



Early Years at Milford Infants' School

Intent

Within our Early Years curriculum (Pre-School, age 2-4 and Reception, age 4-5) our aim is for all children to have a positive start to lifelong learning.

We aim to work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential ready for their next challenge in life. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning. We believe Foundational Knowledge is essential because it provides the building blocks for all future learning and development. We promote a strong foundation in key areas such as language, communication, early mathematics, and personal, social, and emotional development enabling children to develop curiosity and confidence. By fostering foundational knowledge through a balance of adult led learning alongside play-based and purposeful experiences, we help children make meaningful connections, develop problem-solving skills, and prepare for the more structured learning that takes place in Primary education

We follow the Early Years Foundation Stage framework. This is made up of four overriding principles which our early year's education is based upon:

- Unique Child – Every child is 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 relationships.
- Enabling Environments – Children learn and develop well in enabling environments, in which they are provided with experiences which respond to their individual needs. We endeavour to build a strong partnership between us as practitioners and parents and carers.
- Learning and Development – Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities and children with EAL.

Implementation

Children are given the opportunity to explore and learn across all seven areas of the Early Years Foundation Stage (EYFS), with a strong emphasis on play-based learning. The learning environment, including any enhancements, is carefully planned to reflect the current topic, the cultural capital of the cohort, their individual interests, and specific needs.

Practitioners use their interactions with the children to identify starting points and assess development. They draw on professional tools such as the *Progression of Skills* documents, *Every Child a Talker* (Pre-School), and real-time observations to support children's learning in the moment. By applying their professional knowledge and considering the *Characteristics of Effective Learning*, practitioners ensure that children are actively engaged, make meaningful progress, and develop a lifelong love of learning.

Pre-School staff understand that children join at various points throughout the year and carry out baseline assessments accordingly. This ensures that each child's next steps are carefully planned for, with planning remaining flexible to meet their individual needs.

We provide a balance of child-initiated, adult directed and adult-led learning using continuous provision, enhanced provision and small group activities. Throughout the children's time in the Foundation Stage, the ratio of time spent in independent play based enhanced and continuous provision will decrease and the number of adult-led activities will increase. In Reception, from the Spring term children will also be asked to complete adult directed, independent tasks.

The seven areas of learning are taught through a termly theme or topic, except for phonics and maths, which are taught discretely through progressive small steps of learning. Children receive daily teaching of early reading through systematic, synthetic phonics, using the validated scheme Supersonic Phonics, starting with Phase 1 'The Basics' in the Pre-School then, continuing with phase 2 and 3 in Reception. In maths, both the Pre-School and Reception follow the White Rose Maths Scheme of Learning, underpinned by the Five Big Ideas of Teaching for Mastery.

In our EYFS the provision for children with possible or diagnosed SEND is rooted in the principles of inclusion, early intervention, and individualised support. Practitioners are committed to creating a nurturing, accessible, and stimulating environment where all children—regardless of ability—can thrive, feel valued, and make progress. Central to this approach is the recognition of each child's unique strengths, culture and needs, with support tailored through collaborative planning involving families, key people, and external professionals where necessary. In collaboration with the school SENCO we implement a graduated response to need, ensuring barriers to learning are identified and addressed early, and every child is given the opportunity to reach their full potential in a setting that celebrates diversity and fosters a sense of belonging.

Example of daily routines:

Pre-School
8.30-9.00 am In the Pre-school, children come in and are helped to settle by the adults. There is the opportunity for parents to speak to their child's key worker
9.10- 9.30am children go to their adult led groups. The groups start with daily routines then move in to teaching. The time the children spend in these groups will increase as the children are ready.
9.30-10.00- Rolling snack time. 9.30-11.30am -Continuous provision inside and outside. Child led and adult led sessions.
11.30-11.145am- Pre-Schoolers phase 1 phonics. 2-3-year-olds, outside
11.45-12.00- Story and singing time.
12.00-1.05pm lunch time, children go home, and children start afternoon session.
1.05-1.20 pm adult led circle time groups.
1.20-2.45- Continuous provision inside and outside. Child led and adult led activities.
2.45-3.00- Afternoon snack, sitting together, eating, social time.
3.00-3.15 Children to be picked up. There is the opportunity for parents to speak to their child's key worker.

