staff trained in Paediatric First Aid training available at all times.	3	3	9	Appropriate number of adult:child ratio at all times.	September 23	Rebecca Randall Laura Smith Samantha Bell Dawn Fairclough	2	3	6
8	Children walking to door after leaving parent at gate.	Children	Nursery staff to be at the gate to assist children into the nursery. TAs to support children inside. Gates to be used for other entrances in the nursery to stop children from exiting/entering different zones. Doors to be properly closed to ensure children cannot get out. Ensure there is nothing on the path when children are walking in.	4	4	16	Appropriate number of adult:child ratio at all times.	September 23	Rebecca Randall Laura Smith Samantha Bell Dawn Fairclough	3	3	9

Key data and approvals

Risk assessment title	Outdoor Play Equipment EYFS			Signatures	
Task / activity	Climbing frames	Location	EYFS	Risk Assessor	Penny Davies, 20.9.22, PDavies
Risk assessor	Penny Davies – Deputy Head of School			Head Teacher (High Risk)	Matthew Wignell, 20.9.22, MWignell
Assessment dates	Original assessment Date: September 22	Last review Date: September 21	Next review Date: September 23		

Risk assessment

Hazard Identification			Risk Assessment				Risk Control					
Nº	Description of hazard	Who might be harmed and how	Existing control measures	L	C	RR Risk Rating	Additional control measures	Due date	Person responsible	L	C	RR
1	Falls	Children	Equipment only to be used when adult is present. Parents to supervise their children when using the equipment at start/end of the day. All EYFS teachers and TAs to be Paediatric First Aid Trained.	4	3	12	Children taught how to use equipment correctly and safely. Limit number of children on equipment. Climbing frame only to be used by FS1 or FS2 children. Accurate ratio of adult : child in EYFS at all times.	1.10.22	Rebecca Randall Laura Smith Samantha bell Dawn Fairclough Kelly Bridgeman Michelle Macgillivray Sam Li	3	2	6
2	Slips	Children and staff	Equipment not to be used when wet/icy conditions. Children must wear appropriate footwear. All EYFS teachers and TAs to be Paediatric First Aid	3	3	9	All debris to be cleared away and the site to be checked on a daily basis.	1.10.22	Rebecca Randall Laura Smith Samantha bell Dawn Fairclough Kelly Bridgeman Michelle Macgillivray	3	2	6

			Trained.						Sam Li			
3	Trips	Children, parents and staff	Area to be swept and cleared at the beginning/end of every day. if debris seen, equipment not to be used until cleared. Footwear and clothing to be worn appropriately. must wear appropriate footwear. All EYFS teachers and TAs to be Paediatric First Aid Trained.	4	3	12	No other equipment, clothing or bags to be left underneath climbing frames.	1.10.22	Rebecca Randall Laura Smith Samantha bell Dawn Fairclough Kelly Bridgeman Michelle Macgillivray Sam Li	3	2	6
4	Bumps	Children and staff	Appropriate adult supervision Regular reminders and reinforcement of class/school rules to children. Support to improve motor skills of individual children Children told not to jump off of equipment. must wear appropriate footwear.	3	3	9	All EYFS teachers and TAs to be Paediatric First Aid Trained. Checks on footwear and parents informed.	1.10.22	Rebecca Randall Laura Smith Samantha bell Dawn Fairclough Kelly Bridgeman Michelle Macgillivray Sam Li	3	2	6
5	Cuts	Children	Area to be swept and cleared and if debris seen, equipment not to be used until cleared. Close	3	3	9	All EYFS teachers and TAs to be Paediatric First Aid Trained. First aid equipment up to date.	1.10.22	Rebecca Randall Laura Smith Samantha bell Dawn Fairclough Kelly Bridgeman	3	2	6

			supervision. Must wear appropriate footwear.						Michelle Macgillivray Sam Li			
6	Sunburn/heatstroke	Children and staff	Encourage drinking water. Limit duration in sun. Ensure sunhats/sun cream used. Watch for overheating in children (especially young). Shaded areas provided.	2	3	6	All EYFS teachers and TAs to be Paediatric First Aid Trained. Stay inside when sunny. Newsletters to parents to warn of hot weather when forecast.	1.10.22	Rebecca Randall Laura Smith Samantha bell Dawn Fairclough Kelly Bridgeman Michelle Macgillivray Sam Li	2	2	4
7	Equipment or toys left on the floor	Children and adults	Children are taught and encouraged to put away toys and equipment. Adults to regularly check the area and ensure thoroughfares are clear.	4	3	12	All EYFS teachers and TAs to be Paediatric First Aid Trained. Regular cleaning up periods. Resources checked frequently.	1.10.22	Rebecca Randall Laura Smith Samantha bell Dawn Fairclough Kelly Bridgeman Michelle Macgillivray Sam Li	3	2	6



Swingate Primary School

Rainbows Nursery

Long Term Plan

2023 – 2024

Our aim is to encourage each child to develop their full potential by developing in confidence, curiosity and independence in a caring and stimulating environment.

The teaching and learning environment on offer at Swingate allows all children to succeed Emotionally, Physically and Academically.

Our character values of Bravery, Resilience, Empath and Responsibility are entwined into all learning opportunities within the EYFS curriculum.

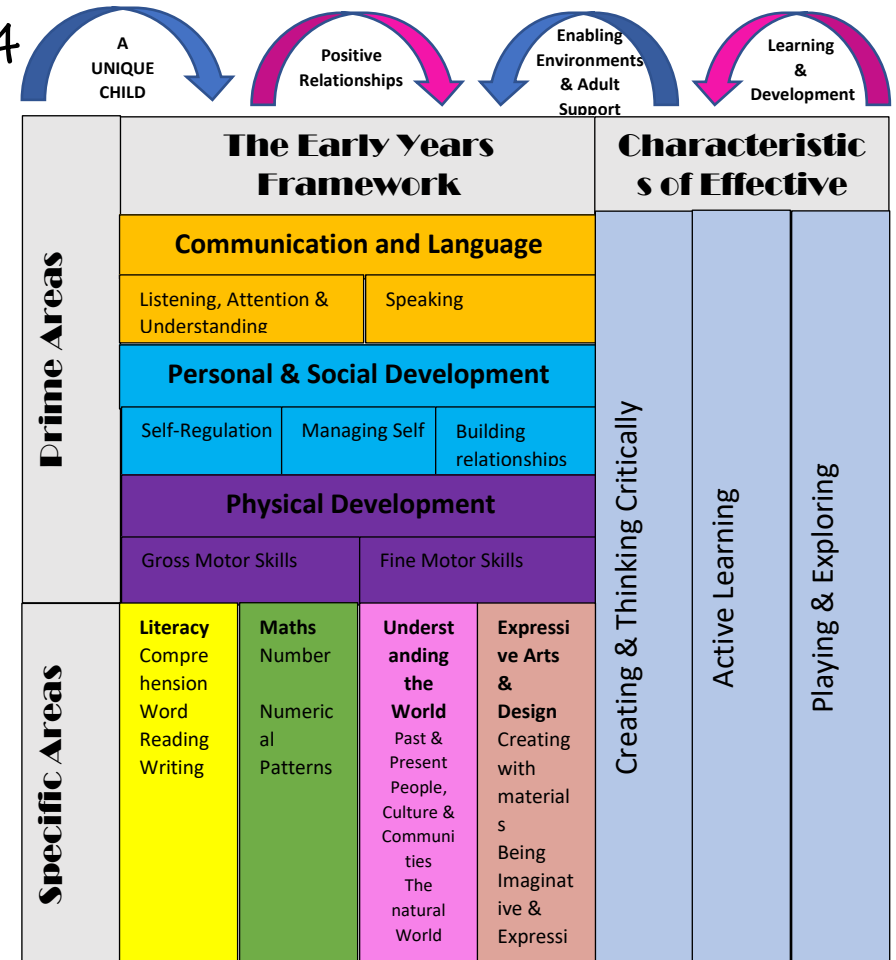
We believe all children deserve the best possible start in life. With support from home and school they are enabled to fulfil their full potential. We work in partnership with parents and carers so our young learners become active learners, are brave to take safe risks, are responsible individuals, have empathy towards others around them and are resilient at trying new things even when they are difficult.







