



Policy for Early Years Foundation Stage

This policy was has been approved and adopted by the Governing Body
January 2018

INTRODUCTION

The aims and objectives of Early Years Foundation Stage Education at Pearl Hyde Community Primary School are outlined in this policy. It defines the framework for the provision of education for 4 to 5 year olds - 'The Early Years Foundation Stage', in our Reception class. Our philosophy is to work co-operatively with parents/carers, to provide a broad range of experiences which are balanced, differentiated and progressive. We aim to nurture the physical, social, emotional, intellectual, aesthetic and spiritual development of each child in our care.

AIMS

Children enter early year's education with a wide range of abilities and experiences - and are energetic, curious and enthusiastic. Therefore, our aim is to provide an environment and curriculum which supports them in exploratory learning and addresses individual needs.

It is our aim to provide a warm, welcoming and stimulating environment which:

- helps children to work with others, so that they can develop socially;
- encourages curiosity and interest, so that each child gains confidence in him/herself, and a respect for others;
- provides opportunities to develop physical and intellectual development by presenting challenging tasks at the child's level;
- provides time and space for active exploration and discovery;
- enables each child to show his/her true ability by being given time to express him/herself;
- encourages children to appreciate differences in culture, religion, race, ability;
- helps develop skills in language, literacy, mathematics, knowledge and understanding of the world, and creative areas of the curriculum; and,
- ensures smooth transition from home or pre-school settings to school and develops an enthusiasm towards the next stage of school life.

Standards of achievement (4-5 year olds)

Most children between 4 - 5 years should be able to:

- *demonstrate increasing independence and the ability to take the initiative;*
- *relate confidently to known adults;*
- *show more confidence in making choices and in giving reasons for their decisions and actions;*
- *use space and resources with greater control;*
- *be able to co-operate with other children leading to instances of collaborative play as well as working together collaboratively;*
- *have a greater span of involvement and perseverance;*
- *show evidence of emergent reading and writing skills such as mark making and recognition of their own name;*
- *have an understanding of the purpose of books and be able to enjoy and use books;*
- *use language to communicate ideas and feelings in a variety of situations;*
- *show an awareness of pattern and number by discriminating and sorting;*
- *be able to reason and apply their own knowledge in solving everyday problems;*
- *observe, explore and discover for themselves;*
- *have a greater dexterity when using materials, tools and apparatus; and,*
- *listen to, and follow, instructions as well as give them.*

Ofsted and the Early Years

In Reception, we aim to meet these standards of achievement by providing the children with an appropriate range of activities and experiences. They will be encouraged to think logically, show independence and initiative, and display a degree of confidence. We aim to ensure that our children are happy and secure in their learning environment.

'Adults who expect, encourage and provide time for children to do things for themselves are actively nurturing the child's concept of himself as one who can do, who has the capacity to help himself as well as others.'

D Weikart 1979

PHILOSOPHY

We believe that children learn most effectively through experiences when they are interested and actively involved, and we recognise that young children particularly learn through the principle methods of playing and talking. Children need constant opportunities to explore, experiment and investigate, to apply and extend their knowledge, to think and discover things for themselves and to develop independence, initiative and confidence in their own ability.

TEACHING AND LEARNING

Children learn from a variety of experiences and play forms an important aspect of early learning. In order to learn successfully children need a positive image of themselves. They need active involvement in a well-planned, well organised environment where the individual needs of every child are catered for.

Young children need:

- to be responded to as individuals;
- to be helped to develop positive attitudes and relationships;
- support and encouragement when faced with new experiences;
- time and space for active exploration in and out of doors;
- meaningful contexts for learning;
- adults who:
 - foster their curiosity and enjoyment;
 - observe and listen to them;
 - have high expectations of them;
 - enjoy being with them;
- their parents and early years staff to work closely together.

'Children aged three, four and five are constantly encountering new experiences, and seeking to understand them in order to extend their skills, develop their confidence and build upon what they already know. They learn in many different ways..... Children deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and each other.'

At Pearl Hyde Community Primary School we aim to ensure that all children in our Reception class participate in play experiences which extend knowledge and understanding and enable learning to develop and progress.

Through such experiences we provide opportunities to:-

- experience, explore and discover;
- experiment;
- construct;
- repeat and consolidate;
- rehearse and reflect;
- create and imagine;
- concentrate and persevere;
- make meaning of the world around them;
- socialize;
- be in control; and,
- organise and order.

