



Queen's Park C of E / URC Primary School

EYFS Policy

Written –September 2026

Reviewed –

"For with God, everything is possible (Matthew 19:26)"

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1. Vision and Aim

“For with God, everything is possible (Matthew 19:26)”

At Queen’s Park, we believe that “For with God, everything is possible (Matthew 19:26)”. This vision inspires us to create a nurturing environment where every child can explore, learn, and grow. We encourage our children to dream big and trust in their abilities and faith.

Through our vision, we serve our community by providing an inclusive, happy, secure and caring Christian environment where all are valued and respected. We believe that God loves all his children unconditionally and values the uniqueness of the individual and recognise the diversity and range of contributions that each child can make. In the early years at Queen’s Park we want children to be happy confident, well rounded individuals with a love for learning. We believe in providing all children with a safe and stimulating environment that builds on everyone’s wants, needs and interests and is underpinned by strong Christian values.

We are committed to providing the best possible start to their school life, teaching them skills and giving them experiences and knowledge which will ensure their well-being now and success in the future.

“Early childhood is an explosion of experience,” Jennie Lindon.

We recognise that all children have varied life experiences and so begin their school life with different starting points. Our aim is to plan rich teaching and learning opportunities to address this.

Following the Church of England's Vision for Education 'Life in all its fullness' John 10:10, we provide a high-quality education within a creative, stimulating, encouraging and mutually supportive environment where children are enabled to develop the skills they require to become successful learners in EYFS and beyond.

2. Statutory framework

The Early Years Foundation Stage at Queen’s Park is delivered in accordance with the requirements of the statutory framework for the Early Years Foundation Stage.

This policy has regard to the following guidance and legislation:

Early Years Foundation Stage (EYFS) Statutory Framework

Development Matters

“For with God, everything is possible (Matthew 19:26)”

Birth to 5 Matters
Keeping Children Safe in Education (KCSIE)
Working Together to Safeguard Children
Equality Act 2010
Special Educational Needs and Disability (SEND) Code of Practice 0-25 years

The EYFS framework sets the standards that all early years providers must meet to ensure that children learn and develop well, are kept healthy and safe, and are equipped with the knowledge, skills and experiences needed for future learning and success.

The four guiding principles of the EYFS underpin practice within the Reception setting:

A Unique Child

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships

Children learn to be strong and independent through positive and secure relationships with adults and peers.

Enabling Environments

Children learn and develop well in enabling environments where experiences respond to their individual needs and interests.

Learning and Development

Children develop and learn at different rates. The curriculum is designed to support all areas of learning and development through a balance of adult-led and child-initiated experiences.

3. Organisation

The Reception classes work very closely as a unit. All sessions are linked and staff plan together to ensure that children get a varied and rich experience.

The two Reception classes caters for 60 children on a full time basis.

Morning session times: 8.50am – 11.45noon

Afternoon session times: 12.45pm – 3.00pm

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All children must be brought into and collected from Reception by a parent or other responsible, named adult. During each session, there are opportunities for indoor and outdoor play. Children must bring suitable outdoor clothing depending upon the weather. We have extra items available for any child who may need them. Healthy snacks are available during each morning and afternoon session.

Staff

Statutory EYFS staffing ratios are maintained at all times and appropriate supervision arrangements are in place. Staff receive regular supervision and appraisal opportunities to support safeguarding responsibilities, professional development and children's outcomes. The EYFS leader is responsible for providing long and medium-term planning using the creative curriculum framework. This is distributed to class teachers.

The Early Years staff comprises: Two teacher, two Level 3 Teaching Assistants and two level 2 teaching assistant

Mrs Sarah Cadamy is the Early Years Manager.

4.Safeguarding and Welfare Requirements

Safeguarding practice is carried out in accordance with the EYFS Statutory Framework, Keeping Children Safe in Education and Working Together to Safeguard Children.

All staff are alert to the signs of abuse and neglect and follow our school procedures to ensure that children receive effective support, protection and justice. All staff have up to date knowledge of safeguarding issues.

In the event of a safeguarding concern staff will follow the school's child protection policy. The child protection procedures apply to all persons at the premises. The Safeguarding Lead and all staff have a legal duty to report any concerns regarding a child's health and /or development, concerns regarding child abuse or neglect or any suspicious incidents as well as any accidents. Staff are aware of all statutory guidance.

The designated person to take lead responsibility for safeguarding and child protection in Queen's Park Early Years setting is Mrs Justine Bolan and Mrs Michelle Leadbetter.

All staff have had training to identify signs of possible abuse and neglect at the earliest opportunity. They are aware that abuse can take on many forms such as physical, sexual, emotional, neglect, FGM, sexual exploitation, radicalisation and extremism.

At Queen's Park all concerns are reported to the safeguarding lead and recorded on CPOMS. All records are dated, included as much detail as possible and any actions taken.

Safeguarding training is updated in line with statutory guidance and school safeguarding procedures.

