



Dane Royd J & I School

UFS 25-26

Meet the staff:



Mrs Ward
Foundation Stage Leader
UFS Teacher



Mrs Child
UFS Teacher



Mr Davison
Assistant Headteacher
UFS Teacher

Support Staff



Mrs Bailey



Mrs Waite



Mrs Lunn



Mrs Hardwick

Attendance



DaneRoydUFS @DaneRoydUFS · Sep 15

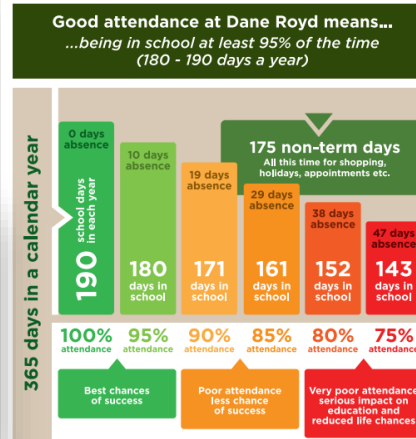
☀️ have had another excellent week with their attendance 99.55%! 🌈 on 90.87%. Remember we learn a sound a day in our phonics lessons so let's aim for 100%. If we can help you in anyway with attendance please speak to the class teacher. All Day, Every Day. #DaneRoydAttendance



1



187



DANE ROYD
SCHOOL

EVERY CHILD, EVERY DAY

100%	0 teaching days lost	0 learning hours lost
98%	4 teaching days lost	20 learning hours lost
95%	10 teaching days lost	48 learning hours lost
90%	19 teaching days lost	95 learning hours lost
85%	29 teaching days lost	143 learning hours lost
80%	38 teaching days lost	190 learning hours lost

Did you know? A two week holiday in term means that the highest attendance you can achieve is 94.7%



At Dane Royd the overwhelming majority of children attend school every day and this allows us to make excellent progress both academically and socially. If you don't send your child to school consistently they will be at risk of falling behind and we will do our best to support but there will be limitation on what we can do.

Although we do not fine for holidays as a matter of routine, we will look at a child's overall attendance picture along with the local authority to make an assessment of whether a fine should be issued.

Remember, we can administer prescribed medication and Calpol with your permission and most children can still learn with minor coughs and colds. If your child is presenting as unwell in the morning and feels better by lunchtime then they can attend the afternoon session and likewise if they deteriorate in the day then we will let you know.

Should you need any support, please contact Mr Davison or Mrs Marriott (in the office).

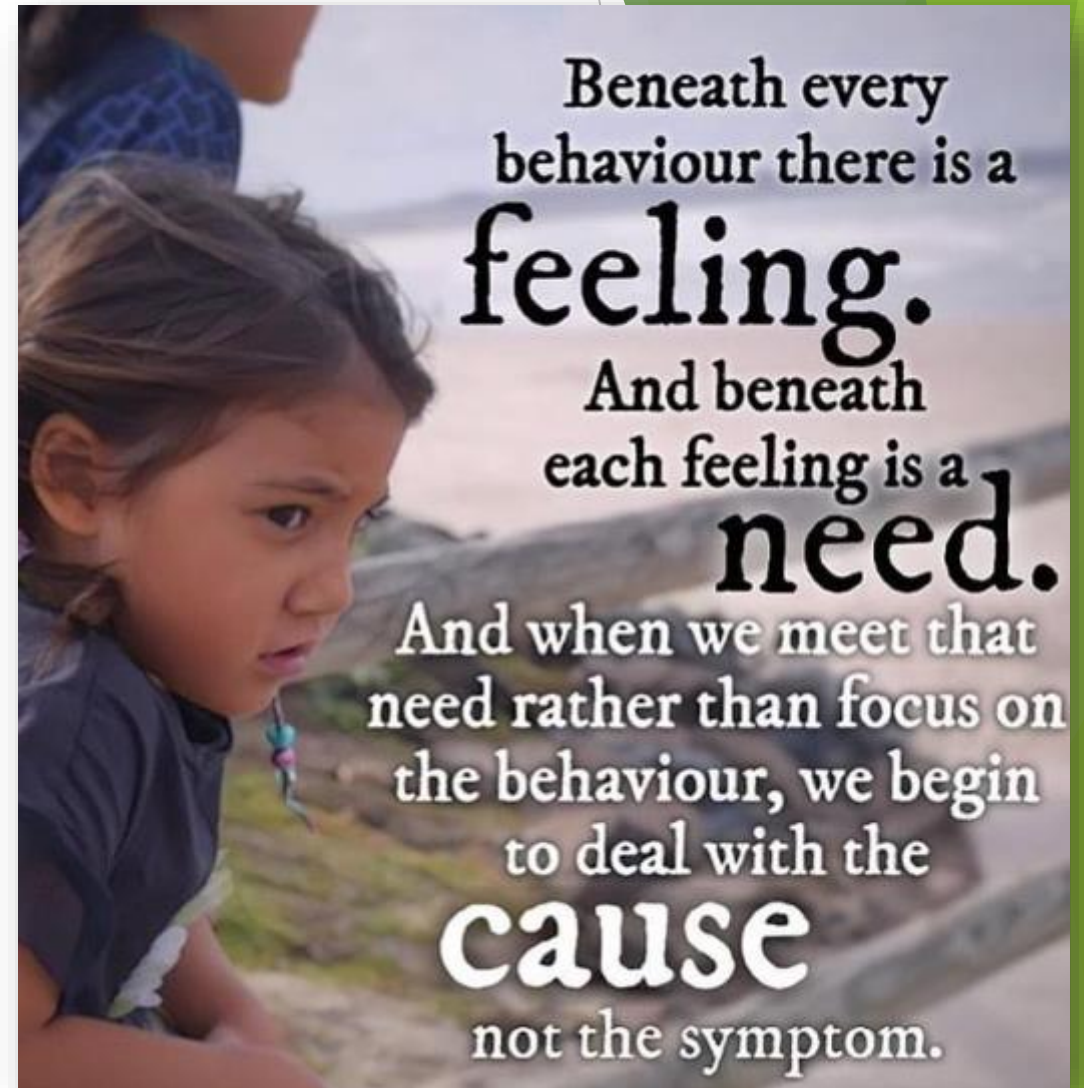
Behaviour

We view behaviour as communication and that's our starting point.

We take a positive approach that uses a reward based system but also builds in the intrinsic value of acting in a particular way because it's just the right thing to do.

Our Behaviour Policy can be found on the school website under the policy section.

Any queries please speak to the class teacher.



Inclusion and SEND

We are recognised for being an inclusive setting that provides excellent support for children with and without SEND.

If we felt that there was a potential SEND then we would meet with you to discuss this and see what else we feel could be in place to support learning and vice versa. Several options here both internally and externally.

Please remember that our children are only young and that early year's development can vary at this age.



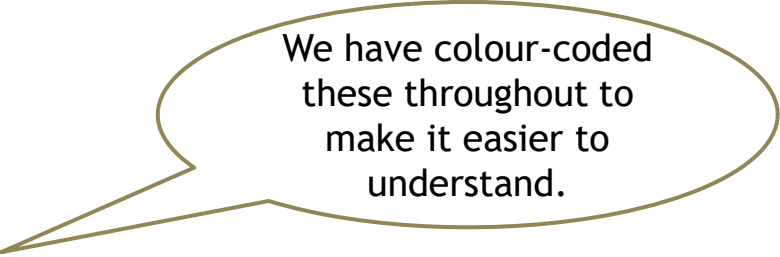
What is the EYFS?