At Swingate Primary School we understand the importance of the learning environment. We have built a wonderful inside and outside provision which provides opportunities for children to develop all seven areas of the curriculum through outdoor and indoor provision as well as access to our Forest School and extra-curricular opportunities on offer.

We track our children's development to ensure they are able to make the relevant steps of progress to achieve a Good Level of Development.

This Long-Term Plan outlines the key teaching milestones that teachers will follow to ensure that children have a rounded curriculum and cover all aspects of the EYFS curriculum while they are in Swingate Rainbows Nursery. This curriculum is designed to help them achieve the expected milestones necessary to make good development but to also support them with transition as they start school.







Our Nursery curriculum leads into our Year R curriculum to support our children's transition. Our nursery is very much part of the whole school and therefore planned activities are linked into that over our curriculum for the rest of the school where appropriate.









	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overarching Themes	 All about me	 Traditional Tales	 People Who Help Us	 Animals	 Places to Visit	 Fantasy
<p>*These themes may be adapted at various points to allow for children's interest to flow through the provision.</p>	Week 1: My House Week 2: My Family Week 3: My Local Area Week 4: Pets Week 5: Things I like To Do Week 6: All About Me	Week 1: Goldilocks and the Three Bears Week 2: Little Red Riding Hood Week 3: The Gingerbread Man Week 4: The Three Little Pigs Week 5: The Enormous Turnip Week 6: Jack and the Beanstalk. Week 7: Christmas Story	Week 1: Police Week 2: Doctors Week 3: Teachers Week 4: Vets Week 5: Dentist	Week 1: Farm Animals Week 2: Jungle Animals Week 3: Under the Sea Week 4: Mini Beast Week 5: Arctic Animals Week 6: Safari Animals	Week 1: Seaside Week 2: Park Week 3: Shopping Centre Week 4: In the Woods Week 5: Café Week 6: Garden Centre	Week 1: Superhero Week 2: Castle Week 3: Pirates and Mermaids Week 4: Space Aliens Week 5: Magical Creatures Week 6: Witches and Wizards Week 7: Time for Change (Transition Preparation)
Wow Moments & Enrichment Events	Mummy & Daddy Days at Nursery	Remembrance Day Children in Need Firework Night Anti-Bullying Week – Odd Sock Day Walk to post box to post letters Santa Visit Christmas Sing-a-long	Internet Safety Day Pancake day Police Visit Doctor Tom French Teacher Creepy Crawly Man Dentist	World Book Week Mother's Day Morning Easter Quiz Egg Rolling Competition Sports relief	Outing to different places: Church Monday Tesco visits Forest School Café	Transition day Father's Day Scavenger Hunt Equality & Diversity Day Sports Day Teddy Bears Picnic Parents making Bears Summer Fayre Beach Party Sports Day

Character Values	Introduce the concept of character values. Light intro into each one.	Empathy	Bravery	Resilience	Responsibility	Recap on all 4 character values. Link to Jigsaw 'Changing Me'.
Parental Involvement	Mummy & Daddy Days at Nursery	Christmas Sing-a-long		Mother's Day Morning		Father's Day Scavenger Hunt Parents making Bears Sports Day
Key texts linked to themes	<p>Colour monster goes to school by Anna Llenas</p> <p>What makes me a me by Ben Faulks</p> <p>Who is in my family? By Robie H Harris</p>	<p>Goldilocks and the three bears by Robert Southey</p> <p>Little Red Riding Hood by Charles Perrault</p> <p>The Gingerbread man Jim Aylesworth</p> <p>The Three Little Pigs by James Halliwell-Phillips</p> <p>The Enormous Turnip by Irene Yates</p> <p>Jack and the Beanstalk by Jack Spriggins</p>	<p>I want to be a police officer by Laura Driscoll</p> <p>I want to be a Doctor by Laura Driscoll</p> <p>I want to be a Teacher by Laura Driscoll</p> <p>I want to be a Veterinarian by Laura Driscoll</p> <p>Just going to the Dentist by Mercer Mayer</p>	<p>Farmer Duck by Martin Waddell</p> <p>Walking through the Jungle by Julie Lacome</p> <p>Commotion in the Ocean by Giles Andreae</p> <p>Mad about Minibeast by Giles Andreae</p> <p>Save the Artic by Bethany Stahl</p> <p>How Tiger got his Stripes by Rob Cleveland</p>	<p>Day at the Beach by Tom Booth</p> <p>A Park Connects Us by Ellen Rooney</p> <p>Sunday Shopping by Sally Derby</p> <p>In the Woods by Chris Wormell</p> <p>The Tiger who Came to Tea by Judith Kerr</p> <p>My Busy Green Garden by Terry Pierce</p>	<p>There's a Superhero in your Book by Tom Fletcher</p> <p>Into the Castle by June Crebbin</p> <p>How to Catch a Mermaid by Adam Wallace</p> <p>Aliens love Underpants by Claire Freedman</p> <p>Miss Tourie's Magical Creatures By Joy Keller</p> <p>Winnies Magic Wand by Valerie Thomas</p> <p>Going to School by Anne Civardi</p>







Assessment Opportunities	<ul style="list-style-type: none"> In house baseline data on entry EYFS Team Meetings 	<ul style="list-style-type: none"> Pupil progress meetings EYFS Team Meetings Parent-Child Progress Session End of Term Assessments 	<ul style="list-style-type: none"> EYFS Team Meetings Federation Moderation Tapestry Look 	<ul style="list-style-type: none"> EYFS Team Meetings Pupil progress meetings Parents-Child Progress Session End of Term Assessments 	<ul style="list-style-type: none"> EYFS Team Meetings Federation Moderation Tapestry Look 	<ul style="list-style-type: none"> EYFS Team Meetings Pupil progress meetings Finalise Data
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes 	All about me 	Traditional Tales 	People who Help Us 	Animals 	Places to Visit 	Fantasy
Communication & Language Alongside the Development Matters Curriculum for EYFS we follow Jigsaw PSHÉ. Jigsaw is a whole school approach which connects the pieces of Personal, Social, Health and Well-Being Education. Jigsaw teaches children emotional literacy, social and lifelong skills, RSE and resilience in an age appropriate manner.						
Listening, Attention & Understanding.	Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".	Enjoy listening to longer stories and can remember much of what happens.	Pay attention to more than one thing at a time, which can be difficult. Understand 'why' questions, like: "why do you think the caterpillar got so fat?"	Start a conversation with an adult or a friend and continue it for many turns.	Develop their pronunciation but may have problems. 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.	Understand how to listen carefully and why listening is important. Ask questions to find out more and to check they understand what has been said to them. Engage in story times.
Speaking	Use longer sentences of four to six words.	Know many rhymes, be able to talk about familiar books, and be	Learn new vocabulary Focus - Use new vocabulary through the day.	Sing a large repertoire of songs.	Use a wider range of vocabulary. Develop their communication but	Uses sentences of four to six words. Is able to use the future and past tense

	<p>Use talk to organise themselves and their play</p> <p>Focus - Use longer sentences.</p>	<p>able to tell a long story.</p> <p>Focus: To be able to listen to longer stories and can remember much of what happens.</p>		<p>Focus - To talk about what they are doing.</p>	<p>may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Focus - Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Can use sentences joined up with words like 'because', 'or', 'and'</p> <p>Focus - Participate in small group, class and one-to-one discussions</p>
Daily story time						







