



SJG EYFS Action Plan December 2014

Links to School Priorities: Increase EYFS outcomes in that for all groups of children 80% are at the expected level of development in the Prime areas of learning and in Numeracy and Literacy

Objective 1. - 80% of children are to achieve ELD in writing

Action (What we are going to do)	Success Criteria (What it will look like when we have achieved this)	Start/End Date Key Staff	Date for monitoring	Status (Current progress towards the success criteria)
Develop writing opportunities indoor	<ul style="list-style-type: none"> - Develop the mark making area further link to topic/interest/ focus book etc - Provide resources to write in all areas of learning, such as pencils pots and pads in the home corner, a camera station with post-it labels in the construction area, white boards and pens near the water area - Displays to model writing, display children's writing and give learning prompts <p>Moving forward with Phonics: Training for Phonics Leads Monday 12th January £90 Half day (Essex CPD Portal) Read, write, inc, 'Talk, Listen, Cuddle' (Essex initiative), "Writing around a Foundation Stage unit", "Gateway to writing - Boys and writing", "Developing young children's mark making and writing" - Articles to share and review Getting Children Writing: Story Ideas for Children Aged 3 to 11 [Book] by Simon Brownhill £16.84 Supporting Boys' Writing in the EYFS: Becoming a Writer in Leaps and Bounds [Book] by Julie Cigman £15.71</p> <p>Display boards at low level in roleplay, reading and writing areas to display topic words, children's work and writing opportunities Display board in LC's room to create phonic display to aid writing Divider boards in whiteboard and pinboard – 3 per room</p>	<p>GM/ CO/ LC</p> <p>By end Autumn 2</p> <p>Spring 2015</p>	Dec 2014	<p><i>Writing areas monitored and adapted to children's needs. Extra provision brought and introduced. Roleplay areas now always have writing resources linked to topic i.e design sheets, building lists.</i></p>
Create writing opportunities outdoor	<ul style="list-style-type: none"> - Develop writing hut into a themed writing area - Provide writing boxes, writing toolbelts - Whiteboards and blackboards fixed on walls and fences - Provide writing opportunities in most learning areas 	<p>GM/ CO/ LC</p> <p>By end Autumn 2</p> <p>By end Spring 1 2015</p>	Dec 2014	<p><i>Writing boxes ready, toolbelts to be made. No additional whiteboards/ blackboards as yet</i></p>

Peer to peer teaching - upper phase	<ul style="list-style-type: none"> - Link to Upper phase objective "Use pictures as stimuli for independent writing". Children to both write a word/sentence based on picture. Upper phase to support sounding out and/ or structure 	GM/ CO/ LC July 2015	Dec 2014	<i>As a whole class as part of phonics, to be introduced now as peer to peer.</i>
Peer to peer teaching - within Foundation	<ul style="list-style-type: none"> - Back to back; HA and LA to work together. HA to support LA in writing a word/ sentence 	GM/ CO/ LC July 2015	Dec 2014	<i>Not yet introduced, January will see grouped work in Literacy</i>
Weekly Writing Wizard	<ul style="list-style-type: none"> - Each week a piece of writing is chosen as a modelled piece, either independent or adult directed - Work displayed and a certificate given 	GM/ CO/ LC Introduced 10 th November 2014	Dec 2014	<i>Writing Wizard successfully introduced and used weekly. GM noting effective results.</i>
Magpie Words/ Word bites	<ul style="list-style-type: none"> - Link Pie Corbett Magpie words into topic and class vocabulary - Display words on wall - Teach daily word bites for understanding and breadth of vocabulary <p>Communication Connects Conference: Word Aware: Teaching vocabulary across the day, across the curriculum Tuesday 11th November £80 all day (Essex CPD Portal) Talk for Writing Across the Curriculum: How to Teach Non-fiction Writing 5-12 Years [Book] by Pie Corbett, Julia Strong £19.99</p>	Introduced 10 th November 2014	Dec 2014	<i>Course not booked</i> <i>Magpie introduced, not yet integrated into teaching of topic/ literacy</i>
Links to School Priorities: Number work needs to be continued to be embedded with a heightened focus on shape, space and measures - 80% of children are to achieve ELD				
Objective 2. Mathematics				
Action (What we are going to do)	Success Criteria (What it will look like when we have achieved this)	Start/End Date Key Staff	Date for monitoring	Status (Current progress towards the success criteria)
Resources available within continuous provision	<ul style="list-style-type: none"> - Ensure a bag/basket of numicon is always available in maths area, malleable area, sand and water trays and the mark making area 	CO/GM/LC Introduced by 10 th November 2014	Dec 2014	<i>Completed in all classrooms</i>

