

**LONDON BOROUGH OF HAVERING**

**LA SALETTE CATHOLIC  
PRIMARY SCHOOL**

**EARLY YEARS POLICY**



**Autumn 2025**

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## Our Vision

At La Salette Primary School we provide every child with the skills to become a happy, independent and curious lifelong learner. Our priority is that our provision provides a high level of engagement and nurtures active learning through a range of skill based activities. The schools mission statement:

**Loved by Jesus and Our Lady of La Salette,  
We learn and grow together in joy and friendship.**

## Our Principles

At La Salette Primary School we are committed to meeting every child's entitlement to develop a love of learning that will enable them to have the best possible future life chances.

The Statutory framework for the early years foundation stage states four guiding principles, which should shape practice in the early years. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.
- Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates

The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities. The ways in which the child engages with other people and their environment underpin learning and development across all areas. Adults and the considered use of the environment support the child to remain an effective and motivated learner.

This policy is based on requirements set out in the [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 Dated: 14 July 2025 Effective: 01 September 2025](#)

## Learning and Development

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

### These are the prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied.

### The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

## Our EYFS Curriculum

- Christ is at the heart of our learning approach throughout the curriculum
- We follow the new RED curriculum – To know you more clearly. This is planned together with the schools in our Deanery.
- It is distinctive, innovative and strategically planned
- It is reviewed in the light of national developments
- It introduces challenging, engaging and real life problems
- It encourages and develops a love of learning
- It lets learning happen within a child centered approach
- It ensures resources and apparatus are available to support learning at every stage of development

- It ensures resources and apparatus are available to support learning in every area of the EYFS curriculum
- It ensures all areas of learning are regarded with the same level of importance and are interlinked in learning
- It includes fundamental British values to teach children a sense of self and belonging; enabling them to learn and stay true to the values of our Catholic faith and the rule of law.
- It ensures that children learn to live together peacefully; with each of them playing a valuable role in the multi-cultural world in which they live.

### The Enabling Environment

The Reception classroom environment is carefully planned to ensure all areas are used fully to enable broad learning opportunities for every child. The children have the choice of where they choose to learn. All activities are based upon current assessment and all have a main learning intention that can be accessed with and without adult support.

Our basic provision is linked to the age related expectations of the cohort.

We encourage child initiated activities and adapt our continuous provision accordingly. We enhance our provision through objects, prompts, conversation and questioning.

### Planning

We plan activities and experiences for children that enable children to develop and learn effectively. In order to do this we focus strongly on the 3 prime areas.

We also take into account 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. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

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

We have created our own curriculum based on the development statements in Development Matters (DfE 2021). We use these statements to identify next steps for each child to deepen, challenge and extend their learning.

Planning is based on children's interests. The long term plan (Appendix 2) states the topics followed throughout the year. These are subject to change according to cohort interests.

Activities based on skills may be led by adult facilitators in the classrooms. These activities let learning happen through creative opportunities, a supportive environment and a sound pedagogical understanding.

Appropriate resources in the Reception environment are stimulating and relevant. The resources are provided to create rich learning opportunities through a range of highly structured, adult led, child led or child initiated learning. Child-initiated activities may be instigated when the child brings something to the setting this might lead to the provision of resources, stories and pictures to support this interest.

A whole class focus is linked to activities within the EYFS setting. These are adapted continuously to meet the needs of the unique child. Attention to children's adaptation of activities is encouraged and creates extended learning opportunities.

Children are encouraged to challenge themselves through self-selecting tasks and activities. The activities offer opportunities for extended learning and are structured to develop their learning.

### Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. 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.

### SEND Policy

Planning takes into account children with individual needs in line with the Inclusion policy.

## Gifted and Talented

Opportunities to develop and enhance the skills of gifted and talented pupils are provided both within the classroom and through the provision of specific projects and activities.

Planning ensures that challenge is always provided at an appropriate level and stretches the skills of our most able.

