



# Early Years Policy

Date written / reviewed	December 2023
Date of next review	December 2026
Headteacher	<i>R Hill</i>
Chair of Governors	<i>J Goodwin</i>

## **Intent**

At Friezland our intent is to create a learning environment and build relationships which support, enhance and encourage a child's curiosity, confidence and individual competency to flourish regardless of backgrounds, circumstances or needs. We work collaboratively with parents and carers to ensure independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children develop physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning.

The Statutory Handbook for the Early Years Foundation Stage 2023 states: 'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.'

'The EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the right foundation for good future progress through school and life.'

## **Aims**

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress, and no child gets left behind.
- Close partnership working between practitioners and with parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

## **Implementation**

### **Teaching & Learning**

#### **Overview of the Foundation Stage**

The Foundation Stage takes into account all the learning of children from birth to the end of the school year in which they are 5. Our children follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document. Effective practice is built upon the 4 EYFS principles which are:-

- A unique child;
- Positive relationships;
- Enabling environments, and
- Learning and development.

## **Subject Guidelines**

### Classroom Organisation

Children learn through seven areas of learning which are:-

#### Prime Areas

- Personal, social and emotional development;
- Physical development, and
- Communication and language.

#### Specific Areas

- Literacy;
- Mathematics;
- Understanding of the world, and
- Expressive arts and design.

Children are encouraged to work independently within the provision areas. We set aside short sessions each day when the children come together for adult-led learning. In these slots we focus on phonics, literacy, mathematics and topic related work. Physical education and Forest Schools are included on a weekly basis and children have opportunity to access the outdoor environment each day.

## **Provision and Provision Areas**

Children are encouraged to get-out and put-away their own equipment to increase their independence. The resources are readily available and clearly labelled for the children to access and are divided into the following provision areas:-

#### Creative Area

- Play dough and a range of cutting and moulding equipment;
- Art area including free painting and collage equipment;
- Craft area including junk modelling;

#### Literacy Area

- Role play area which is topic related;
- Mark making area with a range of writing equipment including felt pens, crayons and pencils;
- Quiet reading area with a range of fiction and non-fiction books for all abilities;

#### Mathematics Area

- A range of number games and jigsaws;
- Counting resources such as multilink cubes, beads, pegs and pegboards;
- 2D and 3D shapes;
- A variety of equipment for measuring;
- Cash registers and money;
- Clocks and sand timers;

#### Construction Area

- Boxes of Duplo, mobilo and sticklebricks;
- Wooden bricks;

### Small World Play

- Variety of animals e.g. zoo, forest, polar etc;
- Forest tree house;
- Jungle safari;
- Pirate ship;
- Brio train;
- Wooden dolls house;
- Multi-cultural small people;

### Outdoor Play Area

- Sand tray and a range of sand toys including buckets, spades and sieves;
- Water tray and a range of water toys including water wheel, bottles and boats;
- Painting and mark making;
- Mathematics resources;
- Role play dressing-up costumes;
- Small world play;
- Large construction blocks;
- Mud kitchen;
- Forest area;
- Garden area, and
- Balance bikes.

## **Outdoor Play**

Outdoor play is an important part of the Foundation Stage Curriculum. At Friezland it is not possible for children to have direct access to the outdoor environment. However, staffing and the timetable are flexible to allow opportunities for outdoor play each day. We believe outdoor play is vital because:-

- It enables children to become independent learners;
- It encourages social and moral development;
- It encourages children to grow in confidence and self-esteem;
- It promotes and enables physical activity;
- It allows children to take risks, and
- It allows time to consolidate skills learned.

## **Parental Involvement**

Children's education starts from birth, so their earliest learning experiences are in their own homes. It is important therefore that a partnership between the reception teacher and parents is established from the beginning and maintained throughout the child's time in school. Parents and teachers work closely together to meet the best interests of children in their care.

We offer an open-door policy and encourage parents and carers to talk to the reception teacher at the beginning and end of the school day. Photos and observations of children are uploaded each week on Tapestry to show parents what their children have been learning and the progress they are making throughout the year.