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes 	All about me 	Traditional Tales 	People Who Help Us 	Animals 	Places to Visit 	Fantasy
Personal Social and Emotional Development						
Jigsaw	Jigsaw: Being me in my world	Jigsaw: Celebrating difference.	Jigsaw: Dreams and goals	Jigsaw: healthy me	Jigsaw: relationships	Jigsaw: Changing me
Composite	Teamwork	Sportsmanship	Teamwork	Sportsmanship	Teamwork	Sportsmanship
Concept	I can share	I can follow simple instructions.	I can play with others extending ideas.	I can understand why rules are important.	I can work through my conflicts.	I can build respectful relationships.
Self - Regulation	Selects and uses activities and resources, with help when needed. This helps him/her to achieve a goal he/she has chosen, or one which is suggested to him/her. Can settle to some activities for a while.	Helps to find solutions to conflicts and rivalries, e.g. accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	Increasingly follows rules, understanding why they are important. Does not always need an adult to remind him/her of a rule. Talks about his/her feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Is developing appropriate ways of being assertive.	Is developing his/her sense of responsibility and membership of a community. Talks with others to solve conflicts.	Expresses his/her feelings and considers the feelings of others. Is able to identify and moderate his/her own feelings socially and emotionally.
Managing Self	Is increasingly independent in meeting his/her own care needs, e.g. brushing teeth, using the toilet, washing and drying his/her hands thoroughly.	Is showing more confidence in new social situations.	Is able to make healthy choices about food, drink, activity and toothbrushing.	Manages his/her own needs around personal hygiene.	Shows resilience and perseverance in the face of challenge.	Can explain the reasons for rules, knows right from wrong and tries to behave accordingly

Building Relationships	Is becoming more outgoing with unfamiliar people, in the safe context of his/her setting. (Plays with one or more other children, extending and elaborating play ideas.	Is beginning to understand how others might be feeling.	Takes part in pretend play Takes part in pretend play with different roles - being the Gruffalo, for	Forms positive attachments to adults and friendships with peers	Works and plays cooperatively and takes turns with others
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes 	All about me 	Traditional Tales 	People Who Help Us 	Animals 	Places to Visit 	Fantasy
Physical Development						
Composite	Fitness	Fitness	Fitness	Fitness	Fitness	Fitness
Concepts	I can understand movement changes my body.	I can refine my movements.	I can control my body	I can make connections between my movements and my thoughts.	I can see the effects of exercise on my body.	I can use my fine motor skills to manipulate tools.
Gross Motor Skills	Goes up steps and stairs, or climbs up apparatus, using alternate feet. Uses large-muscle movements to wave flags and streamers, paint and make marks.	Is continuing to develop his/her movement; balancing, riding (scooters, trikes and bikes) and ball skills.	Skips, hops, stands on one leg and can hold a pose for a game like musical statues. Is starting to take part in some group activities which he/she makes up for himself/herself, or in teams.	Is increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Matches his/her developing physical skills to tasks and activities in the setting, e.g. he/she decides whether to crawl, walk or run across a plank, depending on its length and width.	Chooses the right resources to carry out his/her own plan, e.g. choosing a spade to enlarge a small hole he/she dug with a trowel. Collaborates with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Is developing the overall body strength, co-ordination, balance and agility

Fine Motor Skills	Shows a preference for a dominant hand.	Uses one-handed tools and equipment, e.g. making snips in paper with scissors.	Uses a comfortable grip with good control when holding pens and pencils.	Is increasingly independent as he/she gets dressed and undressed, e.g. putting his/her coat on and doing up zips.	Is developing his/her small motor skills so that he/she can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Uses a range of small tools, including scissors, paint brushes and cutlery
Fine/gross handwriting development	Focus: Gross motor Sealion Cat Superman Breaking the egg	Focus: Fine motor Funky Fingers Tennis ball buddies Treading	Focus: Gross motor Sealion Superman Breaking the egg	Focus: Fine motor Dough disco Tongs and water beads Wind-up toys	Focus: Gross motor Crab walk Frog Balancing dog	Focus: Fine motor Scissor skills Locks and keys Cotton bud painting
Forest School & PE sessions Weekly Focus	Focus: PE (KS1 small hall) Week 1: Getting to know the children – walking to and from the hall. Week 2: large body movements – can I control my body and use space safely. Week 3: following a set of physical directions – i.e. walk forward, step sideways Week 4: walking up and down steps one foot at the time	Focus: Forest School Week 1: Explore and learn the rules of base camp Week 2: Recap boundaries of the site – gathering forest “litter” Week 3: Boundaries – Make a stick man Week 4: Boundaries – animals and their habitats Week 5: Boundaries – fictional characters – making potions Week 6: boundaries using small tools	Focus: PE (KS1 small hall) Week 1: Getting to know the new children – walking to and from the hall. Week 2: large equipment movements – using benches to move forwards and backwards Week 3: Musical statues Week 4: Dancing to different types of music i.e. happy, sad. Week 5: Physical assessment - Are	Focus: Forest School Week 1: Confidence in new spaces Week 2: shelter building Week 3: bug hunt Week 4: changes in weather Week 5: making bird feeders Week 6: free play (change weather permitting)	Focus: PE (Large Reception Playground) Child led: Using the large equipment for climbing up and down steps, climbing wall Large bikes and scooter Large field for groups collaboration games Throwing and catching Running	Focus: Forest School Week 1: rules and confidence Week 2: Father's Day Week 3: cloud gazing Week 4: Hapa-zome Week 5: potions and mud pies Week 6: shadow monitoring Week 7: free play













	<p>Week 5: Large body movements with streamers etc.</p> <p>Week 6: Physical assessment - Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>	<p>Week 7: Boundaries – following instructions</p>	<p>increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</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>			
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes	 All about me	 Traditional Tales	 People Who Help Us	 Animals	 Places to Visit	 Fantasy
Maths						
Weekly Focus:	Getting to know the children's ability – base line. Week 3: counting songs. Moving forwards and backwards. Week 4: Looking at 2D shapes. Naming the shapes, finding the shapes in the room. Week 5: Making patterns Week 6: Floating and sinking.	Week 1: All about number 1 Week 2: All about number 2 Week 3: All about number 3 Week 4: All about squares and rectangles. Week 5: All about triangles Week 6: All about rectangles Week 7: All about circles	Week 1: Making 1,2 and 3 Week 2: All about number 4 Week 3: All about number 5 Week 4: Selecting the correct amount. Week 5: Subitising to 3	Week 1: Making 4 and 5 Week 2: 2D shapes Week 3: Counting to 10 Week 4: Matching numerals to amounts Week 5: Subitising to 3 Week 6: Ordering big, biggest etc...	Week 1: 3D shapes – cube and cuboid Week 2: 3D shapes cylinder and cone Week 3: 3D shapes sphere Week 4: Patterns ABAB Week 5: Subitising to 5 Week 6: Following and giving directions to a place.	Week 1: Counting beyond 10 Week 2: 2d shapes Week 3: Matching amounts Week 4: Patterns stripy etc... Week 5: Subitising to 5 Week 6: Combining shapes to make another. Week 7: 3D Shapes
Session Starters	Week 1: Counting to 5 Week 2: Shape songs Week 3: Counting to 5 Week 4: Patterns Week 5: Subitising to 3 Week 6: Heavy and light.	Week 1: Counting to 10 Week 2: Shape songs Week 3: Counting to 10 Week 4: Prepositional Week 5: Subitising to 3 Week 6: Heavy and light. Week 7: 3D Shapes	Week 1: Counting to 10 Week 2: Shape songs Week 3: Counting to 10 Week 4: Selecting the correct amount. Week 5: Subitising to 3	Week 1: counting to 10 Week 2: Shape songs Week 3: Counting to 10 Week 4: Matching numerals Week 5: Subitising to 3 Week 6: Ordering	Week 1: counting to 10 Week 2: Shape songs Week 3: Counting to 10 Week 4: Patterns ABAB Week 5: Subitising to 5 Week 6: Following directions.	Week 1: counting to 20 Week 2: Shape songs Week 3: Counting to 10 Week 4: Patterns stripy etc... Week 5: Subitising to 5 Week 6: Combining shapes to make another. Week 7: 3D Shapes
Number	Recites numbers past 5 Can show 'finger numbers' up to 5.	experimenting with his/her own symbols and marks as well as numerals.	Can say one number for each item in order: 1,2,3,4,5. Can compare quantities using language such as; 'more than', 'fewer than'.	Can link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5. Displays fast recognition of up to 3 objects, without having to count them	Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	Is able to solve real world mathematical problems with numbers up to 5. <i>Counts objects, actions and sounds.</i>