Reception staff are all involved in the planning and implementation of purposeful play within their classroom.

'Play that is well planned and pleasurable helps children to think to increase their understanding and to improve their language competence. It allows children to be creative, to explore and investigate materials, to experiment and to draw and test their conclusions..... Such experiences are important in catching and sustaining children's interests and motivating their learning as individuals and in co-operation with others.'

Starting with Quality DES (HMSO)

THE LEARNING ENVIRONMENT

Four to five year olds are active in short bursts but also need time to sustain their play and lines of enquiry. The Reception staff aim to make as much use as possible of its outdoor area with relevant "hands-on" activities for the children to experience. The Reception indoor and outdoor learning environments are planned and organised in such a way to allow space for an appropriate range of activities including role play, use of large practical equipment, and "quiet areas" for specific language activities. It is important to consider

regular changes of environment in order for the children to remain stimulated and interested.

In Reception we aim for all resources to be easily accessible and marked with a picture/word label. We encourage independent learning and aim for the children to know how to use the resources and where to replace equipment thus being involved in the tidying-up process and developing a respect for their learning environment.

Our Reception follows a daily timetable which provides routine for the children and helps them to settle. The daily timetable involves:

➤ **Colour Group Time (key person time)**

Time to welcome each child, take the register and engage in a planned group activity.

➤ **Adult led activity**

An activity or experience that is defined, structured and delivered to a child or group of children. It focuses on the direct teaching of skills and knowledge with a specific objective in mind.

➤ **Child initiated play**

The children are encouraged to make an independent choice and direct their own learning, choosing from activities and resources designed to extend knowledge and understanding, develop gross motor skills, imaginative and social skills, fine motor skills and independent skills. The children can choose to play indoors or out. An adult is based indoors and outdoors for a week and their role is to support and extend the children's play and learning.

➤ **Snack time**

The snack area is open from 9.30-11.00. During the first term it is supported by an adult who reinforces the snack time rules and models appropriate behavior. After the first half term the children are trained to be snack monitors so that eventually the snack area can run without an adult. Children are able to access water throughout the day.

➤ **Colour Group Time (key person time)**

Time to review the day and discuss activities undertaken, develop skills of recall and memory and to develop early reading skills of listening, prediction, recall and concentration when sharing a story.

Key Person Time

At Pearl Hyde Community Primary School we understand that children need to feel secure, nurtured and confident in order to learn. We acknowledge that young children learn more effectively in smaller groups. Before the children start their Reception year they are assigned a key person. The key person system operates in three groups and the three

practitioners each have a colour group of fifteen children. Having fifteen children in each group ensures the key person is able to build strong, positive relationships with their key children and their families. Each key group is assigned an area of the classroom. In the areas are the children's trays for personal possessions, self-registration board and photographs of the children in the group. This provides children with a secure and safe base in which to explore.

Pre-school experiences are built upon, and the first term in particular consists of planned practical activities and structured play including short, focused tasks with lots of follow up and reinforcement. This ensures smooth transition and gives gradual opportunity for the children to be introduced to methods of recording their work, and general routines of the school day.

LEARNING AND DEVELOPMENT

At Pearl Hyde Community Primary School we provide a broad and balanced framework which is skills based and develops knowledge and understanding. It provides a solid foundation upon which the children develop the necessary skills for their future learning, and fosters a natural pathway towards, the requirements of the Key Stage One National Curriculum. The framework is organised in six areas of learning:

- *Personal, Social and Emotional Development;*
- *Communication, Language and Literacy;*
- *Problem Solving, Reasoning and Numeracy;*
- *Knowledge and Understanding of the World;*
- *Physical Development;*
- *Creative Development.*

Each area of learning has a number of relevant Early Learning Goals. These are set targets which most children are expected to attain by the end of the 'Early Years Foundation Stage' (devised by QCA). Our 4 to 5 year olds work towards these goals through their experiences in Reception. We recognise that some of our pupils will exceed the goals and others may be working towards them.

Each area for learning involves the following experiences:

PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT

Experience of and learning about:

- being interested and motivated to learn;
- awareness of themselves as a person, and of others;
- right and wrong: fairness and justice;
- working as part of a group;

- religious experiences which reflect many faiths;
- responding to experiences;
- developing initiative and confidence;
- expressing their feelings and responding to those of others;
- sharing and taking turns;
- forming good relationships with others;
- developing respect for different needs, views, cultures, beliefs;
- personal hygiene and independence skills.

