



Early Years Foundation Stage (EYFS)

Parent Information Booklet
2026-2027



Our Learning Environment



Indoor environment



Outdoor environment

Dear Parents and Carers,

We are pleased to be able to offer your child a place at Two Rivers Early Years. This is a very exciting time for you and your child. There will be lots of new experiences and opportunities for your child to develop and grow!

We understand that the transition to a new setting is a huge step and will do everything we can to ensure that the children settle as quickly as possible to begin their Two Rivers journey. We hope that you find this booklet useful in providing information and an insight into the experiences and opportunities that are offered in our EYFS.

Key information

- * Our EYFS provision is located on the Torc Campus site on Silver Link Road.
- * If you need to contact the EYFS, please call the office on 01827 426125.
- * Please send a full set of spare clothes all clearly labelled with their name. We have lots in fun in EYFS, but accidents happen and sometimes fun things do get messy!
- * We make use of both our indoor and outdoor learning environments every day and therefore ask that you provide appropriate clothing for the weather ie. A warm coat for the colder months and a sunhat for the sunnier days.

We look forward to welcoming you and your child to our setting.

Organisation of the School Day

Mornings

9.10-9.20	<p>Arrival</p> <p>On arrival the children are welcomed at the gate and into the classroom space. Staff are available at the gate to receive any messages from parents.</p>
9.20-9.30	<p>Welcome</p> <p>The morning begins with a 'Welcome' session where we greet each child with our Hello song and share the visual timetable for the morning ahead.</p>
9.30-9.50	<p>Physical & Sensory Focus</p> <p>Time is spent delivering sensory diets, physiotherapy and occupational therapy targets and helping the children feel regulated and ready to learn.</p>
9.50-10.00	<p>Snack Time - Magic Breakfast</p> <p>The children sit together to enjoy a mid-morning snack and drink, supplied by the Magic Breakfast initiative. Children are offered a variety of foods and supported to make and communicate their choices.</p>
10.30 - 11.30	<p>Activities</p> <p>In EYFS, our teaching sessions focus mainly on child-initiated learning through play. However we do also plan some targeted 1:1 activities to develop the children's individual skills and identified next steps.</p>
11.30-12.00	<p>Circle Time</p> <p>We come back together as a group to enjoy activities designed to develop shared attention and social skills.</p>

Organisation of the School Day

Afternoons

12.00 - 1.20	<p>Lunchtime</p> <p>Lunch is served at the tables and the children are supported to eat their packed lunch or school dinner. They are then able to enjoy play and outdoor activities on the playground.</p>
1.20 - 1.30	<p>Good Afternoon</p> <p>The afternoon begins with a 'Good Afternoon' session where we greet each child, enjoy songs or a story together and share the visual timetable for the rest of the day.</p>
1.30 - 2.40	<p>Activities</p> <p>As with the morning session, this will include a range of planned activities and lots of opportunities for child-initiated learning through play.</p>
2.40-2.50	<p>Goodbye & Home Time</p> <p>We end our day with our Goodbye song and the parachute, before the children are collected by parents or school transport.</p>



Curriculum

We have designed a bespoke curriculum, covering the seven areas of learning and development outlined in the Early Years Framework. There are three 'Prime' areas:

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

These are enhanced by four 'Specific' areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

The flexibility of our curriculum allows staff to meet the children's unique needs and interests.

EYFS Topic Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A					
Ourselves	Autumn Celebration	'Beep Beep!' Transport	Traditional Tales	'Brown Bear' Colour & Shape	Ocean Adventures
Year B					
Ourselves	Weather	Animals around us	Space Explorers	Food	Nursery Rhymes

How is our curriculum delivered?

Children in the Early Years learn by playing and exploring, being active and through creative and critical thinking, which takes place in both the indoor and outdoor environments.

