



## Carnarvon Early Years Foundation Unit – Daily Structure and Routines

<b>Activities</b>	<b>Intent</b> <i>What do we want for our children?</i>	<b>Implementation</b> <i>How will we achieve this?</i> <i>What will it look like?</i>	<b>Impact</b> <i>How do we know that this is working?</i>
<b>Start of the day</b>	For our children to feel valued and secure. For the children to be able to freely communicate with staff and their peers. To have a happy, confident beginning to their school day.	Engage in lots of talk with our children, ask them questions and speak to parents. Encourage children to answer and respond.	Children’s Communication and Language, and Personal, Social and Emotional Development will develop in line with age related expectations. They will show confidence and enjoyment when communicating with others. They will demonstrate the ability to listen and show understanding in the way they ask and answer questions.
<b>Brain gym</b>	We want our children to improve their gross motor skills, core body strength and concentration. That this gross motor development and core strength development helps to improve children’s fine motor skill a necessity for everyday life.	Children complete a range of Brain Gym, finger gym and ‘Squiggle While you Wiggle’ exercises daily	Children’s Physical Development will develop in line with age related expectations. This will have significant impact on pupil’s self-help, gross motor and in turn writing skills. Our brains will have woken up, focussed and ready to start our learning.
<b>Adult led phonics session</b>	We want our children to be able to identify a range of letter sounds, and use these sounds to segment and blend a variety of phonetically decodable words. We also want our children to be able to read a selection of tricky words in order for them to access non-decodable texts and widen their reading experiences. Reading is an essential life skill that enables the children to develop their general knowledge and vocabulary and provides them with the best possible chance for success in the future.	Daily phonics session Children will usually learn a new letter sound each day. They will be taught the letter sound name and formation and how to apply this sound in both their reading and writing. Weekly individual reading sessions with a member of staff using a phonetically appropriate reading book. Continuous provision activities will then provide ongoing opportunities for children to use and apply this knowledge in a variety of ways.	Children will leave Foundation secure at recognising and applying letter sounds and names including 10 digraphs. Most children will be working within the Summer Term content of ‘Rocket Phonics’. They will demonstrate the ability to use and apply their phonic knowledge through a variety of independent reading and writing evidence. They will achieve the expected level in Literacy ELG.
<b>Activity Session includes Continuous provision (including outdoor) alongside Adult led focus activity (topic or skills based learning)</b>	We want our children to have the freedom, confidence and independence to access quality provision both indoors and outdoors. We want our children to have time to both lead their own learning and be supported by adults in building knowledge, developing vocabulary and using and applying skills that have been taught. We want our children to have access to independent problem solving, challenging investigation opportunities, which spark their curiosity and promote critical thinking skills. To provide children with an environment that allows them the opportunities and experiences to develop their ‘Characteristics of Effective Learning’ To create a play-based, active curriculum that builds on children’s previous learning and understanding and provides them with essential skills and knowledge needed to prepare them for current and future learning. We want to provide opportunities that enhance and widen children’s life experiences.	Children will have access to all areas of the unit during various ‘activity’ sessions (inside and outside) exploring the continuous and enhanced provision. Adults will observe children’s learning, and engage and extend as appropriate, so that all staff gain a real understanding of our children’s personalities and character. Adults will be completing focussed group activities linked to a particular aspect of knowledge or skill, which is planned, well resourced and has an appropriate level of challenge.	During continuous provision, children will demonstrate high levels of engagement and independence. They will use their knowledge and skills to access a wide variety of activities and be motivated to ask questions, be curious and extend their own learning. They will demonstrate age related PSE skills and be able to negotiate, solve problems and resolve disagreements. Children will develop a real fascination in the world around them. They will share knowledge of their own experiences, ask questions and wonder. They will make observations and seek to use their existing knowledge to develop their understanding further. In focussed groups, children will feel secure in taking risks and trying new activities. They will seek support and reassurance when needed.

<b>Activity Session (as above)</b>			
<b>Adult led maths session</b>	We know that mathematical development is extremely important to children's learning as it is an essential skill used in everyday life. Mathematics supports children in acquiring a range of thinking strategies needed to solve problems and develop understand a range of concepts related to number, numerical patterns and shape, space and measure.	Daily maths sessions (approx. 20 mins) We start by looking at numbers 1 to 5 in depth and exploring a range of concepts linked to a specific number. Children will then have the opportunity to use and apply their knowledge and taught skills through a range of continuous provision activities and adult led focussed groups.	Children will achieve at least the expected level ELG's in Mathematics and be confident and independent in their approach to solving problems.
<b>Activity session (as above)</b>			
<b>Story / singing time</b>	We want our children to have a lifelong love for books, stories and reading. We know listening to stories and sharing texts provides a wealth of language and opportunities to explore new vocabulary and develop imagination. These skills are vital in order for children to access all aspects of learning. We know that songs and rhymes are hugely important in developing children's acquisition of language and speech development. We want our children to be confident to play with sounds, songs and rhymes independently. Joining in with songs and rhymes is also fun!	Children will regularly have books read to them, or have the opportunity to listen to stories in other formats. They will have the chance to re-tell stories in the unit. Adults will question pupils about what they have heard and will build pupils prediction and inference skills. A range of different styles of songs and rhymes will be enjoyed together. 'Rhyme of the Week' sent home for children to share and practise with their families and at school.	Children will demonstrate the ability to listen to others and show their understanding in the way in which they ask and answer questions. They show genuine enjoyment when sharing stories. Children will show confidence while participating with singing opportunities. They will remember words and actions. They will develop favourite songs and rhymes, and discuss their opinions and thoughts.

**The above information is a general overview and is adapted as necessary to meet the needs of our children**