



FIVE ACRE WOOD SCHOOL  
Growing and Learning Together



# Early Years Curriculum Handbook

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*Aspiring to build a community where  
the roots of learning are founded in  
awe and wonder*

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EveryMomentMatters



PupilsFirst



TogetherStronger

# Intent

*Mission Statement: 'Through effective collaboration within the wider team and all those involved in the pupils lives, we will work together to create a holistic, open ended child led curriculum.'*

## 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 for the Early Years Foundation Stage 2014; 2023).

## Rationale

At Five Acre Wood school we believe that a child's experience of education at this stage in their development has the most significant effect on success in later life. We take this responsibility very seriously and ensure that children are welcomed into a secure, caring and stimulating environment in which they can thrive.

## Aims of the Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) at Five Acre Wood applies to children from birth to the end of the reception year. At Five Acre Wood School children join the Reception classes in the year in which they turn five. Starting full time education is a very exciting time and we aim to make learning fun and challenging. Based on the revised EYFS curriculum and Development Matters, we provide a structured and stimulating curriculum in a caring and secure environment where the children can feel safe to explore, investigate and learn through first hand experiences.

In September 2017 the Specialist Intervention nursery was opened. The aim of the nursery is to provide specialist intervention, observation and assessment places for pupils, to offer outreach to local nurseries when pupils attend on dual placement and to offer support for parents and carers regarding their child's needs. The summation of this process is supporting the application for an EHCP.

# Implementation

## Transition into Five Acre Wood

At Five Acre Wood we recognise, value and encourage the contribution of parents and carers and from the beginning we aim to work in partnership with them to give their child the best possible start to their school life. Children and their families are at the centre of our transition process. During the Summer term a meeting is set up for each individual child to which we invite parents/carers and representatives from pre-school and multi agencies involved with the child. This meeting is a perfect opportunity to share valuable information, providing a detailed picture about the whole child thus allowing a smooth transition into school.

Also during the Summer term new children and their parents/carers are given the opportunity to meet staff, current members of the class and their parents/carers at a transition taster session. Once in school, parents/carers are continually informed of what their child has been doing at school and their progress via the home/school diary, weekly photo diary, parent's evenings, consultation meetings, Person Centred Reviews and by telephone or email. We welcome parents/carers to become fully involved in their child's education and to continue sharing information about their child's interests and achievements at home.

We are committed to providing ongoing support to parents/carers and have a family support TEAM who are available to give support to families as their child starts school and to offer continued support whenever needed throughout the child's time in school.

## Specialist Staff

At Five Acre Wood the children are supported in all their learning by experienced staff who provide activities that build upon the children's experience and interests. Our curriculum planning allows the child to take part in both child initiated and adult led learning activities which are evaluated and used to inform our future planning. We use both the indoor and outdoor environments to provide opportunities for exploring and for the children to be actively involved in their learning. They are encouraged to make their own discoveries and communicate their ideas. We recognise that opportunities for learning occur spontaneously and so these are encouraged and embraced. It is recognised that each child is an individual who will develop in different ways at varying rates. In the EYFS at Five Acre Wood we lay the foundations for each individual child to build on as they progress through their learning journey.

## Specialist Intervention Nursery

The local authority manage admissions to the Specialist Intervention nursery. All children will be referred to the Multi Agency Early Years Planning Meeting that takes place 6 times a year, in each geographical area. The LA representative at these meetings will provisionally agree the placements prior to the specialist nursery making a home visit/pre-school visit to observe the child and agree the appropriateness of the referral.

Children can be referred, with parent's permission, by Portage, Health Key Workers, or Specialist Teachers. All children referred should be known to Portage or STLS. Places within a specialist nursery will be prioritised by school entry date. All children should have a care plan developed prior to admission.

