



EYFS at Moorlands Schools Federation

'Space to grow for any tomorrow'



Induction and Transition

At Moorlands we value the importance of children having a secure start to school. For this reason, we offer a range of transitional phases before your child starts school.



Induction and Transition

OUT TO LUNCH

Children from nurseries or pre-schools will come to Moorlands to have their lunch as a special outing. This is a great chance for the children to visit Moorlands with their friends and familiar early years adults.

This is organised by the school and the early years setting. Settings such as Moorlands First Steps, who are closer, will be able to attend however, for some settings it isn't possible due to distances and staffing.

COMMUNICATION

The staff at Moorlands will be in direct contact with any setting that your child has attended to discuss each child getting to know their individual interests and dislikes.

If your child does not attend a setting then we will contact you personally.



Induction and Transition



TEDDY BEARS PICNIC

Your child and their favourite teddy will be invited to a Teddy Bears Picnic! On our lovely school grounds, we will ask your child and their families into school in the summer term where you can bring along your favourite treats to eat and share with your new Moorlands friends. This is where you can arrange summer play dates and ask any other questions to teachers and Moorlands staff members.

SUMMER PLAY DATES

You can give your contact information to the school if you would like to be part of a summer holiday play date. This will then be circulated between the new reception families. From this, summer play dates will be organised to help support your child in meeting new children from Moorlands.



Induction and Transition

GET SET FOR SCHOOL

For children who may need additional support with their transitional needs, Moorlands offer 'Get Set for School' sessions where staff will work with settings, parents/carers and identified children to help them to feel confident about starting school. If a child has more specific needs and meets the criteria, nursery and pre-school settings can apply for Higher Level Transition Support Funding (HLTSF) to help support their specific needs when they start school in September.

STAY AND PLAYS

The children will have the opportunity to attend stay and play sessions.

Your child will be able to spend time in school and get to know the environment whilst having the comfort of their parent / carer with them. We encourage parents / carers to talk about how wonderful their school is to help them feel confident and proud about starting school.



Induction and Transition

MEET THE TEACHER

During meet the teacher meetings, children and their parents / carers will come into school. Children will be able to explore their new classroom and get to know other staff members. During this time, parents / carers can talk to the class teacher.



STAGGERED STARTS

Our pattern of attendance for starting school is based on our experience of what is best for the children and is also reviewed annually with parents.

During the induction period we get to know all about your child, we learn about their interests, as well as building a positive relationships with them.

Before everyone starts full time, we use this valuable time with a smaller amount of children to complete a statutory assessment called 'Baseline'. This enables us to get to know their current understanding and what areas they may need some extra support or areas they may seek more challenges.

Induction and Transition

STAGGERED STARTS

1. Parent / Carer and Child Meetings

2. AM and PM

The children have half days in school so they will be in the AM group or the PM group.

3. AM and Lunch Time

All the children are in school and also have lunch time.

8:35am-1:30pm

4. Full Time

All children in school full time.

Staggered starts provide quality time for each child when they begin school.

Induction and Transition

ENCOURAGING INDEPENDENCE

> Independent dressing

Let your child practise getting dressed and undressed independently. For example, putting on and taking off socks, tights, shoes, jumpers including when clothes are inside out. Encourage them to do up buttons and zips as well.

> Recognising names

Encourage your child to practise recognising their name, particularly when written in different environments. For example, on their water bottle, in a label, on a piece of paper.

> Separating from parent / carers

Talk to your child about how they will be in school without you and how they may miss you but that is an okay feeling. Talk about how they can have their own time in school and then come home to share it with you. If your child finds separating particularly difficult, then focus on this to help support their transition into school.

> Making friends

Find out who is going to be coming to Moorlands as well, set up play dates and let your child practise their socialising skills.



Early Years Foundation Stage (Reception classes)

BUMBLEBEE AND LADYBIRD CLASS



The classrooms work as an Early Years unit. During the day, the children can mix between both classrooms.