				individually ('subitising').		
Numerical Patterns	<p>Can make comparisons between objects relating to size, length, weight and capacity.</p> <p>Selects shapes appropriately; flat surfaces for building, a triangular prism for a roof etc.</p>	<p>Talks about and identifies the patterns around him/her, e.g. stripes on clothes, designs on rugs and wallpaper. He/She uses informal language like 'pointy', 'spotty', 'blobs' etc. Combines shapes to make new ones; an arch, a bigger triangle etc.</p> <p>Understands position through words alone, e.g. "The bag is under the table," - with no pointing.</p>		<p>Can talk about and explore 2D and 3D shapes (e.g. circles, rectangles, triangles and cuboids) using informal and mathematical language; 'sides', 'corners', 'straight', 'flat', 'round'.</p> <p>Can describe a familiar route.</p>	<p>Is able to extend and create ABAB patterns, e.g. stick, leaf, stick, leaf. Notices and corrects an error in a repeating pattern.</p> <p>Is able to discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>Investigates composing and decomposing shapes and recognises a shape can have other shapes within it, just as numbers can.</p>







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes	 All about me  Traditional Tales	 People Who Help Us  Animals	 Places to Visit  Fantasy	Understanding the world		
Composite	Chronology	Equality	Conservation	Power	Technology	Culture
Concepts	I can talk about myself and my family now and when I was younger.	I understand we are all special.	I can explore natural materials.	I can develop positive attitudes about differences.	I can explore how things work.	I can explore what it is like to live here.
Past & Present	Is beginning to make sense of his/her own life-story and his/her family's history.					Comments on images of familiar situations in the past.
People, Culture & Communities	Is continuing to develop positive attitudes about the differences between people.	Explores how things work.	Shows interest in different occupations.		Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos.	Talks about members of his/her immediate family and community.
The Natural World	Uses all his/her senses in hands-on exploration of natural materials.	Explores and talks about different forces he/she can feel.	Understands the key features of the life cycle of a plant and an animal. Talks about the differences between materials and changes he/she notices.	Explores collections of materials with similar and/or different properties. Is beginning to understand the need to respect and care for the natural	Talks about what he/she sees, using a wide vocabulary. Recognises some environments that are different to the one in which he/she lives.	Plants seeds and cares for growing plants. Describes what he/she can see, hear and feel whilst outside.

				environment and all living things.		
Discovery RE	Special People <ul style="list-style-type: none"> Families Friends Families and friends Jesus Jesus Moses 	Christmas <ul style="list-style-type: none"> Giving Thank you The Christmas story The shepherds The Wise Men Christmas 	Celebrations <ul style="list-style-type: none"> New year Chinese New Year Chinese New Year Persian New Year Persian New Year Holi 	Easter <ul style="list-style-type: none"> Signs of spring Spring into life Easter Easter Easter Easter 	Story time <ul style="list-style-type: none"> Tortoise and the hare Crocodile and the Priest Bilal and the butterfly The gold giving serpent Best friends The lost sheep 	Special places <ul style="list-style-type: none"> Home Homes around the world Our world Churches Mosques Synagogues





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes	 All about me	 Traditional Tales	 People who Help Us	 Animals	 Places to Visit	 Fantasy
	Expressive Arts & Design					
Composite	Appreciation					
Concepts	I can make my own marks.	I can put meaning into my marks.	I can create a picture with closed shapes.	I can explore materials and develop my own ideas.	I can mix colours to make my own colours.	I can start to draw with detail.
Creations	 Kandinsky	 Matisse	 Mondrian	 Monet	 Pollock	 Hapa Zome
Creating with Materials	Explores different materials freely, in order to develop his/her ideas about how to use them and what to make. Uses drawing to represent ideas like movement or loud noises.	Is developing his/her own ideas and is then able to decide which materials to use to express them.	Can create closed shapes with continuous lines, and is beginning to use these shapes to represent objects.	Can join different materials and explore different textures.	Is drawing with increasing complexity and detail, such as representing a face with a circle and including details.	Explores colour and colour-mixing. Creates collaboratively sharing ideas, resources and skills.
Composite	Innovation					

Concepts	I can create something.	I understand I can change something into something else.	I can explore materials through my senses.	I can manipulate materials.	I can use my imagination to create things.	I can understand that materials can change.
Being Imaginative & Expressive	Takes part in simple pretend play, using an object to represent something else even though they are not similar. Is able to remember and sing entire songs.	Is beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Can sing the pitch of a tone sung by another person	Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Shows different emotions in his/her drawings and paintings, like happiness, sadness, fear etc. Is able to create his/her own songs, or improvise a song around one he/she knows.	Listens with increased attention to sounds. Responds to what he/she has heard, expressing his/her thoughts and feelings.	Plays instruments with increasing control to express his/her feelings and ideas. <i>Is able to develop storylines in his/her pretend play.</i>
Cooking opportunities	Week 1: Cookies – stirring (GM large muscles) Week 2: Pizza – Spreading (control GM) Week 3: Fairy cakes – Seeing the changes in materials (EAD) Week 4: Veggie dip on crackers – trying new things (PSED) Week 5: Jam tarts – Rolling (GM forwards and backwards pressure)	Week 1: Biscuits – Using cutters (FM control) Week 2: Porridge – looking at how substances change – (UTW) Week 3: Cheese Straws Parents in working collaboratively (PSED) Week 4: Sausage rolls – rolling (GM) Week 5: Flap jack – Measuring (M)	Week 1: Biscuits – Measuring (M) Week 2: Fruit kebabs – cutting (FM) Week 3: Cakes – Mixing (GM) Week 4: Pizza – Choosing (PSED) Week 5: Pancakes – Flipping (GM)	Week 1: Banana cars – Cutting (FM) Week 2: Apple slice – Spreading (FM) Week 3: Granola bars – Mixing (GM) Week 4: Sandwiches Spreading (GM) Week 5: Banana split bites. Healthy me (PSED) Week 6: fruit kebabs – threading (FM)	Week 1: Ice-cream cakes – Measuring (M) Week 2: Rainbow kebabs – Cutting (FM) Week 3: Millie's Cookies rolling (FM) Week 4: S'mores – Patience and confidence (PSED) Week 5: Sandwiches – Spreading (FM) Week 6: Scones Measuring and cutters (GM)	Week 1: Rice crispy bars – volume (M) Week 2: Bread – Kneading (GM) Week 3: Ice cream sandwiches – changing materials (UTW) Week 4: Moon rocks – mixing (GM) Week 5 – apple pies cutting and measuring (GM M) Week 6: Pizza – (spreading GM) Week 7: Chocolate shapes treats for our teacher (PSED)