The **Early Years Foundation Stage**, or EYFS for short, covers the first stage of a child's care from birth to five years old. It sets the standards to ensure that all children learn and develop, as well as keeping them healthy and safe.

All schools and early years providers in England must follow the EYFS.

Included in the EYFS are the **7 Areas of Learning**. They are:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



We have colour-coded these throughout to make it easier to understand.

The EYFS Framework

Here is a helpful link to the latest document.

In 2019, the government proposed an early years reform. The aim was to improve the learning for all children and better prepare them for the move into Year 1.

To help make the right changes, evidence was looked at to find the best ways children can be supported in developing as they grow. The changes have been designed to give children the **best start in life** and set them up well for their future.

These changes have now been implemented and all early years settings and schools must follow the EYFS Statutory Framework.



Early years foundation stage statutory framework

For group and school-based providers

Setting the standards for learning,
development and care for children from
birth to five

Dated: 14 July 2025

Effective: 01 September 2025

Key changes:

Reduce the amount of unneeded written recordings and assessment of children by staff.

Staff are encouraged not to keep a large amount of written evidence that proves children are able to do lots of things. Practitioners know the abilities and skills of each child, and understand how to support them to develop. By taking away the need for constant recording, it helps to develop more natural play, conversations and interaction between adults and children.



We use a digital platform called Evidence Me and encourage you to share your learning experiences from home in order to support us truly understand your child's learning and development.

In the past we have kept examples of your child's work however we feel it is more beneficial to share these with you in order to promote richer conversations at home and let you see your child's learning and progress in 'real time'.



We believe in the holistic view of the child and achievements at home can and should be celebrated in school. Though your children spend many hours with us in setting, we appreciate that they spend many more with yourselves and with family.

Evidence Me allows you to capture and share experiences at home that you feel are valuable to your child's learning journey. This might be examples of physical skills; such as riding a trike or balancing along a log in the park. It could be sharing hobbies such as swimming certificates and football trophies. You could share examples of book talk with your child commenting on their favourite parts or joining in with stories, singing songs or enjoying mark-making activities at home as well as general examples of them showing an understanding of the world in day-to-day discussion.

When you attach any photos or videos please be mindful of safeguarding your child. Children must be clothed and any other persons present in the picture or recording having given permission. You can simply record and capture using your phone device and then upload onto your child's profile at the click of a button. Where possible, please provide some context about the learning taking place or the skills evidenced in a brief description typed in the notes section.

Please be assured that your observations are sent electronically to us are not shared with other parents as per GDPR rules and permissions. We will endeavour to approve and respond to your observations as soon as possible with a brief written comment and if appropriate, a next-step/challenge.

Please be reminded, this tool should be used exclusively for sharing evidence of your child's learning at home and not for sending general messages to the teacher. Should you wish to get in touch about any other matter, the best method of contact is via the school office by telephone or catching me at the door at drop-off/collection.



<https://help.evidence.me/evidence-me-help-for-parents/>

Evidence Me - Activation of Test Child's parent account in Dane Royd 

30 September 2022 11:22

noreply@evidence.me [Details](#)

Welcome to the Dane Royd Parent Suite!

As a parent/guardian of Test Child, you have been invited by Dane Royd to join Evidence Me. You will receive updates regarding what your child has been learning about via the Evidence Me app and website. You will also be able to upload photos and videos of any home learning experiences.

[Click here to activate your account](#)

For further information and guidance [please click here](#).

Evidence Me by 2Simple. Please contact Dane Royd for further details.

  www.evidence.me 

Evidence me   



Evidence Me - Parent support for home learning - for Apple and Android devices!

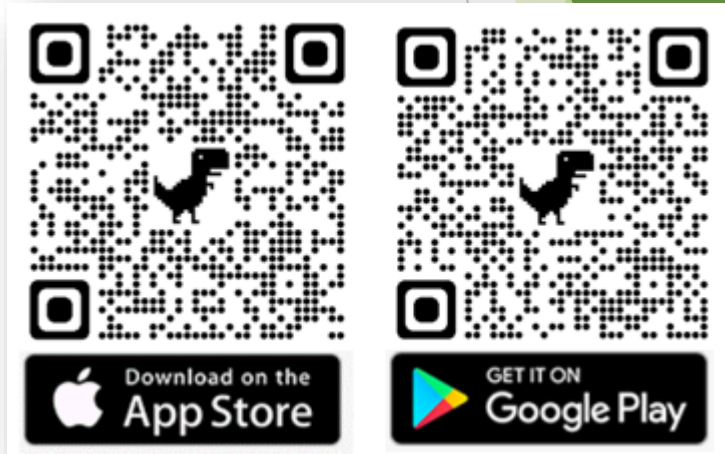
Home learning is fully supported in Evidence Me. [Click here for details.](#)

 Latest obser...

[Add filter](#)

There are no Observations.



Key changes:

There is a greater emphasis on the importance of developing communication and language skills as well as a higher focus on sharing stories.

Children should be supported in building up vocabulary by increasing the amount of words they know and can use. We recognise that good language skills are the basis for all other learning and social interaction and so we as adults regularly chat with the children 1:1, but also facilitate the children in communicating with their peers in class discussions but also during their own play schemes, modelling language and encouraging them to extend their ideas.

Children are exposed to rich language through our topic lessons. The meaning of new vocabulary is explored and put into context for children. It is revisited over a period of time and promoted in the learning environment through flashcards, word-mats and sound-buttons.

We use stories as a basis for our topic lessons each week, delving into both fact & fiction to promote a real enjoyment of reading. Additional to this, we settle down to a story each day during 'Our Repeated Reads' time - revisiting some 'old & gold' classics as well as 'contemporary fiction' woven together by a common theme.

Example of displays with key vocab and books



UFS Foundations of Literacy 2025/2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	8 weeks 2.9.25- 24.10.25	7 weeks 3.11.25- 19.12.25	6 weeks 5.1.26- 19.2.26	5 weeks 23.2.26- 27.3.26	6 weeks 13.4.26- 21.5.26	7 weeks 1.6.26- 17.7.26
	I am Special - You Are Too!	Ice Adventures!	Under the Seal	Growing!	Roar, Roar, Dinosaur!	3, 2, 1 Blast Off!
						
TOPIC TEXT	RULES & ROUTINES PPT We Are All Different (eBook) Our Class is a Family POLICE What the Ladybird Heard Detective Dog DOCTOR Zog and the Flying Doctor The Hospital Dog FIRE No Dragons for Tea Snail and the Whale VET The Zoo Vet (eBook) Paula the Vet DENTIST Why Should I Brush My Teeth? AUTUMN Don't Hog the Hedge (eBook) Little Acorns (eBook) DIWALI (20.10) The Best Diwali Ever Rama and Sita (eBook)	FESTIVALS AND CELEBRATIONS PPT Halloween (31.10) Bonfire Night (5.11) Remembrance (11.11) Parliament Week (w/c 24.11) POLAR REGION PPT Keep On - The story of Matthew Henson Ernest Shackleton (Little People, Big Dreams) Betty and the Yeti The Girl Who Went to the Arctic (eBook) The Polar Bear Son an Innuitt Tale Penguin Small Lost and Found If Polar Bears Disappeared Can We Really Help the Polar Bears? CHRISTMAS (25.12) Stick Man We're Going on a Present Hunt Santa is Coming to Wakefield My Very First Nativity Story	OCEANS & SEA CREATURES PPT Commotion in the Ocean Rainbow Fish Mister Seahorse Nen and the Lonely Fisherman Somebody Swallowed Stanley The Life of a Little Plastic Bottle Clean Up! PIRATES PPT Lift, Look & Learn: Pirate Ship Never Mess with a Pirate Princess Grandad's Island	LIVING THINGS PPT PLANTS A Seed in Need Oliver's Vegetables The Extraordinary Gardener Errol's Garden BUTTERFLIES The Very Hungry Caterpillar The Case of the Missing Caterpillar The Woolly Bear Caterpillar CHICKENS Who is in the egg? FROGS The Trouble with Tadpoles Tad Growing Frogs World Frog Day (20.3)	DINOSAUR PPT Gigantusaurus Tyrannosaurus Drip Katie and the Dinosaurs If I had a Dinosaur Stone Girl, Bone Girl Mary Anning (Little People, Big Dreams)	SPACE PPT Astro Girl Counting on Katherine Raccoon on the Moon Once There Was a Boy The Way Back Home Here We Are Look Up! How to Catch a Star My Pet Star