For directed lessons such as Phonics, Maths, Circle time, Reading, Physical Education and Welly Walks the children will be based in their classroom, either as a Bumblebee or a Ladybird.

All staff get to teach your child either in group work or during their explore time. This means we can share skilful staff members across both classes as well as your child having more friends to play with!

At the end of September, the teachers will make a decision as to whether to make any changes to each class. At the end of the academic year the teachers and senior leadership will take a decision on whether they need to mix the two classes. Parents and carers will be informed of this during the summer term.

Our Curriculum

EARLY YEARS FOUNDATION STAGE PROFILE

Your child will follow the Early Years Foundation Stage curriculum.

There are 7 different areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

Each of these areas have their own specific Early Learning Goals for each child to reach.

**Early years
foundation stage
statutory framework**

For group and school-based providers

Setting the standards for learning,
development and care for children from
birth to five

Published: 8 December 2023

Effective: 4 January 2024

Our Curriculum

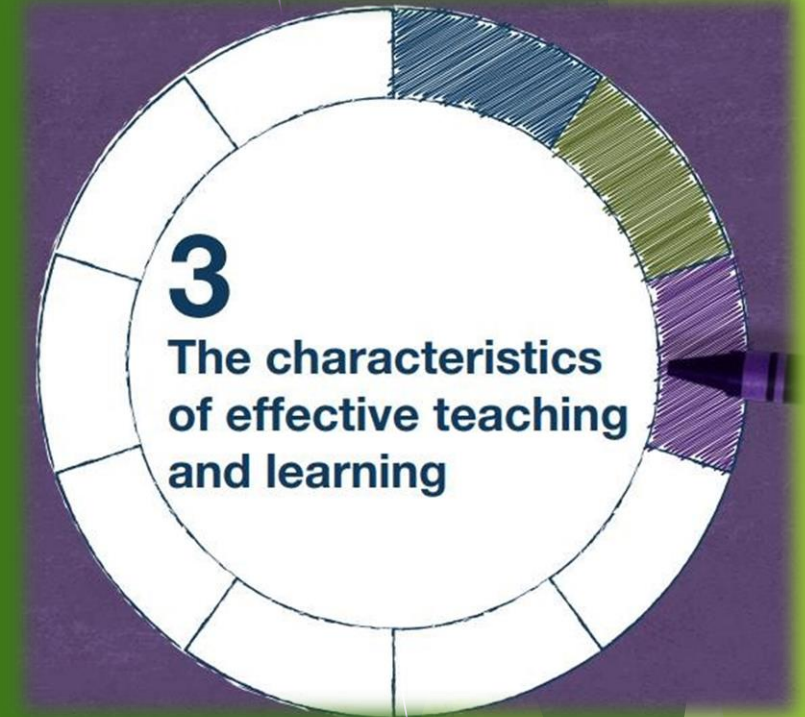
CHARACTERISTICS OF EFFECTIVE LEARNING

We also focus on children's characteristics of effective learning. These are:

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.



Our Curriculum

CHARACTERISTICS OF EFFECTIVE LEARNING

Play underpins the Early Years Foundation Stage and all aspects of children's development.

Through play, children develop language skills, their emotions and creativity, social and intellectual skills.

For most children play is natural and spontaneous although some children may need extra guidance from adults. The role that adults have is crucial. Adults provide time, space and resources. These might include clothes, boxes, buckets, blankets that will inspire play and fire children's imaginations.

Adults observe children's play and join in, watching and listening before intervening. They value play and provide safe but challenging environments that support and extend learning and development.