Planned activities within Enhanced Provision	<ul style="list-style-type: none"> - Plan a challenge activity including numicon once a fortnight 	CO/GM From 10 th November	Dec 2014	<i>Numicon has not left enhanced provision since being introduced due to child interest.</i>
Staff training of resource	<ul style="list-style-type: none"> - 20 minute presentation, linked with Upper Phase, hi-lighting key elements and broadening uses and links - Observe maths sessions with numicon being used <p>The Numicon Approach: a multi-sensory approach to Mathematics at Foundation Stage and KS1 Tuesday 18th November £180 All day (Essex CPD Portal)</p>	CO Autumn 2	Dec 2014	<i>Completed and run successfully by CO and GM</i>
Parent training of resource	<ul style="list-style-type: none"> - Open morning allowing parents to explore resource - Present to parents how it is used within the class - Discuss availability of Numicon parent packs <p><i>Add any information given at meeting to website via SKB</i></p>	CO/ TB? Autumn 2	Dec 2014	<i>Will now occur in Spring 2 after introduction of Share morning in Spring 1</i>
Take maths outdoors	<ul style="list-style-type: none"> - Giant numicon foam tiles (cost £99 per pack) - Numicon within enhanced provision across a variety of areas 	CO/GM July 2015	Dec 2014	<i>Not yet ordered</i>
Make maths real	<ul style="list-style-type: none"> - Link numicon to real resources such as money <p>Early Years and Foundation Stage - Getting children to 'expected' and beyond in Mathematics. Thursday 6th November and Tuesday 5th February £360 2 day (Essex CPD Portal)</p>	CO/GM July 2015	Dec 2014	<i>Course not attended</i> <i>Money to be introduced in Spring 1</i>
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Objective 3. Effective moderation of assessment and communication with parents regarding child progress				
Action (What we are going to do)	Success Criteria (What it will look like when we have achieved this)	Start/End Date Key Staff	Date for monitoring	Status (Current progress towards the success criteria)
All Foundation staff to confidently use Tapestry	<ul style="list-style-type: none"> - Photos, videos and observations to be put straight onto Tapestry - Tapestry available on iPads and Learn pads - Training for LSA's 	GM/CO By 17 th November 2014	Dec 2014	<i>After a late start Tapestry is now up and running and is available on</i>

