



St John's
School Billericay

E.Y.F.S Policy & Scheme of Work

Date:	September 2025
Those Responsible:	Mr A. Angeli – Headteacher Mrs A. Fleming – Deputy Headteacher Mrs S. Revill – Head of Kindergarten
To be reviewed:	Each Academic Year

EYFS

At St John's School the EYFS is managed by S.Revill with A.Fleming as deputy.

EYFS falls under the umbrella of all whole school non-academic policies e.g. Safeguarding, Behaviour, Equal Opportunities, Health and Safety etc.

In addition to this, the following academic policies also apply to EYFS:

Lower School English

Lower School Maths

Lower School Science

Lower School Art

Lower School DT

Lower School P.E

Lower School R.E

Lower School Music

Lower School PSHE

Pre-Reception and Reception

There are seven areas of learning covered through the Early Years Foundation Stage.

These are:

Communication and Language

- Listening, Attention and Understanding
- Speaking

Personal, Social and Emotional Development

- Self-Regulation
- Managing Self
- Building Relationships

Physical Development

- Gross Motor Skills
- Fine Motor Skills

Literacy

- Comprehension
- Word Reading
- Writing

Mathematics

- Number
- Numerical Patterns

Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World

Expressive Arts and Design

- Creating with Materials
- Being Imaginative and Expressive

Pre-Reception Topics						
	Mich 1	Mich 2	Lent 1	Lent 2	Trinity 1	Trinity 2
Topic	All about Me	Special Celebrations/ Events	Winter/ Arctic Animals	Spring/ Easter	People who Help Us/ Life Cycles	Summer

Reception Topics						
	Mich 1	Mich 2	Lent 1	Lent 2	Trinity 1	Trinity 2
Topic	All about Me	Sound	Light and Dark/ Space	People Who Help Us	Minibeasts	Our Planet
RE	All About Me	Christianity	Judaism	Buddhism	Islam	Friendship
Science	Our Bodies	Sound	Light and Dark	Weather/ Seasons	Life Cycles	Linked with different area each week

As our children progress through the Early Years at St John's School, they are encouraged to develop their skills towards the Early Learning Goals.

Personal, Social and Emotional Development

Building Relationships

Initially, children are encouraged to separate from the main carer with increasing confidence and to begin to interact with adults in the room and peers, gradually forming developing attachments and friendships. We support the children in playing with or alongside their peers, understanding the need for co-operation and turn-taking and acknowledging the feelings and needs of others.

Self-Regulation

With support and guidance, children gradually develop the ability to select and use resources with the aim of achieving particular goals, waiting for what they want when necessary and controlling their impulses to regulate their behaviour. They develop their ability to be able to focus and follow instructions.

Managing Self

At St John's we want our children to learn to be confident and independent both in their emotional development and in their ability to manage their own basic health and hygiene needs. They learn to follow the boundaries in the classroom and are encouraged to understand why the rules are there. The adults in the rooms provide a supportive environment in which the children become increasingly resilient when attempting to achieve a goal through perseverance.

Communication and Language

Listening, Attention and Understanding

Through whole class and small group interactions, the children learn to listen attentively and respond with comments and questions to further understanding and become confident to hold conversations with their peers and familiar adults.

Speaking

The children are offered many opportunities to participate in class, group and individual conversations where they develop the ability to offer their ideas and opinions and explanations using full sentences and use of past, present and future tenses.

Physical Development

Gross motor skills

Indoor and outdoor learning environments and a wide range of resources/ toys are offered to enable the children to develop their gross motor skills. They will learn to negotiate space safely and develop strength, co-ordination and balance as well as running, jumping, dancing and climbing etc. The children also have the benefit of our specialist PE teachers to practise these skills during set PE slots in the timetable.

Fine Motor Skills

Alongside the development of their gross motor skills, activities will be planned which encourage the children to develop their fine motor skills through using correct pencil grip as well as using a range of tools efficiently such as cutlery, scissors and paintbrushes.

Literacy

Comprehension

Our children love listening to stories, poems and other non-fiction texts. Through the Early Years they are encouraged to respond to the texts by re-telling the stories, discussing the characters or information and joining in with familiar stories.