	Week 6: Bread – Kneading – finger pressure (FM)	Week 6: Mince pies – awareness of others (PSED) Week 7: candy cane hearts – piping (FM)				
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes	 All about me	 Traditional Tales	 People Who Help Us	 Animals	 Places to Visit	 Fantasy
	Literacy					
Focus	<p>Week 1 & 2: Colour monster goes to school. https://www.youtube.com/watch?v=BU5RoaHfEYZ4&ab_channel=BookswithBlue</p> <p>Week 3 & 4: What makes me a me. https://www.youtube.com/watch?v=PLTWUdKodeQ&ab_channel=CikguNabila</p> <p>Week 5 & 6: Who is in my family? https://www.youtube.com/watch?v=KylCpoc7cs&ab_channel=TicTacTaught</p>	<p>Week 1: Goldilocks and the three bears https://www.youtube.com/watch?v=Rm3JsewQIww&ab_channel=GiveUsAStory</p> <p>Week 2: Little Red Riding hood https://www.youtube.com/watch?v=OScdj-fm6U&ab_channel=GiveUsAStory</p> <p>Week 3: The Gingerbread man https://www.youtube.com/watch?v=T7yUqmw9pA&ab_channel=GiveUsAStory</p> <p>Week 4: The Three Little Pigs</p>	<p>Week 1: Police https://www.youtube.com/watch?v=DSqVARKBnVA&ab_channel=OBKidz</p> <p>Week 2: Doctors https://www.youtube.com/watch?v=aaTBtoROKJ4&ab_channel=TopShelfKids</p> <p>Week 3: Teachers https://www.youtube.com/watch?v=gjseuVju7VI</p> <p>Week 4: Vets https://www.youtube.com/watch?v=v9BdaeJlN28</p> <p>Week 5:</p>	<p>Week 1: Farm animals https://www.youtube.com/watch?v=NzP1a1Z-i-g</p> <p>Week 2: Jungle animals https://www.youtube.com/watch?v=+KPJbuPDgD4</p> <p>Week 3: Under the sea https://www.youtube.com/watch?v=9pRhgz8Jffs</p> <p>Week 4: Mini beast https://www.youtube.com/watch?v=I7aHXEsdfQ4</p> <p>Week 5: Artic animals</p>	<p>Week 1: Seaside https://www.youtube.com/watch?v=4marpaNXWhg</p> <p>Week 2: Park https://www.youtube.com/watch?v=8wBk39qRB58</p> <p>Week 3: Shopping centre https://www.youtube.com/watch?v=oSghcNCgvk</p> <p>Week 4: In the woods https://www.youtube.com/watch?v=wUeeM188-1g</p> <p>Week 5: Café</p>	<p>Week 1: Superhero https://www.youtube.com/watch?v=4M3Qizh2Iig</p> <p>Week 2: Castle https://www.youtube.com/watch?v=zIbTV682fgo</p> <p>Week 3: Pirates and mermaids https://www.youtube.com/watch?v=pdRaUxC4iIE</p> <p>Week 4: Space Aliens https://www.youtube.com/watch?v=HmYab4mJO7Y&ab_channel=StorytimeCastle</p> <p>Week 5: Magical creatures</p>

		https://www.youtube.com/watch?v=xGFi_zpBw1E&ab_channel=GiveUsAStory%21 Week 5: The Enormous Turnip https://www.youtube.com/watch?v=mGw5yTOPTSQ&ab_channel=Annie%27sworkshop-BooksReadAloudforKids Week 6: Jack and the beanstalk. https://www.youtube.com/watch?v=XnnSRy3V-1Q&ab_channel=GiveUsAStory%21 Week 7: Visit from a storyteller.	Dentist https://www.youtube.com/watch?v=bN8e4JDX9tM	https://www.youtube.com/watch?v=ArgzDJxMKeI Week 6: Safari animals https://www.youtube.com/watch?v=rf7ascNGbcM&ab_channel=AguustHouse%2FStoryCove	https://www.youtube.com/watch?v=RjcxZemAxNI Week 6: Garden centre https://www.youtube.com/watch?v=dnGNGz2VG7D	https://www.youtube.com/watch?v=za5ZwoCSUOM Week 6: Witches and wizards https://www.youtube.com/watch?v=txHfo3BYJnA Week 7: Recap week and transition preparation. https://www.youtube.com/watch?v=-QaUOXBhXAM
Key Literacy Focus	Focus to be able to listen to story for a set amount of time. Start to look at print. Make marks that have a meaning for them.	Focus to be able to listen to story for a set amount of time. To begin to incorporate key parts of a story within play. Start to look at print.	Focus to be able to articulate ideas and form well throughout sentence. Learn how to listen to others and take turns when having a conversation.	Focus to be able to listen to story for a set amount of time. Begin to understand that information can be	Focus to be able to talk about the things around them using vocabulary that they have learnt throughout the week.	Focus to be able to listen to story for a set amount of time. Start to look at print. Make marks that have a meaning for them.

		Make marks that have a meaning for them.		retrieved from a book.		
Writing	Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy.	Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy.	Writes some letters accurately.	Writes some letters accurately.	Writes some or all of his/her name.	Writes some or all of his/her name. <i>Can form lower-case and capital letters correctly.</i>
Progression in pencil grip	1. Palmar Grip The pencil is held in the whole fist. Usually develops between the ages of one and two.		The elbow, wrist and fingers stay in a fixed position. Movement comes from the shoulder.			
	2. Digital Pronate Grip All fingers are holding the pencil and the palm is facing downwards. Usually develops between the ages of two and four.		The elbow and the wrist stay in a fixed position. Movement comes from the shoulder.			
	3. Splayed Four-Finger Grip Looks similar to how adults would hold a dart, with four fingers opposite the thumb. Usually develops between the ages of two and four.		The hand is in the air, not resting on the table. Movement comes from the elbow and later the wrist. Fingertips and shoulders remain in a fixed position.			
	4. Static Tripod and Quadropod Grip Pencil is held with the first three or four fingers. Usually develops between the ages of three and five.		Movement comes from the wrist. Fingertips, elbow and shoulder remain in a fixed position.			
	5. Dynamic Tripod Grip The pencil is held lightly between the thumb and index finger and middle finger. The ring and little finger curl gently into the palm of the hand. Usually develops before the age of seven.		The hand rests on the table. Movement comes from the fingertips. The wrist, elbow and shoulder remain in a fixed position.			

Word Reading	Understands that print has meaning.	Understands that print can have different purposes.	Understands that we read English text from left to right and from top to bottom. Understands page sequencing.	Understands the names of the different parts of a book.	Is developing his/her phonological awareness, so that he/she can spot and suggest rhymes. Is developing his/her phonological awareness, so that he/she can count or clap syllables in a word.	Is developing his/her phonological awareness, so that he/she can recognise words with the same initial sound, such as money and mother. <i>Reads individual letters by saying the sounds for them.</i>
Comprehension	Engages in extended conversations about stories, learning new vocabulary.					Demonstrates an understanding of what has been read to him/her by retelling stories and narratives using his/her own words and recently introduced vocabulary
Phonics						
All Aboard Phonics Phase 1	Aspect 1: Environmental Sounds Aspect 2: Instrumental Sounds Aspect 3: Body Percussion Aspect 4: Blending and Segmenting					

	Aspect 5: Rhythm and Rhyme Aspect 6: Alliteration Aspect 7: Voice Sounds Aspect 8: Blending and Segmenting					
	Weeks 1 - 7	Weeks 8 - 13	Weeks 14 - 20	Weeks 21 - 26	27 - 32	Begin to introduce phase 2
September - January (and exceeding children)			N2 Group 1 Teach SATPIN Straight line mark making Recognising own name Initial sounds Rhymes	N2 Group 1 Recap SATPIN Teach MDGOCKCKEURH Curved line mark marking Initial sounds Reading from left to right	N2 Group 1 Recap phase 2 Blending Segmenting Ninja Eyes Lefty to right reading Recognising name Forming letters in their name	N2 Group 1 Recap phase 2 Blending Segmenting Ninja Eyes Lefty to right reading Recognising name Forming letters in their name
January - August children					N2 Group 2 Teach SATPIN Straight line mark making Recognising own name Initial sounds Rhymes	N2 Group 2 Recap SATPIN Teach MDGOCKCKEURH Curved line mark marking Initial sounds Reading from left to right