## Assessment

At La Salette, ongoing assessment is at the heart of our effective early years practice and is an integral part of the learning and development processes. We observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of long, short and photographic observations and this involves the teacher and other adults as appropriate.

Within the first 6 weeks that a child starts reception, we will administer the Reception Baseline Assessment (RBA).

At the end of the EYFS, the class teacher completes the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

We ensure our end of EYFS assessments are reliable through:-

- our knowledge of the child gained through observation and interaction
- our assessments ensure a range of contributors e.g. parents, peripatetic teachers, other relevant adults
- moderation with Year 1 teachers both internally and externally.
- Parents and Carers are given the opportunity to meet with their child's teacher twice a year in a formal parents meeting and receive a written report on their child's achievements at the end of summer term with their Early Learning Goal achievements.
- More informally we meet with parents throughout the school year/ they can email the office, as and when necessary to discuss their child particular needs.

### Transition to La Salette Primary School

Planning for a smooth and thorough transition starts as soon as possible and well in advance of the September start date. At La Salette Primary School we have a large number of different nurseries from which we take children. Every effort is made to discuss with the nurseries key information about the children before their arrival. We aim to visit all nurseries who express a need.

To ensure the best possible transition we:-

- value the parent as the first educator of their child
- make contact via phone with every feeder pre-school within our new intake to discuss essential information on every child
- visit as many pre-schools as possible to meet children in a familiar setting
- share important information about our school during new-parents meeting (June)
- use written information sent by pre-schools to inform early planning
- Invite the children for an afternoon visit to meet the staff and see the classroom.
- share information in a transition meeting with key adults for children with additional needs
- staggered entry of whole cohort in September to enable calm, quiet and more individualised start to school

### Working in Partnership with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Each child is assigned a key person (the class teacher) who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.



## Home Learning

The children's parents are encouraged to get involved in the creation of the children's profiles. We send home Life Skills challenges that help the children learn key skills such as putting on their coat and zipping it up independently, using a knife and fork to eat and learning to unbutton and button buttons. We believe it is important for the children to interact with their parents and complete the physical tasks to reinforce the independence skills that we are teaching in school.

The children are sent home with two reading books, both phonetically decodable, based on their phonics level. The books are changed up to three times a week, once a parent/carer has signed to say that the child has read the book. The children are encouraged to re-read each book several times to allow children to build up confidence, fluency and decoding skills when reading. They also read with the class teacher/Teaching assistant once a week. They have tricky words which they learn a few words a week at their own pace. The children also get weekly homework to support and reinforce that phonics and maths skills.

## Safeguarding

We promote good oral health, as well as good health in general, in the early years by teaching it discreetly throughout different lessons and in explicitly planned sessions based on those topics. Throughout the year we talk to the children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- Good general hygiene

We also try to book in the school nurse or a dentist to come in and speak to our children about the importance of oral hygiene and basic hygiene.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

## The Reception Team

Our Reception team consists of experienced teachers who are skilled in early years teaching. They understand the needs of the young child and how best to create an environment to enable a love of learning.

Everyone works towards the same goal: to ensure every child achieves to their highest ability through learning through play and enjoyment.

## Appendix 1. List of statutory policies and procedures for the EYFS

<b>Statutory policy or procedure for the EYFS</b>	<b>Where can it be found?</b>
Safeguarding policy and procedures	See safeguarding and child protection policy
Procedure for responding to illness	See school health and safety policy
Administering medicines policy	See Managing medicines policy
Emergency evacuation procedure	See Fire evacuation plan
Procedure for checking the identity of visitors	All visitors report to the school reception and their identity is confirmed. All visitors where a visitors badge and those working directly with children are DBS checked.
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints procedure

