



## Early Years Foundation Stage Prospectus 2025-2026



***“Learning Without Limits”***

# Welcome to Beech Hill School

This booklet contains information about the Early Years Foundation Stage (EYFS).

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***“In early years, children get off to a flying start to their education. They benefit from caring relationships with staff. This means they enjoy school. Well-structured activities help children learn. Skilled input from staff creates opportunities for pupils to develop skills. Overall, children are very well prepared for their next stage in the school.” Ofsted, February 2025***



# Our School

At Beech Hill we believe that every child deserves the best possible start in life. We understand that children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.

Beech Hill is an exciting and inspirational place and our current Ofsted rating for Early Years' Provision is outstanding. Our success stems from a relentless drive to put memorable learning experiences at the heart of all we do, so as to promote exceptional learning without limits.

We believe that children have just one childhood and our intention is to provide a secure, safe and happy environment with high-quality early learning which offers the foundation children need to make the most of their abilities and talents as they grow up. We place a high value on establishing close links between home and school so that we can work effectively together enabling each child to achieve their full potential.

## 'Learning without Limits'

### Class Information

Each class at Beech Hill is named after a different place or country. The reception unit is called Halifax and is separated into 2 or 3 different classes depending on the number of children in the cohort. There is a teacher and an early years' practitioner in each reception class and some classes may also have a teaching/support assistant to provide extra support for children with additional learning needs.

All staff work in partnership across the unit to ensure that each child receives the best possible provision. Classes also receive support from bilingual teaching assistants.

Miss Holmes is the leader for early years and, alongside the school senior leadership team, manages the reception staff team.



# The Transition Process

At Beech Hill we understand that starting school can be a very scary time for young children. We have a transition policy in place to ensure that each child has a happy start to their reception year.

## **Our transition process does the following:**

- Assists parents in helping their child prepare for school.
- Supports independence and develops confidence and ability to cope with change.
- Gives pupils a clear understanding of the new expectations ahead of them.
- Encourages all parents to be partners in their child's education.

## **Each child will be assigned a key person to support their transition. The role of this key person is as follows:**

- To develop good relationships with all children, interacting positively with them and taking time to listen to them.
- To help ensure that each child's care is tailored to meet their individual needs.
- To help the child become familiar with the setting.
- To offer a settled relationship for the child and build a relationship with their parents.

## **To support the transition into reception we will:**

- Visit children in their current nursery or childcare provision.
- Arrange times for children to visit school prior to starting in September.
- Share a video tour of the reception environment and shared areas in school.
- Provide children with their own booklet including pictures of their new teachers and their classroom.
- Liaise with staff from childcare settings to find out about children's academic progress and individual learning style.
- Carefully plan a staggered start to the year.
- Invite parents into school and liaise with parents via phone calls or email.

**Please email [admin@beechhillschool.co.uk](mailto:admin@beechhillschool.co.uk) if you have any questions prior to September or contact the school office on 01422 345004.**

# School Readiness

To help your child have the best start to reception please encourage them to practice the following skills:

- Getting dressed and undressed independently.
- Cutting paper with scissors.
- Putting on and fastening their coat independently.
- Toileting independently and washing their own hands.
- Turn-taking within a small group.
- Counting aloud to 10.
- Looking at books independently, turning pages the correct way.
- Writing their name.
- Singing and joining in with simple songs.
- Eating using a knife and fork.





# Curriculum

At Beech Hill we strive to provide a tailor made, thematic curriculum that engages and inspires our children. Our unique curriculum provides our pupils with rich and memorable experiences and prepares them for their next stage of learning when they reach year 1. There, they will have their skills built upon and progression made in a variety of new subjects. Therefore, the role of EYFS is imperative as it underpins all learning and lays the foundations of children's skills. We support each child in working towards achieving the Early Learning Goals (ELGs) at the end of reception through deliberately planning opportunities within direct teaching and purposeful provision.

Our tailor-made EYFS curriculum is based on the Statutory Framework for the Early Years Foundation Stage 2024. The non-statutory guidance from the Development Matters document is also used to support the implementation of the requirements of the EYFS. Our curriculum has also been developed in line with the rest of the school. This ensures that learning over time is sequenced effectively and there is progression within the EYFS and then on into year 1.