### Criteria for admission

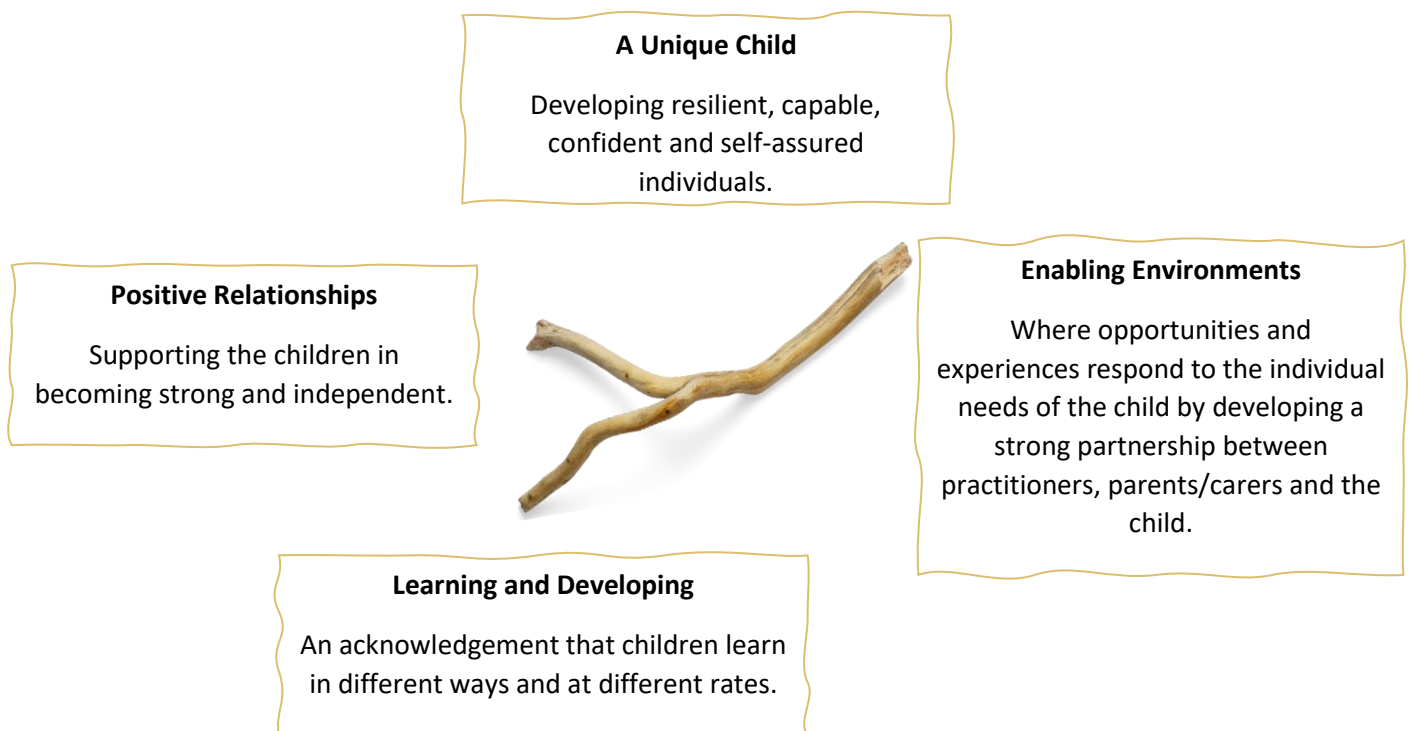
- 🍁 There is evidence that the child is assessed at two or more levels below their age expected age band in four or more aspects of the prime areas of learning within the EYFS.
- 🍁 It is highly likely that the child is known, or has been referred, to Portage.
- 🍁 The child has significant medical needs.

- ✿ The child requires a high level of adult support for functional activities, child initiated, and adult led play experiences.

Placements will initially be offered for 2 terms (up to a maximum of 18 weeks in total) on one of four specialist intervention nursery pathways (please see below for further details).

## Foundation Stage Curriculum

The revised Early Years curriculum is based upon four principles:



Three characteristics of effective learning are identified:

- ✿ **Playing and exploring** - children investigate and experience things, and 'have a go'
- ✿ **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- ✿ **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These characteristics are pivotal in enabling positive learning behaviours to develop and as such, are the main focus of the current EYFS curriculum at Five Acre Wood. The curriculum is organised into three 'prime areas' of learning and development and four 'specific' areas.

The 'Prime' areas are:

- ✿ **Personal Social and Emotional Development** - including supporting the transition to and between settings, promoting an inclusive ethos and providing opportunities for each child to become a valued member of that group and community so that a strong self-image and self-esteem are promoted; developing an enthusiasm for knowledge and learning and a confidence in their ability to be successful learners; providing opportunities that enable children to co-operate and work harmoniously alongside and with each other.
- ✿ **Communication and Language** – including opportunities for all children to practice their communication in a widening range of situations, to respond to adults and each other, to practise and extend the range of communication skills they use and listen carefully.

- ✿ **Physical Development** – including opportunities for all children to develop and practise their fine and gross motor skills and to increase their understanding of how their bodies work and what they need to do to be healthy and safe;

*These 'Prime' areas are facilitated through continuous provision planning and built in to EHCP, Therapy and other pupil specific outcomes.*

The 'Specific' areas are:

- ✿ **Literacy** - opportunities for all children to explore, enjoy, learn about and use words/symbols and text in a broad range of contexts and to experience a rich variety of books.
- ✿ **Mathematics** – including opportunities for all children to develop their understanding of number, measurement, pattern, shape and space by providing a broad range of contexts in which they can explore, enjoy, learn, and practise.
- ✿ **Understanding of the World** – including opportunities for all children to solve problems, make decisions, experiment, predict, plan and question in a variety of contexts, and to explore and find out about their environment and people and places that have significance in their lives.
- ✿ **Expressive Arts and Design** – including opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance and imaginative role play activities.

*These 'Specific' areas are facilitated through continuous provision planning and built in to EHCP, Therapy and other pupil specific outcomes.*

It is recognised that all areas of Learning and Development are inter-connected, are equally important and are underpinned by the Principles of the EYFS. One experience may provide children with opportunities to develop a range of skills and concepts across several areas of learning. We encourage the transfer and generalisation of skills and knowledge as we recognise this is something that many of our pupils have difficulty with.

## Teaching and Learning

In both the Nursery and Reception classes the children are supported in all their learning by experienced staff who provide activities that build upon the children's experience and interests. Our curriculum planning allows the child to take part in both child-initiated and adult-led learning activities which are evaluated and used to inform future planning and assessment. We use both the indoor and outdoor environments throughout the day to provide opportunities for exploring and for the children to be actively involved in their learning. They are encouraged to make their own discoveries and communicate their ideas. We recognise that opportunities for learning occur spontaneously and so these are encouraged and embraced. The outdoor area attached to a EYFS class is used regularly throughout the day and in addition the children have opportunities to access other play ground areas within the school at various planned times in order to experience different environments and to socialise with other children.