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Staff suitability

Everyone in the setting has a DBS check. We ask staff to tell us if they think anything could have changed for themselves or anyone they are associated with on a yearly basis

Training

Staff are supported to undertake appropriate training and professional development opportunities to ensure they provide high-quality learning and development experiences for all children. All staff have clear roles and responsibilities and are committed to continually improving their practice and outcomes for children.

Confidentiality

All staff maintain confidentiality regarding children and their families. Information is handled in accordance with data protection requirements and the school's policies. Confidential information will only be shared where necessary to safeguard children or where there is a legal duty to do so.

Use of technological devices

Any images taken of children attending the setting should be in the interest of recording children's learning and development. Parental consent is sought to use images of children engaging in play activities and outings for the purposes of learning journals and for use on social media or our Website. All EYFS staff are provided with a school IPAD/IPOD to ensure that only technological devices belonging to the setting are used to take appropriate and relevant images of children. The images are downloaded onto the school staff share system and all iPad have passcode protection.

Intimate care

We encourage parents to work hard with their children in the summer holidays before the child is due to start Reception to ensure that they are toilet trained and have independence with regard to eating and self-care. If there are medical needs which have prevented this from taking place then nappy changing facilities are available and a member of staff will be able to carry this out. This is to be discussed during the 1-1 meeting between staff and parents. Parents will sign a care plan.

We understand that depending on a child's stage of development, they may need some support. We will help children with eating, toileting and dressing because of age, disability or illness.

5. Health, Safety and Wellbeing

Health

We promote good health of children. At least one person with a current full paediatric first aid certificate is on the premises and available at all times when children are present,

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including on outings. A first aid box is accessible at all times. In the event of an accident parents will be informed and the incident is recorded on CPOMS.

Children are taught the importance of keeping clean and washing their hands and teeth correctly. Information promoting this is regular shared with parents.

Medicines

We follow the schools medicine policy. Prescribed medicine is administered to a child where written permission for that medicine has been obtained from the child's parents or carer. Written records are kept of administration on CPOMS. Only trained staff administer the medicine. Children with medical conditions have individual healthcare plans where appropriate. Staff receive training to meet identified medical needs.

Healthy Eating

All meals, snacks and drinks are healthy, balanced and nutritious. All children are provided with a healthy snack in the morning and in the afternoon as well as milk and water. They have access to water at all times. We encourage children to try a range of foods. Dietary/health requirements are established before the child starts school. Food is hygienically prepared by staff with food hygiene training.

Safety

We take all reasonable steps to manage risks. Staff will supervise children in the setting environment at all times. The unit door has a key card and the outdoor space is securely fenced, locked and checked before and after children play in that environment.

When there are changes to the setting environment, a potential risk is identified or action is required and taken to improve the safety of the environment, we will review and amend risk assessments accordingly. Staff complete a daily risk assessment each morning and the indoor and outdoor risk assessment is reviews annually.

Fire Safety and Emergency Procedures - Fire evacuation procedures are displayed and practised regularly. Fire drills are conducted in accordance with school policy and all staff are familiar with emergency procedures.

Safer Sleeping

Where children rest or sleep during the school day, staff will follow the school's Safer Sleep Policy and current NHS safer sleep guidance. Staff receive appropriate training and children are appropriately supervised at all times.

Attendance

Regular attendance is essential to support children's learning, wellbeing and development. We encourage all children to attend school consistently and arrive on time each day.

Parents and carers are expected to notify the school on the first day of any absence. The school monitors attendance and punctuality and works in partnership with families to

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address any concerns. Where attendance becomes a concern, appropriate support and guidance will be offered to ensure children can fully access their education.

The school follows its whole-school Attendance Policy and local authority guidance regarding attendance procedures.

6. Behaviour and Relationships

Managing Behaviour

It is important to us that all children feel safe, valued and respected. We help children understand boundaries, rules and expectations through positive relationships, consistent routines and clear guidance. Children are encouraged to develop independence, self-regulation and respect for others. We aim to protect the physical and emotional wellbeing of all children. Behaviour is managed in line with the school's Behaviour Policy. Children are also supported to follow the Queen's Park Way values and demonstrate these in their daily interactions and learning.

The Role of the Key Person

Each child is assigned a named key person to offer a settled relationship and build a relationship with parents. The key person is responsible for promoting effective and positive relationships for children in our EYFS. Attachment provides a sense of security so that children can become confident, independent and capable young learners. Each member of staff has a group of children for whom they are particularly responsible. When a child first starts in Reception they help her/him to settle and to benefit from the activities provided. The key person encourages positive relationships between children in her key group, spending time with them as a group each day.

Settling the children

EYFS Transition

Starting Reception

When parents apply for a place for their child they are able to make an informal visit to look around and talk with the headteacher and Reception staff if they wish. Before the child begins Reception, parents and children are invited to a 'New Intake' meeting to talk about Reception routines and any concerns they may have. They are also given an appointment for a 1-1 meeting with their child's class teacher to discuss any confidential information. The children are invited into the classroom for a 'stay and play' session where they get chance to explore the setting and meet the teachers. Parents are asked to complete an 'All about me' book at home with their child and this is brought in on the first day to be shared with their key person. Staff aim to visit each child before school starts either at nursery or at home.