				<i>teacher iPad and teacher Learn pad.</i>
Staff aware of Early years expectations and assessment	<ul style="list-style-type: none"> - Each Class teacher to visit a Foundation class for an afternoon - Staff meeting regarding tapestry and assessment/ observations - Year one teachers to spend half a day in a foundation class every half term 	GM July 2015	Dec 2014	<i>Not yet happened. Must have SS and LS visit in Spring 1.</i>
Parental engagement	<ul style="list-style-type: none"> - Initial 'this is Tapestry' meeting, gathering email information - Fortnightly training session over course of Autumn two half term - Information pack <p>Add powerpoint shown at initial parent meeting to website via SKB Ensure each parent has access through short questionnaire</p>	GM Autumn 2 Spring 1	Dec 2014	<i>Introduction meeting has occurred. Parental training to happen in Spring 1.</i>
Links to School Priorities: Increase EYFS outcomes in that for all groups of children 80% are at the expected level of development in the Prime areas of learning and in Numeracy and Literacy - Develop use of and teaching of 'The World'				
Objective 4. Develop active learning environment				
Action (What we are going to do)	Success Criteria (What it will look like when we have achieved this)	Start/End Date Key Staff	Date for monitoring	Status (Current progress towards the success criteria)
Develop clear areas of learning	<ul style="list-style-type: none"> - Each indoor learning area to be repeated outdoor and more - Zoned areas - Stationed resources - Clearly labelled areas <p>(create new outdoor plan for areas and development priorities)</p> <p>EYFS Developing Best Practice - Outdoor Play Tuesday 3rd February £85 Half day (Essex CPD Portal) send to SKB Look for courses in London - send to SKB</p> <p>Outdoor Learning Through the Seasons: An Essential Guide for the Early Years [Book] by Ann Watts £16.94</p>	GM July 2015	Dec 2014	<p><i>New outdoor plan complete, path to storage shed, priority list written with resources chosen.</i></p> <p>Book immediately</p> <p>Buy for Spring</p>
Children aware of expectations and behaviour	<ul style="list-style-type: none"> - Re-train children after October half term - Train children as new areas are developed - Develop Garden Rules as part of topic 'Plan it Build it Fix' and refer to as a reminder - Display garden rules 	GM Autumn 2	Dec 2014	<i>Children re-trained. Much development has meant that area</i>

	Retrain children after Christmas break and have one adult directed activity outside per week	Spring 1		<i>hasn't been used as much as it should. Plans in place to have one adult directed activity outdoor each week and retraining again after Christmas.</i>
Create an investigative ethos ('The World')	<ul style="list-style-type: none"> - Provide an investigation area which is planned for - Develop the continuous provision; ramps, sensory area, Curiosity shop, bug hotel, water play wall, Topic area and 'world' area (create new outdoor plan for areas and development priorities) http://creativestarning.co.uk/ Sand pit, water tray/s, play houses as priority for immediate impact - see separate plan	GM/ LC/CO July 2015 January 2015	Dec 2014	<i>In development, but Bug hotel has been created.</i>
Link in Forest Schools activities	<ul style="list-style-type: none"> - Plan for Adult directed activities outdoor - Have Forest schools activities available for use after session http://www.forestschoools.com/course-diary/ £99+ Forest School and Outdoor Learning in the Early Years by Sara Knight £21.44	GM July 2015	Dec 2014	<i>One adult directed activity outdoor per week. LS has Forest Schools training as part of her CPD (to book)</i>
Staff awareness and involvement	<ul style="list-style-type: none"> - Staff meeting; come and explore - 'our expectations and experiences' - Staff skills/ hobbies to support development of outside 	GM All staff July 2015	Dec 2014	<i>Upper phase have used Learning Garden for science. Staff meeting to be planned for Spring term.</i>

Links to other phase objectives

Wendy houses

- The Mad Dash 4000 Gingerbread Playhouse Collection, Garden Buildings Direct, £188.99 (4x6)
- Forest 6ft x 4ft (1.85m x 1.3m) Apricot Playhouse, Outdoor toys world, £220.99
- Command Post Playhouse 4 x 1 x 6', Screwfix, £399

Sand tray – 3 or 4 x Plum Products Square Outdoor Play Wooden Sand Pit, Homebase, £59.99

Water tray - Cascade Water Trays (1026), Gardenescapesni.com, £1194

Storage shed

Wendy House



Wendy House



Outdoor Learning Garden
Development Map

Investigation/ Sensory
Garden



Bug Hotel

Wendy House



Loose parts
storage



Mud Kitchen



Boat

Climbing



Tyres/ Wood
circles



Maths



Construction

PD



Sand



Mark Making



Small World



Malleable

Reading



Creative

Roleplay

<http://www.cogannurseries.co.uk/#/photos/4540401885>

Water