Opportunities for inclusion are also targeted through clubs which take place on a Friday afternoon. Frequent cross class learning carousels are also used to support inclusion and facilitate consolidation of previously acquired skills. These clubs are organised to reflect the age, need and interests of the children and it is envisaged that children will have opportunities to choose the club they wish to attend.

Structure and routine are built into the day so that the children begin to understand what is expected of them and consistent approaches supported by visual cues are used so that anticipation of routines and activities is developed.

Makaton is consistently used to support communication. Additionally children are supported to communicate through the provision of different communication aids according to their individual need. Opportunities to practice and develop communication skills are planned into the day including sessions such as snack time and play times. The children are given regular opportunities to make choices and show preferences. The children are supported to interact and build relationships with those around them through planned activities and experiences. Each child, their thoughts and their interactions are valued and they are encouraged to have confidence in themselves, and in their own ability and worth. Every individual's success is recognised and celebrated and children are encouraged to take pride in their achievements.

It is recognised that each child is an individual who will develop in different ways and at varying rates. In the Early Years Foundation Stage at Five Acre Wood we lay the foundations for each individual child to build on as they progress on their learning journey and move into their new class to follow the pre-formal, semi-formal (Practical or Structured variation) or formal curriculums.

Staff are expected:

- 🍁 To join in, getting down to the children's level and playing, following children's leads and modelling play skills where necessary.
- 🍁 To value all children's attempts at communication. Listen attentively and give children time to make responses.
- 🍁 To use 'Makaton' and/or symbols to support communication.
- 🍁 To recognise that learning opportunities occur constantly and spontaneously.
- 🍁 To acknowledge what the children say and discover.
- 🍁 To be constantly looking to build upon skills and ensure progressions.
- 🍁 To celebrate individual children's achievements.
- 🍁 To make written or photographic observations in accordance with the class protocol.
- 🍁 To encourage independence in all areas.
- 🍁 To wear clothing and footwear that supports them in getting to a child's level and playing and engaging with children at floor level.

## Equal Opportunities

The principles of Equal Opportunities are central to Five Acre Wood School and therefore, underpin the ethos of the Early Years. All children are given an equal opportunity to develop at their own rate regardless of gender, culture, belief or special educational needs. We aim to make sure that our resources reflect this and that our staff will help children see that we live in a multi-cultural society and that we should respect all cultures. (See Equal Opportunities policy).

## Promoting British Values

- 🍁 **Liberty:** The Early Years curriculum is child-led and lays an emphasis on the delivery of open-ended activities. This allows students to express their own choices and ideas through physical actions within their learning activities.
- 🍁 **Tolerance:** Early Years classes embark upon assemblies on a fortnightly basis and offer a range of inclusion opportunities through shared timetables for some of our core curriculum offers including Saplings.
- 🍁 **Respect:** The Early Years promotes a love of learning through the use of hygge. This creates warm, inviting learning spaces and focuses on the connectedness between a child and their teacher/peers. This is paired with the use of natural resources through The Curiosity Approach and a lived experience of 'natural consequences' if resources are mis-handled and thus broken.
- 🍁 **Democracy:** The Early Years emphasises joint attention and early communication skills, supporting these with a range of AAC including a Total Communication Approach, objects of reference, PECS and communication

boards. The nurture principles are embedded in to the classrooms so that trusting relationships are established early on, allowing pupils to freely communicate with adults that work closely with them.

- ✿ **Rule of Law:** The following of laws is introduced subtly in the Early Years through strategies such as establishing a 'readiness' for learning within students so that they are emotionally ready to accept adaptations to behaviours or follow boundaries. Students are introduced to visual timetables and transitional songs to support their understanding of the expectation.

## Other Professionals

It is recognised that individual children may need the extra input from specialists like:

- ✿ The School Nurse
- ✿ Speech and Language Therapist
- ✿ Physiotherapist
- ✿ Occupational Therapist
- ✿ Visiting Teachers for the Sensory impaired
- ✿ Paediatricians and other medical professionals
- ✿ Educational Psychologist
- ✿ Behavioural Support Services

We have a commitment to working closely with all other professionals to provide children with individual, joined up and consistent support as and when necessary. It is our aim to integrate specialist programmes into activities across the day, where possible, providing the right support in the most effective way for each child.

## Safety

Safety is of prime importance. Children are taught to handle and use tools and equipment with appropriate care and according to the rules and guidelines laid down. Staff, students, volunteers and parents are made aware of the need for the physical safety of the children (see Health and Safety policy).