UFS Foundations of Literacy 2025/2026

READING SPINE TEXT	JULIA DONALDSON (& FRIENDS) 1) Princess and the wizard (Lydia Monks) 2) The Troll (David Roberts) 3) Paper Dolls (Rebecca Cobb) 4) Charlie Cooks Favourite Book (Axel Scheffler) 5) Night Monkey Day Monkey (Lucy Richards) 6) Follow that swallow (Pam Smy) 7) Spinderella (Sebastien Braun) 8) Book of names (Nila Aye) The magic paintbrush (Joel Stewart)	BIG 5 SAFARI ANIMALS 1) The tiger who came to tea 2) We're going on a lion hunt 3) Elmer the elephant 4) Giraffes can't dance 5) Lift Flap Safari 6) The ugly five 7) Roar Rumble in the jungle	TOM PERCIVAL 1) Perfectly Norman 2) Milo's Monster 3) Meesha Makes Friends 4) Tilda Tries Again 5) Ruby's Worrry 6) Ravi's Roar Finn's Little Fibs Bea's Bad Day	SUE HENDRA 1) Barry the fish with fingers 2) Keith the cat with the magic hat 3) Norman the slug with the silly shell 4) Gordons great escape 5) Doug the bug that went boing Snowball	TRADITIONALL TALES 1) Goldilocks 2) Jack and the beanstalk 3) Three billy goats gruff 4) Little red riding hood 5) Three little pigs 6) Gingerbread Man Little red hen Princess and the pea	CELEBRATING DIFFERENCES 1) Sam's birthmark 2) What happened to you 3) Freddie and the fairy 4) Splash 5) This is me 6) What makes me a me? 7) Lubna and pebble My beautiful voice
READING WINDOW	Diversity Julia Donaldson	Changing Seasons David Walliams	Chinese New Year Lauren Child	Thomas and Friends Eric Carle	The Royal Family Rachel Isadora	Toy Story Joseph Coelho
BOOKS IN PROVISION	https://www.booksfortopics.com/all-about-me	https://www.booksfortopics.com/froze-n	https://www.booksfortopics.com/under-the-sea	https://www.booksfortopics.com/growing-ks1	https://www.booksfortopics.com/dinosaur-s	https://www.booksfortopics.com/space-ks1
POEMS, NURSERY RHYMES & SONGS	Morning Exercise - Wake Up Shake Up Focus Rhyme - Miss Polly Had a Dolly	Morning Exercise - Penguin Dance Focus Rhyme - Here We Go Round the Mulberry Bush (on a cold and frosty morning)	Morning Exercise - 5 Oceans Song Focus Rhyme - Row, Row, Row Your Boat	Morning Exercise - Farmer Plants the Seeds Focus Rhyme - Old MacDonald had a Farm	Morning Exercise - Dinosaur Stomp Focus Rhyme - Grand Old Duke of York (Battle of Wakefield @ Sandal Castle)	Morning Exercise - Astronauts Song Focus Rhyme - Twinkle, Twinkle, Little Star
'ONE OFF' TEXT	The Enormous Crocodile (Roald Dahl Day 13.9) Ella Fitzgerald - Little People, Big Dreams (Black History Month Oct) Colour Monster (World Mental Health Day 10.10)	Simon Sock (Odd Sock Day 10.11 - part of Anti-Bullying Week) Pudsey's Great Fundraiser (Children in Need 15.11) Whole school big read (entrance hall Christmas display Dec) 8 Nights, 8 Lights (Hanukkah 14.12)	Ruby's Worrry (Time to Talk Day 5.2 - part of Children's Mental Health Week) Once upon a time online (Safer Internet Day 10.2) Guess How Much I Love You (Valentine's Day 14.2) Dimsum for Everyone (Chinese New Year 17.2) First Festivals Ramadan (Ramadan 17.2)	Mr Wolf's Pancakes (Shrove Tuesday 4.3) Malala's Magic Pencil (International Women's Day 8.3) The Queen's Orang-Utan (Red Nose Day 13.3) The Invisible String (Mother's Day 15.3) We're Going on an Egg Hunt (Easter 5.4)	Elmer (Elmer Day 24.5)	Grandad's Pride (Pride Month Jun) Papa Penguin (Father's Day 21.6)

UFS Foundations of Literacy 2025/2026

PROMOTE READING @SCHOOL Children's Book Festivals and Events	National Poetry Day 2.10	World Nursery Rhyme Week w/c 10.11 SCHOLASTIC BOOK FAIR - TBC	National Storytelling Week w/c 1.2	World Book Day 5.3 World Poetry Day 21.3 International Children's Book Day 2.4 SCHOLASTIC BOOK FAIR - TBC	National Share a Story Month May Book Trust Pyjamarama 22.5	SCHOLASTIC BOOK FAIR - TBC
	RWI Resources + Lending Library Book + Take Home Ted/Windy the Dog/50 Things with Buddy Bear + Book Swap Shop + Reading Mood Board	RWI Resources + Lending Library Book + Take Home Ted/Windy the Dog/50 Things with Buddy Bear + Book Swap Shop + Christmas Present	RWI Resources + Lending Library Book + Take Home Ted/Windy the Dog/50 Things with Buddy Bear + Book Swap Shop + TBC	RWI Resources + Lending Library Book + Take Home Ted/Windy the Dog/50 Things with Buddy Bear + Book Swap Shop + TBC	RWI Resources + Lending Library Book + Take Home Ted/Windy the Dog/50 Things with Buddy Bear + Book Swap Shop + TBC	RWI Resources + Lending Library Book + Take Home Ted/Windy the Dog/50 Things with Buddy Bear + Book Swap Shop + Summer Reading Challenge

1.) Previous whole school big reads:

- The Christasaurus (22-23)
- 'Twas the Night Before Christmas (23-24)
- The Christmas Pine (24-25)

2.) Dates/times need confirming

3.) PROMOTING READING AT HOME IDEAS:

- Battle of the Readers Quiz Night
- #TeamFact or #Team Fiction Twitter Poll
- Extreme Reading Photo Competition
- Synchronised Bedtime Book (linked to Book Trust Pyjamarama)

Key changes:

There is a focus on encouraging healthy choices overall and an understanding of oral health.

It is now a requirement of the EYFS curriculum to teach children the importance of brushing teeth.

Practitioners should focus on helping children to understand how to make healthy choices, for example exploring which foods to eat and why.

The government recognise that getting into good routines from a young age is important as these often continue into adult life.

All children are offered a piece of fruit or vegetable each day and many are eligible for free milk up to the term they turn 5. Fresh drinking water is available to children throughout the day.



Key changes:

This year, the safeguarding and welfare requirements were also strengthened.

At Dane Royd, our Safeguarding and Welfare procedures are as follows:

We recognise that children learn best when they are healthy, safe and secure; when their individual needs are met; and when they have positive relationships with the adults caring for them.