Prior to children starting at Friezland we visit all children and parents in their homes which gives parents opportunities to ask questions and discuss any information they feel is pertinent to their child. Parents are also invited to an intake meeting towards the end of the summer term before their child begins in reception. There are also parents evenings twice a year, in the Autumn Term to discuss the settling in process and during the Spring Term to talk about children's progress against the Early Learning Goals. In the Summer Term, parents receive a written report which details their child's attainment against the Early Learning Goals and provides next steps for their learning as they move into year one.

## **Transition from Nursery/ Pre-school to Reception**

Before a child starts to attend the school there are a number of transition opportunities which ensure children feel safe and secure about starting school. The reception teacher visits nursery/ pre-school settings to see the children in an environment within which they are secure. This also gives opportunities to speak to the children's current key worker and to consider current progress within the Early Years Foundation Stage.

Parents have the opportunity to ask any questions they may have and to give any information they feel is pertinent to their child, during a virtual 'meet the teacher' session. The children receive a child-friendly welcome pack which gives details about a typical day and routines at school. All children are offered a morning visit to the reception classroom, chance to bring their parents to lunch and an afternoon session of forest fun, so they have experienced all facets of school life before their start in September.

Parents are also invited to a new parent meeting where they have opportunity to meet staff and other parents. This meeting gives key information about school including the curriculum, school uniform, lunch time arrangements and other important routines.

On entry to Reception each new child is paired with a 'buddy' from Year 6. At playtimes and lunchtime, the Year 6 children collect Reception children from the classroom and help them to get their dinner or put their coat on as they go outside. Buddies also help in the classroom with tasks such as reading, forest fun and during independent learning activities.

## **Transition to Year One**

Early Years Foundation Stage and Key Stage One practitioners work in close contact to manage the transition from Class 1 to Class 2. We feel it is important to manage the transitions carefully to:-

- Maintain a smooth transition where children feel secure, comfortable and successful;
- Make sure that vital information is transferred;
- Provide support for vulnerable children;
- Make sure that parents and children are involved in the process, and
- Recognise the different learning styles of different children.

Throughout the Autumn term of Year One, those children who may need extra time within the Reception classroom or for Outdoor play are given the opportunity to visit in small groups with the support of an LSA.

Year 1 and Foundation Stage children work together for 2 hours a week during the Summer Term enabling children to form relationships with their classmates for the following year. They complete literacy and numeracy activities and also enjoy sessions of outdoor play. Children complete a transition booklet which they take home to share throughout the summer holidays with parents.

## **Inclusion**

Although the early learning goals for all children are the same the help that individuals need in progressing towards them will be different. The full range of educational experiences which enhance play and early language and speech, will be accessible to all children in the class.

While some children's needs are identified early others are not and careful observation and recording is vital if particular needs are to be identified early and appropriate support given. Children's special abilities are observed and fostered. Each child is challenged and enabled to advance in their learning at their own pace.

Adaptation of work to meet children's individual needs is provided according to need, grouping, adult support, provision of resources, assessment and expectations.

## **Equal Opportunities**

Provision is made for all pupils regardless of ability, disability, special educational need, medical condition, gender, faith or ethnicity. All children have a right to be treated equally and the school will take measures against adults who do not abide by this ethos.

## **Health and Safeguarding**

We are a Healthy School and promote healthy snacks. All the children receive free fruit and milk and a free healthy school lunch from the Government backed scheme.

We take all accidents seriously and always log these in the school accident book and send a text/ phone home immediately if a child has a head injury. We follow whole school procedures for medical issues such as asthma and allergies as set out in our medicine policy.

Risk assessments for the indoor, outdoor and forest school learning areas are reviewed annually. All equipment is checked regularly for damage and defects. Our outdoor learning area is secure and safe with fencing around the boundaries and locked gates when children are accessing the areas. Children are supervised in these areas at all times.

Our child protection officer is Miss Rebecca Hill (headteacher), and we receive regular training to keep our systems up-to-date. Information regarding this can be found in our whole school Child Protection Policy.