PLAY

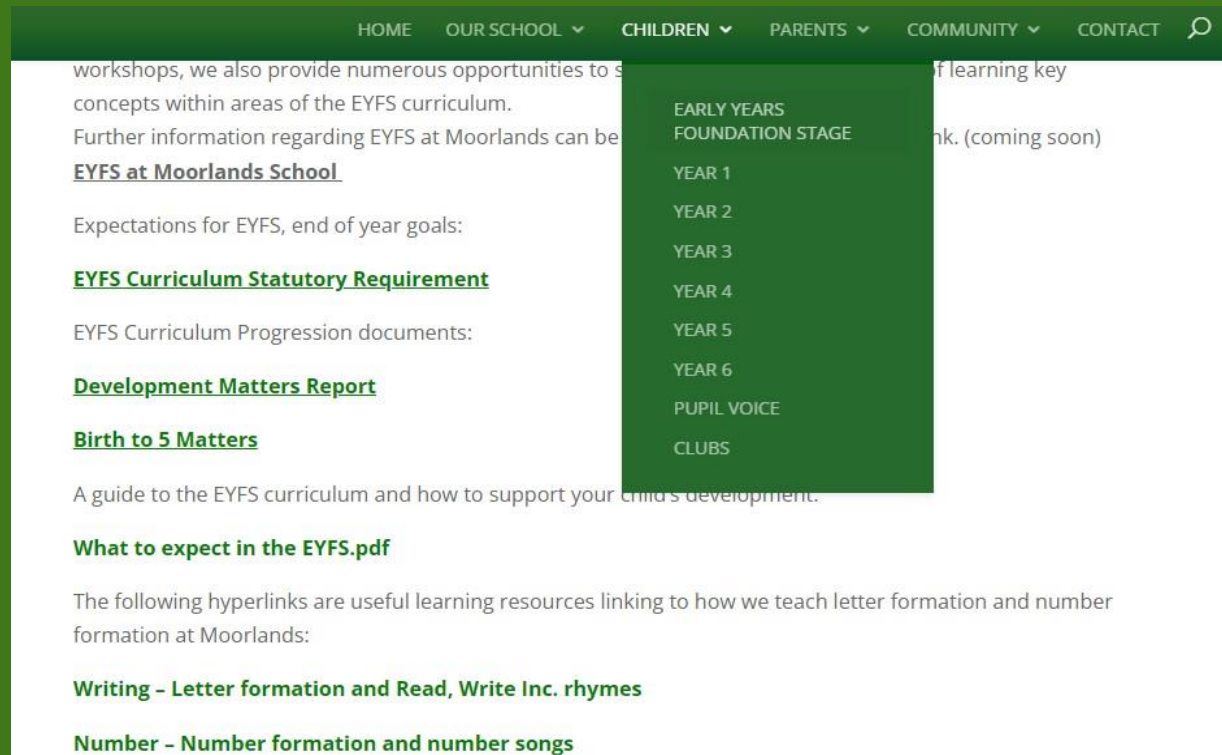
is the highest form
of research.

- ALBERT EINSTEIN

Our Curriculum

EARLY YEARS FOUNDATION STAGE PROFILE

You can find a friendly guide to the Early Years Goals on our Early Years Foundation Stage page.



The screenshot shows a school website with a green navigation bar at the top containing links for HOME, OUR SCHOOL, CHILDREN, PARENTS, COMMUNITY, and CONTACT. The main content area is white and features a sidebar menu on the right with the following items: EARLY YEARS FOUNDATION STAGE (highlighted), YEAR 1, YEAR 2, YEAR 3, YEAR 4, YEAR 5, YEAR 6, PUPIL VOICE, and CLUBS. The main text on the page includes:

workshops, we also provide numerous opportunities to s
concepts within areas of the EYFS curriculum.
Further information regarding EYFS at Moorlands can be
[EYFS at Moorlands School](#)

Expectations for EYFS, end of year goals:
[EYFS Curriculum Statutory Requirement](#)

EYFS Curriculum Progression documents:
[Development Matters Report](#)
[Birth to 5 Matters](#)

A guide to the EYFS curriculum and how to support your child's development.
[What to expect in the EYFS.pdf](#)

The following hyperlinks are useful learning resources linking to how we teach letter formation and number formation at Moorlands:
[Writing - Letter formation and Read, Write Inc. rhymes](#)
[Number - Number formation and number songs](#)