The aims of play and planned play within the setting are to:

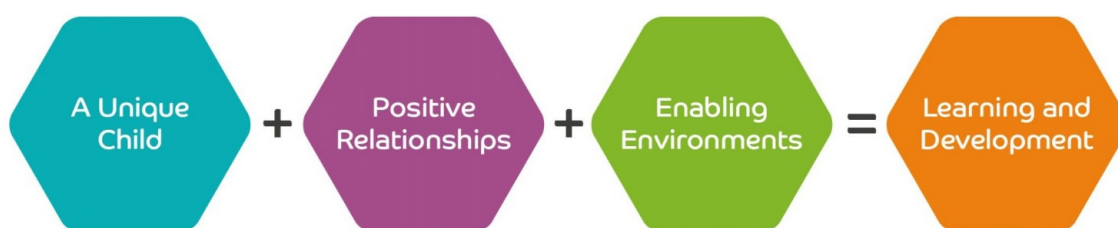
- * encourage the development of each individual child's skills through all areas of the curriculum
- * develop self-help skills and independence wherever possible, for example separating from parents, feeding, dressing and making choices
- * stimulate and motivate children to explore, enquire and problem solve
- * build self-esteem through achieving new and harder tasks.
- * develop social skills and peer relations

Child-initiated activities - children are free to choose from a range of toys and activities, with adult support to model engagement and skills, and to develop language and play as appropriate.

Adult-led activities - these are planned, practical and often play-based activities delivered on a 1:1 or small group basis to target key skills across the seven areas of the curriculum.

Individual Education Plan (IEP) targets - there are three personalised targets set by the lead teacher each term and shared with parents. These are linked to your child's EHCP outcomes and therefore relate to the needs of each child. Staff will then focus on these where appropriate throughout the school day and they are reviewed at the end of each term.

Each area of our Early Years curriculum is underpinned by the four guiding principles of the EYFS Framework:



Communication and Language

Communication is at the heart of our curriculum and we aim to give every child the chance to develop the ability to communicate effectively using their preferred method of communication. We work hard with parents and professionals to develop both receptive and expressive language skills to facilitate access to the rest of the curriculum and the wider world.

Physical Development



We aim to give the children opportunities to develop physical skills in both the indoor and outdoor environments, using a variety of large and small equipment. For children with particular needs, we also incorporate physiotherapy and occupational therapy programmes to develop specific fine and gross motor skills.



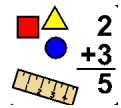
Personal, Social and Emotional Development

We support the children in developing fundamental self-help skills (dressing, toileting, feeding) and social skills (sharing, turn-taking, respecting each other). We also help them to develop a positive sense of themselves, as well as to begin to understand their feelings and how to behave positively in a variety of different situations.



Literacy

Recognising close links to Communication and Language, we deliver rich experiences to bring stories to life for our learners. We make use of sensory resources, props and puppets to help the children understand the language used in storytelling and promote opportunities for them to share books with adults and develop their mark making and early writing skills. Listening activities provide the foundation for more structured phonics sessions.



Mathematics

This area provides a foundation for later numeracy skills, with the children exploring concepts required to develop mathematical ideas and problem solving through play. We share number songs daily and provide access to jigsaws, response toys and stacking and posting activities. Play with sand, water, play dough and other 3D materials is also used to introduce key mathematical language and concepts.



Understanding the World

We value the importance of the children developing an awareness of the world around them and the ways in which they can interact with and have an effect on this. We focus experiences on those that are meaningful to each child to help them understand their own lives as well as those of others.



Expressive Arts and Design

Using a wide variety of resources and materials, opportunities will be offered for the children to express their creativity and develop their imagination through art, music and role-play. Creative activities may include: play dough, mark making, paint, collage, water play, construction toys and dressing-up.

Communication and Interaction



Developing communication and interaction and attention skills is a fundamental part of our work within EYFS and is embedded into all areas of the curriculum. We work hard to connect with the children individually, spending time 1:1 to develop their social interaction skills and supporting them to interact positively with their peers.