LANGUAGE AND LITERACY

Experience of and learning about:

- symbolic representation of their world;
- the rich and varied language within their environment;
- the wealth of narrative language within books and stories;
- communication through talking, listening, reading and writing;
- language across the curriculum.

PROBLEM SOLVING, REASONING AND NUMERACY

Experience of and learning about:

- developing counting and number skills;
- shape, both 2D and 3D;
- sorting, matching and classifying;
- identifying relationships and patterns;
- comparison with measures - time, weight, size, volume and capacity;
- recognising and solving problems;
- the language of mathematics;
- estimating and questioning;
- space and position;
- the language of addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Experience of and learning about:

- building and constructing own tools and techniques;
- designing and making;
- experimenting, solving problems and evaluating;
- the world of technology;
- the environment as a resource, including information technology;
- becoming familiar with the function of equipment such as, computers, telephones, and CD players;
- reasoning and thinking logically;
- finding out about past and present events, in their own and other people's lives;
- ourselves and other living things;
- investigating objects and materials;
- using the senses;
- finding out about living things, objects and events;
- places they live;
- other people, cultures and beliefs;
- the environment.

PHYSICAL DEVELOPMENT

Experience of and learning about:

- their bodies and how they work;
- keeping their bodies healthy and safe;
- co-ordinating and controlling their bodies;
- developing motor and manipulative skills;
- responding imaginatively to sounds, music and words;
- spatial awareness;
- the language of physical movement;
- tools and equipment; and the safe use of them

CREATIVE DEVELOPMENT

Experience of and learning about:

- experimentation and self expression through:
 - imaginative play;
 - music and movement;
 - drama;
 - display;
 - art and craft;
- manipulation of a wide range of media and tools;
- communicating ideas through a variety of media;
- performing;
- responding to a range of stimuli;
- discriminating and matching sounds ;
- the senses;
- the techniques, resources and ideas to make their own creations;
- appreciating the creations of others;
- experimentation as a part of creation.

We believe that this broad and balanced curriculum provides a solid foundation for, and a natural pathway towards, the requirements of the Key Stage One National Curriculum.

DEVELOPING THE AREAS OF ENGLISH. MATHEMATICS AND SCIENCE THROUGHOUT RECEPTION

READING

During their year in Reception, children follow the 'Read, Write Inc' phonics program on a daily basis. In the first term the children are taught in mixed ability groups. An assessment is then carried out and the children are taught in ability groups. When children are ready they

participate in group reading. The children follow a reading scheme and take the books home to share with parents and carers.

WRITING

Throughout Reception, children are given constant opportunities to write independently, and for a variety of different purposes.

During the Reception year each child will have a name card to recognise, and use to develop correct letter formation and develop a comfortable pencil grip. The children follow the 'Read, Write Inc' program which develops handwriting on a daily basis. Children's writing will gradually become smaller and more consistent in size; letters will become clearly shaped and correctly orientated. During the Reception year children will gain in confidence in communicating meaning through simple words and phrases, and will begin to show an awareness of how full stops are used.

PROBLEM SOLVING, REASONING AND NUMERACY

Through mathematical activities during Reception we aim for the children to have a firm understanding of early concepts and to be able to apply their mathematical knowledge in a variety of everyday situations, e.g. naming colours and shapes around us, sorting objects, matching and sharing, counting accurately, recognising numbers, sequencing and where appropriate, adding and subtracting. Children in Reception participate in practical mathematical experiences and activities daily. Group time may include mental and oral work and main teaching activities.

EXPLORATION AND INVESTIGATION

Children in the Early Years are introduced to scientific investigative skills with the aim of developing scientific thought. We encourage skills of observation, comparison, questioning, prediction, estimating and testing. Conclusions, at this stage will generally be drawn together by the teacher, using statements from the children. We believe these skills will provide a good foundation for science in the National Curriculum, introduced in Year One.

THE OUTDOOR CURRICULUM

Children need a well-planned outdoor curriculum, and activities should reflect all six areas of learning. The outdoor environment provides endless opportunity for learning and where possible, children are encouraged to explore, play and discover, through practical tasks based upon Language and Literacy, Problem Solving, Reasoning and Numeracy, Knowledge and Understanding of the World, and which promote their Personal, Social and Emotional, Physical and Creative Development. Outdoor play can be seen in terms of areas divided for learning, such as a space for imaginative play, gross and fine motor activities, creative experiences, science /nature area, and a quiet area.

