

EYFS REOPENING PLANS



GOVERNMENT GUIDANCE ON REOPENING FOR EYFS

- *For pupils in Reception, disapplications of specific EYFS requirements can be used where coronavirus (COVID-19) restrictions prevent settings delivering the EYFS in full. You may consider focusing more on the prime areas of learning in the EYFS, including communication and language, personal, social and emotional development, and physical development, if you think this would support your children following time out due to coronavirus (COVID-19). For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. For Reception, consider how all groups of children can be given equal opportunities for outdoor education.*

PRIORITIES

- Assessing and addressing gaps
- Phonics
- Prime areas of learning: PSED, C & L, PD
- Provision: FSI & FS2 Plans and priorities
- Timetabling and interventions

ASSESSING AND ADDRESSING GAPS

- Target tracker to be updated, in relation to engagement from pupils during the home learning period. This is to be used as a working document for the rest of the school year to monitor pupils, inform interventions and timetabling.
- 40 pupils have completed a phonics assessment at the end of spring 1 (half virtually, half key worker and vulnerable.) Rest to be completed during the w/c 8th March to see if alterations need to be made to phonics groupings.
- OLP in the final three weeks of the half term to inform current attainment in Maths and writing and how this may have changed during the home learning period.

PHONICS

- Majority of pupils have made progress in phonics during the home learning period (the children that have been assessed.) The level of children at or above ARE on the phonics tracker is 48% (50% at Autumn 2). 35.7% were above ARE. This is despite not moving on the 16 children that haven't been assessed yet.
- Phonics groups: ML & KG to lead the 2 vulnerable phonics groups to ensure significant progress is made through the rest of the school year. GB to support 4 children below this, with ML/KG delivering intervention to these pupils.
- FS1: 3 adults in the morning to be utilised to support big push on phonics until the end of the year. Those children that are working at/above in reading to start RWI sounds in the Summer term. Rest of the children to ensure they have worked their way through and completed phase 1 of letter and sounds before the end of the year to ensure good oral discrimination by the time they join FS2.