Word Reading

At St John's we use the Floppy's Phonics Scheme which fits in very well with our Reading Scheme. The children have a phonics session every day from the Orchard Room (3-4 Years)

upwards and are encouraged to bring in items for the sound of the week. Once they reach Reception, two sounds are taught per week.

As they progress, the children become more confident with their phonic awareness and begin to recognise the phonemes, digraphs and trigraphs, blending the sounds to read simple books and recognising some of the common exception words.

Children in Pre-Reception will take home a book each week and those in Reception will take a new book home each day unless they need more time to practise, with the exception of swimming days. Sound and word cards are also sent home each week, which are tested on a Monday and updated if appropriate. Initially, the books will have no words and the aim is for the children to look through the pictures, making up and discussing the story with their parents/teacher. As their phonic knowledge progresses, the children will then move on to books with words. We listen to the children in Reception and older read every day and the children will swap books as soon as they are confident to do so. As well as reading the words correctly it is vital that children also understand what they read and therefore it is important to discuss the book with the child, asking questions such as:

How do you think Chip felt when.....?

What do you think will happen next?

Why did Mum? etc

Writing

Alongside their developing confidence with the recognition of phonic sounds, the children begin to form recognisable letters. They use their knowledge of the sounds they have learned to begin to write their own words and sentences.

Maths

Number

We aim to foster a lifelong love of number and pattern in our children through the use of practical exploration and targeted activities. There are many opportunities for children to practise counting to 10 and beyond with great emphasis placed on developing the understanding of the composition of number, number bonds, doubles and ensuring the ability to count with a one-to-one correspondence.

Numerical Patterns

As with the understanding of number, practical activities are used to help the children to see and understand the patterns within Mathematics. By the end of the EYFS stage, children will confidently compare numbers to 10, understanding the language of greater than, less than and the same as the quantity. They are also encouraged to recognise odd and even numbers, doubles facts and how quantities can be shared equally.

Understanding the World

Past and Present

Through their termly topics, the children learn about the people around them and their roles in society. They begin to explore the similarities and differences between things in the past and today and to understand how things can change over time.

People and Cultures

Our children learn about their immediate environment as well as the different cultural communities and religions of the people who live here. They are encouraged to discuss their own family beliefs and traditions and to celebrate the similarities and differences between themselves and others. The children will also discuss what life in their environment is like compared to that in other countries using a range of resources including maps.

The Natural World

The children will spend much of their time exploring the natural environment, making observations and drawing pictures of plants and animals as well as comparing and contrasting the natural world around them with other environments. They will make observations of important processes such as the changing seasons and changing states of matter.

Expressive Arts and Design

Creating with Materials

Children learn to safely use and explore a variety of tools, materials and techniques. They are encouraged to experiment with colour, design, technique and function, explaining their reasons for the choices they have made. They also use props and materials during role play.

Being Imaginative and Expressive

We always aim to encourage the development of confidence, expressiveness and imagination within the EYFS and the children are able to do this through song, role play, stories and dancing. Most children love to perform the piece they have been practising to others either as a group or as an individual.

At St John's the EYFS is very much a part of the wider school. Children take part in Kindergarten, Junior and Whole School events such as the Harvest Festival, Christmas plays, Sports Day, House Music Competition and assemblies. We encourage each year group to go out on school trips and to invite visitors into school to broaden the experiences for the children.

We enjoy a close working relationship with Parents and operate an open-door policy where parents are encouraged to communicate with the staff whenever needed. Reports are sent home half termly and there are Parent's Evenings twice a year. EYFS children have a daily communication book/ reading record to facilitate contact even where parents are not able to speak with the teacher directly. It is also possible for parents to email the teachers if needed.

In EYFS the children are assessed primarily through observation with teachers noting down each child's progress towards achieving the 17 Learning Goals. At the end of Reception, judgements are made by the Class teacher as to which of the goals the children have reached the 'expected' standard for and which are still emerging. This information is then reported to the Local Authority. Parents will have a feedback meeting with the class teacher to discuss their child's achievements as well as the two parent's evenings which are held during the year.

Our aim is to produce happy children by the end of the EYFS who have the confidence and secure basic skills to prepare them for their journey through Key Stage One and beyond.