

Early Years Foundation Stage 2021/2022



The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their reception year. In St Thomas' Academy, the Early Years Foundation Stage accommodates children from the age of 2 to 5. At our school, we have a 42 place nursery, which offers 21 places in the morning session and 21 places in the afternoon session. Children can join FS1 (Nursery) the term after their second birthday. They then start full time school, FS2 (Reception) in the September of the year in which they are five.

Intent

At St Thomas' Academy, we believe that the Early Years Foundation Stage is crucial in securing solid foundations that children are going to continue to build upon throughout their school life. It is our intent that the children who enter our EYFS develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and learning. We believe that all children deserve to be valued as an individual and we are passionate in allowing all children to achieve their full, unique potential, learning for 'life with Jesus'.

Curriculum - Implementation

Our Early Years setting follows the curriculum as outlined in the EYFS Framework. The EYFS is made up of seven areas of learning. All seven areas of learning and development are equally important and interconnected.

There are three **prime areas** of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

There are four **specific areas**:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

In addition to these areas of learning, we strive for our children to develop effective characteristics of learning which will enable them to become learners for life.

In the first instance, we vehemently believe that reading is the key pin to all other learning and as such, are committed to giving children the best opportunities to become confident readers. With this in mind, each of our half termly topics are populated with a variety of books, spanning a range of genres and authors (including fiction, non-fiction, poetry and fairy tales) which link appropriately to the theme in question. The list is not exhaustive, instead, it is flexible depending on the appeal and interests of the cohort that year.

Young children who can express themselves well and have a good store of oral vocabulary are stepping into the world of learning with a great advantage. They can better understand themselves and others, they can better make their needs known, they can better interpret

what is going on around them and they can better share their experience of the world. In light of this, each day, children take part in a shared story session whereby staff adopt a **dialogic approach** to reading. We know that the best way to develop children's oral language is to read stories to them and indulge in conversation whereby the story itself is discussed. By simply sitting together in a quiet space with a child, and focusing on a story together, parents and early years practitioners are not only improving child-adult relationships but familiarising the child with a type of language that is not heard in everyday conversation. This is referred to as decontextualised language and is important for a child's holistic development.

Phonics also plays a fundamental role in a child's knowledge and understanding of letters and sounds. Children's individual reading books are closely matched to their phonic ability and staff listen to children read their book once a week. We encourage parents to listen to their child read their reading book at least four times a week and to recognise the importance of reading to their child on a daily basis to promote an enjoyment and love of reading. In St Thomas', we use the 'Letters and Sounds' programmes to deliver phonics. For further information on this, please contact our phonics coordinator, Hollie Bolton.

We understand that children need a vast range of vocabulary in order to succeed in life. Therefore, we place huge importance on the development of children's vocabulary. We ensure that staff are skilled in assessing early speech and language development and have the expertise to support and nurture children in being able to communicate their thoughts and ideas; exploring the meaning of new words as they arise. New vocabulary is taught explicitly through reading and writing sessions as well as through play and topic lessons.

We aim to develop a love for learning by:

- Carefully planning sequences of learning that provide meaningful moments and learning experiences, developing each of the child's characteristics of learning.
- Plan opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Use high quality questioning and interactions to check understanding and address misconceptions.
- Staff acting as role models to the children they teach in order for children to develop their own speaking and listening skills.
- Carefully using assessment as a diagnostic tool using observations to inform the next steps of learning and meet individual needs.
- Developing an effective and engaging environment that is set up so that children can access all areas of learning both inside and outside at any one time.
- Providing a safe and supportive learning environment in which the contributions of all children are valued.
- Allowing children to be successful in their attempts at an activity and using effective feedback to help facilitate next steps in learning.
- Suggesting home learning opportunities with a sharp focus on reading and story-telling, allowing parents to build on their child's school experiences, at home.

The EYFS is based upon four principles. A Unique Child, Positive Relationships, Enabling Environments and Learning and Development.

