

# Trewirgie Infants' and Nursery School EYFS Baseline Outcomes 2025-26



## Personal Social Emotional Development

### Nursery Priorities

- I can talk about feelings using sad, happy, worried or angry

#### Actions

- Emotionally available adults who can model describing feelings and strategies to support regulation

### Reception Priorities

- I can try something new myself before I ask for help.
- I can try my best to succeed.
- I show that I care about others in my class.
- I can help a friend to succeed.
- I can talk about how I feel.
- I know what I can do to solve a problem with my friends.

#### Actions

- Plan in Life Skill lessons—ensuring opportunities for skill to be practised independently within the provision.
- Develop personal development tracker for Reception, alongside year group leads.
- Introduce small group sessions for those who need additional input in addition to weekly PSHE JIGSAW lessons.

## Expressive Arts and Design

### Nursery Priorities

- I can remember and learn songs
- I can create closed shapes with continuous lines and begin to use these shapes to represent objects

#### Actions

- Revisiting focus rhymes and songs throughout the year and sharing with parents
- Spend sustained shared time alongside children
- Regular opportunities for 'Scribble club'

### Reception Priorities

- I can tell a story in my play.
- I can create a detailed drawing to express my ideas.

#### Actions

- Continue to develop outdoor stage area—source resources such as fabric and props—add to Mr Parrott's jobs list
- Enable children to re-visit their Drawing Club folders to express ideas and look at progress over time .

## Communication and Language

### Nursery Priorities

- I can start a conversation with a friend and continue it for many turns
- I can use a wider range of vocabulary

#### Actions

- Use ShREC approach to support interactions and develop communication skills, ensure disadvantaged groups have greater number of interactions—*equity*.

### Reception Priorities

- I can talk about what I see and know using a full sentence.
- I can express an opinion using 'I agree..' 'I disagree..'
- I can use new words I learn in Drawing Club when I talk to my friends or a grown up.
- I can talk about and remember my learning using our floor books.
- I can ask a well thought out question and listen to the response.

#### Actions

- Use ShREC approach to support interactions and develop communication skills, ensure disadvantaged groups have greater number of interactions—*equity*.
- Autumn 2 begin speech and language interventions to support those identified during autumn 1 baseline and assessments.
- Regular Thinking Time sessions, ensuring identified children are prioritised e.g. pp, SEND, EAL.

## Maths

### Nursery Priorities

- I can subitise amounts to 3
- I can use number names in my play

#### Actions

- Providing collections of objects and identifying 1,2 or 3
- Regularly say the counting sequence in a variety of playful contexts
- Taking part in NDNA Maths Champions project during the year

### Reception Priorities

- I can subitise amounts to 10 on a ten frame.
- I can identify two numbers that make different amounts
- I can form numbers correctly and use the number rhymes to support this.

#### Actions

- This years main focus—begin Mastering Number trial—embed teaching across Reception and monitor outcomes following trial year.
- Monitor across Reception to ensure the use of number rhymes and formation is consistent across Reception
- Additional number formation sessions weekly across Reception—half class at a time—1:1 intervention when necessary.
- Quickly identify area of need for those not on track at the end of autumn 1. Put additional support in place in class.

## Literacy

### Nursery Priorities

- I can begin to recognise words that begin with the same initial sound

#### Actions

- Adults to model initial sounds alongside cued articulation to support pronunciation. Games e.g. sorting objects by initial sound

### Reception Priorities

- I can use my Fred fingers to write words independently.
- I can write a sentence that can be read by my teacher.
- I can tell someone else about a book I love.
- I can use the sounds I know to decode words by myself.

#### Actions

- TAs to receive further time to develop 1:1 tutoring skills
- 1:1 tutoring to take place daily for lowest 20% of readers
- Additional handwriting session to take place daily—in addition to RWI lesson—this will be progressive throughout the year and will look different in each term.
- Reading for Pleasure time to be planned into weekly plan—adults to focus on disadvantaged pupils, book talk.
- The Secret Book Club for Reception—invite disadvantaged, PP, SEND, EAL, LW20.

## Physical Development

### Nursery Priorities

- I can become increasingly independent when getting dressed and undressed e.g. coats, zips & shoes

#### Actions

- Opportunities and Strategies for achieving independence

### Reception Priorities

- I can use a knife and fork to cut my school dinner.
- I can use scissors to cut out a picture.
- I can put on and do up my coat.
- I can put on and take off my own shoes and socks.
- I can move confidently in a space.
- I demonstrate good posture when sitting at a table to write.

#### Actions

- Implement Life Skills lessons—share these with parents/carers and inform them of ways they can help at home.
- Plan in regular activities that provide opportunities that support children to develop their confidence and strength—alongside weekly Real PE and sports coach sessions.
- Ensure regular Healthy Movers, Bike Club and Wild Tribe sessions are planned in weekly.
- Ensure all adults are checking the children posture when they sit to write—ensure writing poster is up and visible in all spaces that writing takes place.

## Understanding the World

### Nursery Priorities

- I can talk about what I see using a wide range of vocabulary

#### Actions

- Opportunities for investigating a wide range of resources including the natural world and found objects
- Plan and introduce new vocabulary, encouraging children to use it in their findings

### Reception Priorities

- I can say what the environment is like where I live and where the school is and I know the name of my town.
- I know something that happened in the past in Redruth.
- I know some similarities and differences between life in this country and life in other countries.
- I know that people have different beliefs and celebrate special times in different ways.

#### Actions

- Regular opportunities for talk about our town/visit our local area—planned into units.
- Continue to build upon the work from last year, ensuring children are exposed to a wide range of stories/texts/resources that explore different cultures, practises, beliefs and religions.