We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children can enjoy learning and grow in confidence.

All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

7.1 Staff:Child Ratio

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety: In our Nursery we have at least 1 member of staff for every 13 children; at least 1 member of staff is a teacher and at least 1 other member of staff holds an approved level 3 qualification. In our Reception we comply with infant class size legislation and have at least 1 teacher per 30 pupils.

7.2 Paediatric First Aid

We have at least 1 person with a current Paediatric First Aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

7.3 Safer Eating

While children are eating, there will always be at least 1 member of staff in the room with a current PFA certificate. All children will be within sight and hearing of a member of staff while eating, and seated safely, where possible, in a designated eating space.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements We will share this information with all staff involved in food preparation and handling.

At each meal time and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child. We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's [Early Years Foundation Stage Nutrition Guidance](#)

7.4 Premises

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises. We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

7.5 Toileting and Privacy

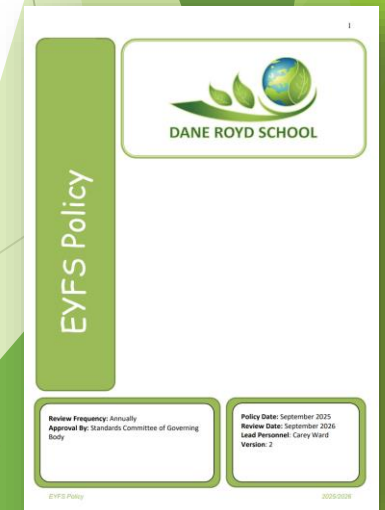
We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic nappy changing facilities During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs.

The rest of our safeguarding and welfare procedures are outlined in our school's main safeguarding policy, which can be found here <https://www.daneroyd.com/safeguardinghome>

The school website also contains all other relevant school policies such our Health & Safety, Managing Medicines and Intimate Care procedures, which can be found here <https://www.daneroyd.com/schoolpolicies>

Here is a helpful link to our latest EYFS Policy.



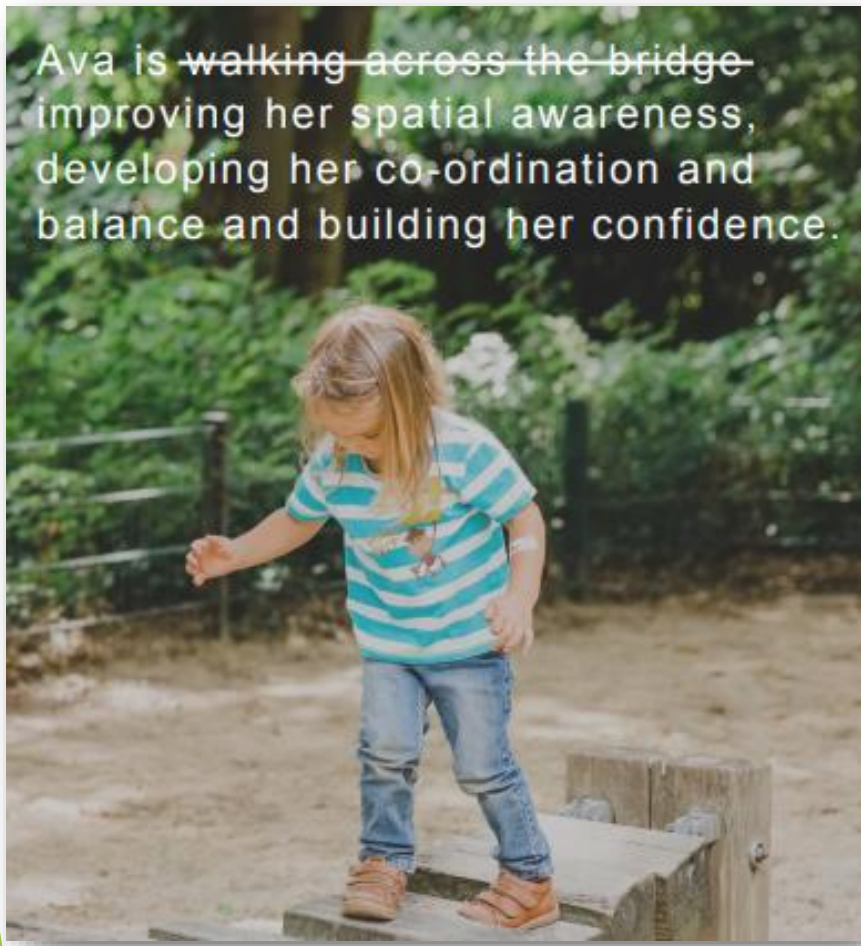
More than just play!

Grace is ~~hanging out in the garden~~ selecting tools, noticing changes in nature and developing an understanding of life cycles.

Charlie is ~~scribbling~~ improving his hand-eye coordination, developing fine motor control and learning about colours.



Ava is ~~walking across the bridge~~
improving her spatial awareness,
developing her co-ordination and
balance and building her confidence.



Chetan is ~~messing around~~
~~with building bricks~~
discovering space, shape
and pattern and developing
his spatial reasoning.



Assessment:

There have also been updates to a document called '**Development Matters**'.

This document is not compulsory but it can be used by staff to support them to understand child development in the different Areas of Learning.

Linked to this document change, children are no longer assessed against an age band. It is now accepted each child develops in different ways, so the use of the age bands does not fit everyone fairly.

Staff can now use their own knowledge of child development to decide each child's next steps and support their individual needs.

These changes allow more freedom for adults to plan to the learning and interests of the children in their class.

Here is a helpful link to the latest document.

NON-STATUTORY CURRICULUM GUIDANCE



Reception Baseline Assessment (RBA)

All children in UFS will undertake the Reception Baseline Assessment (RBA). It is a statutory requirement for all schools to conduct this within the first 6 weeks of children starting school.

The RBA is a **short, interactive and practical assessment** of your child's early literacy, communication, language and mathematics skills, using materials that most children of your child's age will be familiar with. It provides a helpful snapshot of where your child is when they enter Reception, so they can be supported in the most appropriate way.

Your child will sit 1:1 with a teacher and answer a series of questions verbally, by pointing at or moving objects and via an ipad. The assessment has been designed to ensure that it is inclusive and accessible to as many children as possible, including those with special educational needs or disability (SEND) or English as an additional language (EAL).

This assessment is not about judging or labelling your child or putting them under any pressure. Your child cannot 'pass' or 'fail' the assessment.

continued...

The data from the assessment will only be used by the Department for Education (DfE) when your child has reached the end of Year 6, to measure the progress of your child's year group from Reception to Year 6.

The data from the assessment, including numerical scores, is not shared with you, pupils, teachers, or external bodies, including schools, and there will be no published scores at pupil, school or national level.

Your child's teacher will receive a set of statements which provide a narrative description of how your child performed in the assessment. We will share these with you at our first consultation evening.

Information for parents:

Reception baseline assessment



Here is a helpful link to the latest document.

Early Years Foundation Stage Profile (EYFSP)

At the end of the Reception year, children are assessed against the **17 Early Learning Goals**.

It is important to remember that:

- The ELGs are not a test. Staff will use what they already know about a child to make their decisions.
- The ELGs are not the EYFS curriculum. They should not be used to be taught to, they are just an end point.

Where possible, the Early Learning Goals closely match the National Curriculum Programmes of Study for Key Stage One subjects. This helps children to be better prepared for their transition into year One.

Children will be judged as emerging (working towards the expected standard) or working 'at' the expected standard. Exceeding judgements have been removed.