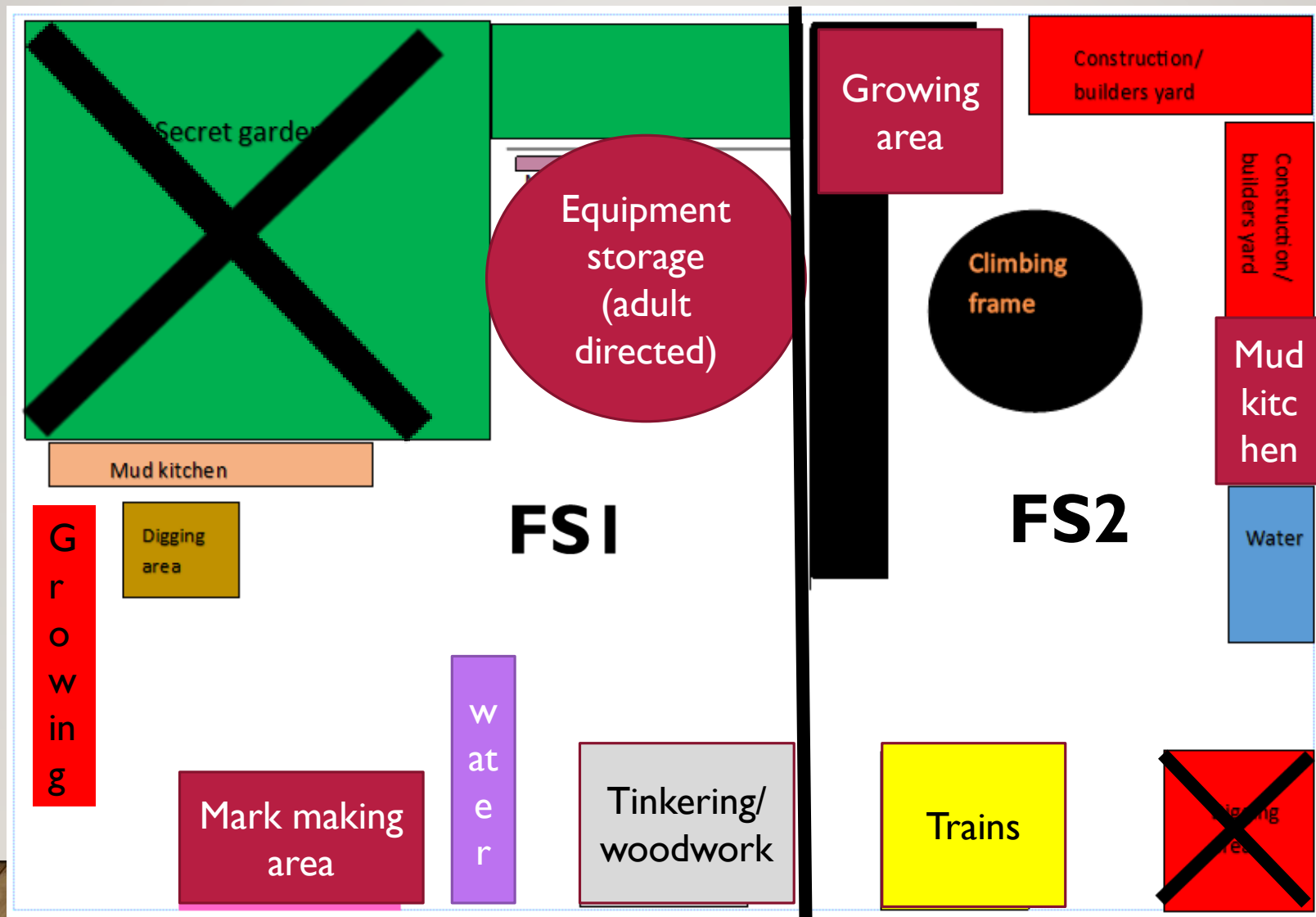
PRIME AREAS OF LEARNING

- PSED: Number of circle times in the first few weeks to focus on children's emotions, experiences during lockdown, reintegration back into school and seeing friends. Facilitate small groups for those that are struggling with transitions and the use of quiet space as/when required.
- C&L: Models of language throughout the provision using adult interactions. Key vocabulary shared throughout the week. Lots of story sharing at the end of the school day to develop key story phrases. Use of helicopter stories as part of the Literacy sessions.
- PD: Big focus on fine motor. Intervention for those that need it lead by GB. Top phonics group to move to writing in books. Lots of opportunities to write in the provision.

PROVISION: PLANS AND PRIORITIES

- Outdoor provision – Planned with KG & SY. (See on following 2 slides)
- Ensure lots of opportunities to write throughout the provision.
- Use organisation of areas to support mathematical development in real life contexts. (e.g. having 10 pencils in a pot, number bonds to 10. Question children, “We have 8 left. How many missing? How do we know?”)

Outdoor provision plan



OUTDOOR PROVISION- TO DO LIST

FS1	FS2
<p>Clean/tidy</p> <p>Water: organising, find baskets, sort resources.</p> <p>Tuff spot and tray.</p> <p>Storage: physical development in boxes, easily transportable.</p> <p>Mark making: storing resources. Clean daily.</p> <p>Digging area: order mud, look at digging resources. How to store resources?</p> <p>Growing: Moving tyres, think about what to plant?</p> <p>Mud kitchen: organise and take photos of all areas.</p>	<p>Clean/tidy</p> <p>Outdoor writing resources. Paint tins. Milk tins.</p> <p>Dinner time resources. Rule setting.</p> <p>Construction: car parts/high vis, tarpaulin/loose parts, enhancements,</p> <p>Growing area: tyres, growbags, digging, pallets, water sprays.</p> <p>Water/natures kitchen: Organise, think about enhancements. Resources to use in the natures kitchen. Sticks, twigs, cones, rocks, compost, sand?</p> <p>Trains: shelving unit out of pergola, organise train tracks, think about enhancements.</p> <p>Tinkering/woodwork: extra wood, organise tinkering station, electrical items clean & organise.</p> <p>Tuff spot for the electrical.</p>

TIMETABLING AND INTERVENTION

- Reassess the timetable and intervention devised for Spring 1. Assess children over the first three weeks using OLP to see if anybody else needs adding to intervention lists.
- Update the target tracker to identify these children and add to corresponding interventions.
- Assess GSA from Autumn 2 data to look for key trends and add to provision/timetable. Amend after the first 3 weeks when children have been assessed using OLP.