We use a total communication approach, including spoken language, Makaton, symbols and objects of reference to provide a rich language environment and develop the children's receptive and expressive communication skills. This may include working towards targets set by the NHS Speech and Language Therapy team.

The Role of the NHS Speech Therapists is to:

- * review and assess children in the setting
- * provide a programme to parents and school with key targets and strategies (Please note that the programme may not necessarily include direct 1-1 work with a speech therapist)
- * demonstrate activities to school staff (and parents if requested)
- * offer classroom observations and practical ways to support children
- * meet with parents on request to discuss progress and demonstrate targets

Therapies

At Two Rivers we believe in helping your child to develop physically, emotionally, socially and academically.

Music therapy

We are very fortunate to be able to offer a weekly group session with our Music Therapist, Carlence. He provides the children with opportunities to experience and engage in therapeutic sessions of music promoting communication, socialisation, expression and happiness.

Holistic therapies

Some of the EYFS staff are trained therapists in massage and, with parental permission, the children have the opportunity to experience hand and foot massage and reflexology. We also make use of foot spas and our sensory room to help promote the children's wellbeing and give them the time and space to feel calm and relaxed.

Therapy programmes

We are committed to supporting all aspects of the children's development and are aware that some pupils have may specific physical and sensory needs. We liaise closely with other agencies and professionals and will incorporate advice and individual targets into your child's daily provision.

This may include:

- Physiotherapy programmes
- Occupational therapy programmes
- Sensory diets



Observations and Assessment

The children are at the centre of everything we do and observations form the core part of our assessments and daily practice. Observations are made during both adult-led and child-choice activities and are used to identify strengths and areas for development. Photographs and videos are used extensively. Outcomes of observations inform future learning opportunities by identifying the next steps to progress and learn.



We record observations of activities and celebrate each child's achievements in their individual online learning journal on **Evidence for Learning**. Parents will be given an individual login, with permission to see only your own child's journal via the Evidence for Learning Family app. The EYFS team will share three key observations each week and you are also able to add your own, sharing your child's activities and achievements at home.

We also use **Trackable** as an assessment tool to record information about your child's learning. This gives us an insight into how they are progressing against a series of statements in each area of the curriculum. This record will follow them through school, so that we have a clear record of their learning journey all the way up into Key Stages 1 and 2.



As an Early Years provision, we are also required to complete the early years foundation stage profile (EYFSP), which is a statutory assessment of every child's development and learning, collected during the Summer term of Reception.

Celebrations and Events



Superstar Learner Awards

Every week a child from EYFS receives a Superstar Learner Award. These children receive a certificate and their achievements will be shared on the Class Story on Class Dojo (if permission has been given for this).

Birthdays

As part of the children's Personal, Social and Emotional Development, we feel it's important to mark each child's birthday in school and we enjoy hosting a small celebration with their class friends and staff.

Theme Days

We want to give our learners access to as wide a range of experiences and opportunities as possible. We therefore participate in lots of different theme days across the year, including World Book Day, Earth Day and NSPCC Number Day. We also learn about lots of different religious and cultural celebrations.

Parent events

As part of our partnership between home and school, we enjoy welcoming parents and families into school for fun events, such as our Teddy Triathlon, Mother's Day Afternoon Tea and our end-of-year Graduation ceremony.

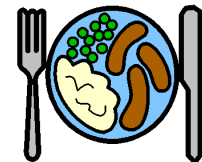
Food and Drink

In line with EYFS Nutrition and Safer Eating guidance, we are committed to providing a wide range of healthy, balanced and nutritious food and to support the children in developing safe and positive eating habits.

Food allergies and dietary requirements: please make sure that you make us aware of any specific allergies or dietary requirements that your child has so that we can accommodate these.

Snacks and Magic Breakfast

School provides water and milk, along with a selection of breakfast items including toast, bagels, porridge and cereal, as well as fresh fruit. Additional snacks, such as raisins and breadsticks, are available where needed



Lunchtime

The children eat together and are supervised and supported by class staff. School dinners are available to all children and individual dietary needs can be catered for by the school catering team. Alternatively, children can bring their own packed lunch. All EYFS children are entitled to a free school meal, so we are happy to encourage the children to try different foods from the school dinner alongside 'safe' foods from their lunchbox if they have a restricted diet.

