



# Early Years Foundation Stage Unit (FSU)



# Headteacher's Welcome

Welcome to Charlton-on-Otmoor Church of England Primary School. Charlton is a caring and nurturing primary school nestled in history amongst the rural Oxfordshire countryside.

Our school sits at the heart of the local community. We work in partnership with governors, families, and community members to support our children to achieve their full potential. We are also very fortunate to have a great PTA that supports us and helps us give the children the best learning opportunities we can.

Our school vision, 'Aspire and Grow Together', brings together our commitment to ensure that every child aspires to be the best they can be and our emphasis on the children being part of a school family where they grow together through joint experiences. As a church school, we ensure that all pupils, whatever their faith, are equipped with a good moral, spiritual and cultural grounding. All our work is underpinned by our six core Christian Values – Love, Respect, Kindness, Forgiveness, Resilience and Honesty. The children have many opportunities to live out these values in their everyday lives both within their classes and across the school.

The staff have created a rich and relevant curriculum that is delivered within a supportive, friendly and nurturing environment which enables all children to thrive. We have excellent facilities which allow us to provide both indoor and outdoor learning opportunities, including Forest School sessions, to help foster confident, independent learners.

Please contact us if you have any questions, queries or are interested in a place for your child.

Mrs Nadia Gosling  
Head Teacher

## **Nursery from 3 years and Reception from 4 Years**

At Charlton-on-Otmoor C.E. Primary School, our FSU includes both Nursery and Reception children in the same class. We welcome Nursery children in the term after their 3<sup>rd</sup> birthday. Offering morning sessions (8.45 to 11.45am), afternoons or whole days (8.45-3.15pm). If your child is ready to do more than their 15 hours, your child can do top-up sessions, charged at £5.00 an hour. We also accept the 30-hour entitlement codes.

Visits to school are welcomed and encouraged, so please make an appointment to come and see us and find out more!

## Our Staff and School.



**Amanda Clarke**

FSU Teacher  
(Early Years Lead)



**Zoe Wells**

FSU Teacher



**Sarah Ling**

Nursery Nurse



**Michelle Buckley**

Early Years Practitioner



**Ali Walters**

Early Years TA

**Charlton-on-Otmoor C.E. Primary School** is a small village school, very much at the heart of the community. We work in partnership with parents, providing a welcoming and stimulating environment which values, motivates and challenges all children. We promote their independence from day one and work closely with parents to celebrate their achievements both at home and at school through weekly newsletters and our online learning Journal: Tapestry.

## Snacks

Children are provided with a daily healthy fruit or vegetable snack and a drink of milk. They should each bring their own named bottle of water. We encourage children to be independent with their washing of hands, eating and peeling their fruit and drinking from an open cup as soon as appropriate.



## **Planning and Assessment**

The FSU is a play-based environment where children have access to carefully planned activities both inside and outdoors that cover all **seven areas of learning** and support children to develop the **Characteristics of Effective Learning** (COEL)(see below). The activities are based on exciting and engaging half termly topics. In addition to planned, purposeful play activities that can be adult-led or child-initiated, teaching and learning is delivered through more focused whole-class teaching sessions and small guided group work.

All our children are continually assessed through their play and our planned activities; our observations inform us of their next steps and future planning. In addition, Reception children are required to be assessed within the first six weeks of starting school using the Governments Reception Baseline Assessment and then at the end of the school year against the Early Learning Goals (see below).

We keep parents updated on their child's "wow" moments, through emailed observations using an online app called **Tapestry**. This online Learning Journal also offers parents the ability to comment and send observations from home. This enables excellent communication between home and school. This is in addition to daily interactions with staff in the FSU and parents' evenings.

All the children have an equal entitlement to learning opportunities and those who may experience learning difficulties will be supported in partnership with parents and other agencies if necessary.

We value the diversity of individuals and do not discriminate against anyone because of differences.

Mrs Wells is Special Needs Co-Ordinator for our school and the children will have support as outlined in the Code of Practice for Special Educational Needs. Should you have any concerns about the development of your child, we are always happy to listen, support and help wherever we can.

### **Key Workers**

On entry, whether it be Nursery or Reception, each child has an assigned key worker. Mrs Clarke and Mrs Wells are the key workers for the Reception children and Mrs Ling is the key worker for our Nursery children. Each key worker gets to know their group of children and is responsible for their pastoral care, building a closer relationship and understanding.