EQUAL OPPORTUNITIES

At Pearl Hyde Community Primary School we aim to ensure that all children in our Reception class regardless of their race, gender or experience have equal access to a broad and balanced Early Years Curriculum which is relevant to their needs.

SPECIAL EDUCATIONAL NEEDS

Where pupils in our Reception class are identified as having a particular learning difficulty or ability, individual cases are discussed between the school's Inclusion Manager and the class teacher. Strategies for supporting the child are discussed, agreed and implemented.

If it is felt that the child's needs are such that they cannot be met by the school's own resources, then appropriate support is sought from relevant external agencies, and more specific support may result from this.

Reference to the school's current Special Educational Needs Policy, which reflects the code of Practice, details more precisely the nature of support which we offer.

PLANNING

LONG TERM PLANNING- this concerns the overall guidance for the children contained in the EYFS Framework document.

CONTINUOUS PROVISION PLANNING- this is planning for the main areas of the indoor and outdoor learning environment.

SHORT TERM PLANNING- includes weekly and daily plans. Planning meetings take place on a weekly basis involving both teaching and support staff.

- **WEEKLY PLANNING-** ensures a balance of experience and range of activities. It ensures there are opportunities for evaluation and gives children the opportunity for real choice.
- **ENHANCED PROVISION PLANNER-** sets out what is included on a day to day basis, (depending on the needs of the children), based on daily observations.
- **ADULT LED PLANNING** – this focuses on the specific needs of an individual or group of children and how these will be met.
- **PLANNING FOR PARENTS AND CARERS** – this is a weekly overview of the experiences and activities their child may be involved in.

MONITORING

Meetings are held with ALL Reception staff to discuss planning, monitoring, continuity and progression in all aspects of the EYFS.

ASSESSMENT AND RECORD KEEPING

Assessment is an important part of our daily routine and is concerned with analysing the learning and development of each child through observations and identifies the next step. Assessment is on-going and takes place in all situations.

As a baseline for the first term we use the 'Coventry Summative Assessment Tracker'. Each child's previous setting transfers the data to school. The assessments are based on the Development Matters as set out in the EYFS Practice Guidance and covers the six areas for learning. This creates a picture of the 'whole child'.

This assessment is then recorded on the Early Years Foundation Stage Profile/INCERTS which is then updated termly and completed in the Summer term. This record is then shared and discussed with parents at individual consultation meetings. These records provide evidence at a glance of where a child is at, at the time of assessment.

In Reception children's progress and achievements are also recorded in individual files 'My Observation Notes'. Opportunity to discuss Reception children's learning and development and progress is provided each term, during Parent Consultation Appointments.

At the end of the Reception year, individual records are transferred to the Year One teacher and liaison meetings are held between staff to discuss relevant information and needs.

ADMISSIONS

Children can begin in the Reception class in the September following their 4th birthday. At Pearl Hyde Community Primary School our Reception class currently has an intake of 45 children. Within each class there are two full-time teachers and a full-time Teaching Assistant. Whether children are moving from home to school, Nursery to Reception, or play group to Reception, every effort is made to ease the transition and make the change as smooth as possible.

INDUCTION AND CONTINUITY

During the Summer Term proceeding the September children are due to start, the Reception holds an open day, during which pre-school children, parents and carers are invited to a 'Stay and Play' session. At the beginning of the Autumn Term the Reception staff will visit the children and their parents/carers at home, to familiarise them with staff and the experiences provided in Reception.

Transfer from the on site Nursery to the Reception class is eased by providing opportunities for the children to familiarise themselves with the wider school environment and staff e.g. joining Reception for activities during the summer term, using the school building and grounds as part of their learning activities and familiarisation visits to spend time in their "new" Reception class with staff.

Children who have not attended the on site Nursery and their parents also spend time in school to meet with staff and be involved in activities in their "new" learning environment.

Every child's parent or carer is asked to complete an 'All About My Child' booklet. This provides the staff with important information about the child's family, previous experiences, likes and interests and forms the basis for the first term's planning.