## ‘Early Learning’ – Curriculum Framework

EYFS Term & Theme	1 Getting to Know You	2 Celebrate!	3 In a Time Gone By	4 The Great Outdoors	5 Entertainment	6 Animal Magic
<p><u>Early Learning Curriculum Key Values:</u></p> <p>In the Early Years, a strong emphasis is laid upon open-ended learning and establishing a sense of awe and wonder throughout our provision. We nurture a natural curiosity within our learners and do this by encouraging exploration in a range of settings. Careful consideration is given to the layout of the learning environment and the resources within it to create a relaxed atmosphere that enhances engagement and a sense of belonging. The Early Years aims to foster communication and social opportunities between a range of learners alongside building strong relationships with adults to create feelings of connectedness.</p>						
<b>Topics</b>						
<p><b>Year One: 2023-2024</b></p>	<p>Likes/Motivators</p> <p>Animation (Disney, Pixar, Dreamworks, Nick Jr., CBeebies)</p> <p>Experiencing Autumn</p>	<p>‘Spooksville’</p> <p>Diwali</p> <p>Christmas</p>	<p>Dinosaurs</p> <p>Pre-historic world</p>	<p>Life On the Farm</p>	<p>Life at the Circus</p>	<p>Woodland animals</p> <p>Holidays</p>
<p><b>Year Two: 2024-2025</b></p>	<p>Likes/Motivators</p> <p>Animation (Disney, Pixar, Dreamworks, Nick Jr., CBeebies)</p> <p>Harvest (farm life, food &amp; veg, crops, changes, planting)</p>	<p>‘Spooksville’</p> <p>Fireworks/Bonfire</p> <p>Christmas</p>	<p>Space</p>	<p>In the Garden</p> <p>Mini beasts/pond life</p>	<p>Sea Animals</p> <p>The Aquarium</p>	<p>Safari animals</p> <p>The Seaside</p>
<b>Books Related to Topic</b>						



<p><b>Books (linked to theme)</b></p> <p><b>Year 1 Academic Year 2023-2024</b></p>	<p><b>Linked to pupils interests</b></p> <p>The very helpful hedgehog That's not my hedgehog Autumn song sack</p>	<p><b>Pumpkin Soup</b> Fox in the dark Room on the broom Meg and Mog <b>Jolly Christmas Postman</b> <b>Father Christmas needs a wee</b> <b>The mouse that cancelled Christmas</b></p>	<p><b>Tyrannosaurus Drip</b> Stomp, Roar 10 little dinosaurs Non-fiction books 'Bumpus Jumpus Dinosaurumpus' Harry and the Dinosaurs The Dance of the Dinosaurs Dinosaur Roar</p>	<p><b>What the ladybird Heard</b> Farmer Duck The Pig in the Pond Farmyard Hullabaloo Oh Dear The odd egg</p>	<p>Paddington at the circus Molly's circus You See a Circus, I See...</p>	<p>The Gruffalo Owl babies We're going on a bear hunt That's not my squirrel Night, night forest friends</p>
<p><b>Books (linked to theme)</b></p> <p><b>Year 2 Academic Year 2024-2025</b></p>	<p><b>Linked to pupils interests</b></p> <p>Tree: Seasons come, seasons go Percy the Park Keeper <b>Autumn song sack</b></p>	<p><b>The stick man</b> The witch and the warthog Whoosh went the witch <b>Santa Loves Underpants</b> Dear Santa Sproutzilla Mogs Christmas Calamity <b>The Magic Christmas Sleigh</b></p>	<p><b>Whatever Next</b> How to Catch a Star Zoom to the Moon Zoom, Rocket, Zoom Aliens Love Underpants You Choose In Space Space Song Rocket Ride, Barefoot Books</p>	<p><b>A squash and a squeeze</b> Winnie the pooh: Pooh's secret garden Peter Rabbit Super worm Hungry Caterpillar</p>	<p><b>Shark in the park</b> Ocean in the commotion Snail and the whale Sharing a shell</p>	<p>Barefoot Books Animal Boogie Night Monkey, Day Monkey Monkey and Me Monkey puzzle</p>
<p><b><u>Continuous Provision</u></b></p> <p><b>Morning focus:</b> Pupil specific targets, Invitation to Play, Curiosity</p> <p><b>Afternoon:</b> Topic enrichment</p>	<p><b><u>EHCP Prime Areas:</u></b> Communication &amp; Interaction; Cognition &amp; Learning; Social, Emotional and Mental Health; Physical &amp; Sensory; Independence/Preparing for Adulthood</p> <p>Self-awareness ; Weather ; Sense ; Healthy Living ; Seasons ; Peer Relationships</p> <p><b><u>RSE:</u></b> Families and people who care for me ; Caring friendships ; Respectful relationships ; Being safe ; Mental wellbeing; Internet safety &amp; harms; Physical health and fitness ; Health and prevention</p>					
<p><b><u>Pupil Engagement</u></b> (SCERTS, Engagement Model)</p>	<p>Alongside core interventions used across the whole school, such as the SCERTS model and the Engagement Model, the Early Years uses the following approaches to learning:</p> <p><b><u>The Curiosity Approach</u></b></p>					