A Unique Child

We recognise that every child is unique and that they develop in their own way and at different rates. Our staff use observations and knowledge of early years pedagogy skilfully, to support children in the next steps of their learning. The 'Characteristics of learning' are developed and embedded by learning through play in continuous provision and through interactions with attentive and experienced adults which develop deep sustained shared thinking.

Positive Relationships

We believe it is vitally important to develop a partnership between all the adults involved with each child. By working together, we can provide knowledge of the 'whole child' to assist their future learning needs. Our staff work with all children in their class. However, each child has a 'Key worker' who works more closely with them to observe progress and to keep individual 'Learning Journey' books up to date. The Key Worker is also central in providing consistency for children within their care and learning.

Positive relationships are key to every child's education. We pride ourselves in developing excellent working relationships with parents; understanding their role as the first educators of their children. We also develop excellent relationships with the children by helping them to share, care and learn together.

Enabling Environments

In the Early Years Foundation Stage, we recognise that the environment plays a key role in supporting and extending the children's learning and development. We provide the children with a nurturing environment which allows them explore and learn securely and safely where there are areas to be active or be quiet and reflective. Well organised and stimulating provision, both indoors and outdoors, encourage creativity, independence, self-belief and confidence.

Through play, our children have the opportunity to have a range of first-hand experiences, practise skills, develop ideas and think creatively alongside other children as well as individually. We encourage our children to communicate with others as they investigate and solve problems. We use praise, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Learning and Development

Staff plan activities and experiences for children that enable them to develop and learn effectively. Staff consider the individual needs, interests and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience.

In planning and guiding children's activities, our staff reflect on the different ways that children learn and include these in their practice.

Planning, Teaching and Learning

Due to the fact that many of our children join the Early Years Foundation Stage with limited experiences, planning is based around half termly themes that excite and engage children, whilst widening their knowledge and understanding of the world. Staff may alter these themes throughout the year in response to the next steps and interests of the children.

The overarching themes for the Foundation Stage

Term	Theme
Autumn 1	Me
Autumn 2	Families
Spring 1	My community
Spring 2	The community around me and in the UK
Summer 1	The big wide world
Summer 2	Beyond the big wide world

Each area of learning and development is implemented through well-planned, purposeful play, and a mix of adult-led and child-initiated activities. Our staff follow the 'teach-model-practise-apply' model in order for children to consolidate skills and then apply them independently through self-initiated activities. Staff respond to each child's emerging needs and interests and guide their learning and development through warm, positive and focused interactions.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1. When taking part in more adult-led activities, children are provided with verbal feedback at the point of learning to address misconceptions and to provide further challenge.

The FS1 and FS2 curriculum has been designed with progression in mind. Although the overarching themes are the same, the content and learning goals which they address is different and builds upon previous learning so progress is continual.

Assessment - Impact

In the Early Years Foundation Stage, ongoing assessment is an integral part of the learning and development process. Staff observe children to identify their current level of achievement, interests and learning styles. These observations provide staff with precise next steps and are used to inform future planning. Staff also take into account observations shared by parents and/or carers.

In line with the rest of the school, children will take part in a 'hot' and 'cold' assessment at the beginning and end of each half term. Although both diagnostic, the 'cold' week will serve to identify the children's current level of achievements, interests and learning styles linked to the learning goals and the theme of that time period. Staff will ensure all activities during this week are purposeful and inclusive so that, after focussed observations, they will be able to manipulate subsequent planning to address gaps and misconceptions.

On the other hand, the 'hot' week will allow staff to assess if the children have 'caught what they have taught'. In essence, have they made age related progress in the relevant early years goals. This will manifest itself through a celebration morning/ afternoon whereby parents/ carers will be invited in to witness, first-hand the individual successes of their child. Work from the day and throughout the course of the half term will also be shared with parents/ carers with the opportunity to take it home should they wish.