During the Summer term before the children start Reception, parents and carers are invited to attend an evening 'All About Reception'. The Reception staff share information about the routine of the day and the EYFS framework. Parents and carers are provided with a child friendly booklet 'All About Reception' that they can share with their child at home.

In September children initially stay for mornings or afternoons only, and they are invited to stay for lunch. After several days of attending mornings or afternoons only, children attend school for the full day. Every effort is made by Reception staff to ensure that all children feel settled and comfortable with new situations, including playtime and lunch times.

PARENTAL/COMMUNITY INVOLVEMENT

Education is a partnership between home and school and at Pearl Hyde Community Primary School we value and encourage parental involvement. Contact with parents and carers is vital as a child begins school as the parent/carer is the person with the most knowledge of the child at that time.

Before the children join us, parents/carers are given a school prospectus outlining our philosophy and showing practical details. Prior to starting Reception, children and their parents are given the opportunity to meet staff and discuss school experiences and routines through home visits, and visits to the school.

During the Autumn Term we hold a meeting for parents of the Reception children, where the Reception aims and timetable are explained and discussed in more detail. In addition, parents are provided with practical activity ideas to support learning, at home.

Parent consultations are held each term for the Reception class. During these appointments parents/carers are able to look through their child's records and discuss their progress. However, if a parent or member of staff feels it appropriate to meet in addition to this, appointments are readily made.

In Reception we greatly value support from parents/carers. In Reception we aim to provide a welcoming entrance which displays letters, notices, and planning for parents. We encourage parents to become involved in activities with the children, working alongside the Reception staff.

Regular written communications keep parents informed about school events and activities.

THE ROLE OF THE EYFS TEAM LEADER

The EYFS Team Leader at Pearl Hyde Community Primary School is responsible for developing, reviewing and updating/monitoring relevant policies and associated records. It is the Team Leader's responsibility to monitor the planning frameworks to ensure that differentiation, continuity and progression are planned into the teaching and learning experiences and activities.

It is the role of the Team Leader to monitor the teaching and learning taking place by regular meetings with Early Years staff to discuss planning and to share ideas and discuss updated information concerning Early Years Education.

The Team Leader will attend relevant meetings and courses keeping up to date with current thinking and developments and sharing relevant information where appropriate.

Additionally, the Team Leader will be responsible for the purchase and maintenance of the resources used in the Reception class.

FUTURE DEVELOPMENT

This policy reflects the current philosophy and practice within the Early Years Foundation Stage at Pearl Hyde Community Primary School, and will be reviewed and revised as appropriate by staff to comply with any new developments, proposals and legislation.

CAMERA USE IN THE FOUNDATION STAGE STATEMENT OF INTENT

Under the Early Years Foundation Stage, early years staff are encouraged 'to track children's progress, [and have] ... a system for channelling the wealth of information gathered about individual children into a manageable summary. Detailed individual observations of self-initiated activity in a particular context, photos and special moments contained in a child's portfolio all document the child's unique learning journey'. (Progress Matters, National Strategies). Such portfolios will often be known as learning journals and these are to be used to document and monitor the individual learning and development progress of each child in the early year's age group (birth to five years).

PROCEDURES

The information contained within each learning journal is to relate to an individual, identifiable child; therefore it is to be treated as personal data. This means that such information is to be stored securely when not in use. The aim will be to avoid unauthorised access to potentially sensitive data.

A code of practice trust statement is to be advocated to protect and promote the welfare and individual rights of children and young people. Details of this code of practice will therefore be included on a Learning Journal Consent form. It will also be displayed on the front cover of all individual learning journeys.

Consent must be obtained from parents and carers should their child be photographed amongst a group of children; and where consideration is to be given to including that image in a learning journal belonging to another child. It will be anticipated that this will be a regular occurrence, as group activity shots are to be encouraged.

Where possible, therefore, 'blanket' consent will be requested from parents and carers for group images to be included in the learning journals of other children. Parents and carers must be given the option to view any images before they are to be included in any learning journal, should they request to do so. Parents and carers will also be permitted to restrict their consent. This may mean that group images can

only be included in specified learning journals, for example, those which are to belong to close friends. Should it not be possible to obtain consent, the relevant image must not be shared across learning journals of other children.