	<p>A modern-day approach focusing on open-ended resources, loose parts and the natural world that fits in with the current technological times. It brings curiosity, awe and wonder into early childhood and creates the ‘thinkers and doers’ of the future. The Curiosity Approach aims to empower and ignite passion and excitement in practitioners.</p> <p style="text-align: center;"><b><u>Hygge</u></b></p> <p style="text-align: center;">A Scandinavian term that doesn’t translate to English. It is a feeling, an atmosphere – a cosy, comfortable and warm space. Where children can feel connectedness with adults, build trust. For staff to rebalance themselves creating a feeling of contentment and positive well-being.</p> <p style="text-align: center;"><b><u>Forest School/Saplings</u></b></p> <p>A bespoke learning provision within our Outdoor Learning Environment. Saplings is a pre-cursor to forest school sessions that are led by the Outdoor Learning Team. Saplings allows students to build a connection with nature, have the freedom to explore in a way that they cannot within the confines of a classroom and prepares them for forest school sessions.</p>
<p><b>Communication and Interaction</b></p> <p>Functional skills and Communication in mornings Informed by EHCP targets, SaLT, SCERTS</p>	<p style="text-align: center;"><b>Speaking &amp; Listening</b></p> <ol style="list-style-type: none"> <li>1. <b>Attention and Listening Skills</b> (Use of visual, tactile, verbal prompts, use of total communication, accompanied by signs etc.)</li> <li style="text-align: center;">2. <b>Play and Interaction</b></li> <li>3. <b>Communicating and Interacting</b> (Functional Communication/Pragmatics– is about how children become communicators. Learning to listen and speak emerges out of non-verbal communication, which includes facial expression, eye contact and hand gesture. These skills develop as children interact with others, listen to and use language, extend their vocabulary and experience stories, songs, poems and rhymes)</li> <li>4. <b>Understanding Language</b> (Receptive/Listening- understanding simple key words, moving onto instructions with increasing range of words and concepts-position, description, size etc..., understanding questions, time concepts, jokes)</li> <li>5. <b>Using Language</b> (Expressive/Speaking, this includes developing use of AAC devices, increasing vocabulary, improving use of grammar (personal pronouns, tense etc), increasing range of communication functions, recall of words and events, )</li> <li style="text-align: center;">6. <b>Speech</b>- articulation- this should be done with advise from SALT)</li> <li>7. <b>Language for Thinking</b> – is about how children learn to use language to imagine and recreate roles and experiences and how they use talk to clarify their thinking and ideas or to refer to events they have observed or are curious about. Abstract concepts such as things you can’t see, imagination, thinking, how, why and inference.</li> </ol>
<p><b>Language and Literacy</b></p>	<p style="text-align: center;"><b>ASPECTS, LANGUAGE AND LITERACY</b></p> <p style="text-align: center;"><b>Reading</b></p> <ol style="list-style-type: none"> <li>1. <b>Reading behaviour</b>– is about children understanding and enjoying stories, books and rhymes,</li> <li>2. <b>Pre Reading</b>- Satisfactory eyesight and hearing, Visual discrimination, Sound discrimination, Memory (repeat a short phrase, repeat a nursery rhyme or 4/5 line poem or tongue twister), Concentration – can engage in a task for at least 5 - 10 minutes, Knows how to hold a book, turn the pages. Knows that in English, print reads from top to bottom, left to right.</li> <li>3. <b>Pictures and Symbols</b> - recognising that print carries meaning, Recognises Logos, or symbols. ‘Reading’ both fiction and fact, and reading a range of familiar words and simple sentences.</li> </ol>

	<p>4. <b>Linking Sounds and Letters</b> – is about how children develop the ability to distinguish between sounds and become familiar with rhyme, rhythm and alliteration. They develop understanding of the correspondence between spoken and written sounds and learn to link sounds and letters and use their knowledge to read and write simple words by sounding out and blending.</p> <p>5. <b>Reading Words and Phrases</b>- using combination of skills to decode and blend in order to read for meaning. Recalling events, making predications and inferring from text.</p> <p style="text-align: center;"><b>Writing</b></p> <p>1. <b>Muscle strength and Fine motor</b>- Fine motor skills developed, Hand eye co-ordination developed, Satisfactory sight (if VI, specialist advice followed),</p> <p>2. <b>Mark Making and Writing</b>– is about how children build an understanding of the relationship between the spoken and written word and how through making marks, drawing and personal writing children ascribe meaning to text and attempt to write for various purposes.</p> <p>3. <b>Handwriting</b>– is about the ways in which children's random marks, lines and drawings develop and form the basis of recognisable letters.</p> <p>4. <b>For further skills see National Curriculum.</b></p>
<p><b>Early Numeracy</b></p>	<p style="text-align: center;">Functional skills in mornings Topic related consolidation in afternoons</p>

# Impact

## Specialist Intervention Nursery

**Specialist Nursery Interventions Framework (Pathways)** as part of the SENIF offer (See Schedule 3 for entry indicators and exit process):

### 1. Specialist Nursery Extended Intervention

- For children with severe and complex needs/significant medical needs/Final EHCP who need to be in one setting for a prolonged period of time before starting school. This can be offered as a dual placement if that is parental preference.

### 2. Specialist O&A Intervention

- For children when an EHCP is considered to be appropriate and the observation period will enable evidence to be gathered to inform the statutory assessment process.

### 3. Specialist Focused Intervention onsite (at Specialist Nursery)

- A specific focus on an intensive programme.

### 4. Specialist Intervention offsite (in PVI and maintained setting, other EY setting location)

- Specialist Intervention offsite where children would benefit from receiving the intervention in their Early Years setting.