Expert Vocabulary:

M o n	9:05-10:00	Playtime and Snack Primary Movement	11:00-11:40	11:40-12:00	Lunchtime	1-2:45	Story
	Phonics W/C – Supersonic Phonics Reading Lesson 1 Carousel of Learning T Adult Led Learning -Literacy book TA Adult Led Learning -Handwriting book/task AD/I learning as part of continuous and enhanced provision		Phonics Carousel of Learning T Adult Led Learning -Literacy book TA Adult Led Learning -Handwriting book/task AD/I learning as part of continuous and enhanced provision	Rhyme Time Adult Led Expressive Arts/Knowledge Understanding and Enhanced /Continuous Provision Assessments/1:1 interventions			
	Other Ideas/Funky Fingers		Literacy	Numeracy area.		Creative	
	Enhanced provision	Enhanced provision	Enhanced provision	Enhanced provision	Enhanced provision		
T u e s	Maths 1 Whole Class Teaching Carousel of Learning Enhanced/Continuous Provision T - Adult Led Learning Guided Group TA- adult led learning guided group	Playtime and Snack Primary Movement	Carousel of Learning Enhanced/Continuous Provision T - Adult Led Learning Guided Group TA- adult led learning guided group	Phonics Supersonic Phonics writing Lesson 1	Lunchtime	Rhyme time Adult Led Expressive Arts/Knowledge Understanding and Enhanced /Continuous Provision Assessments/1:1 interventions	
	construction		Literacy area	Numeracy area		creative	Funky fingers

W e d s	Maths 1 Whole Class Teaching Carousel of Learning Enhanced/Continuous Provision T - Adult Led Learning Guided Group TA- adult led learning guided group	Playtime and Snack Primary Movement	Carousel of Learning Enhanced/Continuous Provision T - Adult Led Learning Guided Group TA- adult led learning guided group	Phonics Tricky Word Tess	Lunchtime	SPORTS COACH	
	Literacy Area		Numeracy Area	Construction		creative	Funky fingers
T h u r s	Phonics W/C – Supersonic Phonics Reading Lesson 2 T Adult Led Learning -Literacy book TA Adult Led Learning -Handwriting book/task AD/I learning as part of continuous and enhanced provision	Playtime and Snack Primary Movement	Phonics Carousel of Learning T Adult Led Learning -Literacy book TA Adult Led Learning -Handwriting book/task AD/I learning as part of continuous and enhanced provision		Lunchtime	Rhyme time Adult Led Expressive Arts/Knowledge Understanding and Enhanced /Continuous Provision Class Library visit Assessments/1:1 interventions	
	Other Ideas/Funky fingers		Literacy Area	Numeracy Area		Creative	Role play/small world
F r i	PE	Playtime and Snack Primary Movement	Forest School	Phonics Supersonic Phonics writing Lesson 2	Lunchtime	PSHE/Circle time Adult Led Expressive Arts/Knowledge Understanding and Enhanced /Continuous Provision Assessments/1:1 interventions	
	Literacy Area		Numeracy Area	Construction		creative	Funky fingers

Impact

We measure the impact of our curriculum through ongoing observation and assessment, ensuring that all children make progress across the seven areas of learning.

Assessment in the EYFS is an ongoing process that enables practitioners to understand each child’s learning and development, plan next steps, and ensure every child makes the best possible progress. Our EYFS assessment approach combines continuous observation with formal checkpoints to ensure accurate understanding of each child’s development and to inform high-quality teaching and learning.

In Pre-School, assessment is primarily ongoing and takes place through high-quality interactions and play. Practitioners continuously observe children, reflect on their development, and consider individual next steps to support progress.

A formal Baseline Assessment is completed in October using *Every Child a Talker* (ECaT) tracking document. From this assessment, children who require additional support are identified and may begin the *Early Talk Boost* intervention programme or be referred to a Speech and Language Therapist.

Formal assessments are carried out three times a year and are used to inform pupil progress meetings, as well as regular discussions and moderation with the SENCO and Early Years team. Through this process, we identify children who are not yet on track and work closely with external agencies, such as Occupational Therapy, or plan targeted interventions to support their needs.

When a child reaches approximately two and a half years old, Pre-School teachers liaise with parents to complete the Two-Year Progress Check, ensuring a shared understanding of the child's development and next steps.

In Reception, assessment is primarily ongoing and takes place through high-quality interactions and purposeful play. Practitioners continuously observe children, reflect on their development, and use their professional judgment to identify individual next steps that support and extend each child's learning.

Children are formally assessed three times a year — in October, February, and at the end of the academic year. Practitioners use the *Progression of Skills* document to moderate and assess progress across all seven areas of learning.

During the autumn term, children who are not yet on track are identified early, and targeted support is put in place. This may include interventions such as *Talk Boost*, focused one-to-one support, or referrals to external agencies in collaboration with the SENCO (e.g. School Nurse, Speech and Language or Occupational Therapy). These children and the support in place are discussed in detail during pupil progress meetings to ensure a coordinated approach to their development and learning.

Children working below the expected levels have individual *Assess, Plan, Do, Review* (APDR) plans that demonstrate progress through targeted small steps of learning. Targets may be drawn from EHCPs, SEPs, or recommendations from external agencies to ensure that support is closely matched to each child's needs.

Children who are not yet able to access the main curriculum have their own *Early Years Developmental Journal*, which is used to plan, provide learning activities, and assess progress according to their individual needs.