## Appendix 2 – Long Term Plan

## Appendix 2

Autumn 1 Our Autumn days	Week 1 1/9/25	Week 2 8/9/25	Week 3 15/9/25	Week 4 22/9/25	Week 5 29/9/25	Week 6 6/10/25	Week 7 13/10/25	Week 8 20/10/25	Half Term 27/10/25
Literacy	Children have not started school yet	Settling in- The Colour Monster		Ourselves and our families		Autumn Leaf man, Don't hog the hedge		Seasons and weather	
Maths		Baseline- counting songs 1-5	Baseline- counting songs 1-5	Just like me Week 1	Just like me Week 2	Just like me Week 3	2D shapes	2D shapes	
Understanding the world/ Creative development		Settling in- Feelings/ The Colour monster		Our senses	Our senses	Autumn/ seasons	Animals that hibernate	Weather	
Phonics Monster phonics		Baseline- listening skills		Term 1 week 1 s a t p	Term 1 week 2 i n	Term 1 week 3 m d g	Term 1 week 4 o c k ck	Term 1 week 5 e u r	
R.E.		Creation and Covenant							
PSED		Baseline – Rules- rewards and consequences		Being a good friend	Lesson 1 'Hide and Seek'	Lesson 2 'Nan's house'	Lesson 3 'I like...'	Lesson 4 'It's your turn'	
P.E. (ipep)		Climbing frame – outdoor activity/ challenging experiences/ judging acceptable risk							
		Dance – Julia Donaldson characters							
		Lesson 1	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5		

Autumn 2 Celebrations in the dark	Week 1 3/11/25	Week 2 10/11/25	Week 3 17/11/25	Week 4 24/11/25	Week 5 1/12/25	Week 6 8/12/25	Week 7 15/12/25	Christmas 22/12/25
Literacy	Celebrations		Space		Christmas and Winter traditions			
Maths	It's me 1,2,3 Week 1	It's me 1,2,3 Week 2	It's me 1,2,3 Week 3	Light and dark Week 1	Light and dark Week 2	Light and dark Week 3	3D shapes	
Understanding the world/ Creative development	Diwali, bonfire night, Remembrance day, Hanukkah		Space		Christmas/ festivals			
Phonics Monster phonics	Term 1 week 6 h b	Term 1 week 7 f ff l ll ss	Recap all known sounds	Assessment	Term 1 week 8 j v w x	Term 1 week 9 y z zz qu	Term 1 week 10 ch sh th ng	
R.E.	Prophecy and Promise							
PSED	Lesson 5 'What a problem'	Remembrance day	Lesson 6 'Taking the plunge'	Lesson 7 'An old friend'	Lesson 8 'Me and you'	Lesson 9 'Stick to the rules'	Online safety lesson	
P.E. (ipep)	Gym – Stretching shapes							
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	
	Dance Animals – Mini-beasts							
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	

Spring 1 Magical Winter	Week 1 5/1/26	Week 2 12/1/26	Week 3 19/1/26	Week 4 26/1/26	Week 5 2/2/26	Week 6 9/2/26	Half Term 17/2/25
Literacy	Winter, snow and ice		Colours	Dragons	Dragons	Chinese New Year (17.2.26)	
Maths	Alive in 5 Week 1	Alive in 5 Week 2	Alive in 5 Week 3	Growing 6, 7, 8 week 1	Growing 6, 7, 8 week 2	Growing 6, 7, 8 week 3	
Understanding the world/ Creative development	Winter/ seasons	Arctic animals	Colour mixing	Dragons	Dragons	Chinese New Year	
Phonics Monster phonics	Term 1 week 11 long oo	Term 1 week 12 ar	Term 2 week 1 oo (u)	Term 2 week 2 ow	Term 2 week 3 ee	Term 2 week 4 ur	
R.E.	Galilee to Jerusalem						
PSED	Lesson 10 'Rainy days'	Lesson 11 'I feel poorly'	Being unique	Lesson 12 'Clean and Tidy'	Lesson 13 'Bully boy'	Online safety lesson	
P.E. (ipep)	Gym - Balance						
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	
	Invasion - Bean bag skills						
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	