During the first two weeks in September children are invited to attend on a staggered basis, we prioritise the youngest children first and children who have been identified at Nursery as perhaps needing a little support. Parents are encouraged to stay for as long as is necessary

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until the child is comfortable in the setting. After two weeks, all children will attend school full time.

Children who are highlighted through nursery/home visits as needing more time to settle in will be invited to summer school. Summer school runs for a small group of children on a morning session over the last week of the summer holidays.

Good attendance is promoted from the start of Reception. Staff work closely with families to support regular attendance and punctuality.

Reception into Year One

Throughout the reception year children are involved in whole school activities such as assemblies, awards ceremonies, sports activities etc... The Year One teacher visits the children towards the end of the summer term and children spend time in their new environment to aid familiarity, continuing the safe and secure environment we provide at Queen's Park. Parents are invited to a 'stay and play' session in summer term where they will meet their child's new class teacher. Each child's EYFS profile is shared with Year 1 teachers to aid planning and to ensure a smooth transition. All children spend a transition week in their new classroom with their new class teacher in the summer term. Some children are given extra support with this transition.

Wellbeing

Children's emotional wellbeing is supported through positive relationships, consistent routines and opportunities to express and manage their feelings.

Partnership with Families

At Queen's Park we feel it is essential that we recognise and value parents as the child's first teacher. We want them to be full partners in the education process of their child, so that we can develop with them a mutual understanding and respect. Continued dialogue and sharing of information and expertise support the child's learning throughout school. Children bring home a variety of homework activities which are sent home on the newsletter each week. These activities are designed to encourage parents and children to discuss previous learning in school and share experiences together.

We involve parents by:

- Holding parents' induction meetings for children beginning the Reception classes.
- Encouraging parents to contribute towards their child's 'Learning Journey' on a regular basis.
- Weekly newsletters are given to all parents to allow them to be up to date with their child's learning.
- An 'open door' policy where parents can see staff easily to discuss their child. If children are unsettled on arrival we encourage parents to stay for as long as necessary until they feel happy that their child is settled.
- Inviting them to help in the classroom.
- Inviting them to attend assemblies and celebrations.

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- Inviting reception parents to workshops to explain how we teach different elements of the curriculum.
- Weekly ideas are given on the newsletter so that they are able to help their children learn at home.
- Giving them regular information through the school newsletters, notices, website, governors reports etc., to help ease the transition from home to school.
- Half termly 'Stay and Play' sessions for parents of all children in the unit.
- Regular updates on social media such as twitter.
- Wow moment to share children's achievements.

7. Curriculum

Our curriculum is based on 6 key principles that form our Crown Curriculum

Challenge

Through the 'challenge' curriculum driver we are creating children who are independent, not only in their organisational skills but also in their learning, is a high priority for us. We believe that our children are capable of amazing things and we develop this through having high expectations of all children. We pose challenges, build confidence and self-esteem, show children how capable they are and support them to reach their potential. We take time to teach independence skills explicitly and support children to develop into well-rounded, ambitious learners

Resilience

Through the 'resilience' curriculum driver, we promote optimism and determination. We teach children to understand mistakes are valuable learning experiences. Through the Characteristics of Effective Learning, we develop children's active learning skills and help them to understand and respond to feedback. Resilience and perseverance is highly valued and praised. We strongly believe that in order to develop resilience, we must teach children to be independent learners who problem solve for themselves and know to keep trying and how and when to access help.

Opportunities

Through 'opportunities', we raise aspirations to broaden our children's horizons – opening their eyes to the myriad of careers they might pursue. We strive to provide our children with opportunities and experiences that are new to them and will enrich their knowledge. We guide the development of children's capabilities with a view to ensuring that all children are ready to benefit fully from the opportunities ahead of them and are able to fully exploit all learning opportunities.

Wellbeing

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At Queen's Park, we understand that happiness is linked to personal growth, health and development. We ensure our children are happy, healthy individuals. With 'wellbeing' as a curriculum driver, we give children the confidence to thrive in a diverse, global society and be respectful citizens with British and Christian Values at the core. All staff deeply care about the children in our school. We treat all children as individuals and promote positive relationships and secure bonds. We make it a priority to form close relationships with families and the wider community to promote the best outcomes for all children and develop their wellbeing. We recognise and value individual's strengths and talents and believe in praising effort and valuing the little steps that really make a difference to a child's progress. We know that by doing this, we are building happy and secure children, who feel emotionally and physically safe.

Knowledge

Through the 'Knowledge' curriculum driver, we encourage our children to be resourceful learners. It is uniquely challenging and coherent to our children. Excitement and motivation for learning is developed through planning fun, engaging and challenging lessons based on the needs for the children. As well as teaching skills through quality texts we follow the fascinations and interests of the children and teaching and learning is fast paced to respond to the changing needs of individuals. We provide new and interesting experiences, building on and adding to the range of activities children will have had at home or through pre-school experience. We make learning purposeful and rooted in real-life contexts, where possible, so that children have motivating reasons to learn and to help them to apply their knowledge to a range of situations.