Pupil progress meetings are planned half termly to allow staff to identify individuals/groups who require targeted interventions to enable them to achieve their expected level of development. Interventions will be led by a highly trained T&L TA who will plan, deliver and monitor small group sessions which are bespoke to the needs of all those involved. The parents of those children who are at risk of not achieving Age Related Expectations.

Two 'Parents' Days' are calendared per year. The first, in term 1, will focus how each child is settling into the school; how they are adapting to rules and routines and forging relationships with peers and staff alike.

The second, term 2, will focus on the child's progress in relation to each of the early year goals. Alongside this, the child's interests, areas of strengths and development will also be shared and together, next steps will be formulated. These meetings will help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities

Within the final term of the EYFS, staff complete the EYFS profile for each child. Children are assessed against the 17 early learning goals, indicating whether they are:

- Not yet reaching expected levels
- Meeting expected levels of development

We also provide a written summary to parents, reporting their child's progress against the ELG's. The parents are given the opportunity to discuss these judgements with the teacher before the end of the academic year.

New comers

When a child starts the setting and they have settled into school, staff observe them and complete an on-entry assessment. This first assessment is a snap shot of the prime areas of learning alongside Literacy and Maths attainment.

'Learning Journey'

Throughout each child's time within the Early Years, a 'Learning Journey' is compiled to celebrate and capture the most pertinent achievements that term. To support the compilation of each learning journey and to enable us to celebrate children's achievements on a regular basis with their parents/ carers, we will use social media and WEDUC as an on-line repository. Here, photos, videos and updates will be shared twice a week.

Transition from other provision and to Year 1

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings. Children attend a 'Move-Up' day session to deepen their familiarity with the school and meet the staff.

In the final term in Reception, Year 1 teachers will meet with the Early Years staff for a handover meeting to discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. Nursery and Reception teachers and Early Years practitioners also meet to discuss those pupils who move from St Thomas' Nursery into Reception.

These discussions help teachers to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Inclusion

In our school, we believe that all our children matter. We value the diversity of individuals and do not discriminate against children because of 'differences'. All children are treated fairly regardless of race, religion or abilities.

We give our children every opportunity to achieve their best. We accomplish this by planning to meet the needs of boys and girls, children with Special Educational Needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. Further information can also be found in our SEN policy which is on our school website or can be made available if requested. Our Special Educational Needs and Disability Co-ordinator (SENDCO) is Miss Sarah Milne, who can be contacted via the main office.

Safeguarding and Welfare

At St Thomas' Early Years Foundation Stage, it is important to us that all children in the setting understand how to stay safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children are allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. All staff are aware of and follow our whole school safeguarding procedures. (See Whole School Safeguarding Policy).

Every pupil should feel safe and protected from any form of abuse. The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment, as is stated in Keeping Children Safe in Education (September 2020):

*"Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centered. This means that they should consider, at all times, what is in the **best interests** of the child"*

We understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand that we are required to:

- Ensure that children are kept safe in education
- Promote the welfare of children
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs
- Maintain records, policies and procedures required for safe, efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with adults caring for them." (Statutory framework for the early years foundation stage, April 2017)

To ensure children are released safely at the end of the day, we hold a list of parent nominated people who are allowed to collect a child in the absence of their parent. Children will not be allowed to leave with anyone who is not on list unless a message has been given verbally to the teacher or via telephone through the office. Any child who is uncollected will be looked

after in school while their parent or carer is contacted. If contact cannot be made, the secondary contacts will be contacted. If we are unable to make contact with any of the contacts on record, we will inform the Designated Safeguarding Lead (DSL) who will attempt further contact. If contact is still not made after 30 minutes, the local authority safeguarding team will be contacted.

At St Thomas', we recognise that everyone is responsible for the safeguarding and welfare of our children. Should a concern arise it will be reported to our Safeguarding team:

Sarah Milne – Designated Safe Guarding Lead
Simon Hall - Headteacher
Deb Cooke –/ Deputy SENCo

Health and Safety

There are clear procedures for assessing risk in St Thomas' (see whole school risk assessment policy), that includes procedures for keeping children safe during outings and for any aspect of the environment or provision that may require a further risk assessment.