The **Early Years Foundation Stage Profile (EYFSP)** will be shared with you in Summer along with their school report.

Areas of learning (prime):

During the EYFS, the 7 areas of learning and development will be implemented through planned, purposeful play experiences alongside a mixture of adult-led and child-initiated activities. At this stage in your child's development play remains key to the way they learn. We want all children in UFS to have enjoyable and enriching experiences, thus building a solid basis for later learning in school and beyond.

The first 3 areas of learning are called the **Prime Areas** as these are the fundamental for your child's healthy development.

Communication and Language

Giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Personal, Social and Emotional Development

Helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Physical Development

Developing their co-ordination, control and movements in gross motor skills (running, skipping jumping, throwing) and also their Fine Motor skills (squeezing, threading) in preparation for writing. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.



Areas of learning (specific):

The 4 specific areas include **essential skills and knowledge**.

They grow out of the prime areas and provide important contexts for learning.

Literacy

Encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to spark their interest.

Mathematics

Providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the World

Helping children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design

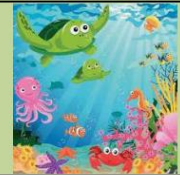
Enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.



UFS Long Term Plan 2025/2026

Remember the colour-coding!



Early Years Learning & Development Teaching Sequence			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			8 weeks 2.9.25- 24.10.25	7 weeks 3.11.25- 19.12.25	6 weeks 5.1.26- 19.2.26	5 weeks 23.2.26- 27.3.26	6 weeks 13.4.26- 21.5.26	7 weeks 1.6.26- 17.7.26
			I am Special - You Are Too!	Ice Adventures!	Under the Sea!	Growing!	Roar, Roar, Dinosaur!	3, 2, 1 Blast Off!
								
PRIME	Communication & Language		Follow instructions	Listen and respond	Answer how and why questions	Use talk to clarify thinking	Connect ideas	Develop explanations
	Personal, Social & Emotional Development		Rules and rewards	Understand own feelings	Understand others feelings	Tolerance & acceptance	Relationships	Goal setting
	(Gross Motor)		Moving in different ways	Combine movements and negotiate space	Balance	Coordination	Develop ball skills	Precision and accuracy
	PHYSICAL DEVELOPMENT		STRENGTH & STAMINA		AGILITY		SKILLS	
	(Fine Motor)		Dexterity & muscle memory		Effective pencil grip		Accurate letter formation	
SPECIFIC	Literacy	Reading (Read Write Inc)	Oral blending Introduce Set 1 single sounds	Read CVC words Introduce (consonant sound) special friends	Read captions Consolidate all Set 1 sounds - including 4/5 letter words & common exception words	Read sentences Consolidate all Set 1 sounds - including polysyllabic & nonsense words	Read books Introduce Set 2 sounds - including (vowel sound) special friends, polysyllabic & nonsense words	Read a range of books Consolidate Set 2 sounds - including a wide range of common exception words
		Writing	Write labels - Phonetically plausible - Basic formation of lowercase letters		Write captions - Some words spelt correctly and others are phonetically plausible - Accurate formation of lowercase letters and reducing the size		Write sentences - Many words spelt correctly including some common exception words, others are phonetically plausible - Beginning to use capital letters and full stops - Knowledge of relative size and orientation of lowercase and introduction to uppercase - Proof read what they have written to check it makes sense	

UFS Long Term Plan 2025/2026

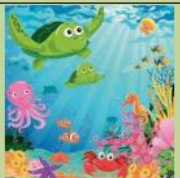


SPECIFIC	Maths (White Rose Education)		Getting to know you Match, sort and compare Talk about measure and patterns It's me 1,2,3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides		Alive in 5 Mass and capacity Growing 6, 7, 8 Length, height and time Building 9 and 10 Explore 3D shapes		To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Visual, build and map Make connections Consolidate	
	Understanding the World (Overarching theme looking at similarities and differences) (RE)	Past & Present (HISTORY)	Who is in my family? - Photo album Guess Who Display - discussions of what was then and what is now What do they do? - Occupations (including people who help us) Family/local community visitors - Police/Paramedics/Fire Service/Dentist	Bonfire Night - Guy Fawkes/Parliament Week Remembrance Arctic Explorers - Matthew Henson and Ernest Shackleton	Perilous Pirates From Blackbeard & Sir Francis Drake to modern piracy Boat design over time	The history of our local supermarkets - Co-Op, Morrisons and M&S	Mesozoic Era (Interactive) Timeline Display The work of Mary Anning	From Katherine Johnson and Tim Peake to Alyssa Carson - people changing space exploration Timeline of astronauts in space (first dog in space, first man on the moon, first black woman, first Paralympian).
		People, Culture & Communities (GEOGRAPHY)	Where do I come from? - Lolly stick homes Where was I born? - Pinderfields Hospital (and beyond)	Cultural communities - exploring Inuit life (homes, food, transport, clothing, hobbies) Religious communities - Diwali and Christmas (traditions)	Oceans (including their layers) and Continents Treasure Hunt Basic map reading skills including co-ordinates and grids Computer programming (beebots)	Introducing farm to fork - polytunnel/allotment, local produce/food miles)	Changing Earth, the continental drift	Our Solar System
		The Natural World (SCIENCE)	Our 5 Senses - Smell Station Promotion of Oral Hygiene - Tuff Tray Weather & Seasons - Autumn Scavenger Hunt	Changing States - Melting Experiment Animal Adaption - Blubber Experiment Weather & Seasons - Snow Day?	Materials (and their uses) - Buoyancy/waterproofing Changes in the natural world including human influence e.g. climate change - Recycle Station	Lifecycles; - Plant(s) - Butterfly - Frog - Chicken	Animal Classification, including eating habits - Finding fossils Tuff Tray / Who's poo is this? Experiment	Forces & gravity
	Expressive Arts & Design	Creating with Materials (ART & DT)	Create simple representations of things		Safely use a variety of materials, tools and techniques to explore artistic effect		Experiment with colour, design and texture to achieve a planned effect	
			Self / Family Portrait Emergency Vehicles	2D/3D Arctic Animals Christmas Card and Calendar	Junk Model Sea Creatures Pirate Paraphernalia	Exploring Symmetry Pasta Lifecycle	Closely observe realistic dinosaurs including in their skeleton and fossil forms	Rocket / Parachute Design Folder Paper Astronaut
		Being Imaginative & Expressive (MUSIC)	Express - Share Ideas & Feelings		Collaborate - Develop Narratives in Pretend Play		Perform - Enjoy Singing & Dancing	
			Role Play - Various 'people who help us' e.g. doctors, dentist, vet Harvest Festival & Halloween Disco	Role Play - Cold Places Christmas Production, Carol Service @ St James Church and Christmas Party	Role Play - HMS Rainbow Valentines Disco	Role Play - Farmers Market and Cafe Easter Celebration	Role Play - Dinosaur Dig Museum Class Assembly	Role Play - Dane Royd Spaceship Dane Royd Fest

UFS Schemes of Learning 2025/2026

Whole School Learning & Development Teaching Sequence	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	8 weeks 2.9.25-24.10.25	7 weeks 3.11.25-19.12.25	6 weeks 5.1.26-19.2.26	5 weeks 23.2.26-27.3.26	6 weeks 13.4.26-21.5.26	7 weeks 1.6.26-17.7.26
	I am Special - You Are Too!	Ice Adventures!	Under the Sea!	Growing!	Roar, Roar, Dinosaur!	3, 2, 1 Blast Off!
						