Observation Checkpoints end of Nursery

Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts & Design
<p>I can listen carefully to songs, stories and rhymes and respond by joining in</p> <p>I can follow a one or two part instructions</p> <p>I can understand and respond to instructions with: *2 key words- Put on your hat *3 key words- Can you wash dolly's face?</p> <p>I can understand and respond to 'why' questions</p>	<p>I can talk about my feelings and feelings of others</p> <p>I can follow basic instructions and the "rules" of the setting</p> <p>I am starting to handle new experiences with more confidence</p> <p>I can play with others cooperatively</p> <p>I can use the toilet ind. (inc. hygiene) and am usually dry throughout the day</p>	<p>I can use the toilet ind. (inc. hygiene) and am usually dry throughout the day</p> <p>I can make healthy choices</p> <p>I can balance (balance bikes, scooters, climbing)</p> <p>I can skip, hop and stand on one leg</p> <p>I can use large scale muscle movements</p> <p>I can use one handed tools confidently</p> <p>I can use a comfortable grip with good control when using pencils</p>	<p>I can demonstrate good fine motor control when using tools e.g. scissors, threading, etc.</p> <p>I can write some letters with good formation e.g. the letters from my name</p> <p>I can segment words in the order in which they occur (with support)</p> <p>I can orally segment single sound CVC words e.g. c-a-t</p> <p>I can say the initial sounds in most words</p> <p>I apply print knowledge to my emergent writing</p> <p>I can write my own name</p>	<p>I can count, order, recognise and use numbers to 5</p> <p>I can subitise up to 3 objects (recognise up to 3 objects quickly without counting)</p> <p>I can compare quantities using the vocabulary of greater, less, more, fewer and the same</p>	<p>I can talk about some of my own and my family's history (grandparents, parents, etc.)</p> <p>I can talk about the differences I have seen in people, countries and communities</p> <p>I can talk about the key features of life cycles using key vocabulary</p> <p>I can talk about the world around us observing animals and plants</p>	<p>I can use a range of art materials, joining and colour mixing purposefully and freely</p> <p>I can sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm</p> <p>I can start to develop my own stories linked to what I know through role & small world play</p>



Swingate Primary School

Reception

Long Term Plan

2023 - 2024

Our aim is to encourage each child to develop their full potential by developing in confidence, curiosity and independence in a caring and stimulating environment.

The teaching and learning environment on offer at Swingate allows all children to succeed Emotionally, Physically and Academically.

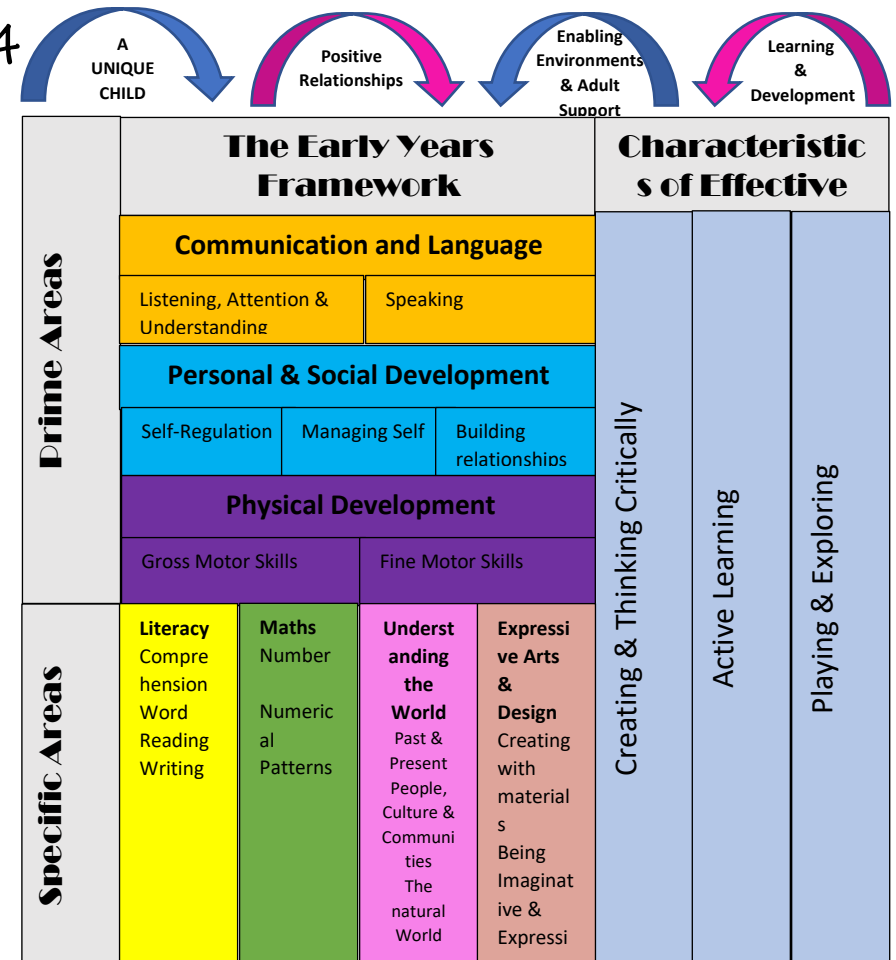
Our character values of Bravery, Resilience, Empath and Responsibility are entwined into all learning opportunities within the EYFS curriculum.







We believe all children deserve the best possible start in life. With support from home and school they are enabled to fulfil their full potential. We work in partnership with parents and carers so our young learners become active learners, are brave to take safe risks, are responsible individuals, have empathy towards others around them and are resilient at trying new things even when they are difficult.

At Swingate Primary School we understand the importance of the learning environment. We have built a wonderful inside and outside provision which provides opportunities for children to develop all seven areas of the curriculum through outdoor and indoor provision as well as access to our Forest School and extra-curricular opportunities on offer.







We track our children's development to ensure they are able to make the relevant steps of progress to achieve a Good Level of Development.

This Long-Term Plan outlines the key teaching milestones that teachers will follow to ensure that children have a rounded curriculum and cover all aspects of the EYFS curriculum in order to achieve the Early Learning Goals in each area. It also outlines the concepts and composites that will be covered within that area of learning. We want all children to have a well-rounded curriculum that goes beyond just that of the EYFS curriculum. This is to give them the best possible start in life, be able to transition into year 1 smoothly but to also ensure the key concepts are taught to aid learning as they go through the school.