Personal Care

Staff are available throughout the school day to support the children with personal care, including dressing, toileting and hand washing. If your child wears nappies, we ask that you send in a supply of nappies and wipes for us to use at school. We can store one pack of nappies per child in class and will let you know when these are running low and we need more.

Toilet Training

The school nursing team are able to offer support to parents who want to explore toilet training, if they feel their child is ready.

Life Skills: Our Independence Curriculum

At Two Rivers Primary School, we strive to prepare our learners for life and learning in the future. In the Early Years, we will support each child to develop their self-worth and self-esteem through independence and personal growth.



In school, we will support each child to maximise their independence and develop key life skills; starting with small steps. Wherever possible, we will encourage the children to learn to do things for themselves. This may include: using cutlery, drinking from an open cup, recognising and collecting their own belongings, dressing themselves, putting on their coat and washing their hands.

We also recognise that many of the opportunities for self-help development occur at home and this is where you can support the development of your child too by encouraging them to: help tidy their toys away, wash their hands and face, brush their teeth, walk as much as possible and have a go at doing things as independently as possible.



Health

If your child is ill and has an infection you are asked to keep them at home and inform us of their absence.

Children who have had infectious diseases will be allowed to return to school once the infection period has expired.

Parents are asked not to bring their child to school if they have had sickness or diarrhoea **until 48hrs after the last episode**

If a child becomes ill at school, we will contact you and let you know if it is necessary to collect your child.

Administration of Medicines



A form for general medicines is included in the school welcome pack for plasters, nappy creams etc for you to sign.

A permission slip must be completed in order for us to administer any medication, including asthma inhalers.

All medicines **must** have a pharmacy prescription label on if they are to be administered by school staff during the school day.

All children with a known medical condition will have a Care Plan produced by the school nursing team.

Teeth



At Two Rivers Early Years, we are committed to promoting independence of self/personal care, this includes good oral health care. The Early Years Foundation Stage (EYFS) framework highlights the importance of oral health in early childhood development.

Oral health is crucial, even with baby teeth, because:

- They help children bite and chew food properly.
- They support speech and language development.
- They contribute to a child's confidence when they smile.
- They guide adult teeth into the correct position.

Good oral health also helps prevent toothache, infection, and swollen gums, ensuring children remain comfortable and healthy.

How We Promote Good Oral Health at Two Rivers Early Years

Reducing Free Sugars-We actively limit the consumption of free sugars in our setting. These include:

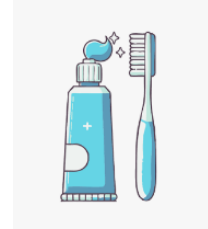
- Added sugars in cakes, biscuits, and processed foods.
- Natural sugars in honey, syrups, fruit juices and smoothies.

Children are encouraged to consume whole fruits, vegetables, plain milk, and water instead. We also ensure sugary foods are only given at mealtimes to reduce prolonged sugar exposure on teeth.

Encouraging the Right Drinking Habits- The type of cup a child uses can impact their oral health. We follow best practices by:

- Introducing open-top cups as soon as we feel the child has the skills to cope with this, to develop sipping skills.
- Encouraging exclusive use of open-top cups once those sipping skills are fully developed.

Establishing Good Brushing Habits



To promote effective tooth brushing, we encourage:

- Using fluoride toothpaste with at least 1000 ppm fluoride.
- A pea-sized amount of toothpaste is used for ages 3 to 6.
- Brushing for two minutes, after lunch each day.
- Encouraging the spitting out toothpaste instead of rinsing.
- Adult supervision and assistance with brushing until independently able to brush own teeth.