Art & Design (Kapow Primary)	Drawing - Marvellous Marks	Painting & Mixed Media - Paint my World			Sculpture and 3D - Creation Station	
Design Technology (Kapow Primary)	Cooking & Nutrition - Soup		Structures - Boats	Textiles - Bookmarks		Structures - Junk Modelling
Music (Kapow Primary)	Pitch - exploring sound	Dynamics - celebration music	Tempo - music and movement	Structure - musical stories	Texture & Timbre - transport	Notation & Duration - big band
RE (SACRE) Christians, Hindus, Jewish and Muslims	Where do we belong?	Which times are special and why?	What is special about our world and why?	Which people are special and why?	Which places are special and why?	
PHSE (Jigsaw)	Being Me	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
British Values	Democracy	Responsibility	Individual Liberty	Tolerance	Respect	Law and Order
Computing (Purple Mash - Mini Mash)		2 Go		2 Paint a Picture		Mashcam
e-safety (Project Evolve)	Self-Image & Identity and Online Bullying	Online Relationships	Managing Online Information	Health, Well-Being and Lifestyle and Online Reputation	Privacy and Security	Copyright and Ownership
PE (Get Set 4 Education)	Fundamentals - Unit 2	Intro into PE - Unit 2	Dance - Unit 2	Gym - Unit 2	Games - Unit 2	Team Building
First Aid	People who help us Dental Hygiene		Handwashing Toileting		Sun Safety	

UFS Schemes of Learning 2025/2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	8 weeks 2.9.25- 24.10.25	7 weeks 3.11.25- 19.12.25	6 weeks 5.1.26- 19.2.26	5 weeks 23.2.26- 27.3.26	6 weeks 13.4.26- 21.5.26	7 weeks 1.6.26- 17.7.26
	I am Special - You Are Too!	Ice Adventures!	Under the Sea!	Growing!	Roar, Roar, Dinosaur!	3, 2, 1 Blast Off!
						
	#38 Posty! #43 High five! #44 Animals nearby!	#12 Brrr...Explore the cold! #16 Whee, bang, whizz! #34 Woodland wandering!	#26 Splish, splash, splosh! #41 Water feature! #50 Sea and sand!	#9 Minibeasts and bug hunting! #19 Growing, little people, plants and things! #27 Little people park keeper!	#13 Shout and shhh! #32 Where have you gone! #40 Happy history!	#14 See the stars! #25 Creative Junk! #49 Grass Gazing!
ARTIST JOURNEY	Hanoch Piven	Megan Coyle	Nick Bibby	Beth Cavener	Julie Wilson	Maya Freelon
MUSICIAN OF THE MONTH - TBC	Sep - Oct -	Nov - Dec -	Jan - Feb -	Mar -	Apr - May -	Jun - Jul -
EDUCATIONAL VISITS		Lotherton Hall	The Deep			

Educational Visits:



Lotherton Hall
2.12.25



The Deep
10.2.26

Please see ParentPay for details of these educational visits, including payment options.

What does a typical day look like in UFS?

AM

- Morning work
- Morning register/lunches
- Morning exercise
- Assembly
- Read Write Inc Phonics
- Structured learning opportunities in free-flow (choosing time)
- Topic input

PM

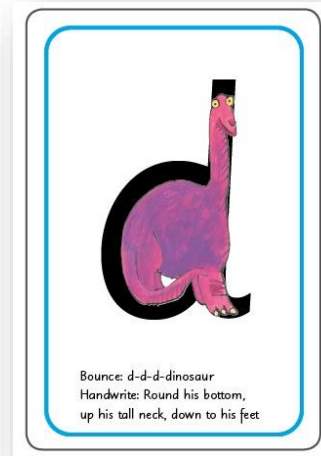
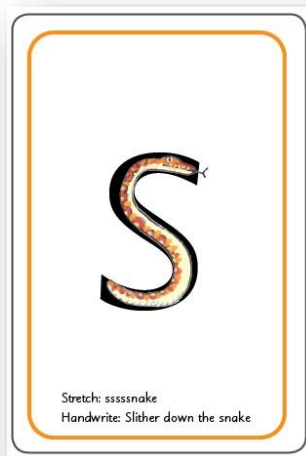
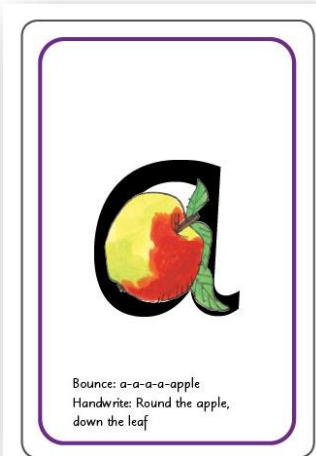
- Afternoon register
- Afternoon exercise
- Maths input
- Structured learning opportunities in free-flow (choosing time)
- RWI Handwriting
- Repeated Read



Read Write Inc. Phonics

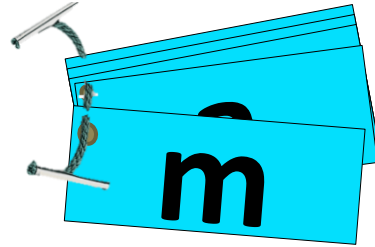
- ▶ First, your child will learn to recognise each of the single letter Set 1 Speed Sounds, along with the corresponding mnemonic:

▶ **m a s d t i n p g o c k u b f e l h r j v y w z x**

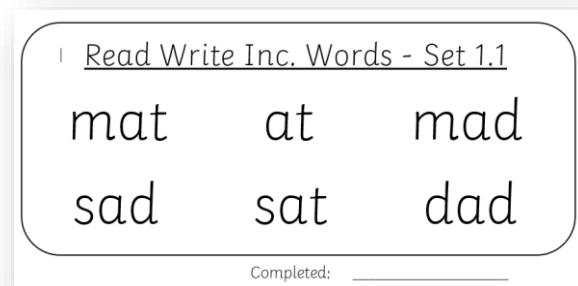


- ▶ Followed by the Set 1 'special friends' (sounds containing two letters):
- ▶ **sh th ch qu ng nk (ck ll ss ff)**

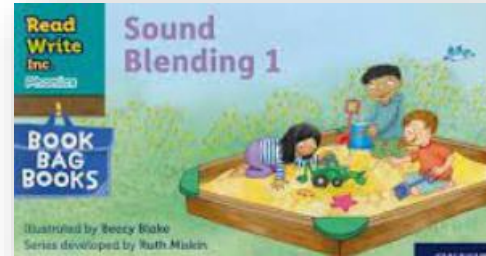
- ▶ You can revise these sounds at home with your child using their Set 1 Blue Cards. New sounds will be added to their pack following the focus lesson in class.



- ▶ Gradually children will be exposed to words on flashcards containing these taught sounds and will practice sound-blending in the word-time element of the lesson.
- ▶ e.g. *m-a-t mat*, *c-a-t cat*, *f-i-sh fish*, *s-p-o-t spot*, *s-p-l-a-sh splash*
- ▶ At this point your child will be sent home a word-mat (1.1-1.7) including these same words so they may gain confidence through practice.



- ▶ They will then begin the Sound Blending books in class using partner-practice. The children work in pairs, one pointing beneath each sound while their partner sounds out the word using Fred Talk before attempting to blend the word. Then, he or she can turn over and check if they're right using the picture clue. The children then switch roles and repeat.



- ▶ Your child will be sent home the Book Bag counterpart to the class book so they may practice at home, this contains the same sounds but in different words.
- ▶ Initially children will sound blend with overt Fred-talk however as their confidence grows they will be taught to silent blend, 'Fred-in-your-head Secret Fred-talk'. Eventually, the aim is that our children leave us 'speedy reading'.