Following the review at 12 weeks, clear transition must be planned. For children allocated to pathways 1-3, following the review at 12 weeks one of the following will be agreed as an outcome:

1. The child returns to a mainstream setting and an informed provision plan of support is put in place;
2. The child remains in the specialist setting on the current number of sessions per week because the LA has identified that further assessment is essential;
3. The child remains in the specialist setting and the number of sessions per week is increased because the child's needs cannot be met elsewhere.

For children allocated to pathway 4, an informed provision plan of support will be shared with the setting and a SENIF practitioner. The SENIF practitioner will then facilitate a transition period of up to 6 weeks within the PVI setting.

## Assessment and Recording

At Five Acre Wood we follow the main EYFS assessment method using observations of children in different teaching and learning contexts, including both adult-led activities and child-initiated play. All members of the class team are involved in observing children and observations are made daily. Also, spontaneous observations of significant moments in the children's learning and development are recorded and duly celebrated by everyone. These observations are collected in each child's individual profile along with contributions from parents and carers. Observations are used to help inform staff of children's abilities, needs, interests, play and learning styles. From this, learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps.



We also hold a Person Centred Review to look at the new Education and Health Care Plan and review the progress that has been made against the outcomes and individual targets and set new targets where appropriate. Parent's evenings and regular parent consultation meetings are then held to discuss the child's progress against these targets throughout the year.

At the end of the year the parents receive a report on their child which details progress in each of the seven areas of learning. In addition there are comments on the characteristics of effective learning which covers such areas as how the child plays, explores and their involvement in activities.

Intervention provided by the Specialist Intervention nursery is for an initial period of 12 weeks. During this time the nursery will carry out formative and summative assessment in line with the statutory guidance for the EYFS. Reviews will take place in line with the expectations of the SEND Code of Practice 2015 i.e. a minimum of 3 times a year, and include parents, all professionals working with the child and the mainstream setting if appropriate. A report will follow each review.

## Moving on

At the end of the Foundation Stage we complete the EYFS Profile and put together a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This information, along with the Learning Journals, any individual plans/equipment, reports from other professionals and information from parents/carers, is then used as the basis for discussion with the next class teacher in specific transition meetings.

During the Summer term, towards the end of the Reception year the children take part in planned transition sessions, where they visit their new Key Stage 1 class to join in with activities and explore the environment. Parents are also given the opportunity to visit their child's new class and to meet the new teacher during the last couple of weeks of the Summer term. In this way we ensure that each and every child benefits from a smooth transition.

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Five Acre Wood School (2022) **EYFS Supervision Policy**

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## Example documents

### BSquared assessment Early Steps Framework > Communication and Language

# Individual Assessment

Five Acre Wood School

25 Jan 2024 - [REDACTED] - Communication & Language, Communication & Language -  
Level: 5 (12–18 months) / Start Date: 1 Sep 2022 / Progress: 60%