In line with the EYFS statutory framework, we undertake:

- A whole school Supporting Children with Medical Needs policy ensuring that there are systems in place to ensure that medicine and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless a doctor, dentist, nurse or pharmacist has prescribed them. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer and this will be administered by a qualified first aider. At St Thomas', a written record is kept each time a medicine is administered to a child and the child's parents and/or carers are informed on the same day. (Statutory Framework for EYFS 2012)
- Fresh drinking water is available at all times
- Children's dietary needs are recorded and acted upon when required.
- Each classroom has a sink area and children are provided with a healthy snack in school.
- A first aid box is accessible at all times and a record of accidents and injuries is kept. Several members of the EYFS staff have paediatric first aid training
- A health and safety policy and procedure which cover identifying, reporting and dealing with accidents, hazards and faulty equipment
- A fire and emergency evacuation procedure and policy
- A code of conduct policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.

***Sessions where parents are invited in to school will remain under review due to Covid-19 restrictions**

Toileting

All members of staff are responsible for changing children when they are wet or soiled. Staff are provided with rubber gloves and hand wash for their protection. Children are changed in the disabled toilet by Reception or by the toilets in Nursery. Soiled and wet clothing is sent home and parents are informed if children have had an accident. For children who are experiencing toileting issues, it may be necessary for a care plan to be put in place. This is completed with the support of parents and where possible appropriate other professionals.

Parents as Partners

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

We do this through:

- Talking to parents about their child before they join FS1 through 'parents' evenings'
- Providing the children with the opportunity to spend an induction morning/afternoon in the Foundation Unit before starting FS1 and FS2
- Inviting all parents to an induction meeting, the term before their child begins FS2.
- Encouraging parents to talk to the child's teacher if there are any concerns
- Provide training for parents/carers on how to support reading and phonics at home
- Providing termly curriculum updates on the EYFS class page
- Providing regular 'tweets', Facebook and WEDUC messages to share activities and learning
- Home learning opportunities
- Encouraging parents to comment on the FS and suggest improvements through regular questionnaires

Professional Development

Within the Early Years Foundation Stage, we have a team of qualified and highly motivated staff, who provide excellent role-models for our children in both the FS1 and FS2 classes. All teachers and support staff attend after school Professional Development Meetings, with agendas closely linked to targets identified on the school Development Plan.

Teachers attend termly early identification SEN meetings with outside agencies including Community Nursery Nurses, Health Visitors and staff from feeder pre-school settings, to share information about current children in the Foundation Stage and new children on the admissions list. These meetings ensure early identification of, and possible strategies for our children. Staff also attend regular meetings with our SENco to discuss strategies to eradicate current barriers to learning, for example, 'communication and interaction' and 'physical development' programmes of work.

Monitoring and review

It is the responsibility of the Foundation Stage staff to follow the principles stated in this policy. The Head teacher and Senior Leadership Team carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.

School day

Every minute counts in the Foundation Stage which is why, as soon as children enter the room, they will engage in meaningful learning activities which focuses on the development of fine motor skills.

Each day, the children join together in an act of collect worship. This is a wonderful time to gather together as a school to learn about the values taught to us by Jesus and God. Our themes are based on the school values and aims. The children are all given the opportunity to contribute by choosing stories, making comments, asking or answering questions, retelling the stories or making up prayers. Each half term the value is celebrated and explored in special acts of worship.

Focussed activities, centered around phonics, numeracy and literacy, individually prime the continuous provision which takes place throughout the day. In the afternoon, those pupils, who are at risk of not making age related progress, are picked up and fully supported in 1-2-1 or small group interventions.

The day always concludes with an activity which will encourages the children to come together and celebrate their learning for the day. This may manifest itself through the sharing of a song or a story before closing the day on a prayer (see appendices 1).