## **Impact**

### **Assessment for Learning**

At Friezland, ongoing formative assessment is an integral part of the learning and development process. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning and ensure expectations are ambitious for all children. Practitioners also take into account observations shared by parents and/or carers. Observations are recorded on Tapestry and examples of independent learning are kept in each individual child's learning folder. All EYFS staff (including before and after school club) are expected to show an understanding of what the pupils know and can do and what their next steps in learning are.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA) and WellComm screening.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are meeting expected levels of development or, not yet reaching expected levels ('emerging') The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers and KS1 staff to ensure a smooth transition into Year 1. The profile is moderated internally at staff meetings and externally in partnership with DLP (Dovestone Learning Partnership) schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## **Roles & responsibilities**

### **Headteacher & Governing Board**

The Headteacher and Governing Board are responsible for:

- involvement in focus groups to develop policy and practice;
- overseeing the standards of early years;
- approving the acquisition of new resources, and
- monitoring and evaluating teaching and learning in Early Years.

### **Coordinator**

The subject leader is responsible for:

- the audit and identifying of resources for purchase by the School Administrator;
- liaising with the School Administrator to ensure effective maintenance and ease of access to resources;
- monitoring and evaluating the implementation and impact of the early years curriculum;
- delivering relevant inset training to other members of staff;
- reviewing long, medium, and short-term planning;
- reporting to governors on standards, and
- writing, modifying and reviewing, in consultation with other staff and governors, the policy document for early years.

### **Class teacher**

The Class teacher is responsible for:

- planning and delivering the early years curriculum;
- assessing children's work both formatively and summatively, and
- reporting to parents and SLT.

## **Monitoring & Evaluating**

Policy and practice in early years are monitored and evaluated on a regular basis in accordance with the school development planning cycle. The provision of early years will be monitored by the early years lead in conjunction with the headteacher. Monitoring takes the form of lesson observation, planning and book scrutinies, data analysis and pupil voice. Feedback will be given to all staff along with recommendations to inform future policy and planning. Personal development of the early years lead will be maintained to ensure that new initiatives and curriculum updates are fed back to staff and incorporated into regular practice. All staff are involved in the review and development of the early years policy.

## Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

<b>Data Audit for the Early Years Policy</b>					
<b>What?</b>	<b>Probable Content</b>	<b>Why?</b>	<b>Who?</b>	<b>Where?</b>	<b>When?</b>
Pupil assessment data	Name D.O.B. Test data Teacher Assessment data Photos	Monitor a child's progress and identify next steps  Well-Being of Your Child	All Staff  (as necessary)	Staff electronic records  Paper tests are stored in locked filing cabinets in each classroom / basement  Data is deleted / shredded as necessary	Held on File throughout a child's time at school  Key data is passed onto a new School when moving on  Some data is archived until the child is 25 (e.g. SEND pupil)

As such, our assessment is that this policy:

<b>Has Few / No Data Compliance Requirements</b>	<b>Has A Moderate Level of Data Compliance Requirements</b>	<b>Has a High Level of Data Compliance Requirements</b>
	✓	

This policy will be reviewed every three years or sooner if legislation / school assessment systems change.