Intent

Our	EYFS	Curriculum	–	Long	Term	Plan	
Term Focus Texts	Communication & Language	PSED	Physical Development	Literacy Focus Texts	Mathematics	Understanding the World	Expressive Arts & Design
							
Autumn 1 Hello Friend All kinds of animal families The Colour Monster Goldilocks and the 3 bears. Me on the Map	Developing Listening and Understanding Listen to stories, rhymes and songs. Follow instructions and answer simple questions. Develop vocabulary and join in conversations. Form Develop relationships with adults and peers. Develop confidence and independence within the setting. Understand how physical activity supports wellbeing.	Building Relationships and Belonging Form Develop relationships with adults and peers. Develop confidence and independence within the setting. Understand how physical activity supports wellbeing.	Developing Core Movement and Independence Develop core strength and posture. Explore fundamental movement skills. Develop early pencil grip and scissor skills.	Developing Early Reading and Writing Awareness Enjoy books and understand print concepts. Develop phonological awareness through rhyme, syllables, oral blending and segmenting. Recognise initial sounds and begin meaningful mark making and name writing.	Developing Early Number Sense Count objects and actions to 4. Match, sort and compare quantities. Begin to subitise small amounts. Explore number rhymes and mathematical language.	Understanding Myself and My Community Explore family, community and familiar people. Learn about people who help us and the school environment. Begin to understand the past through personal experiences.	Exploring and Creating Explore colour, lines, shapes and mark making. Join in imaginative play using a range of materials. Artist Study: Jackson Pollock (colour, splatter painting). Listen and respond to music and songs.
Autumn 2 The Fizz Buzz Diwali Fox's Favourite Autumn	Building Conversation and Expression Use talk in play and conversations.	Managing Feelings and Behaviour Identify and talk about feelings.	Refining Control and Coordination	Phonics and Early Writing Continue to learn set 1 sounds and begin blending VC and CVC words.	Exploring Number to 5 Develop secure understanding of number 5.	Exploring Celebrations and the Wider World Explore celebrations, beliefs and special places.	Developing Artistic Techniques and Imagination Develop detailed drawings and

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Pumpkin Soup The Naughty Bus The king's pants Senses my exercise diary	Express opinions and ideas. Talk about stories and celebrations.	Follow rules and routines. Develop independence in self-care and healthy choices.	Refine balance, agility and coordination. Develop control when using large equipment. Improve pencil control and letter formation.	Read a small number of tricky words. Sequence and retell stories with support. Write letters and own name.	Explore number bonds to 5 and one more/one less. Identify and explore 2D shapes, patterns and early measure. Subitise quantities to 5.	Begin to use simple maps and learn about London and landmarks. Understand seasonal change, timelines and human growth.	imaginative small world play. Explore printing and simple patterns. Artists: Yayoi Kusama (dots) and Piet Mondrian (lines and shapes). Perform songs and actions as part of the Nativity.
Spring 1 Poles Apart/Animals from cold countries The Little Green Dinosaur Dinosaur Non-fiction Chicks Non-fiction & Fiction Luna New Year	Developing Listening and Vocabulary Listen carefully and learn new vocabulary. Join in with rhymes, poems and songs. Respond to stories and share ideas.	Developing Self-Awareness and Friendships Develop a positive sense of self. Build respectful relationships and friendships. Consider the feelings of others.	Strengthening Fundamental Skills Revise and refine fundamental movement skills. Develop body strength, balance and coordination. Improve fine motor control and posture.	Developing Early Reading and Writing Skills Learn digraphs and trigraphs and apply phonic knowledge to reading. Read simple sentences and discuss vocabulary. Write CVC and CVCC words with increasing accuracy.	Count, compare and represent numbers to 8. Explore number composition and number bonds. Compare length, height, weight and capacity.	Exploring Environments and Living Things Compare environments, including polar regions and habitats. Explore animals, including similarities and differences between animals from the past and present. Observe seasonal change and life cycles through first-hand experiences.	Expressing Ideas and Feelings Use drawing to express ideas, observations and emotions. Artist Study: Joan Miro (lines, shapes and symbols). Explore colour mixing and watercolour techniques. Develop storylines through imaginative play.
Spring 2 The Gingerbread man It's a very exciting Eid. Growing – The enormous turnip.	Deepening Understanding Through Talk Retell and discuss stories and non-fiction texts. Ask questions and use new vocabulary. Extend language through role play and discussion.	Understanding Emotions and Empathy Recognise and regulate emotions. Understand the perspectives of others. Develop empathy and conflict-resolution skills.	Developing Fluency and Precision Combine movements with increasing fluency and control. Develop dance, movement sequences and ball skills.	Applying Phonics to Reading and Writing Read and spell words independently using known sounds. Read and write simple sentences. Use story maps and begin simple story writing.	Securing Number Relationships Explore the composition of numbers to 10. Recall number bonds to 10. Develop understanding of pattern, shape and spatial reasoning.	Understanding Growth, Change and Community Observe Spring and changes in the natural world. Grow and care for plants and vegetables. Explore life cycles and understand the roles of people.	Refining and Responding Create observational drawings inspired by Spring. Explore collage, texture and mixed media. Respond to music through movement and discussion. Experiment with pitch and tempo in music.