Our Curriculum

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Transition and settling in period.	Introduction to structured group work for key learning such as phonics, maths and reading.	Continued structured group work and focused activities for key learning areas across the EYFS curriculum.			Transitioning to Year 1 support
Focusing on the Prime Areas of the curriculum.	Interventions for catch up support.	Promoting learning skills and deepening children's qualities and attributes.			Increased whole class learning challenges.
Learning routines, behaviour and independence.	Reminders of routines, behaviour and independence.	Working in individual writing books.			
Developing key learning skills.					
Formal Baseline Assessment		Interim Assessment		Early Years Profile Assessment	

In EYFS we are constantly changing and adapting to how rapidly the children learn and develop. Throughout each term, we adapt the structure and learning to support children's development whilst continuing to embed previous learning.

Our Curriculum

EYFS CURRICULUM

The EYFS curriculum is on our school website under the EYFS page. This document gives more detail about what books we will be reading, what topics we are researching and what areas we focus on each term.

EYFS					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 & 2
Wonder Topic	Marvellous Me	Let's Celebrate	Amazing Animals	Heroes	Ready, Steady, Grow!
Curriculum link	PSED, PD	UTW & EAD	UTW	UTW	UTW, PSED, PD
Wonder Questions	Science Who am I? What makes me special?	History Why do we celebrate? What is a ... ? What do you celebrate?	Geography What's your favourite animal? Where do animals live? How do animals survive?	History What makes a hero a hero? What do you want to do? What skills do you need to have to be a...?	Science What can you grow? How tall will your plant grow?
Core Reading Texts					
Fiction	- Umar - Hair Love - Islandborn - The day you Begin - So Much (BHM) - Barny the fish	- Your Name is a Song - I am Enough - Amazing (DHM) - Topsy and Tim at the Wedding - Kipper's	- Hello Goodbye Dog - Molly Rogers to the rescue - When a Dragon	- Look up! - Clean up! - Riley Can be Anything - Jacob's New Dress - Azzy's firefighter	- Hank's Big Day: A story of a bug - When Grandma gives you a lemon tree - Handa's Surprise - The Growing

MOORLANDS SCHOOLS FEDERATION

OUR TEAM

Louisa Sellars – Executive Headteacher		
Katy Pearson – Deputy Headteacher	Michael Cainen – Assistant Headteacher	Liz Hebditch – SENCo & Inclusion Lead
Rachel Kennard – EYFS and KS1 Phase Leader		
Bumblebee Class Teacher	Ladybird Class Teacher	
Bumblebee Teaching Assistant	Ladybird Teaching Assistant	
HLTAs (higher, level teaching assistants)		
Zoe Thompson – Thrive Practitioner	Charlotte Hansen – Thrive Practitioner	

Each class will have a class teacher and a teaching assistant. In some cohorts, additional teaching assistants will be placed in EYFS based on specific need.

UNIVERSAL FREE SCHOOL MEALS

What makes us different?

Moorlands only offers a hot meal service for the Infant school children.

Why?

Operating a kitchen is costly and can easily drain valuable school resources. By having a fully functioning kitchen we maximise the use of this and get maximum value for money.

It can also encourage a sociable dining experience and protect those who have severe food allergies.

Meet the kitchen team



MULTI-AGENCY SUPPORT

OUTSIDE AGENCIES

During their first year at school all children will meet or be seen by professions from outside agencies including:

- The school nurse and audiometrician
- Height, weight and hearing and visions check
- School nurse

EXTRA SUPPORT

In consultation with parental agreement, the school can also refer children and parents to other external agencies for additional help, advice and support including:

- The SEN partnership advice service
- Paediatrician or educational psychologist
- Child missing education officer CMEO
- Or any other services deemed necessary or appropriate

If your child may need additional support please let us know as soon as possible so we can help adapt as necessary to support the needs of your child. You can do this when you complete the form on the school's website or by contacting the school office and speaking to a member of staff.

PARENT TEACHER ASSOCIATION

← Moorlands Schools Federation PT...