## Appendices:

1. Long Term Plan
2. Assessment Criteria (EYFS Tracker)

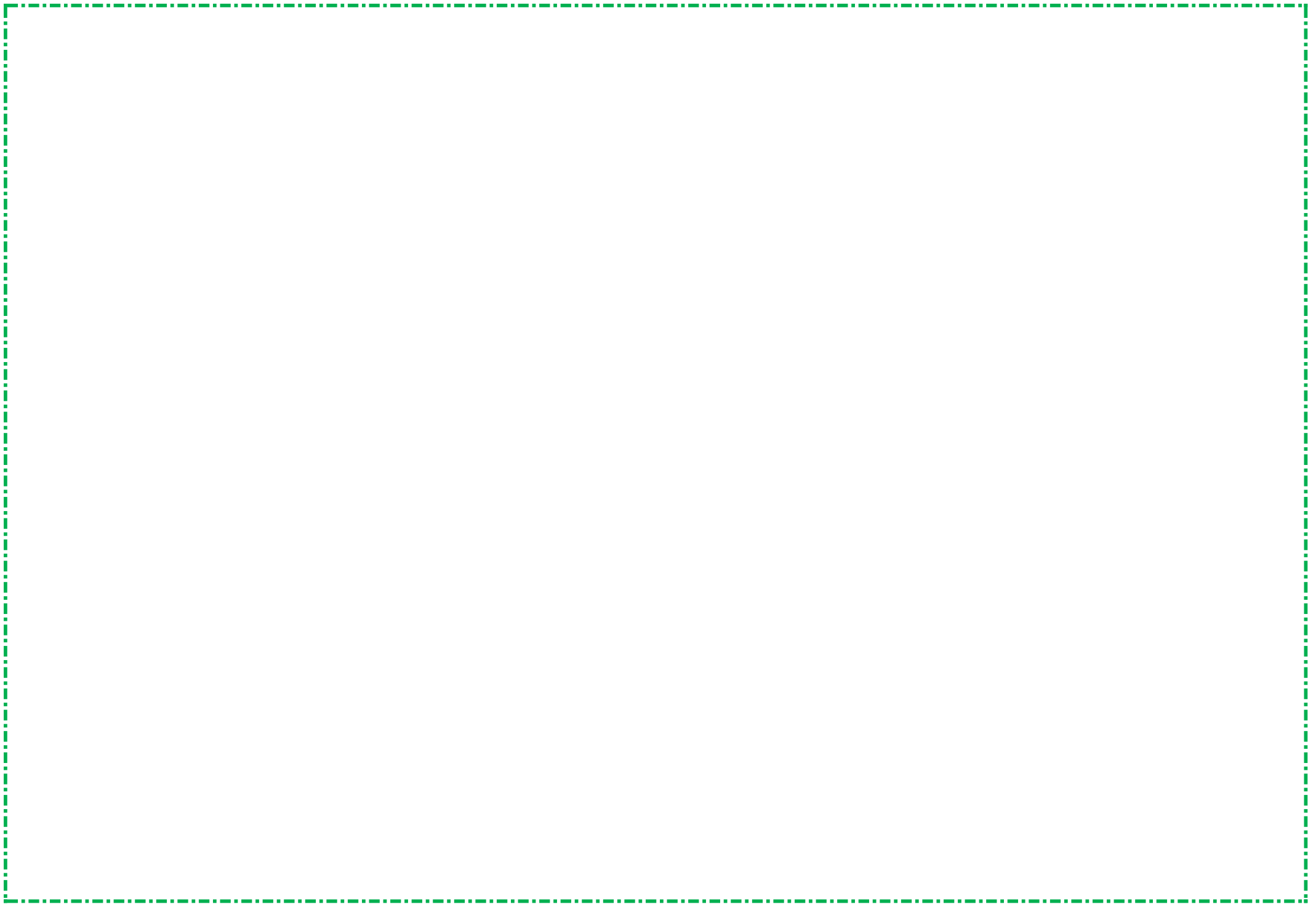
**Curriculum Overview**  
**2023-24**



**Class / Year(s):** Class 1 / Year Reception

Subject	Autumn Term		Spring Term		Summer Term	
<b>Key Skill Theme (Understanding the World)</b>	<b>Science + Geography:</b> Animals  “Are all animals the same?”	<b>RE + History:</b> Festivals  “Which festivals do you celebrate?”	<b>Science + History:</b> Space  “What can we find in space?”	<b>Science:</b> Superheroes  “What superpower would you like to have?”	<b>Science + Geography:</b> Our Garden  “What grows in my garden?”	<b>Geography + History:</b> The Seaside and Holidays  “Why do we go to hot places for our holidays?”
<b>Literacy</b>	<b>Key text:</b> Harry and his Bucketful of Dinosaurs (Ian Whybrow) <b>Key Text:</b> Dear Zoo (Rod Campbell) <b>Key Text:</b> Monkey Puzzle (Julia Donaldson)	<b>Key Text:</b> Party invitation <b>Key text:</b> That’s not my Snowman (Fiona Watt) <b>Key text:</b> Nativity Story	<b>Key Text:</b> Planet Awesome (Stacy McAnulty) <b>Key Text:</b> The Darkest Dark (Chris Hadfield) <b>Key Text:</b> How to Catch a Star (Oliver Jeffers)	<b>Key Text:</b> Supertato (Sue Hendra) <b>Key Text:</b> The Three Little Superpigs (Claire Evans)	<b>Key Text:</b> The Very Hungry Caterpillar (Eric Carle) <b>Key Text:</b> The Bad-Tempered Ladybird (Eric Carle) <b>Key Text:</b> Mr Gumpy’s Outing (John Burningham)	<b>Key Text:</b> Sharing a Shell (Julie Donaldson) <b>Key Text:</b> Sally and the Limpet (Simon James) <b>Key Text:</b> Commotion in the Ocean (Giles Andreae)
<b>Maths</b>	Subitising to 5 Numbers to 10 1 more/ 1 less 2D Shapes	Numbers to 20 Addition Length 3D Shapes	Numbers to 20 Addition and Partitioning Position and Direction	Counting in twos Addition and Subtraction 2D Shapes Weight Money	Counting in tens Doubling and Halving Sharing Symmetry Time	Counting in fives Number bonds to 10 Capacity 3D Shapes Weight
<b>Communication and Language</b>	Show and Tell Phase 1 Phonics recap Phase 2	Following instructions Phase 2 Phonics	News time Phase 3 Phonics	Retelling stories Phase 3 Phonics	Explanations Phase 4 Phonics	Recounts Phase 5 Phonics