Spring 2 Spring time!	Week 1 23/2/26	Week 2 2/3/26	Week 3 9/3/26	Week 4 16/3/26	Week 5 23/3/26	Easter 30/4/26
Literacy	Animal life cycles		Growing plants and plant life cycles	Spring into Spring		
Maths	Building 9 and 10 week 1	Building 9 and 10 week 2	Building 9 and 10 week 3	Number bonds to 10	Number bonds to 10	
Understanding the world/ Creative development	Butterfly life cycle	Frog life cycle	Growing plants	Spring animals	Spring/ seasons	
Phonics Monster phonics	Term 2 week 5 ai	Term 2 week 6 or	Term 2 week 7 oa	Term 2 week 8 er	Term 2 week 9 igh	
R.E.	Desert to Garden					
PSED	Lesson 14 'Family fun'	Lesson 15 'One Gold star'	Lesson 16 'All join in'	Lesson 17 'I'm stuck'	sharing	
P.E. (ipep)	Dance – The UK weather					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	
	Jumping and balancing – Gym					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	

Summer 1 Everyday heroes	Week 1 13/4/26	Week 2 20/4/26	Week 3 27/4/26	Week 4 4/5/25	Week 5 11/5/26	Week 6 18/5/26	Half Term 25/5/26
Literacy	The Messy Magpie	People who help us		Superheroes		Somebody swallowed Stanley	
Maths	To 20 and beyond week 1	To 20 and beyond week 2	To 20 and beyond week 3	First, then, now week 1	First, then, now week 2	First, then, now week 3	
Understanding the world/ Creative development	Recycling	Police and Firemen	Doctors and nurses	Superheroes		Recycling	
Phonics Monster phonics	Term 2 week 10 air	Term 2 week 11 oi	Term 2 week 12 ear ure	Term 3 Week 1 CCVC CVCC	Term 3 Week 2 CVC + phase 3 graphemes	Term 3 Week 3 CVC + blending/ segmenting	
R.E.	To the ends of the Earth						
PSED	Lesson 18 'A piece of cake'	Lesson 19 'Busy body'	Good friend/ bad friend	Lesson 20 'The new pet'	Lesson 21 'Dressing up'	Online safety lesson	
P.E. (ipep)	Gym - Jumping and balancing						
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	
	Ball skills at the Zoo – Invasion skills						
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	

Summer 2 Around the World	Week 1 1/6/26	Week 2 8/6/26	Week 3 15/6/26	Week 4 22/6/25	Week 5 29/6/26	Week 6 6/7/26	Week 7 13/7/25	Summer 23/7/25
Literacy	Habitats Welcome home Bear, habitats around the world		African Adventures We're going on a lion hunt		Transport and travel		Summer and Transition	
Maths	Find my pattern week 1	Find my pattern week 2	Find my pattern week 3	On the move week 1	On the move week 2	On the move week 3	Consolidation	
Understanding the world/ Creative development	Habitats – Forest and woodland	Habitats – Under the sea	Hold and Cold Climates		Transport and travel	The Seaside	Summer/ Seasons	
Phonics Monster phonics	Term 3 Week 4 CVC + blending/ segmenting	Term 3 Week 5 CVC + blending/ segmenting	Term 3 Week 6 CVC + blending/ segmenting	Term 3 Week 7 CVC, compound words, blending/ segmenting	Term 3 Week 8 CVC, compound words, blending/ segmenting	Term 3 Week 11 CVC, phase 3 graphemes, blending/ segmenting	Assessment	
R.E.	Dialogue and Encounter							
PSED	Lesson 22 'E-safety, be safe'	Lesson 23 'Eid Mubarak'	Building confidence and self esteem	Lesson 24 'Playtime games'	Lesson 25 'Litter bug'	Transition to new class	Transition to new class	
P.E. (ipep)	Net games - Bats and balls at the circus							
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	
	Athletics - Quoits and cones							
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	