Wraparound care

At St Thomas', we offer both before and after school wraparound care for our Foundation Stage children. Our 'Breakfast Club' runs Monday to Friday from 7.45am to the start of the school day (8.45am) and our 'After School' provision runs Monday to Friday, from the end of the school day until 5.30pm. Both clubs for the Early Years children will run separately to the rest of the school which means children receive a provision of care which is consistent, inclusive and sharply aligned to the Early Years' Framework.

Costings below:

Places

Children who are born between 1st of September 2017 and 31st August 2018 can start in Foundation Stage 1 in September 2021.

In September 2017, funding for early education changed. All families with a 3 and 4 year old child are eligible for the universal offer of free early education of up to 15 hours a week, term time, or a total of 570 hours taken throughout the year.

Some children are eligible for extended childcare, which is up to 30 hours. Eligibility can be checked [here](#).

The following options are available to parents:

Session	Start	Finish	Hours	Lunch <i>(additional cost)</i>
Option 1 Morning	8.45am	11.45am	3 hours	11.45-12.15pm
Option 2 Afternoon	12.15pm	3.15pm	3 hours	11.45-12.15pm
Option 3 All day <i>(including lunch time supervision)</i>	8.45am	3.15pm	6.5 hours	
Option 4 All day <i>(including lunch time supervision)</i>	9.00am	3.00am	6 hours	

For those paying for childcare, St Thomas' charge £6.50 an hour and £2.50 for lunch time supervision. Hot meals are available on site for an additional charge of £2.30 or, if purchased with supervision, £4.00.

	Breakfast Club	Wraparound
7.45-8.45am	£1.50	
3.15pm – 4.00pm		£3.00
4.00pm - 4.45pm		£5.50
4.45pm – 5.30pm		£7.00

Uniform

In today's competitive society, we believe that having a school uniform can make life easier for children as they are not under unnecessary pressure to wear the most expensive labels or latest fashion.

Our chosen uniform is smart and comfortable and reinforces in our children, a pride in their appearance, a pride in representing their school and most importantly, instils recognition of themselves as an integral part of the school community.

St Thomas' sells a wide range of uniform items complete with our name and logo. As we are aware this is financially limiting to some parents, we do allow children to wear non-logo items as long as they are the correct school colours and follow the guidance set out below (see below).

	Male Students	Female Students
	Male Students	Female Students
White (<i>only</i>) shirt/ polo shirt badge	Required	
Jumper/ cardigan	Optional - plain red jumper	Optional – plain red jumper/ cardigan.
	Sweatshirts and hooded tops are not permitted.	
St Thomas' fleece	Optional	

Grey (only) trousers / skirt / pinafore and socks / tights	Required. Black socks to be worn	Black socks must be worn with trousers; grey tights must be worn with skirts.
Shoes	Plain black school shoes with no markings. No canvas, trainers, pumps or casual boots. Shoes must be "leather looking".	
Additional		
Coat	Coats must be taken off in all buildings	
Hair	For all years, hair should be cut appropriately for school and of a natural colour	
Hats	Hats may only be worn outside the school building	
Water bottle	Optional	

All children must have a spare set of uniform in both Foundation Stage 1 and 2. If they need to be changed during the day, for whatever reason, it is important they have a spare set of clean clothing to change into.

Expectations include:

1. White polo shirt
2. Black/ grey trousers/ skirt
3. Black socks/ grey tights
4. Underwear
5. A bag, which is labelled with your child's name, to keep the uniform in
6. Wellies for outdoor play

PE kit	Male students	Female students
T-shirt	Plain white t-shirt/ polo shirt	
Shorts/Skorts	Plain black	Plain black
Trainers	Required and MUST be different to normal school shoes.	
Tracksuit bottoms	Black jogging bottoms	Black jogging bottoms Black leggings

If a child is entitled to free school meals, they may be entitled to a free set of uniform. Parents on low-income are to contact the school directly to enquire about this. Eligibility criteria can be found here: [Free school meals](#).