Fun and Engaging Oral Health Activities- At Two Rivers EYFS we integrate oral health education into our daily activities in a fun and engaging way. Some of the activities we use include:

Dentist Role Play- Creating a pretend dental clinic helps children become familiar with the dentist's environment, making real visits less daunting.

Tooth Brushing Practice on Dolls and Toys- We model proper tooth brushing on dolls and toys, encouraging children to imitate the technique.

Brushing Model Teeth-Using model teeth or laminated pictures, children remove 'plaque' made from playdough or markers with a toothbrush.

Stories and Discussions- Reading books about oral health and discussing healthy foods and drinks reinforces good habits.
Talking Tubs- We use tubs filled with oral health-related objects like toothbrushes, dentist pictures, and model teeth to spark conversations.

At Two Rivers Early Years, we strive to create a foundation for lifelong healthy habits, ensuring every child grows up with a happy and healthy smile!

Please provide a named child's toothbrush and a tube of fluoride toothpaste at the start of each term.

Physical Support

Physical support and encouragement plays a vital part in our daily practice of nurturing, caring for and teaching our learners. It may be used to offer emotional support and comfort, ensure safety, guide movements in the development of new skills and provide personal care or first aid. **It is the responsibility of the parent/carer to inform us if you object to this.**

Physical support is particularly important for those children with a physical impairment who may need additional support from adults to move, sit correctly or position themselves using equipment such as a standing frame. This will be undertaken by staff, allocated 1:1 workers or visiting health professionals. Staff will follow manual handling guidance at all times and this will be reviewed on an individual basis, based on the needs of the child.

In some circumstances, physical intervention may be necessary to remove a child from a situation which poses danger to either themselves or others. This will always be done as a last resort and with care, respecting the dignity and safety of the child. If this is necessary, the incident will be recorded and parents informed.

Please refer to our Behaviour Curriculum Information Booklet for further information.



Home-School Communication

Home-school communication is very important to us and we value opportunities to work together to support the children in all aspects of their life. Every parent will have the chance to communicate with the EYFS team on a daily basis via Class Dojo. We also use Class Dojo to share information about learning and events that have taken place at school, so you can share these at home too.

We host an open afternoon each term and invite parents/ carers into school to spend time with their child, see how they interact with the provision and talk to staff about their progress. We will also share their Individual Education Plan (IEP) targets and any Individual Behaviour Support Plans (IBSPs). In addition to these, you will be invited to two EHCP Review meetings across the year and will receive a written end-of-year report detailing your child's progress .

Our aim is for school and home to work as a partnership.

If there are any problems that need to be discussed, please discuss these initially with the EYFS Lead Teacher. If the issue is still not resolved, a member of the Senior Leadership Team will be happy to help. Should you wish to arrange a meeting at any point, please do not hesitate to contact the office or send a message on Class Dojo and we will contact you at their earliest opportunity.

Topic Overviews

At the beginning of each half term, you will receive an overview of the topic being covered, along with some key vocabulary we're using in school and a few ideas of activities that you might like to share with your child at home. We really value learning

School Newsletter



We send home a copy of The Two Rivers Newsletter once a month which will share news and photos about all of the Primary classes, including EYFS, as well as whole-school events. This will also provide reminders for important dates and up and coming events.

School Website

Our school website has lots of information which you might find useful. Please do visit the website regularly, as we frequently add and update information.

www.tworiversschool.net

Facebook Page

Please like and follow the school closed Facebook page Two Rivers School - we share information about events, learning and reminders across the whole school community.



School Office

Please contact the school office if you have any questions or queries.

EYFS: [01827 426125](tel:01827426125)

Primary: [01827 426123](tel:01827426123) Email: office@tworiversschool.net

Drop-off and Collection

The school day at EYFS runs from **9.10am** to **2.50pm***. Children are expected to be dropped off and collected at these times.

*Nursery sessions may differ and will be communicated to parents on an individual basis.

If children are to be collected by somebody new then we require the name of the person who will be collecting them. Parents must also provide staff with a password to be used by the person collecting the child.