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			Develop fluency in letter formation.			within the community.	
Summer 1 The Tiny Seed Jack and the Beanstalk Do You Love Bugs? / DK First Facts on Bugs The tiger who came to tea. The kitchen disco	Developing Speaking and Storytelling Speak in well-formed sentences. Explain ideas and describe events. Retell familiar stories with increasing detail.	Building Resilience and Independence Show resilience and perseverance. Take responsibility for personal needs and actions. Work cooperatively with others.	Applying Physical Skills with Confidence Demonstrate confident movement and coordination. Develop precision in ball skills and fine motor tasks. Use apparatus and tools safely and independently.	Composing Sentences and Reading Fluently Read longer sentences with increasing fluency and understanding. Write captions and simple sentences using capital letters and full stops. Apply tricky words in reading and writing.	Exploring Mathematical Patterns and Reasoning Count beyond 10 and recognise odd and even numbers. Explore counting patterns and shape composition. Find missing numbers and investigate doubling.	Investigating Life Cycles and the Past Explore plant growth, plant parts and what plants need to survive. Investigate life cycles, including butterflies, plants and minibeasts. Compare past and present through stories, shops and everyday life.	Experimenting and Performing Create nature-based artwork using a range of materials. Artists: Andy Goldsworthy and Eric Carle. Explore music making and performance. Compose simple tunes and perform individually and as part of a group.
Summer 2 Animals from hot countries The Oak Tree What did the tree see? Tidy	Using Language to Reason and Communicate Use language to reason and solve problems. Participate confidently in group discussions. Ask questions and explain thinking clearly.	Preparing for Transition Manage emotions and relationships independently. Make safe and healthy choices. Develop confidence and independence for Year 1.	Independence and Readiness for Year 1 Develop accurate drawing, letter formation and handwriting. Manage school routines independently. Demonstrate strength, coordination and readiness for Year 1.	Developing Fluency and Independence Re-read texts to build fluency and comprehension. Re-read writing to improve accuracy and meaning. Write independently for different purposes, including stories, facts and instructions.	Applying Number Knowledge Explore sharing and grouping. Use addition and subtraction within 10. Count, compare and represent numbers to 20 and beyond.	Understanding the Wider World Compare environments, habitats and climates around the world. Explore hot regions and the animals that live there. Understand the importance of caring for the environment and living things.	Creating with Purpose Artists: Van Gogh, Georgia O'Keeffe and Henri Matisse. Select and use artistic techniques purposefully. Refine and improve artwork. Perform songs, poems and simple musical compositions. Create collaboratively, sharing ideas, resources and skills.

The curriculum is based on the Early Years Foundation Stage Profile (EYFS). There are seven 'Areas of Learning and Development' which consist of three prime areas and four specific areas.

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The Prime Areas:

Communication and Language – Listening, Attention and Understanding/ / Speaking

Physical Development –Gross motor skills / Fine Motor Skills

Personal, Social and Emotional Development – Self Regulation/ Managing Self/ Building Relationships

The Specific Areas:

Literacy – Comprehension/ Word Reading/Writing

Mathematics – Numbers/Numerical Patterns

Understanding the World – Past and Present/ People, Culture and Communities/ The Natural World

Expressive Arts and Design – Creating with Materials/Being Imaginative and Expressive

The four guiding principles that shape our practice are:

- unique child
- positive relationships
- enabling environment
- children develop and learn in different ways and at different rates.

How children learn

We see play as the vehicle by which our children gain access to the curriculum. Through carefully planned and structured play we aim to provide children with learning experiences in a way that is fun and exciting. Staff plan and resource the environment and intervene appropriately to support and extend children's learning and develop their language and communication.

Implementation

How do we teach it?

Pedagogy

At Queen's Park Primary School, we believe that children learn best through warm, responsive relationships, meaningful experiences and high-quality interactions.

Our practice is rooted in the principles of the Early Years Foundation Stage and informed by current research into child development, early childhood education and the importance of play. We recognise that children learn best through active exploration, meaningful experiences, positive relationships and high-quality interactions. Our approach draws on established theories of child development and learning, including the importance of modelling and social learning (Bandura) and the value of child-led exploration, curiosity and

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learning through meaningful experiences (Reggio Emilia approach). These principles underpin our commitment to providing a nurturing and stimulating environment where every child can thrive.

We recognise that every child is unique and arrives with their own interests, experiences and strengths. We value children's curiosity and provide an enabling environment that encourages exploration, creativity, communication and critical thinking. Through carefully planned experiences and rich learning opportunities, children are supported to develop the knowledge, skills and confidence they need to become lifelong learners.