- ▶ As their confidence in sound-blending and partner-practice grows, the children progress from reading words to reading captions in ditties.
- ▶ At this stage, children are expected not only to read simple captions but also to be able to hold a dictated short sentence in their head and use Fred-fingers to spell each word in order in their exercise book.
- ▶ e.g. **the** cat sat in mud.
- ▶ Your child will read several simple ditties in lesson over the course of the week and will receive one photocopiable ditty to practice at home. These texts will often contain red words, e.g. **I the my** - non-decodable words that have to be recognised by sight instead. Your child will refer to these words as 'tricky red words'.

Ditty 6: naps

Speed Sounds - read the sounds (not the letter name)

s n i a g c t d p m b u o

Green Words - read these words by blending the sounds together

in cat on bus dog mat nan pot
nap naps

Red Words - read these words but if you stick the word if they get stuck

the

a dog naps on **the** mat

nan naps on **the** bus

a cat naps in **the** pot



Remember not to read the Ditty to your child first.
As your child reads the Ditty, be patient and give your child plenty of praise.

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- ▶ Once your child is reading captions confidently they can access RWI storybooks. These longer texts require them to read sentences with partner-practice and complete associated tasks. The group will work on the same book over 3 to 5 lessons to ensure learning is embedded.
- ▶ Reception aged children will typically work through **Red**, **Green** and **Purple** Storybooks to meet age-related expectations.
- ▶ Your child will bring home the corresponding Book Bag Book. This book will build upon the ideas and many of the words in the Storybook he or she has just read in class, however your child may need more support in reading this. Word-mats will be also be sent home which when practiced, will assist them with their book.



Red Words Ask children to practice reading the words across the rows, down the columns and in and out of order clearly and quickly.

he	said	no
my	I	you
be	of	your
the	put	said

Speedy Green Words Ask children to practice reading the words across the rows, down the columns and in and out of order clearly and quickly.

it	on	a	on
a	it	on	it



Dane Royd Junior & Infant School

A community of lifelong learners, responsible global citizens, and champions of our own success.

HOME SAFEGUARDING ABOUT PARENTS CLASSES CURRICULUM GOVERNORS KEY STAGE NEWS

Read Write Inc.

Parent Leaflet 1

Parent Leaflet 2

Parent FAQs

Pure Sounds Guide

Fred Talk Games

To help at home:

Your child will start to bring books home when they are confident at reading the sounds they know. Please find time to listen to them read, have patience and give lots of praise!



We have a full range of new and engaging books to share at home.

Useful websites for parents:

Please find a list of websites that offer games and fun activities:

<http://www.phonicsplay.co.uk/>
<http://www.ictgames.com/literacy.html>
<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>
<http://www.firstschoolyears.com/>
[BBC Bitesize](http://www.bbc.co.uk/bitesize)

Read, Write Inc Terminology

At school we use a puppet called Fred who is an expert on sounding out words!

The following video is an example of blending sounds with Fred. https://www.youtube.com/watch?v=dEzfpod5w_Q

Fred talk 	Saying each sound in a word out loud using pure sounds and blending them together to make the word. E.g. c-a-t → cat
Fred in your head 	Once children are secure sounding out loud, we encourage them to try sounding quietly in their head to aid fluency and speed.
Speedy read 	Familiar words that children instantly recognise - read by recognition.
Special friends 	When two or three letters make one sound we call them special friends, this helps children to recognise that the letters are often grouped together in words. As part of phonics sessions, children are trained to spot special friends within a word to support with sounding out. E.g. blow light play
Fred fingers 	Counting the number of sounds in a word and pinching the sounds on our fingers to help with the spelling process.
Green words 	Green words are linked to the sounds children have been learning and are easily decodable when sounding out.
Red words 	Red words are words that are not easily decodable, they can't be sounded out. They were previously referred to as 'tricky words'.
Alien words 	Decodable nonsense words that can be read using knowledge of phonics. These words will feature heavily in the Year One Phonics Screening check in the summer term. E.g. g-l-a-m j-igh-t p-ai-t

Reading Folders:

Your child will be given a plastic zip-file in which they will keep their reading book, any reading activities to consolidate at home and their reading record.

Listening to your child read is crucial for their development, be sure to make some time to hear them read and make a note in their record to share their progress, struggles and achievements.

This will come home every Friday and must be returned to school every Tuesday.



Library Bags:



In addition to a phonics stage appropriate book that is sent home, we also invite children to be part of our school library service. This enables children to select a book for pleasure to loan out for the week and share at home. Every child is given a library tote bag to store their book in.

This will come home every Friday and must be returned to school every Tuesday.

Weekend Work:



Walkies with Windy the Dog



50 things to do before 5
with Buddy Bear



Bedtime read with
Take Home Ted

**3 children will get to take our Weekend Friends home each weekend.
These will come home on a Friday and must be returned to school by Tuesday.**

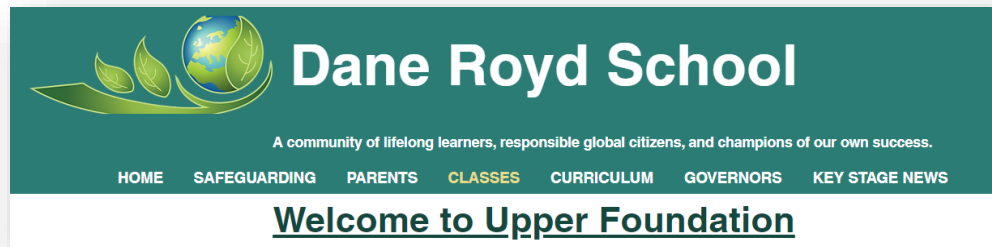
White Rose Education Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Getting to know you		Match, sort and compare FREE TRIAL VIEW	Talk about measure and patterns VIEW	It's me 1, 2, 3 VIEW		Circles and triangles VIEW		1, 2, 3, 4, 5 VIEW		Shapes with 4 sides VIEW	
Spring term	Alive in 5 VIEW	Mass and capacity VIEW	Growing 6, 7, 8 VIEW	Length, height and time VIEW	Building 9 and 10 VIEW	Explore 3-D shapes VIEW						
Summer term	To 20 and beyond VIEW	How many now? VIEW	Manipulate, compose and decompose VIEW	Sharing and grouping VIEW	Visualise, build and map VIEW	Make connections VIEW	Consolidation					

Signposting:

You can stay up to date by following our feed on  @DaneRoydUFS.

Our website is also updated regularly. We have 2 dedicated pages for Early Years full of useful information, resources and helpful signposting for you.