At Beech Hill we recognise that the seven educational programmes outlined in the EYFS are important and inter-connected. Three educational programmes are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

## **These three areas are the prime areas:**

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Children are also supported through the 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



# The Early Learning Goals

The Early Learning Goals (ELGs) are the goals that children are expected to achieve at the end of their Reception year. They are not the curriculum, but an end point measure of what a child should be demonstrating at the end of the Early Years Foundation Stage. There are 17 ELGs across all the educational programs as shown below.

Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>
	Managing Self	<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
	Building Relationships	<ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>

Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>

Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
	Fine Motor Skills	<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>

Literacy	Comprehension	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
	Word Reading	<ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>

Maths	Number	<ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>
	Numerical Patterns	<ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>

Understanding the World	Past and Present	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
	People, Culture and Communities	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>
	The Natural World	<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>

Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>





# Our Learning Environment

At Beech Hill School we recognise that the environment plays a key role in supporting and extending the children's development. Our reception unit is a large open plan room which is divided into distinct areas of provision.

Our tailor-made curriculum is delivered using a mix of play-based learning and adult-initiated activities. During the play session our pupils can free flow between the different areas, with adult guidance, to explore high-quality resources linked to their next steps for learning.

We recognise that play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. During children's play, our staff stimulate children's interests, respond to each child's emerging needs and guide their development through warm, positive interactions coupled with secure routines. Practitioners regularly reflect on the different ways that children learn and adapt our practice accordingly.

We plan a learning environment, both indoors and outdoors, which encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning and enables our pupils to feel confident, secure and challenged.

The environment in our EYFS classrooms regularly changes to match the needs and interests of our cohorts. These changes happen termly in response to the information gathered from our assessment. The environment is also tweaked in response to teaching topics, pupil interests and any specific needs that are identified.

## A Day in Reception

Children will be taught phonics, literacy and maths on a daily basis. This will include a mix of whole class and small group teaching in addition to independently developing skills throughout the indoor and outdoor environment. The length and frequency of adult-led teaching will increase throughout the year.

### **A typical day:**

- Children will enter class and complete a morning challenge. This could be anything, e.g. practising name writing, spelling practice, handwriting or a mathematics activity.
- Dough gym activities to develop fine and gross motor movements needed for writing
- Children will take part in small group phonics activities where they will develop their reading and writing skills.
- Morning access to the indoor and outdoor learning environment to apply taught skills through independent play.
- Mornings throughout the week will also include physical education, one-to-one reading and computing.
- Literacy and topic teaching input followed by small group task.
- Children will eat lunch at 11:30am.
- After lunch children will take part in a mathematics lesson followed by small group tasks.
- Afternoon access to the indoor and outdoor learning environment to apply taught skills through independent play.
- Story and song time.
- Snack time.

The reception year is an important and exciting time in your child's education journey. It is a year where your child will develop new skills, build friendships, and prepare for the next step in their learning journey. Here are some ways that Beech Hill reception prepares your child for year 1.

## Literacy and numeracy skills

Literacy and numeracy skills are two of the most important skills that children learn in reception. In reception, children are provided with a range of opportunities to develop these skills through hands-on activities, games and play-based learning. Your child will begin to learn phonics, which is a way of teaching children to read and write by breaking words down into sounds. They will learn to recognise letters and the sounds that they make, which will help them to read and write simple words and sentences. Children will learn to form letters correctly and write for different purposes, such as telling a story or writing a letter. Children are exposed to a range of books and stories and are encouraged to read for pleasure. They develop their comprehension skills by making connections between what they have read and their own experiences.



Children will also be introduced to a range of numeracy skills. They will learn to count from 1 to 20 and beyond, and to understand that numbers represent quantities. Children will then begin to understand basic mathematical concepts such as addition and subtraction, doubling and sharing equally.

By the end of reception children should have a solid foundation in literacy and numeracy skills that will serve them well as they move forward in their education.

## Independence

Independence is an important aspect of a child's development in reception as it is essential for a child's self-esteem, confidence and well-being. When children develop independence, they are able to take control of their own lives and make decisions for themselves. This helps them to feel empowered, which can lead to greater happiness and success in life. Additionally, developing independence in reception sets the foundation for lifelong learning and encourages children to become more self-sufficient and responsible.

In reception, children learn a number of self-help skills, such as dressing and feeding themselves, putting on their own shoes and packing their own bag. They also learn to take care of their own belongings and to tidy up after themselves.

Children develop independence through play-based learning activities, which encourage them to explore and experiment with the world around them. They learn to take risks, make decisions, and solve problems in a safe and supportive environment.