#### Communication & Language

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| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Accepts the word 'No' in some situations</li> <li><input type="checkbox"/> Attempts to use sound/sign/symbol to imitate an animal</li> <li><input checked="" type="checkbox"/> Begins words with a range of consonant sounds when communicating</li> <li><input checked="" type="checkbox"/> Combines sounds and gestures to indicate a need</li> <li><input checked="" type="checkbox"/> Communicates 'Me' and 'Mine' to identify possession when familiar people are introduced/taken away</li> <li><input type="checkbox"/> Communicates likes or dislikes using words, signs, or symbols</li> <li><input type="checkbox"/> Communicates with a vocabulary of 20 words, signs, or symbols</li> <li><input type="checkbox"/> Communicates with peers using words, gestures, or symbols</li> <li><input type="checkbox"/> Copies 10-20 words immediately (echoing)</li> <li><input checked="" type="checkbox"/> Creates long babbling sentences</li> <li><input checked="" type="checkbox"/> Creates their own words (jargon) when communicating with others</li> <li><input checked="" type="checkbox"/> Demonstrates an interest in words through facial expressions when members of staff talk to them</li> <li><input type="checkbox"/> Follows simple commands (including verbs) with appropriate responses, e.g. rolls the ball when requested to</li> <li><input type="checkbox"/> Gazes from one speaker to another</li> <li><input type="checkbox"/> Gives commonly used places a name, e.g. home, toilet, out</li> <li><input checked="" type="checkbox"/> Gives familiar people a name</li> <li><input type="checkbox"/> Gives named, familiar objects to a member of staff, e.g. coat, car, apple, book</li> <li><input checked="" type="checkbox"/> Goes to a requested place, e.g. book corner</li> <li><input type="checkbox"/> Imitates gestures or signs that a member of staff often uses</li> <li><input type="checkbox"/> Imitates new words, signs, or symbols</li> <li><input type="checkbox"/> Imitates words, signs, or symbols of 50 words</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Indicates the need for help with words, gestures, or symbols</li> <li><input type="checkbox"/> Initiates communication with familiar people</li> <li><input checked="" type="checkbox"/> Joins in rhymes or jingles with babble and a few recognisable words, signs, or symbols</li> <li><input checked="" type="checkbox"/> Joins in with repetition of a story or song independently</li> <li><input checked="" type="checkbox"/> Listens as a member of staff talks about a book</li> <li><input checked="" type="checkbox"/> Listens as a member of staff talks about a picture</li> <li><input checked="" type="checkbox"/> Makes a choice from a range of three or more physical items</li> <li><input checked="" type="checkbox"/> Makes their feelings known to a member of staff</li> <li><input type="checkbox"/> Nods, signs, or uses symbols in agreement to a suggestion or viewpoint of another</li> <li><input checked="" type="checkbox"/> Participates in singing activities</li> <li><input checked="" type="checkbox"/> Persists when trying to communicate</li> <li><input checked="" type="checkbox"/> Points to their body parts when named</li> <li><input checked="" type="checkbox"/> Recognises own name and responds</li> <li><input checked="" type="checkbox"/> Repeats a member of staff's last word</li> <li><input checked="" type="checkbox"/> Requests a new action or object in their chosen form of communication</li> <li><input checked="" type="checkbox"/> Responds to choices with actions or gestures when given options</li> <li><input type="checkbox"/> Responds to directions, e.g. 'Sit down'</li> <li><input checked="" type="checkbox"/> Responds to one-step commands appropriately when asked clearly by a member of staff, e.g. 'Get your shoes'</li> <li><input checked="" type="checkbox"/> Responds to simple questions with appropriate responses, e.g. looks at their shoe when asked where it is</li> <li><input type="checkbox"/> Responds to the words 'You', 'You're', 'Me', and 'Mine' appropriately</li> <li><input checked="" type="checkbox"/> Says 'Bye-bye' to familiar people with consistent responses when the situation is appropriate</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Says own name</li> <li><input type="checkbox"/> Shakes their head, signs, or uses symbols in disagreement to a suggestion or viewpoint of another</li> <li><input checked="" type="checkbox"/> Shows preferences by pointing/gesturing when provided with both a favoured and a disliked option</li> <li><input type="checkbox"/> Takes part in a 'conversation' with a member of staff</li> <li><input type="checkbox"/> Understands 50 spoken words, signs, or symbols</li> <li><input type="checkbox"/> Understands a wide range of single words and some two-word/phrases in familiar contexts, e.g. 'give me', 'shoe on'</li> <li><input checked="" type="checkbox"/> Uses a word, sign, symbol or gesture to express how their body feels if in pain or discomfort</li> <li><input checked="" type="checkbox"/> Babies, toddlers and young children will be learning to copy your gestures and words. [DM 2021]</li> <li><input checked="" type="checkbox"/> Babies, toddlers and young children will be learning to develop pretend play, for example, 'putting the baby to sleep' or 'driving the car to the shops'. [DM 2021]</li> <li><input checked="" type="checkbox"/> Babies, toddlers and young children will be learning to generally focus on an activity of their own choice and find it difficult to be directed by an adult. [DM 2021]</li> <li><input checked="" type="checkbox"/> Babies, toddlers and young children will be learning to listen and respond to a simple instruction. [DM 2021]</li> <li><input checked="" type="checkbox"/> Babies, toddlers and young children will be learning to listen to other people's talk with interest but can easily be distracted by other things. [DM 2021]</li> <li><input type="checkbox"/> Babies, toddlers and young children will be learning to recognise and point to objects if asked about them. [DM 2021]</li> <li><input type="checkbox"/> Babies, toddlers and young children will be learning to understand simple instructions like 'give to nanny' or 'stop'. [DM 2021]</li> <li><input checked="" type="checkbox"/> Babies, toddlers and young children will be learning to use intonation, pitch and changing volume when talking. [DM 2021]</li> </ul> |
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## BSquared assessment Early Steps Framework > Understanding the World

# Individual Assessment

Five Acre Wood School

25 Jan 2024 - [REDACTED] Understanding the World, Understanding the World - Level: 6  
(18–24 months) / Start Date: 1 Sep 2022 / Progress: 53%

### Understanding the World

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li><input checked="" type="radio"/> <b>R</b> Answers yes/no questions using words, signs, symbols, gestures or facial expressions when being asked about objects, people or occasions that are familiar to them</li> <li><input type="radio"/> Communicates what is special or important to them</li> <li><input type="radio"/> Demonstrates an awareness of other people's feelings</li> <li><input type="radio"/> Demonstrates an understanding of their own individuality</li> <li><input checked="" type="radio"/> <b>R</b> Demonstrates social emotions, e.g. sympathy for someone who is hurt</li> </ul> | <ul style="list-style-type: none"> <li><input type="radio"/> Helps to hand out objects to a group when asked</li> <li><input checked="" type="radio"/> <b>M</b> Looks at an object when it is named</li> <li><input checked="" type="radio"/> <b>M</b> Matches pairs of objects with assistance</li> <li><input checked="" type="radio"/> <b>M</b> Matches pictures to objects with assistance</li> <li><input checked="" type="radio"/> <b>M</b> Matches pictures to pictures with assistance</li> <li><input checked="" type="radio"/> <b>P</b> Plays give-and-take games with little support</li> <li><input checked="" type="radio"/> <b>M</b> Recognises that pictures tell stories</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="radio"/> <b>M</b> Shows some basic awareness of cause-and-effect</li> <li><input type="radio"/> Tries to establish themselves as a member of a social group</li> <li><input checked="" type="radio"/> <b>M</b> Turns a screw toy anticlockwise</li> <li><input checked="" type="radio"/> <b>M</b> Turns a screw toy clockwise</li> <li><input checked="" type="radio"/> <b>M</b> Babies, toddlers and young children will be learning to explore and respond to different natural phenomena in their setting and on trips. [DM 2021]</li> </ul> |
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# Assessment using Evidence for Learning

