



Early Years Foundation Stage Policy

Reviewed: September 2025

Next review: September 2026

Our Aim

At Manor Park, we aim to provide the best care and quality learning experiences for all of our children, to support them to become confident, independent learners. We create a safe, secure and welcoming environment that motivates and inspires the children to learn. We strongly value our relationships with parents ensuring that all children achieve and reach their full potential. Learning Together, Success Forever.

Our Values

Respect, Kind, Ready, Safe, High Expectations.

The EYFS is based on seven key features of effective practice:

- The best for every child
- High-quality care
- The curriculum: what we want children to learn
- Pedagogy: helping children to learn
- Assessment: checking what children have learnt
- Self-regulation and executive function
- Partnership with parents

The statutory framework covers the education and care of all children in early year's provision, including children with additional needs.

Teaching and Learning in the Early Years Foundation Stage

For children to access the EYFS they need to learn how to become learners through the 'Characteristics of Effective Learning'.

- Playing and Exploring- **Engagement**:- children finding out and exploring, playing with what they know and being willing to have a go.
- Active Learning- **Motivation**:- being involved and concentrating, trying and enjoying achieving what they set out to do.
- Creating and thinking Critically- **Thinking**: having their own ideas, making links and choosing ways to do things.

We support children in learning how to become learners through adults modelling the skills that they need during child initiated and adult led activities. We build the children's confidence in using these skills, so that they can use them independently to further their learning.

Early Years Foundation Stage Curriculum

We create an inviting, stimulating environment that allows children to develop their own needs and interests. The environment also allows children to develop skills in the seven areas of the Foundation Stage curriculum in the statutory document. We use Development Matters to support the implementation of the Early years curriculum at Manor Park.

There are three **Prime** areas of the EYFS. These are critical in allowing the children to access all other areas of learning:

- **Communication and Language** – The development of children’s spoken language underpins all seven areas of learning and development. Children will be given lots of opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; to speak and listen in a range of situations.
- **Personal, Social and Emotional Development** – Children’s personal, social and emotional development is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. We support children to develop a positive sense of themselves and others; forming positive relationships and develop respect for other; develop social skills and learn how to manage their feelings; understand appropriate behaviour in groups; and have confidence in their abilities.
- **Physical Development** – Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Children will be provided with opportunities to be active and interactive; to develop their co-ordination, control and movement. Children will be taught the importance of physical activity and to make healthy choices in relation to food.

The children are also supported through the other four areas of learning which are referred to as **Specific** areas of the EYFS.

- **Literacy** – It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. children will be taught to link sounds and letters and begin to read and write.

At Manor Park Infant School, our Phonics and early reading is taught using the Little Wandle Letters and Sounds Revised Phonics programme.

Children will be given access to a wide range of reading materials to ignite their interests. During their time in Nursery children focus on Phase 1 phonics. This phase concentrates on children’s speaking and listening skills and lays the foundation for them to become successful readers and writers as they move up the school. Our priority in Nursery is to get children ‘tuned in’ to the sounds around them and develop their oral blending and segmenting skills. We embed our phonics learning throughout our provision and adults playfully lead small group sessions for the children to join. We further support children with the foundations for phonics through our skilful interactions.

In 'foundations for phonics' we concentrate on the following aspects:

- General sound discrimination – environmental, instrumental and body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting

During their time in reception, the children will take part in daily Little Wandle Phonic sessions which follow a systematic progression of phonics learning which will cover:

- All 44 phonemes are taught through phase 2 and phase 3 in addition to phase 4
- Correct pronunciation of the phonemes
- Phase 2 and phase 3 grapheme -phoneme correspondences
- Correct letter formation
- Blending for reading
- Segmenting for writing
- The sequenced learning of identified sounds within Little Wandle

In addition, reception children participate in reading practice sessions. These take place one or two times a week. All children take part in reading sessions starting with wordless books.

- **Mathematics** – Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children will be provided with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures. In reception we follow the DFE mastering number.
- **Understanding the World** – Children will make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design** – The development of children's artistic and cultural awareness supports their imagination and creativity. Children will explore and play with a range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

The **Curriculum** is planned through a series of themes that reflect and respond to the children's interests, offering experiences in all areas of the curriculum and which carry equal importance to provide a broad and balanced curriculum with opportunities for play and child-initiated activities.

The **long-term planning** is the Foundation Stage Curriculum. This is an overarching framework that informs all other stages of planning. It shows the range of experiences and learning opportunities that are available while children are in the early years.

Medium term planning takes the form of a theme based upon the children's interests. It is evaluated weekly to respond to other emerging interests that the children may have.

Short term planning select activities and learning objectives from medium term theme plans and children's interests.

Children have daily mathematics, literacy and phonic lessons throughout the year.

Assessment

We assess nursery and reception children on entry by their fourth week and plan for children's next steps. We use observational checkpoints to help notice whether a child is at risk of falling behind. This enables us to monitor a child's progress closely and put the appropriate support in place if needed. School assessments are put on the school's assessment framework at the end of each term. At the end of EYFS the children are assessed against each of the Early Learning Goals.

Induction and Transition

A welcome meeting with parents is arranged during the term before the child is due to start nursery. Information about the EYFS as well as practical information is discussed. The parents fill out the 'All about me' booklet which gives practitioners an insight into the child's week, what professionals are involved and what their child's interest are. This gives the practitioners the opportunity to plan activities round the

child's interests, helping them to settle quickly. Children have two settling in visits before starting their nursery sessions the same week.

Transition to - Reception Classes

We plan transition visits during the Summer term, including a parent meeting. Children meet their new teacher, stay for lunch and explore their new environment. This includes any children from another provider. In Summer term two the reception teachers undertake visits to other nursery settings to meet the children and talk to key workers regarding children who are transitioning to Manor Park.

Partnership with Parents

We value partnerships between parents/ carers and our school. We believe that by sharing knowledge and experiences then we can create further learning opportunities for children. We share a wealth of information during nursery and reception induction meetings and hold parent workshops during the year. The whole school uses the Dojo app which allows staff to send information about what children are learning and how parents can be involved in their learning.

We have pupil progress meetings twice a year to discuss children's progress and children's next steps. This is an opportunity for parents to also ask any questions and learn how to best support their children in moving on their learning.

Inclusion

We value equality and diversity and strive for all our children to reach their maximum potential, irrespective of ethnicity, culture, religion, home languages, background, ability or gender. Through our provision all children are enabled to access the curriculum most suited to their needs and level of development.

We strive to identify any additional needs as early as possible as this is crucial in supporting children's learning and development. We work closely with outside agencies and parents. We have termly updates with our SENCO to ensure that information is relevant and any bids for additional funding are in place as soon as possible. Parents are involved in any process where children have additional needs.

For more information, please refer to our school's SEND policy which can be found on our school's website.