	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overarching Themes  Getting to know you and others  Traditional Tales  Amazing Animals  Out of this world  Let's Grow  Fabulous Food	Starting school My new class New beginning People who help us My family Being kind Autumn Celebrating difference What makes me special Diversity Likes and dislikes Diwali	Celebrations – Guy Fawkes & Bonfire Night Staying safe around Fire Letters to Father Christmas Christmas and The Nativity Christmas Lists	Animals from around the world Night and day animals Hibernation The dark/night time Staying safe in the dark Climates Freezing/Melting Ice & Snow Animal Arts & Crafts Real and made up animals Chinese New Year	Under the Sea Space Where I live Off on our holidays Postcards Marine life Seasides Looking after our planet	Plants and flowers Weathers/seasons The great outdoors Planting seeds Animal life cycle Growing – themselves, plants and animals How have I changed? Spring	Taste buds What's for dinner/lunch/breakfast Restaurants Keeping healthy Teddy Bears Picnic Exotic fruits
Wow Moments & Enrichment Events	Pumpkin Picking Black History Month Visits from doctor/vet/dentist	Remembrance Day Children in Need Firework Night Anti-Bullying Week – Odd Sock Day Santa Visit Nativity Walk to postbox to post letters Forest school toasting marshmallows	Internet Safety Day Superhero Visit Pancake day Menagerie Visit Forest school	World Book Week Mother's Day Morning Easter Quiz Egg Rolling Competition Sports relief	Visit to Mosque Visit to Church	Transition day Father's Day Morning Equality & Diversity Day Swingate's Got Talent Strawberry picking at Lower Ladysden Farm Sports Day Teddy Bears Picnic Summer Fayre Beach Party







Character Values	Introduce the concept of character values. Light intro into each one.	Empathy	Bravery	Resilience	Responsibility	Recap on all 4 character values. Link to Jigsaw 'Changing Me'.
Parental Involvement	Grandparents Day Parent Pumpkin Carving	Christmas Nativity	Family Craft Session	Mother's Day Morning	Plant a Seed session	Father's Day Afternoon
Key texts linked to themes	<p>Best Test by Pippa Goodhart</p> <p>Shu Lin's Grandpa by Matt Goodfellow</p> <p>A superhero like you by Dr Ranj</p> <p>Ephra the Elephant by Susan Hellard</p>	<p>Goldilocks and the Three Bears</p> <p>The Three Little Pigs</p> <p>The Three Billy Goats Gruff</p> <p>The Book without a Story by Carolina Rabei</p>	<p>The Gruffalo by Julia Donaldson</p> <p>Monstersaurus by Claire Freedman</p> <p>Dear Dinosaur by Chae Strathie</p>	<p>Man on the Moon by Simon Bartam</p> <p>Whatever Next! By Jill Murphy</p> <p>Various non-fiction books about space</p>	<p>The Very Hungry Caterpillar by Eric Carle</p> <p>Jaspers Beanstalk by Nick Butterworth & Mick Inkpen</p> <p>As we grow by Libby Walden</p>	<p>Handa's Surprise Eileen Browne</p> <p>The Magic Balloon by Oakley Graham</p> <p>Oliver's Fruit Salad by Vivian French</p> <p>Little Honey Bee by Caryl Lewis</p>
Assessment Opportunities	<ul style="list-style-type: none"> NFER Baseline data Assessments In house baseline data on entry EYFS Team Meetings 	<ul style="list-style-type: none"> Pupil progress meetings EYFS Team Meetings Parents Evening End of Term Assessments 	<ul style="list-style-type: none"> EYFS Team Meetings Federation Moderation Book Look 	<ul style="list-style-type: none"> EYFS Team Meetings Pupil progress meetings Parents Evening End of Term Assessments 	<ul style="list-style-type: none"> EYFS Team Meetings Federation Moderation GLD Predictions Book Look 	<ul style="list-style-type: none"> EYFS Team Meetings Pupil progress meetings Finalise LA ELG Data MEY Moderation







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes	 Getting to know you and others 	Traditional Tales 	Amazing Animals 	Out of this world 	Let's Grow 	Fabulous Food
Communication & Language Alongside the Development Matters Curriculum for EYFS we follow Jigsaw PSHE. Jigsaw is a whole school approach which connects the pieces of Personal, Social, Health and Well-Being Education. Jigsaw teaches children emotional literacy, social and lifelong skills, RSE and resilience in an age appropriate manner.						
Listening, Attention & Understanding	Understand how to listen carefully and why listening is important. Understand a question or instruction that has two parts.	Understand why questions.	Listen to and talk about stories to build familiarity and understanding.	Listen and talk about stories to build familiarity and understanding. Describe events in some detail.	Engage in non fiction books and listen to and talk about selected non fiction to develop a deep familiarity with new knowledge and vocabulary.	Listen carefully to rhymes and songs, paying attention to how they sound.
Speaking	Use a wider range of vocabulary. Use longer sentences of four to six words. Can start a conversation with an adult or a friend and continue it for many turns.	Develop their communication. Articulate their ideas and thoughts in well-formed sentences. Connect ideas or actions using a range of connectives. Learn new vocabulary.	Learn new vocabulary. Be able to express a point of view and to debate when they disagree.	Learn new vocabulary. Use new vocabulary in different contexts and throughout the day. Use talk to organise themselves and their play.	Learn new vocabulary. Retell the story once they have developed a deep familiarity with the texts. Use new vocabulary in different contexts.	Learn new vocabulary. Develop social phrases. Use talk to help work out problems and organise thinking.
Daily story time	Enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs. Know many rhymes, be able to talk about	Listen and talk about stories to build familiarity and understanding. Sing a large repertoire of songs. Learn rhymes, poems and songs.	Listen to and talk about stories to build familiarity and understanding. Sing a large repertoire of songs. Learn rhymes, poems and songs.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books	Listen to and talk about stories to build familiarity and understanding. Sing a large repertoire of songs. Learn rhymes, poems and songs.	Engage in story times. Sing a large repertoire of songs. Learn rhymes, poems and songs.

	familiar books and be able to tell a long story. Learn rhymes, poems and songs.			Sing a large reportoire of songs. Learn rhymes, poems and songs.		
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes	 Getting to know you and others 	Traditional Tales 	Amazing Animals 	Out of this world 	Let's Grow 	Fabulous Food
Personal Social and Emotional Development						
Composite	Being me in my world	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing me
Concepts	I can show kindness to my friends and teachers.		I know about the PANT's rule. I know about 'stranger danger' online and offline.		I understand who I am in my nuclear family. I know that I am special.	
Self - Regulation	Increasingly follow rules, understanding why they are important. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Do not always need an adult to remind them of a rule. Build constructive and respectful relationships.	Identify and moderate their own feelings socially and emotionally.	Think about the perspectives of others.	Help to find solutions to conflict and rivalries.	Express their feelings and consider the feelings of others.
Managing Self	Begin to select and use activities and resources, with help when needed. Begin to understand how others may be feeling. Begin to understand the school behaviour policy (red/amber card system).	Children do not always need adults to remind them of a rule. Develop their sense of responsibility and membership of a community.	Managing their own needs. Use and select resources independently. Developing the confidence to try new activities.	Understand that their actions have consequences. Identify and moderate their own feelings.	Express their feelings and consider the feelings of others.	Identify and moderate their own feelings socially and emotionally.

Building Relationships	Become more outgoing with unfamiliar people. Show more confidence in new social situations. Play with one or more children.	Talk with others to solve conflicts and develop appropriate ways of being assertive.	Build constructive and respectful relationships.	Show resilience and perseverance in the face of challenge.	Think about the perspective of others.	See themselves as a valuable individual.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes	 Getting to know you and others 	Traditional Tales 	Amazing Animals 	Out of this world 	Let's Grow 	Fabulous Food
Physical Development						
Composite	Independence	Ball Skills	Gymnastics/Balancing	Team work/Turn taking	Fundamental Movement Skills	Refining Ball Skills
Concepts	I can share equipment and my skills with a partner.		I can listen and follow simple instructions correctly.		I understand continuous movement results in changes in my body such as rapid breathing or tiredness.	
Gross Motor Skills	Continue to develop their movement, balancing, riding and ball skills. Go up steps or stairs using alternate feet. Skip, hop or stand on one leg. Use large muscle movements to wave flags.	Start taking part in some group activities. Use and remember sequences and patterns of movement. Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out their own plan. Collaborate with others to manage large items.	Be increasingly independent in meeting their own care needs. Make healthy choices about food, drink, activity and tooth brushing. Use their core muscle strength to achieve a good posture when sitting at a table or floor.	Progress towards a more fluent style of moving. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus. Develop overall body strength, balance, co-ordination and agility.	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Know and talk about the different factors that support their overall health and well being.	Further develop the skills needed to manage the school day successfully. Further develop and refine a range of ball skills including throwing and catching.
Fine Motor Skills	Start to eat independently and	Show preference for dominant hand.	Being increasingly independent as they	Use one handed tools and equipment.	Develop their small motor skills so they can use a range of tools	Develop the foundations of a handwriting style