Web Console Access the Admin Console/Area

## Five Acre Wood School

[Admin](#) [Profile](#) [Help](#)

Evidence Documents Tags Frameworks Activities Assessment Books

Date: Tue 10th Oct 2023

Photo(s) / Video(s)



**Aa** Comments: During outdoor learning ██████ took an interest in the pumpkins, especially the smaller ones. She walked over to the trampoline and laid down to play with it. When a member of staff approached Summer, they began to sing a familiar Super Simple Song "one little pumpkin" but changed the adjective from "smiling" to "jumping". ██████ smiled and looked briefly towards the member of staff. The supporting member of staff then drew three different emotional facial expressions on the pumpkin: happy, sad and angry. The member of staff continued to sing the song, showing the pumpkin ██████ to comment on this. When the member of staff went to support another student, ██████ was later observed to continue this activity independently.

Web Console Access the Admin Console/Area

## Five Acre Wood School

[Admin](#) [Profile](#) [Help](#)

Evidence Documents Tags Frameworks Activities Assessment Books

**1 Characteristics of effective learning AF**

- > Playing & Exploring-Engagement > Finding out and exploring
  - >> I can notice patterns, changes, similarities, and differences when exploring across the curriculum.
  - >> I can engage in open-ended activity.
- > Playing & Exploring-Engagement > Using what they know in their play
  - >> I can use what I discover in play and link it to my existing knowledge.
- > Active Learning-Motivation > Being involved and concentrating.
  - >> I can become completely focussed in activities and experiences and not easily distracted.
  - >> I can maintain focus on my activity for a period of time.
- > Active Learning-Motivation > Keep on trying.
  - >> I can pursue a line of interest during an activity.
- > Active Learning-Motivation > Enjoying achieving what they set out to do.
  - >> I can become involved in activities and experiences which arise out of personal interest, curiosity and enquiry.
- > Creating and thinking critically. > Using what they know to learn new things.
  - >> I can use acquired knowledge and skills to explore new learning across and within areas of learning.
- ████████ Provision Plan 2022-2023 NEW
  - > Cognition and Learning > Outcome: By March 2024, I will be able to attend to an adult-directed activity for up to 5 minutes, alongside at least one peer so that I can begin to build new relationships > Intervention: What's in the Bag?
    - >> I will be able to coactively explore a sensory or motivating resource with a familiar adult, showing sustained signs of participation e.g. taking brief turns, in a 1:1 setting, 60% of the time, twice weekly
  - > Social, Emotional and Mental Health > Outcome: By March 2024, I will be able to recognise my emotions through the use of the Zones of Regulation and choose a mutual regulation strategy to support this, both at home and in school, so that I am able to stay better emotionally regulated > Intervention: Zones of Regulation
    - >> Target: I will begin to use accurate emotion words to express emotions that I am familiar with, for example 'sad', when an adult consistently models the use of these, 40% of the time

## Provision Plan

Created: Thu 25 January 2024

**Provision plan 2022-2023**

Personal Progress Achievement Continuum

**Items**

Provision will be made through the personalised curriculum at Five Acre Wood School by the school teams.	
Communication and Interaction	
Outcome: I will consistently respond to adults' attempts of intensive interaction at the 'Engagement' level, by showing consistent attention to an interactive episode, so that I can develop my shared attention and begin to build social relationships.	
Intervention: Intensive Interaction at a attention and response level	
Target: I will be able to show signs of surprise and enjoyment during interactive episodes with an adult for a minimum of 15 seconds when the adult is engaging with me in any way, at least 10x daily, with a success rate of 80%	3
Target: I will respond (although not consistently) to adults bids of intensive interaction through the use of eye gaze, stilling or smiling/laughing, at least 10x daily with a success rate of 80%. [redacted] is now responding to adults bids of intensive interaction through stilling, smiling, laughing and using his eye gaze.	7
Target: I will be able to show signs of surprise and enjoyment during interactive episodes with an adult for a minimum of 5 seconds when the adult is engaging with me in any way, at least 10x daily, with a success rate of 80%. [redacted] is able to show signs of enjoyment during interactions with an adult for over 5 seconds.	9
Outcome: I will be able to request items and activities at a PECS phase 1 level across at least 3 different activities to ensure I am able to communicate my wants and needs.	
Intervention: PECS phase 1	
Target: I will be able to exchange a single picture with an adult, using a silent prompter to start the exchange, however completing the last part of the exchange myself, in order to request a toy or soft teddy, at least 2x daily, with a success rate of 60%.	
Target: I will be able to exchange a single picture with an adult, using a silent prompter to start the exchange, however completing the last part of the exchange myself, in order to request Peppa Pig on the computer, at least 2x daily, with a success rate of 60%.	
Target: I will be able to exchange a single picture with an adult, using a silent prompter to start the exchange, however completing the last part of the exchange myself, in order to request my milk bottle, at least 2x daily, with a success rate of 60%.	
Intervention: Clear plastic boxes in order to promote communication	