### **Being Part of the Whole School**

Children in the FSU have their own unit and play area, but are still very much a part of the whole school. They eat lunch in the dining hall with the older children, but on a designated table with their own member of staff to help them. FSU also join in whole school events such as May Day, Harvest and Easter Celebrations. We regularly attend whole school assemblies and there is also a programme of activities as part of their transition into Year 1.



## **School Uniform and PE Kit**

Children from Reception should wear the school uniform. Nursery children are encouraged to do so too to feel they are a part of the whole school. All children need a pair of wellington boots for wet and poor weather days when using our outdoor area. We ask that children have spare clothes in case of accidents and a Charlton PE kit kept in a carrier bag or drawstring bag on their peg. (Unfortunately, we do not have the space for rucksacks in the cloakroom area.) They will also need a water bottle and separate Book Bag to bring daily.

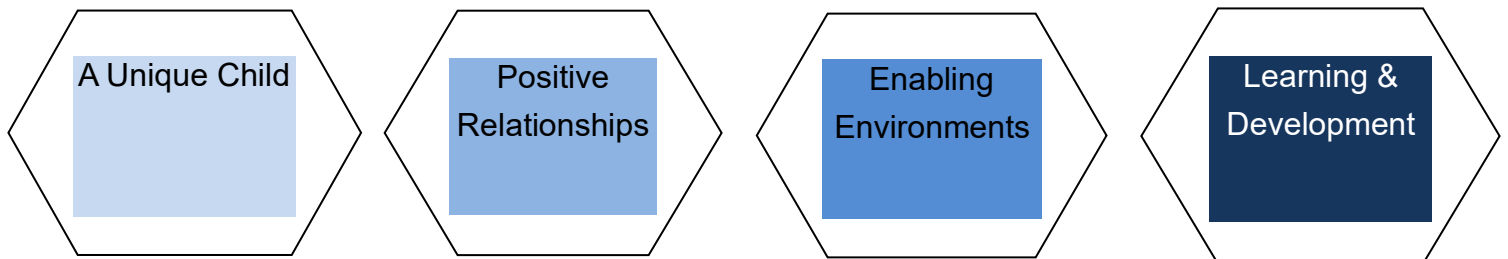
All belongings need to be clearly labelled with your child's name please.



## **Information about EYFS**

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. All schools and Ofsted-registered early years providers must follow the EYFS, including childminders, preschools, nurseries and school Reception classes.

The principles of the Early Years Foundation Stage are grouped into four themes:



### **A Unique Child**

Every child is a competent learner from birth who can be resilient, capable and self-assured.

### **Positive Relationships**

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

### **Enabling Environments**

The environment plays a key role in supporting and extending children's development & learning.

## **Learning and Development**

Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

Learning and Development is split into seven areas (3 Prime areas and 4 specific areas)

### **Prime Areas:**

#### **Communication and Language**

- Listening, Attention and Understanding
  - Speaking

#### **Personal, Social and Emotional Development**

- Self-regulation
- Managing self
- Building relationships

#### **Physical Development**

- Gross Motor Skills
- Fine Motor Skills

### **Specific Areas:**

#### **Literacy**

- Comprehension
- Word Reading
  - Writing

#### **Mathematics**

- Numbers
- Numerical Patterns

#### **Understanding of the world**

- Past and Present
- People, Culture and Communities
  - The Natural World

#### **Expressive Arts and Design**

- Creating with materials
- Being imaginative and Expressive

## Characteristics of effective learning (COEL)

The curriculum also develops the three key characteristics of effective learning:

**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.

At the end of the foundation stage, an EYFS profile will be completed for each child commenting on whether they have met the ELGs. This will be shared with their parents/carers. At Charlton-on-Otmoor C.E Primary School, we also complete an annual report, in the summer, for all the children in the unit who have been with us for more than one whole term.

For further information, please speak to a member of staff or look at the link below:

<https://www.gov.uk/early-years-foundation-stage>

At the end of their Reception year the children will be assessed in these areas to identify if they have met their Early Learning Goals:

### Early Learning Goals

<p><b>Communication and Language</b></p> <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>	<p><b>Physical Development</b></p> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>	
<p><b>Understanding the World</b></p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b>Expressive Arts and Design</b></p> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<p><b>Mathematics</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p><b>Literacy</b></p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>