Individual learning journals, although to be compiled by early year's staff, are to be provided for the benefits of the individual child. Parents and carers are therefore to be given the responsibility for choosing what to do with any personal data contained in the learning journey, once it is to be in their possession. However parents must be made aware that they are not permitted to 'publicise' another child or young person. Without the express agreement of the parent or carer concerned. Parents and carers must therefore be reminded that they must not share, distribute or display said images without relevant authorisation and consent from the parents and carers of all children and young people captured in any of the photographs.

DISPLAYING IMAGES

It must be ensured that still images (including those which are to be displayed in digital photo frames) and video clips are to depict children in an appropriate way. The identity of individual children should also be protected. Particular caution should be taken where images are to be displayed in a public place. (The definition of a public place is to include any areas where parents and, members of the public and visitors are to be given access).

Children and young people should not be named if their photograph is to be displayed.

Photographs of children and young people must be and show them in an appropriate context.

It should be ensured that a child or young person's or any other identifying information does not appear in any caption or accompanying text alongside their photograph, for example displays documentation and name cards.

STORAGE AND DISPOSAL

Images are to be stored and disposed of securely. The aim will be to prevent unauthorised

access, ensure confidentiality protect identity. All images to be stored and disposed in line with the Data Protection Act 1998.

Images will not be kept for longer than is to be considered necessary. The Senior Designated Person Safeguarding is to ensure all photographs are to be permanently wiped from memory cards, computer hard and portable drives or other relevant devices once the images will no longer be of use. Should images need to be kept for a short period of time, they must be protectively stored and password protected on the computer hard drive or other appropriate storage device. Such equipment will be stored securely and access will be restricted.

Photographs will only be stored on portable storage devices for a temporary period. Express permission must be obtained from the Senior Designated Person for Safeguarding and effective security measures must be in place. Security measures are to be the same that apply to any personal data and means that such data:

- Must be classified as protected, restricted or confidential.
- Must be marked for relevant disposal.
- Will not be removed from the site physically or electronically without suitable encryption

All images, including those held within learning journeys will remain on site at all times, unless prior explicit consent has been given by both the Senior Designated Person for Safeguarding and the parent or carer of any child or young person captured in any photograph. Should permission be given to take images off site, all relevant details are to be recorded, for example who, what, when and why.

Photographs must be disposed of should they no longer be required. It must be ensured that they will be returned to the parent or carer, deleted and wiped or shredded as appropriate. Copies are not to be taken of any images without relevant authority and consent from the Senior Designated Person for Safeguarding and the parent or carer.

A record of all consent details are to be kept on file. Should permission be withdrawn at any time, all relevant images will be removed and disposed of. The record will be updated accordingly.

SECURITY

All images are to be handled as personal data and deemed to be of a sensitive and confidential nature. It is to be recognised that damage or distress could be caused if security is to be breached. The responsibility of being in a position of trust in handling such data must therefore be taken seriously. The Senior Designated Person for Safeguarding is to be responsible for ensuring all information is handled appropriately and securely.

All early years practitioners are to be required to follow confidentiality and information sharing procedures, which must be agreed to at the time of induction.

The following aspects of security are to be managed accordingly:

- Physical security – effective measures are to be put in place to ensure physical security and to protect against theft, including that of laptops, computers, cameras, and any personal data, including photographic images.
- Computer security – stringent measures are to be implemented to ensure computer security.

Awareness will be raised in respect of technological advancements which could put online systems at risks. Security will be updated as and when it is to be required. Security procedures are to be proportionate to the potential risks involved and must be subject to constant monitoring and review.

RESOURCES

Pearl Hyde Community Primary School is fortunate in being fairly well resourced in all areas and provides the following:-

OUTDOOR AREA

- grassed area;
- tarmac area;
- Soft Surface area;
- gardening area – multicultural area;

- climbing frame;
- pedaled toys - tricycles, chariot, maxi ride;
- balancing beam;
- giant construction;
- games - skittles, bats, hoops, balls.....;
- parachute;
- activity tunnel.

INDOOR AREA

- Water play.
- wet/dry sand tray.
- computer suite/listening station.
- imaginative play area and resources.
- dressing up clothes and hats.
- book corner.
- music resources.
- carpet areas.
- design and technology resources.
- independent writing area.
- language games and resources.
- mathematics games and resources.
- art resources.
- science resources.
- 'fine' motor equipment.
- construction equipment.

The Reception class contains resources required for everyday activities. Specific topic resources are stored in their resource cupboard and central locations throughout the school.