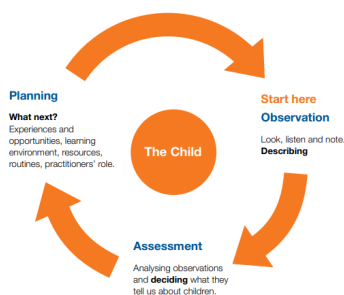
Adults play a vital role in supporting learning. We use sustained shared thinking, skilful questioning and sensitive interactions to extend children's ideas, deepen understanding and promote language development. Staff deliberately model respectful relationships, positive learning behaviours and reflective thinking, helping children to develop self-regulation, resilience and independence.

Our curriculum provides a carefully considered balance of child-initiated play, adult-guided experiences and explicit teaching. We understand that play is a powerful vehicle for learning and development, enabling children to apply new knowledge, solve problems, take risks and make sense of the world around them. Alongside this, focused teaching ensures children develop strong foundations in communication and language, early reading, writing and mathematics, whilst fostering a love of learning and discovery.

We are committed to ongoing professional development and reflective practice, ensuring our staff continually deepen their understanding of early childhood development and provide the highest quality experiences for every child.

Our 'Queen's Park Quality First Teaching' model ensures that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before.

Curriculum lesson structure



learning and development.

On-going formative assessment is at the heart of effective early years practice. Staff observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the child does at home. We identify where the child may be in their own developmental pathway and consider ways to support the child to strengthen and deepen their current learning and development. We plan for areas in which to challenge and extend the child's current

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Curriculum plans

Medium Term Plan for Autumn 1	
Theme	All About Me and My World
Key Events	St. Luke's Church welcome event Starting school Making new friends Class charter/class rules Meeting their buddy.
Parental Engagement	
Focus Topics	Me and My Family Feelings and Friendships My School and Community
Exploration of Experiences	
Communication and Language	We are learning to... - enjoy listening to stories and talking about what has happened. - Join in with songs, rhymes and familiar stories. - Learn and use lots of new vocabulary. - Speak in longer sentences to share their ideas and experiences. - Answer and ask questions about stories and learning. - Follow instructions with more than one step. - Develop clear speech and confidence when talking to adults and friends. - Talk about familiar books and retell stories in their own words. - Begin conversations and take turns when talking and listening. - Use language to organise their play and share their ideas with others.

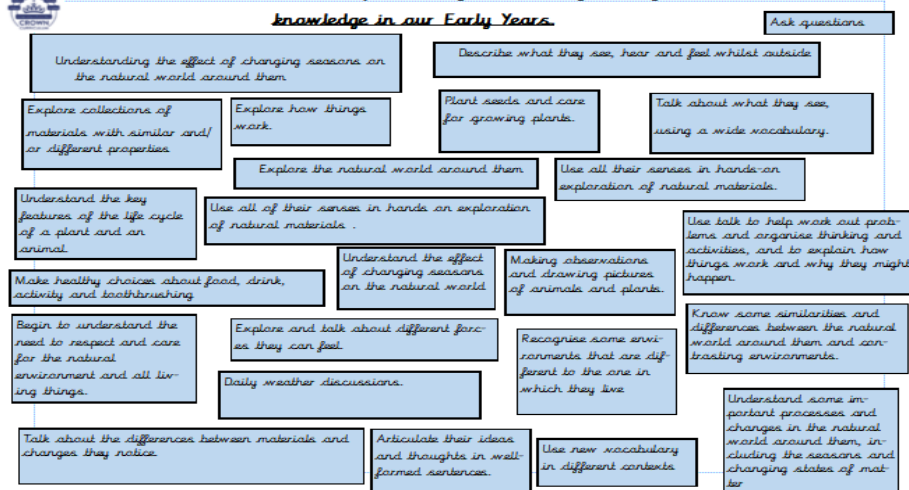
English	We are learning to... begin to develop an awareness of books, print and sounds in words, while exploring mark-making and early writing as a form of communication. Hello Friend All kinds of animal families The Colour Monster Goldilocks and the 3 bears. Me on the Map	
Rhymes/Poetry	Say a poem Join in Let's learn Our class Make a friend Amazing me Say sorry	Rhymes 2 Little Dicky Birds 5 Little Men in A Flying Saucer 5 Little Speckled Frogs When Goldilocks Went to The House of The Bears 1, 2, 3, 4, 5 Once I Caught a Fish Alive 1 Can Sing A Rainbow
Maths Number /Shape, Space and Measure	Children begin to recognise quantities, count objects and explore early mathematical concepts through practical experiences. - Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). - Recite numbers past 5. - Say one number for each item in order: 1, 2, 3, 4, 5. - Show 'finger numbers' up to 5. - Experiment with their own symbols and marks as well as numerals. - Compare quantities using language: 'more than', 'fewer than'. KIRFS I can read and count numbers from 0-5. I can subitise numbers up to 5	

In EYFS, all knowledge and skills are taught through a quality text. The knowledge, skills and vocabulary taught in reception prepares our children for the next step in their learning. Curriculum skills and links are shared with subject leaders so that all staff are aware of where the children's learning starts.

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How do we provide a foundation of scientific skills and knowledge in our Early Years



What might these experiences look like in our classroom?



