

EYFS Covid Recovery Plan

After Covid and the pro-longed period away from school there will be a big impact on the children's development in all areas of the EYFS. However, we anticipate the biggest areas will be:

PSE - building relationships with others, sharing and turn taking, developing independence skills

Physical development – Gross motor and fine motor skills.

Communication and Language – Extending vocabulary, confidence in talking to others, negotiating with friends, listening in group situations.

The Nursery children may also have gaps in **Understanding of the World** as this was a focus for learning in the Summer Term which many children may not have accessed. The main focus for our learning may come from 22-36 Months statements for Nursery and 30-50 Months statements for Reception.

Our plans for the first half term will focus heavily on the areas of **PSE, Communication and Language and Physical Development** to address the gaps that we anticipate and particularly in the areas highlighted in red below. Once the children are secure in these areas they will be able to learn more rapidly in other areas of learning too. During the Autumn Term, we will also plan for opportunities to cover aspects of **Understanding of the World** which may have been missed in the Summer Term. We will regularly use our own observations and assessments of the children to identify gaps and adapt plans accordingly.

	PSE	Communication and Language	Physical Development	Literacy	Maths	Understanding of the World	Expressive Arts and Design
Autumn	<p>N- Turn taking, working with others, self- confidence, self-care skills (22-36 months)</p> <p>R- Sharing and co-operation, independence, boundaries and routines, extend or elaborate on play ideas, self-confidence (30-50 months)</p>	<p>N – Listening, following simple instructions, communicating needs (22-36 months)</p> <p>R- Extending vocabulary, listening to stories with increasing recall, questions and gives explanations (30-50 months)</p>	<p>N – Avoiding obstacles, making shapes, pouring from jugs, using simple tools (22-36 months)</p> <p>R- Throwing and catching, balancing and climbing, pencil control skills and holding a pencil correctly (30-50 months)</p>	<p>N – repeats words from familiar stories, distinguish between different marks</p> <p>R – Awareness of story structure, rhyme, giving to meaning to marks, Phase 1 phonics and Phase 2 when appropriate (link to assessment)</p>	<p>N- Saying some numbers in sequence, counting small groups, comparison between quantity</p> <p>R – Awareness of numerals and representing numbers, positional language, shape</p>	<p>N- Notices features of the environment, knows something about how they are similar to others.</p> <p>R- Understanding of growth and change, care and concern for living things</p>	<p>N- Experiments with blocks, colours and marks,</p> <p>R- Explores how sounds can be changed, makes up rhythms, captures experiences using different media.</p>
Spring	Our Autumn Term assessment will identify gaps for us to address in this term. We will aim to move the children on to work at expected levels. Nursery – 30-50 Months statements in all areas Reception – 40- 60 Months statements in all areas. Focus on Phase 2 and beginning Phase 3 phonics.						
Summer	Our Spring Term assessment will identify gaps for us to address this term. The children will continue to work at expected levels in all areas. Nursery - 30-50 Months statements in all areas Reception – 40-60 Months statements in all areas. Focus on Phase 3 Phonics (4 when appropriate).						

Impact for Year 1

The children in Year 1 will have missed a large portion of their EYFS. This will have an impact on many of the pupils learning and development and most will not be ready for a formal Year 1 Curriculum. Teachers in Year 1 will have to take this into consideration when setting up and planning their classrooms so that the children can have opportunities to learn through play and have access to continuous provision. Below are some of the main gaps that will need addressing in the Autumn Term in Year 1, these come from 40-60 months and ELGs:

	PSE	Communication and Language	Physical Development	Literacy	Maths	Understanding of the World	Expressive Arts and Design
Gaps identified:	<p>Is confident to try new activities</p> <p>Works as part of a group and understands rules and boundaries</p> <p>Shows sensitivity to others needs and feelings</p>	<p>Listens attentively in a range of situations</p> <p>Answers how and why questions</p> <p>Expresses themselves effectively, showing awareness of listener</p>	<p>Good control in small and large movement</p> <p>Uses a pencil and holds it effectively</p> <p>Talks about ways to keep healthy and safe</p>	<p>Reads and understands simple sentences</p> <p>Use Phonics knowledge to decode and segment regular words</p> <p>Reads and writes some irregular words</p> <p>Writes some simple sentences</p>	<p>Counts and orders numbers to 20</p> <p>Adds and subtracts two single digit numbers</p> <p>Solves problems, halving and doubling</p> <p>Describes shapes (2d/3d)</p> <p>Solves problems involving size, weight, capacity, money</p>	<p>Make observations of animals and plants and talk about changes that occur</p>	<p>Makes music and experiments with ways of changing sounds</p> <p>Explores and uses a range of materials, tools and techniques safely</p> <p>Represents own ideas, thoughts and feelings.</p>