St Thomas' Academy - FS1 Timetable

	8.45 - 9.00	9.00-9.15	9.15- 9.35	9.35- 10.20	10.20 - 10.35	10.35- 10.50	10.50 - 11.35	11.35- 11.45	11.45 - 12.20	12.15 - 12.35	12.35 - 1.20	1.20-1.30	1.30-2.45	2.45-3.00	3.00-3.15	
	Arrival/ Registration Fine Motor															
Mon	Worship	Phonics Activities	Continuous Provision (Focus Activities)	Snack and chat	Number Activities	Continuous Provision (Focus Activities)	Prepare for lunch	Lunch	Literacy activities	Continuous Provision (Focus Activities)	Break	Continuous Provision (Interventions)	Story Time	Prepare for home		
Tues	Worship	Phonics Activities	Continuous Provision (Focus Activities)	Snack and chat	Number Activities	Continuous Provision (Focus Activities)	Prepare for lunch	Lunch	Literacy activities	Continuous Provision (Focus Activities)	Break	Continuous Provision (Intervention)	Story Time	Prepare for home		
Wed	Worship	Phonics Activities	Continuous Provision (Focus Activities)	Snack and chat	Literacy activities	Continuous Provision (Focus Activities)	Prepare for lunch	Lunch	Literacy activities	Continuous Provision (Focus Activities)	Break	Continuous Provision (Intervention)	Nursery Rhymes	Prepare for home		
Thurs	Worship	Phonics Activities	Continuous Provision (Focus Activities)	Snack and chat	PE		Prepare for lunch	Lunch	Number Activities	Continuous Provision (Focus Activities)	Break	Continuous Provision (Intervention)	Story Time	Prepare for home		
Fri	Worship	Celebration assembly	Continuous Provision (Focus Activities)	Snack and chat	Literacy activities	Continuous Provision (Focus Activities)	Prepare for lunch	Lunch	Number Activities	Phonics	RE	Break	Continuous Provision (Intervention)	Prepare for home	Prepare for home	

St Thomas' Academy – FS2 Timetable

	8.45 - 9.00	9.00-9.15	9.15- 9.35	9.35-9.50	9.50-10.35	10.35 - 10.50		10.50 - 11.35	11.35-11.45	11.45 - 12.20	12.35 - 1.20	1.20-1.30	1.30-2.45	2.45-3.00	3.00-3.15
Mon	Arrival/ Registration Handwriting	Worship	Phonics Activities	Numeracy input	Continuous Provision (Numeracy Focus Activities)	Snack and chat	Literacy input	Continuous Provision (Literacy Focus Activities)	Prepare for lunch	Lunch	Continuous Provision (Focus Activities)	Break	Continuous Provision (Interventions)	Story Time	Prepare for home
Tues		Worship	Phonics Activities	Numeracy input	Continuous Provision (Numeracy Focus Activities)	Snack and chat	Literacy input	Continuous Provision (Literacy Focus Activities)	Prepare for lunch	Lunch	Continuous Provision (Focus Activities)	Break	Continuous Provision (Intervention)	Story Time	Prepare for home
Wed		Worship	Phonics Activities	Numeracy/ literacy alternate	Continuous Provision (Numeracy Focus Activities)	Snack and chat	PE		Prepare for lunch	Lunch	Continuous Provision (Focus Activities)	Break	Continuous Provision (Intervention)	Nursery Rhymes	Nursery Rhymes
Thurs		Worship	Phonics Activities	Literacy input	Continuous Provision (Literacy Focus Activities)	Snack and chat	Numeracy input	Continuous Provision (Focus Activities)	Prepare for lunch	Lunch	Continuous Provision (Focus Activities)	Break	Continuous Provision (Intervention)	Story Time	Prepare for home
Fri		Worship	Celebration assembly	Literacy input	Continuous Provision (Literacy Focus Activities)	Snack and chat	Numeracy input	Continuous Provision (Focus Activities)	Prepare for lunch	Lunch	Phonics	RE	Break	Prepare for home	Music