Continuous provision is carefully planned, reviewed and monitored to ensure that all staff have a clear understanding of how children develop and progress their skills across the curriculum. The learning environment is designed to promote independence, curiosity and sustained engagement, with opportunities for children to revisit, practise and embed key knowledge and skills. Through skilful interactions, sustained shared thinking, SHREC principles, questioning and modelling, adults support children to deepen their learning, develop language and make progress from their individual starting points. Staff model respectful relationships and positive learning behaviours, helping children to develop self-regulation, resilience and independence.

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British Values of democracy, rule of law, individual liberty, mutual respect and tolerance are promoted through daily practice, interactions, stories and learning experiences.

Early Reading and Phonics

Reading is at the heart of our EYFS curriculum. We promote a love of reading from the moment children join us, recognising that early reading is fundamental to future learning and supports children's language, communication and understanding of the world.

Children take part in daily Read Write Inc. phonics sessions, where they are taught to recognise phonemes and develop the skills of blending and segmenting to read and write words. Alongside this, children engage in a range of activities that develop listening and attention skills, including identifying environmental, instrumental and body sounds, recognising rhyme and alliteration, and developing oral blending and segmenting skills.

Rich opportunities for reading are woven throughout both the indoor and outdoor learning environments. Children are encouraged to apply their phonic knowledge independently and during adult-led experiences through carefully planned provision and high-quality interactions.

In Reception, we nurture a love of books and storytelling through the use of high-quality texts. Using Talk for Writing approaches, children are given opportunities to retell stories, sequence events, explore characters and settings, and develop their own ideas through role play, discussion and imaginative storytelling. We also use Drawing Club to further develop children's vocabulary, comprehension, creativity and early writing skills. Through drawing, discussion and purposeful mark-making, children are encouraged to engage deeply with stories, create their own narratives and apply their developing phonic knowledge in meaningful contexts.

Children are exposed to a wide range of age-appropriate fiction, non-fiction and poetry. Staff share stories daily, both within whole-class sessions and throughout continuous provision, helping children to develop vocabulary, comprehension and a lifelong enjoyment of reading.

All children take home three books each week, matched to their phonic knowledge and reading stage. Children are also encouraged to choose books that interest them and foster a love of reading. We value the important role families play in supporting early reading and encourage parents and carers to read with their child regularly and record comments in their reading record.

Our classroom reading area provides a welcoming and engaging space where children can independently access and enjoy books throughout the day.

Vocabulary

We know that the quantity and quality of early language experiences have a profound impact on how children develop, how they access learning when they reach school, and how they go on to read and succeed throughout their schooling. We strive to close the 'word gap' in the early years through providing children with a wealth of talking opportunities and through the explicit teaching vocabulary. The words are taught and constantly referred to during each

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learning stage to ensure the accurate and fluent recall of semantic knowledge from their long-term memory.

Oracy

Oracy is a fundamental pillar of our curriculum and underpins all learning. We recognise that strong communication and language skills are essential foundations for pupils' success across the curriculum and in later life. From the earliest years, children are taught to listen attentively, speak clearly, and express their ideas with confidence, using a rich and ambitious vocabulary.

Our curriculum places a strong emphasis on developing oracy through structured talk, discussion, and purposeful opportunities to articulate thinking. By embedding high-quality talk across all subjects, we enable pupils to deepen understanding, build knowledge, and make connections in their learning. Strong foundations in oracy support pupils' reading and writing development, enhance engagement, and ensure all children, including those who may experience language barriers, can access the full curriculum.

As a result, pupils become confident communicators who can explain their thinking, collaborate effectively with others, and engage thoughtfully with the world around them.

Assessment

In order to plan effectively, children's progress and future learning needs are assessed and recorded through frequent observation. Through observation staff will assess their attainment in the three prime areas and the four specific areas against the Early Learning Goals.

Ongoing assessment is an integral part of the learning and development process. Staff are involved in daily observations and assessments. They include a balance between child initiated and teacher led activities both in the inside and outside learning environment.

We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.

When a child enters the Reception class, baseline assessments based on all areas of the EYFS are undertaken. These assessments, together with information from parents and other agencies, aid initial planning. Throughout the year children are observed and assessed regularly. These observations are recorded as snapshots which are then placed in their individual 'Learning Journeys'.

Each child also has their own assessment profile on O-Track and these progress records are updated on a regular basis by the class teacher and passed onto the Early Years Manager and Head teacher at the end of each half term.

Within the first six weeks of starting Reception, children complete the statutory Reception Baseline Assessment (RBA) in accordance with current DfE guidance.

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At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- ☑ Meeting expected levels of development
- ☑ Not yet reaching expected levels ('emerging')

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

These records are also used by the year one teacher to inform planning to build upon previous learning. Parents and carers are kept up to date with their child's progress and development.

Resources

Resources within the EYFS are carefully selected to support children's learning and the development of key skills across all areas of the curriculum. Resources are chosen in line with our play progression documents to ensure children are provided with appropriate opportunities to build knowledge, practise skills and deepen their understanding through play. We provide a safe, stimulating and well-organised environment that encourages exploration, independence and purposeful learning. Each area of provision contains core resources, which are enhanced by staff in response to children's interests, needs and next steps. Resources are organised to support all areas of learning, and staff are responsible for ensuring that the learning environment remains well resourced, engaging and maintained to a high standard.