## Building social skills

During reception, your child will learn how to interact with other children and adults. They will learn how to share, take turns, and work collaboratively with their peers through group activities, games, and play. Children in reception are encouraged to express their feelings and communicate effectively with others. This helps them build positive relationships and develop empathy, which is an essential life skill. They will also learn how to listen and follow instructions, which sets the foundation for future academic success.

## Curiosity and creativity

Curiosity and creativity are essential for a child's cognitive, social and emotional development. When children are curious, they are motivated to learn and explore the world around them. This enables them to develop critical thinking skills and become independent learners. Creativity, on the other hand, allows children to express themselves and to explore their imagination. This helps them to develop their emotional and social skills, as well as their problem-solving ability. Reception is a year where children are encouraged to explore, experiment, and express themselves creatively. They will be given opportunities to explore different materials, ask questions, use their imagination and express their ideas through play-based learning and exploration. This can involve activities such as building with blocks, painting and role-playing.

## Routines and expectations

Developing routines and expectations in reception is an important part of a child's growth and development. Providing children with a sense of structure and predictability helps them feel safe and secure. When children know what to expect, and what is expected of them, they are more likely to feel comfortable and confident in their environment. In Reception we have consistent daily routines which involve having set times for activities such as snack time, circle time and outdoor play. Children learn what is expected of them to help them succeed, such as being kind to others, sharing and listening to others. When children meet expectations, they are praised and rewarded. This can involve verbal praise, stickers or other small rewards.



## General Information

### Attendance and Punctuality

School starts at 8:35am. Being on time to school helps children to become familiar with the morning routine and ensures that they have a settled start to the day.

It is important that your child attends school every day. If your child is ill, please ring the absence line to inform us and tell us when your child will be back at school.

School finishes at 3:10pm Monday-Thursday and 1:10pm on a Friday. Please ensure you are on time to collect your child from their class. In the event of lateness, please telephone us so that we can make your child aware.

**Please note: we only allow adults aged 16 or over to collect children.**

## Uniform

It is our school policy that all children wear school uniform when attending school or when participating in a school organised event outside normal school hours. ***All items of clothing should be clearly labelled with your child's name.***

**Beech Hill School uniform consists of:**

- Green sweatshirt or cardigan
- Grey trousers or grey knee length skirt
- White/ grey/ black socks or plain grey or black tights
- Black shoes
- Jewellery should not be worn in school as it can be dangerous when children are moving around or accessing large play equipment.
- Earrings are strongly discouraged in school. If parents opt for their child to wear earrings they must only be small studs, either silver or gold. Children who are participating in P.E. or other physical activities must not wear earrings. On days when these activities are scheduled, children must leave their earrings at home.
- All children will receive a free Beech Hill school book bag on entry to Reception. Alternatively, you can buy your own school bag of your choice. Children will use the book bags to take their work home and any letters for parents will be placed inside. Please ensure you check your child's book bag daily.

***Clothing with the school logo is optional but preferred.***

It is common for children to have toileting accidents when they first start reception. Please help us to help your child by toilet training them ready for September. In case of any accidents, we ask that your child has a bag of spare clothes (underwear, trousers/ leggings and socks) which can be kept on their peg.

## Physical Education

As part of your child's physical development, they will take part in weekly PE lessons. They will need to bring a PE kit into school.

**This kit must include;**

- Black shorts or black leggings.
- White t-shirt.
- Black pumps.

***These items should be clearly labelled with your child's name and put in a bag on their peg.***

## Reading

At Beech Hill we believe that it is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading.

As well as reading in school, children in reception will receive at least one home reading book each week. The home reading books are phonetically decodable and are matched to each child's increasing knowledge of phonics. Pupils are encouraged to re-read their home reading books several times to develop their fluency and deepen their understanding of the book.

In addition to their phonetically decodable home reading book, children can also access a library book to take home. Children are given access to a wide range of reading materials, such as books, poems, fiction and non-fiction reading materials to ignite their interest in books. Library books are designed to be shared between children and their families to develop reading for pleasure. Children have the option to change this book as often as they like.