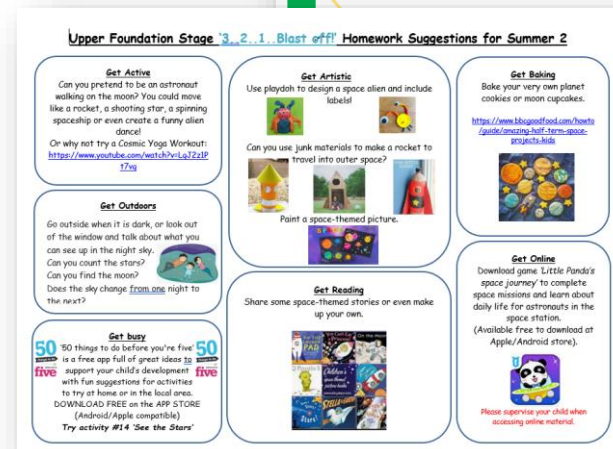
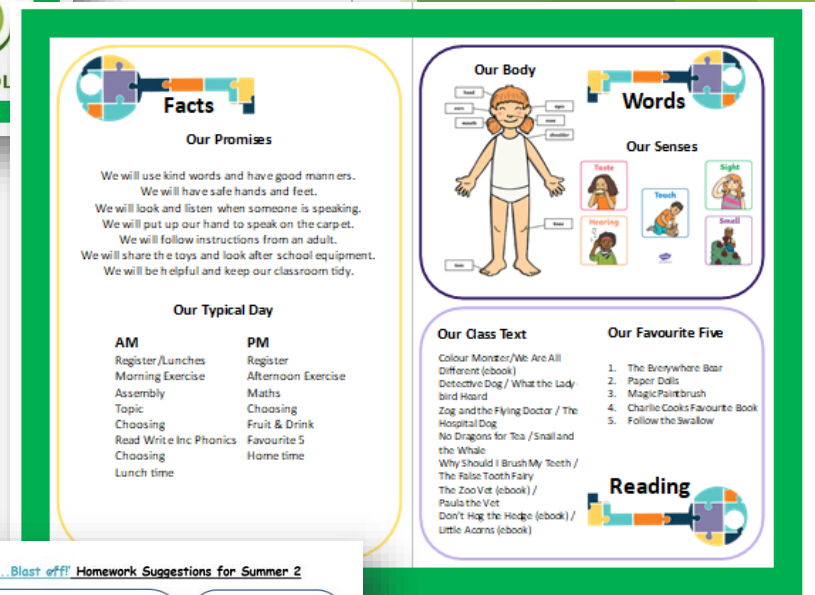
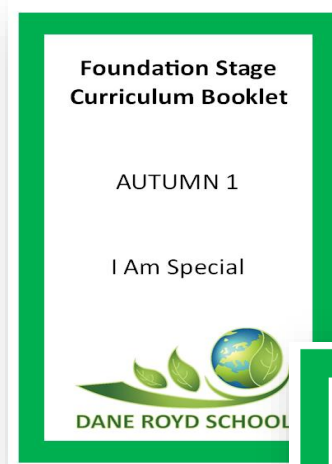


Useful information:

CURRICULUM BOOKLET: We send out curriculum booklets every half-term with date reminders including things such as class assemblies, educational visits and whole school events.

KNOWLEDGE ORGANISER: We send out knowledge organisers every half-term with what we consider to be our key learning within each topic.

OPTIONAL HOMEWORK: We send out (optional) homework every half-term which is linked to our current topic and designed to enrich your child's learning experience.



Useful information:

Starting Reception

Your child's journey to school starts at home.



The definition: skills to practise before starting Reception:

New skills take time to learn. Practising at home will help your child move into school more easily and with confidence.

At school your child will be meeting lots of new people and making new friendships. Some things to help them get ready include:

Growing independence

Taking care of themselves

- ✓ Putting on/taking off their coat and shoes
- ✓ Using the toilet and washing their hands
- ✓ Getting dressed with little help, e.g. after using the toilet or doing PE
- ✓ Using cutlery (e.g. fork and spoon, chopsticks) and drinking from an open cup
- ✓ Spending time away from you, learning they can be looked after by caring adults

Play, creativity and curiosity

- ✓ Taking part in imaginative play (e.g. role play)
- ✓ Drawing, painting, colouring and sticking
- ✓ Sharing story books, looking at pictures and talking about the characters
- ✓ Exploring the world around them (e.g. looking closely at the natural world, playing safely with objects at home)



Building relationships and communicating

Being with others

- ✓ Practising sharing and taking turns with toys
- ✓ Talking to them about how they are feeling and why
- ✓ Looking at story books together and speaking about what characters are feeling is a good way to do this
- ✓ Beginning to recognise what others are feeling, e.g. understanding if a friend is sad
- ✓ Encouraging them to set boundaries for themselves and others (e.g. knowing how to say 'no')

Communication and language

- ✓ Singing along with songs and nursery rhymes
- ✓ Talking happily to others about activities, experience and the world around them
- ✓ Showing they need help by speaking clearly (in basic English or sign language)
- ✓ Recognising the pattern of their name (so they can find it on their coat peg or jacket)

Listening and engaging

- ✓ Paying attention for short periods of time
- ✓ Listening to and following simple instructions
- ✓ Carrying on with a task even when it's difficult and bouncing back if things go wrong



Physical development

Getting moving for at least three hours a day

- ✓ Walking up and down steps (one foot at a time, using the wall for support)
- ✓ Climbing, running, jumping and playing
- ✓ Catching a large ball (most of the time)
- ✓ Doing simple puzzles and craft activities, strengthening their grip with cutting and sticking



Healthy routines

- ✓ Going to bed around the same time each night, waking up in time to get ready for school
- ✓ Limiting screen time to the recommended daily amounts (see advice)
- ✓ Eating a healthy diet and trying new foods
- ✓ Brushing their teeth with fluoride toothpaste twice a day (you'll need to supervise this until they are at least 7)



What should I do if I have concerns about my child's development?

- If you're worried about your child's progress, talk to your childminder/nursery/pre-school team, health visitor, local children's centre or Family Hub.
- If your child has developmental delays or SEND (suspected or confirmed), speak to their nursery, childminder, or health visitor/nursery/pre-school team well before they start Reception and discuss their needs when you are selecting schools.
- You can work with your child's early years setting to help your child with self-care, managing emotions, social skills, and communication in a way that suits their stage of development.
- You might want to share details about their development, needs, what motivates them, what might trigger difficulties, how they learn best, and what strategies work well.
- Make sure you share important information with everyone supporting your child, including their new Reception teacher.

Resources for families with additional needs

There are many organisations who can support with information and strategies to prepare you, your child and their educational setting, ensuring a smooth transition and setting them up for future success.

These include:

- <https://www.familylives.org.uk>
- <https://speechandlanguage.org.uk>
- <https://dingley.org.uk>
- <https://www.kids.org.uk>



Find out more

For more information, visit <https://startingreception.co.uk>



<https://startingreception.co.uk/>

Join our PTFA:



@DaneRoydPTFA



@daneroydptfa



@DaneRoydPTFA

Top 5 reasons to JOIN US



Email: daneroydptfa@gmail.com

1. Support the School

Whether you are the relative of a current pupil or have another connection to the school, be a part of the group that funds the things your child loves and needs such as the playground equipment and the school crossing patrol. The PTFA is vital to the success of Dane Royd and all funds raised are used by the school to enrich every student's learning and experience.

2. It's totally flexible

Everyone is welcome and it's less commitment than you think. You don't have to attend meetings. We're a small group and all members are busy working parents so all help is really appreciated. Jobs such as designing a poster, sending in an idea for fundraising, sourcing prizes for raffles or volunteering at an event keep everything running smoothly.

3. Meet more people and connect

Create closer links with the head, teachers and staff and meet and chat to a wider circle of families from different classes and year groups. If you're new to the school, the PTFA is an excellent way to find out how things work and become part of the Dane Royd community. If not, you'll still get to know other parents, bond over events, and gain greater insight by seeing how things work from both sides.

4. Improve your child's experience

Studies show that children whose parents are involved in their education do better in school. Engaging with the PTFA shows your children's education is important to you. Play your part by working with the school and other parents to see where improvements can be made and implement them. Directly influence the experience of your child and hundreds of others.

5. Create lasting memories

Our children are only at school for a few years, but they will remember the difference we make for a lifetime. They will cherish the activities and games the PTFA fund, learn using resources we buy and remember the events we hold. Help keep the PTFA going so future pupils can benefit too.

Thankyou!

Does anyone have any questions?



Please email EYFSLead@daneroyd.com