Transport can be provided for children who meet the criteria, subject to approval by their Local Authority.

The transport company is responsible for the safe carrying of children on the bus/taxi and a regular escort is supplied to accompany the children on their journeys between home and school.

Should you be unable to get to us to collect your child please make alternative arrangements for collection and inform staff as soon as possible. Providing a password to be shared on collection.

Transfer to other settings – see also transition policy

If the event of a child leaving our setting for a place in another educational establishment (nursery, mainstream school, special school or resource unit) records of the child's progress will be sent, preferably prior to the child moving.

Where transfer is planned ahead, staff from the child's new placement will be invited to visit us to introduce themselves to the child and make observations which will inform their planning. Transition meetings are held with parents and staff from both settings along with other relevant professionals.

Management

Two Rivers Early Years is staffed and managed by Two Rivers Primary School and detailed school policies can be found on the school website at www.tworiversschool.net.

Information specific to Early Years can be found in this booklet and our Early Years Policy.

Bullying

We will not accept bullying in any form by either children or adults. The unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.

Any complaints should be dealt with following the procedure (see below).

Complaints Procedure

In the unlikely event of a complaint arising parents are asked to:

- Discuss the problem with the EYFS Teacher. At this point every effort should be made to resolve the problem and the complaint will be recorded.
- If the problem is not resolved, the parent should then put the complaint in writing and send to Two Rivers Primary School.

Parents wishing to complain to Ofsted should contact via:

Email: enquiries@ofsted.gov.uk

Telephone: 0300 123 4666

Online: www.gov.uk/complain-to-ofsted



Useful Links and Information

www.staffs-iass.org - Staffordshire's SEND Information, Advice and Support Service provides free, impartial, confidential advice and support around Education, Health and Social Care.

www.scope.org.uk/advice-and-support - information on various topics for children with a range of disabilities and their families

www.fledglings.org.uk - resources to support sensory needs including adapted cutlery, cups, oral hygiene support, larger sized popper vests and sensory resources.

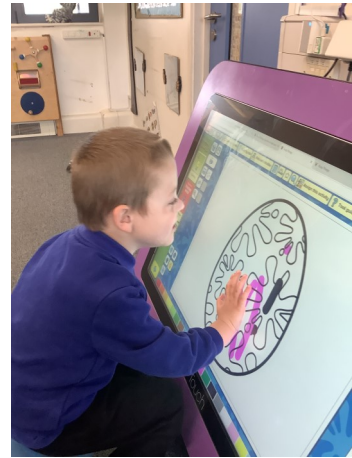
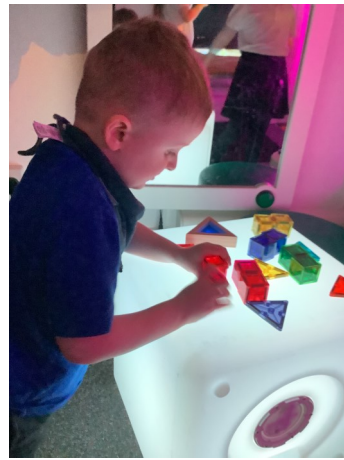
www.eric.org.uk/children-additional-needs - SEND-specific advice and information relating to toilet-training

www.bigbrushclub.co.uk/families/resources-families - information and resources relating to toothbrushing, including SEND-specific guidance

Stonydelph Dental Practice, Tamworth, Tel: 01827 897857 - supports children with additional needs.

Tamworth Family Hubs, Tel: 01827 475222 - offer local SEND support groups and events, including sensory room hire.

www.cannocksnap.com - S.N.A.P is a Special Needs Adventure Playground. It provides a safe, secure and non-judgemental play area for children and adults with special needs.



For further information contact:

Two Rivers EYFS

Silverlink Rd

Tamworth

Staffs

B77 2HJ

Tel. 01827 426125

Educate, Communicate, Celebrate

e-mail: office@tworiversschool.net