## Homework

At Beech Hill we believe that children learn best when parents work together in partnership with the school. Once your child has settled in to their new class they will start receiving high-quality weekly homework. The purpose of homework is to:

- Show children that both home and school are interested in learning.
- Consolidate and reinforce basic skills and knowledge.
- Demonstrate to the child that learning does not only take place in school.
- Extend and reinforce learning through consolidation and revision.
- Raise individual achievement.
- Promote parental understanding and home support for children's learning.
- Develop self-confidence by gaining the approval of parents and carers.
- Encourage children to develop independent study strategies.
- Each child will receive a weekly maths homework sheet which will be based on what they have been learning that week.
- Each child will also have their own Read, Write, Inc. homework folder. Each week they will be given sounds and words to practise at home. These will reflect what has been happening in class.
- Before a school holiday your child will be given a homework holiday pack to complete over the holidays.



**Homework is given on a Friday and should be returned the following week.**

## Lunch

Lunchtime is an important part of the day when children eat together, with the support of adults who can model appropriate behaviour. Children are well supported by adults during lunch and are encouraged to make healthy choices.

At lunchtime your child can have a packed lunch prepared at home and brought into school, or a meal provided by school. We share our weekly menus with parents and carers to help your child decide what they would like to eat. Our lunchtime is between 11:30am and 12:30pm.

All early years and Key Stage 1 children are entitled to free school meals. There will be a selection of different meals available each day for your child to choose from. Our kitchen is a Halal kitchen and vegetarian options are always available.

If your child chooses to bring a packed lunch, please put it in a named box. Any packed lunches should support our school's healthy eating policy. Please note that our school is a 'nut free' zone which means that all types of nuts, and products that may contain them, are banned. Note that fizzy drinks, sweets and chocolate are not allowed in school lunches.

**Please let us know if your child has any allergies or dietary requirements so we can ensure they are catered for.**

## Snack

Each child will receive a piece of fresh fruit to eat in school daily. This is provided by the government's 'Fruit in School' scheme. In addition to this, we have a self-serve snack area in the reception unit. Children can help themselves to snack as they wish. Fresh fruit and vegetables are always available, and we also provide exotic fruits or foods linked to our topic of study, such as porridge when we learn about Goldilocks and the Three Bears. Pupils always have access to water and milk.

To enable us to provide snack for your child we ask for a voluntary contribution of £1 a week.

## Toileting

We appreciate that all children develop at their own rate, however we expect all children to be able to go to the toilet on their own by the time they enter reception. We will support with buttons and fastenings on clothing if needed. All children may have occasional accidents and we will support and change your child in line with our intimate care policy. If your child has frequent accidents, please ensure they always have a spare change of clothes in school. We will work alongside you to try and reduce the number of accidents that your child has.

## Parent Partnership

We place a high value on establishing close links between home and school so that we can work effectively together enabling each child to achieve their full potential.

We recognise that parents/carers are children's first and most enduring educators and we value the contribution you make. We involve parents/carers in their child's learning by:

- Using the Seesaw app to produce a 'Learning Journey' throughout the year that records your child's learning and achievements during school time. This enables family members to have a window to their child's learning, giving families an opportunity to provide encouragement. The use of the built-in translation tools help Seesaw posts cross language barriers to those who do not have English as their first language. You are encouraged to upload photographs and comments on Seesaw to record children's achievements out of school. This can support the teacher with assessments.
- Offering 'Stay and Play' sessions where children have the opportunity to spend time with their parent/carer before starting school.
- Inviting all parents/carers to an induction meeting during the term before their child starts school.
- Encouraging parents/carers to attend the termly parental consultation meetings. Parents and carers are informed of their child's next steps in development during these discussions.
- Sending a report on your child's attainment and progress at the end of each school year.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents/carers including open days and parent workshops.
- Providing children with homework. Children will be encouraged to complete regular phonics and maths-based tasks and will be given the opportunity to explore and record at home to further the learning done at school.
- Supporting parents/carers to access external services to help you with your child at home.
- Providing learning mentor support to parents/carers with issues surrounding their child's behaviour, routines and toilet training.
- Sending home phonetically decodable reading books and library books and encouraging parents/carers to make comments in their child's reading record.
- Providing parents/carers with extension and support packs to support their child's learning at home.

# Thank You

Thank you for taking the time to read this booklet. We hope this has provided you with all the information you need about our fantastic school.

Please visit our website or contact us if you have any questions about starting reception or the admissions process.

You can contact the school office via:

Telephone: 01422 345004

Email: [admin@beechhillschool.co.uk](mailto:admin@beechhillschool.co.uk)

We look forward to hearing from you soon!

[www.beechhillschool.co.uk](http://www.beechhillschool.co.uk)