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes	 Getting to know you and others 	Traditional Tales 	Amazing Animals 	Out of this world 	Let's Grow 	Fabulous Food
Maths						
Number	<p>Fast recognition of up to 3 objects, without having to count them individually.</p> <p>Recite numbers past 5.</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 me how many there are in total.</p> <p>Can show 'finger numbers' up to 5.</p> <p>Links numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems.</p> <p>Compare quantities using language such as: 'more than', 'fewer than'</p>	<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol with its cardinal number value.</p>	<p>Count beyond ten.</p> <p>Compare numbers.</p>	<p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p>	<p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0-10</p>







<p>Numerical Patterns</p>	<p>Talk about and explore 2D and 3D shapes.</p>	<p>Understands position through words alone. Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Talks about and identifies the patterns around him/her.</p>	<p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Extend and create ABAB patterns, e.g., stick, leaf, stick, leaf.</p>	<p>Selects shapes appropriately; flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combines shapes to make new ones; an arch, a bigger triangle etc.</p>	<p>Can make comparisons between objects relating to size, length, weight and capacity.</p> <p>Begins to describe a sequence of events.</p> <p>Select, rotate and manipulate shapes.</p> <p>Compose and decompose shapes.</p>	<p>Notices and corrects an error in a repeating pattern.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and compacity.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes	 Getting to know you and others 	Traditional Tales 	Amazing Animals 	Out of this world 	Let's Grow 	Fabulous Food
Understanding the World						
Composite	Celebrations		Dinosaurs		Changes	
	What do we celebrate?		Where did the dinosaurs go?		How have I changed?	
Concepts	I understand what rules are and why we have them I understand that everyone is different.		I know how to use a range of simple technological devices.		I can use words like first, next, then and last.	
Past & Present	Begin to make sense of their own life story and family history. Comment on images of familiar situations in the past. Compare and contrast characters from stories including figures from the past.	Begin to make sense of their own life story and family history. Comment on images of familiar situations in the past. Compare and contrast characters from stories including figures from the past.	Begin to make sense of their own life story and family history. Comment on images of familiar situations in the past. Comment on images of familiar situations in the past.	Begin to make sense of their own life story and family history. Comment on images of familiar situations in the past. Compare and contrast characters from stories including figures from the past.	Begin to make sense of their own life story and family history. Comment on images of familiar situations in the past. Compare and contrast characters from stories including figures from the past.	Begin to make sense of their own life story and family history. Comment on images of familiar situations in the past. Compare and contrast characters from stories including figures from the past.
Composite	Special People	Christmas	Celebrations	Easter	Stories	Special Places
Concepts	I understand that I have views and beliefs.					
People, Culture & Communities	Show interest in different occupations. Continue to develop positive attitudes about the	Continue to develop positive attitudes about the differences between people.	Knows that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Recognise some similarities between life in this country and life in other countries.	Understand that some places are special to members of their community.	Recognise that people have different beliefs and celebrate special times in different ways.

	<p>differences between people.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people that are familiar to them.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people that are familiar to them.</p>	<p>Draw information from a simple map.</p>			
Composite	My School		My Community		Places I have been	
	Tell me about your journey to school.		Tell me about your home and what is around it.		Tell me about the places you have been.	
Concepts	I understand that different places have different climates.		I understand what is in and around my home.		I understand home is a place where I live.	
The Natural World	<p>Use all their senses in hands on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p>	<p>Talk about what they see using a wide vocabulary.</p> <p>Explore how things work.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Recognise some environments that are different to the one in which they live.</p>	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of a plant and animal.</p> <p>Explore the natural world around them.</p>	<p>Draw information from a simple map.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the affect of changing seasons on the natural world around them.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes	 Getting to know you and others	 Traditional Tales	 Amazing Animals	 Out of this world	 Let's Grow	 Fabulous Food
	Expressive Arts & Design					
Composite	Basic Computing Skills					
	Exploring media/tools		Drawing and refining skills		Sculpture	
Concepts	I can tell you what I like about different medias.					
	I understand how to continue, copy and create repeating patterns.		I understand how to explore, use and refine a variety of artistic effects to express my ideas and feelings.		I understand the importance of sensible amounts of screen time.	
Creations	Chinese Paintings	Christmas Cards	Elaine Sturtevant Mother's Day Card	Monet	Explore 2D/3D art	Father's Day Card
Creating with Materials	Explores colour and colour-mixing. Explores different materials freely, in order to develop his/her ideas about how to use them and what to make.	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.	Developing their own ideas and is then decide which materials to use to express them.	Explores different materials freely, in order to develop his/her ideas about how to use them and what to make.	Join different materials and explore different textures. Uses drawing to represent ideas like movement or loud noises.	Draw with increasing complexity and detail, such as representing a face with a circle and including details.
Composite	Fruit Kebabs		Christmas Cards		Sports Day Medals	
Concepts	I can select from a range of media to create a piece of art.					

<p>Being Imaginative & Expressive</p>	<p>Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Remember and sing entire songs. Sing in a group or own their own, increasingly matching the pitch and following the melody.</p>	<p>Sing the pitch of a tone sung by another person Sing the melodic shape of familiar songs. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Create their own songs or improvise a song around one they know. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Play instruments with increasing control to express their feelings and ideas. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes	 Getting to know you and others 	Traditional Tales 	Amazing Animals 	Out of this world 	Let's Grow 	Fabulous Food
	Literacy					
Reading for Pleasure Texts	The Puffin Book of Fantastic First Poems by June Crebbin A children's treasury of Milligan Classic Stories and Poems	The Giraffe, The Pelly and Me by Roald Dahl Winnie the Pooh by A.A Milne Five- minute Christmas Stories by Miles Kelly	My Naughty Little Sister's Friends by Dorothy Edwards Mrs Pepperpot Stories by Alf Proysen	Valley of the Dinosaurs by Mary Pope Osbourne The Dinosaurs Diary by Julia Donaldson	The Perfect Kitten by Holly Webb More Naughty Little Sister Stories by Dorothy Edwards	Wigglesbottom Primary: Super Dog by Becka Moor and Pamela Buckhart The Enormous Crocodile by Roald Dahl
Writing Focus	Portrait Painting Poetry Writing Names	Character Descriptions Labelling Recount	Menu Writing Speech Bubbles Fact File	Recount Character Descriptions Comic Strips	Life Cycle Diagrams Diary Story Writing	Labelling Description Instructional Writing Letter writing

Progression in reading skills	<p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</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 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>Engage in non-fiction books.</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</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>Learn rhymes, poems and songs.</p>	<p>Use new vocabulary in different contexts.</p>
All Aboard Phonics	Phases 1&2 Phonics	Phase 2 Phonics	Phases 2 and 3 Phonics	Phases 3 and 4 Phonics	Phase 4 Phonics	Phases 4 and 5

Early Learning Goals for the End of the Year

Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts & Design
<p><u>Listening, Attention and Understanding</u> 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><u>Speaking</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p><u>Self-Regulation</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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.</p> <p><u>Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for</p>	<p><u>Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>Fine Motor Skills</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint</p>	<p><u>Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><u>Word Reading</u> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences</p>	<p><u>Number</u> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. 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.</p> <p><u>Numerical Patterns</u> Verbally count beyond 20, recognising the pattern of the counting system.</p>	<p><u>Past and Present</u> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling;</p> <p><u>People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in</p>	<p><u>Expressive Arts and Design</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories</p>

<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>	<p>rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><u>Building Relationships</u></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>	<p>brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p>and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>Writing</u></p> <p>Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>this country, drawing on their experiences and what has been read in class. 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.</p> <p><u>The Natural World</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><u>Being Imaginative and Expressive</u></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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