

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.

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.

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.

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 .

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.

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.