

- Communication development is at the heart of all we do in Illogan’s EYFS. All pupils will be assessed when they first join by our MAT Speech and Language therapist to ensure that our provision is meeting individual needs. We also use NELI as an intervention to further develop and support children’s communication skills.
- Our environment (both inside and outside) is planned carefully in order to promote communication opportunities. Our focus is not only oral communication but to encourage our pupil’s to communicate effectively by writing too.
- Early reading is a high priority and begins as soon as the children start in September. We follow the Read Write Inc. programme to rapidly develop our children’s understanding of phonics and ability to decode. Children are regularly assessed to ensure that their provision is appropriate. Support is provided for parents in the form of Early Reading workshops and videos shared over Dojo.
- We use the Cornerstones reading curriculum to promote a love of reading. We introduce children to both traditional and modern texts to develop a lifelong love of reading. During the Spring term, the children engage in the project ‘Stories and Rhymes’ which is a language rich project, teaching the children a variety of traditional stories and rhymes, giving pupils an opportunity to play with words and learn new vocabulary.

- Our EYFS provision aims to promote the ethos that everyone ‘belongs’ from pupils and their parents, to staff and any others that are linked to the EYFS community.
- Our provision aims to reduce barriers to learning and participation. Teaching is planned with the learning of all pupils in mind.
- We identify the needs of our pupils as early as possible in September. We adapt our teaching practice to meet individual needs which are reflected on our class Provision Maps and Dashboards.
- We build strong links with Curnow school (a special school). We join them outside, engaging in games and sensory play and often will join them in their class-rooms too.

- We teach our EYFS pupils that there is diversity in all communities. We support children to be curious about the people around them, to see and understand similarities and differences.
- RE – the children follow the school’s scheme of work for RE (Cornwall Agreed Syllabus) but also explore other world festival days such as Diwali.
- PSHE – the school follow ‘Jigsaw’ and this also takes place in EYFS. The whole school follows the same theme each half term for example: ‘Celebrating Differences and ‘Being me and my world.’
- Each class is provided with a class set of diverse texts to share.
- Diversity in animal habitats, weather, seasons, countryside/urban, places in the world (forest, woodland, desert, beach, jungle, oceans), buildings
- The children are encouraged to greet one another in different languages and as the year progresses, sing songs in different languages.



- We encourage children in our EYFS to take responsibility for themselves. This could include dressing appropriately for the weather and recognising their own needs (such as when they are hungry). Pupils are then taught and encouraged to take appropriate action independently.
- During the Summer term, the children are involved in the learning project ‘Move it.’ This project teaches the children about the importance of daily exercise to keep healthy and explores the different types of games they can play outside. During the ‘On the Beach’ project, pupils are also taught about the importance of keeping safe in the sunshine and how they can take responsibility for this themselves.
- We use an ‘restorative justice’ approach at Illogan, where we encourage pupils to effectively communicate their thoughts and feelings with one another and independently solve problems.

- This is when pupils and parents are first welcomed and become part of the ‘Illogan Community.’ All families are offered home visits and invited in for transition sessions prior to starting school to build connections and relationships.
- Parent appointments take place during the first term to ensure that parents are fully informed of their children’s progress and to enable families to build relationships with staff.
- Dojo is used as an online platform to support the growing sense of a ‘class community’. Photographs and learning are regularly shared with families.
- Visits to local community take place over the course of the year – Feadon Farm, our local church and village to enable pupils to gain an insight into our local community and the amenities directly surrounding our school.
- The children’s first learning project is titled ‘Let’s Explore’ in which they explore the different environments they share with others, including their homes, the school and places in their locality.

- Through our child led learning opportunities, pupils are encouraged to develop an appreciation of the importance of experimentation, trial and error, original thoughts and expression. This is the beginning of the children’s journey to becoming critical thinkers, an essential life skill for the outside world.
- Both the inside and outdoor learning environments aim to encourage pupil’s inquisitive natures. We want our pupils to ask questions and then investigate further. Actively learning and developing their own strategies as they explore. This could include den making, climbing, bug hunting and dressing up.
- Adults sensitively join children in their play, responding and providing opportunities to introduce vocabulary in context, add narrative to play and develop learning. This ensures that adults can tap into children’s natural curiosity and provide opportunities to further develop interests and develop social skills.
- Welly Wednesdays – children spend Wednesday afternoons in our school Forest School area. During these sessions, children learn about seasonal change, name and identify key features of nature (birds/ trees/plants) whilst making their own risk assessments.