Join us for an evening of quizzes
and help raise money for
Moorlands PTA – all from the
comfort of your own home!



PTA

The PTA have their own Facebook page where you can find out lots of information regarding events or how you can get involved.

The PTA help support each year group by raising funds to provide additional learning resources. Each year group get an amount of money to spend on something extra special to support the children's learning.

For example, we may use the funds to help reduce the cost of a trip or visitor. Or buy resources for the children to use and enjoy.

Julie Morton -
chair of PTA



THE 'NEED TO KNOWS'

TOILETING

We encourage the children to go to the toilet independently. Please try to ensure that they know how to use toilet paper correctly, flush the toilet and very importantly, how to wash and dry their hands correctly. If your child needs some extra support in this area, then please let us know.

WATER

Every child needs to have a named water bottle in school. Bottles should only contain water.

UNIFORM AND DRESS CODE

A list of the full uniform will be included in your school pack.

TERM TIME HOLIDAYS OR APPOINTMENTS

All absence has to be authorised in advance and before booking, even if your child is four years old and not yet statutory school age. Please collect a form from the office to indicate that your child will be absent from school.



THE 'NEED TO KNOWS'

COMMUNICATION AND ATTENDANCE

Your child's class teacher is the first point of contact for day to day information about your child, their class and their learning.

The office is the point of contact for all systems and procedures within the school. They may signpost you to someone else, pass on a message or find out who you may need to speak to.

If your child is ill – you will need to contact the school office as soon as possible each day to let us know. They will ask you what is wrong as we have to record the reason.

If your child is sick or has diarrhoea they should not return until 48 hours after the last episode.

THE 'NEED TO KNOWS'

SNACK TIME

Every child in the Infant school is provided with a vegetable or fruit snack each day. Food must not be brought into school from home.

MILK

Your child is entitled to a free carton of milk every day whilst they are 4. Once they turn 5, they can have milk if this is paid for. If this is something you'd be interested in purchasing for your child you can do this in Term 1 by speaking to the school's office staff.

Further information will be provided during our induction meeting and EYFS induction pack.



**SNACK
TIME**

THE 'NEED TO KNOWS'

MAIN ENTRANCE – CHANTRY MEAD ROAD

As a learning campus this is the main entrance for visitors or if you need to speak to the school office.

5 MINUTE WALKING BUBBLE

We have an exciting 5 minute bubble where we ask our parents/ carers to park within a 5 minute walking radius provided on a Moorlands school map (this map will be in your EYFS pack).

This will help keep the roads around our school quiet and safe, as well giving you the opportunity to get some steps in!

EXTERNAL GATES

To keep your child safe at school, the school boundaries are completely enclosed during the school day. We have a number of gates which parents can access at the start or end of the school day.



SUPPORTING AT HOME

Communication is very important at Moorlands. We always have an open door policy in EYFS, whether it's a 'virtual' open door or a real one!

Other ways to support at home before they start school and during...

- Having a go, sharing and turn taking
- Allow your child to take responsibility by letting them do things for themselves. For example, putting away toys, collecting their belongings, finding their things, hanging up their coat.
- Play turn taking games to encourage sharing and working with others. Encourage your child to wait their turn to talk.

These skills are something we will focus on in school particularly in Term 1 and 2. However, if they come into school with an understanding of feelings and a good understanding of respect for others then they will have a fantastic head start!

YEAR 1 AND YEAR 2

During the summer term, all staff members meet to discuss their new class. In this process, the children also have time to meet their new teachers and learning environments.

As you can see the classrooms reflect a slight change as they progress through the school but also help to create a seamless transition between the different year groups.

For example, Year 1 continue to provide continuous provision allowing the children to explore their learning during their play. However, in Year 1 there are more focused groups to help move their learning forward on to the National Curriculum. The classroom is an open unit similar to EYFS.

In Year 2 the children have break out spaces which gives the children an extra space for their continuous provision learning. They also have more focused group learning and whole class teaching as expected in Year 2.

Year 1 Classroom



Year 2 Classroom