Outdoor Environment

The children are given opportunities to use their senses and to access all areas of the EYFS Curriculum. Staff and parents are encouraged to value the benefits of outdoor play as it complements and enhances all aspects of a child's development and learning through its physical, open-ended nature. This is promoted at Queen's Park through a 'free flow' structure to the day.

Technology

Technology is used sparingly and purposefully to support learning and development. Screen-based activities are carefully planned, age appropriate and never replace high-quality interactions, physical activity, outdoor play or hands-on learning experiences.

Children are taught age-appropriate online safety through daily practice and discussion. Staff ensure all internet-enabled devices are appropriately filtered and supervised.

Impact

Our well-constructed and well-taught curriculum leads to good results. Our results are a reflection of what our children have learnt and the progress they have made. We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life.

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The quality of our children's work is of a high standard. All learning is built towards a goal and we prepare our children for the next stage.

We ensure all our children read to an age appropriate level and fluency. Reading is at the heart of our curriculum.

The impact of Queen's Park bespoke curriculum is measured through the following:

- Assessment against the Early Years Foundation Stage Profile
- Vocabulary and knowledge gained
- Pupil voice and parental questionnaires
- Progress evident in children's books and record of experiences

8. Characteristics of Effective Teaching and Learning

The characteristics of effective learning are a key element in the early year's foundation stage. They detail the ways in which children should **be learning** from their environment, experiences and activities. Staff promote these through their interactions with the children.

Playing and Exploring	Active Learning	Creating and thinking critically
<u>Finding out and exploring</u> What areas / activities are they drawn to? Do they prefer to work in a group / alone? Do they initiate activities themselves or join in an existing one with a group? Do they think aloud describing what they do?	<u>Being involved and concentrating</u> Do the children keep focused on a self-initiated activity for a long period of time? Are they concentrating and involved in the activity without being distracted? Do they show care with what they're doing? Do they demonstrate concentration through silence or thinking aloud?	<u>Having their own ideas</u> Do they try something different rather than follow what someone else has done? Do they address a problem with a strategy? Retaining independence – not asking for support even if it takes longer to achieve the outcome
<u>Using what they know in their play</u> In play do they draw on experiences from home / outside school? Do they act out situations in the role play area?	<u>Keeping on trying</u> Do children show persistence – not giving up even if it means starting again? Do they ask for help / support if they need it?	<u>Using what they already know to learn new things</u> Do they understand patterns and predictability of events? Talks about / explains how their process links to a previous experience

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Are they confident in finding tools, materials and resources they need for a particular project or idea?	Do they discuss solutions for challenges with peers / adults or work things through themselves?	Do they draw upon knowledge or experiences not immediately related to their activity?
<u>Being willing to have a go</u> Levels of persistence – do they give up at first hurdle or keep trying? Are they eager to try new ideas or do they stay with what they are familiar with? Are they able to talk about / review what they've done if things haven't worked? Do they work best with continual support or prefer to get on with activities themselves?	<u>Enjoying achieving what they set out to do</u> Is there a sense of satisfaction and pride when they have completed an activity; do they want to show / tell people? Do they relish challenges and continually try to make things better? Do they evaluate themselves and try different things as a result? Are they 'intrinsically motivated'- achieving things for themselves as opposed to adult praise?	<u>Choosing ways to do things and finding new ways</u> Are they confident in using a 'trial; and error' approach and talking about why some things do / don't work Choosing different ways of approaching activities and adapting if it doesn't work

9. SEND, Inclusion and Equal Opportunities

We are committed to providing an inclusive environment where every child is valued and supported to achieve their full potential. We recognise that children develop and learn in different ways and at different rates. Staff identify and respond to individual needs, working closely with parents, carers and external agencies where appropriate to ensure all children can access the curriculum and make good progress.

SEND

Children with SEND are fully supported. Individual arrangements are in place to identify and support children with SEND or disabilities and to promote equality of opportunity for children in our care. The SENCO at Queens Park is Jennie Bailey.

English as an additional language

We recognise the value of children's home languages and encourage opportunities for children to develop and use them. We ensure that children learning English as an additional language are provided with appropriate support and sufficient opportunities to develop their

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English language skills, enabling them to participate fully in all areas of learning and achieve their potential.

10 .Monitoring and review

The quality of provision in the EYFS is monitored in line with the school's monitoring cycle. This may include learning walks, observations, planning scrutiny, assessment reviews and pupil work scrutiny. Monitoring is carried out by the EYFS Leader and members of the Senior Leadership Team. The EYFS Leader, together with the Senior Leadership Team and governors, is responsible for monitoring the implementation of this policy and reviewing its effectiveness. The policy will be reviewed regularly to ensure it reflects current legislation, guidance and best practice.

11. Other documents and appendices

Child protection policy

Behaviour policy

Attendance policy

Medicine policy

Safer Sleep Policy

Indoor, outdoor and daily risk assessments