<b>Personal, Social and Emotional Development</b>	Think Equal Similarities and Differences Identify Emotions	Think Equal Acts of Kindness Senses and Feelings	Think Equal Empathy Regulating the body	Think Equal Families Compassion	Think Equal The Brain Setting Goals	Think Equal Diversity Transition to C2

<b>Expressive Arts and Design – Art</b>	Drawing: Marvellous Marks	Painting and Mixed Media: Paint my World	Craft and Design: Let's get Crafty	Easter Craft: Egg Threading	Sculpture and 3D: Creation Station	Summer Craft: Salt Painting
<b>Expressive Arts and Design – DT</b>	Structures: Junk Modelling	Christmas: Sliding Santa Chimneys	Spring: Flower Threading	Cooking and Nutrition: Soup	Textiles: Bookmarks	Structures: Boats
<b>Expressive Arts and Design - Music</b>	Charanga Unit – Me! Harvest	Charanga Unit – My Stories Nativity	Charanga Unit – Our World	Charanga Unit – Everyone!	Charanga Unit – Big Bear Funk	Charanga Unit – Reflect, Rewind and Replay
<b>Physical Development – SC</b>	Team Building Invasion Games	Ball Skills	Gymnastics - Equipment	Bat and Ball Skills	Target and Aim Games	Games using small equipment
<b>Physical Development - CT</b>	Forest Fun	Dance	Forest Fun	Gymnastics – Floor Routine	Parachute Games	Athletics (with Class 2 Transition)



## Friezland School Early Years Assessment Tracker



### Communication and Language

#### Birth to Three

- Generally, focus on an activity of their own choice and find it difficult to be directed by an adult.
- Listen to other people's talk with interest but can easily be distracted by other things.
- Make themselves understood and can become frustrated when they cannot.
- Start to say how they are feeling, using words as well as actions.
- Start to develop conversation, often jumping from topic to topic.
- Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
- Use the speech sounds p, b, m, w.
- Pronounce:
  - l/r/w/y
  - f/th
  - s/sh/ch/dz/j
  - multi-syllabic words such as 'banana' and 'computer'
- Listen to simple stories and understand what is happening, with the help of the pictures.
- Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.
- Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.
- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

## Communication and Language

Three to Four	Children in Reception
<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Pay attention to more than one thing at a time, which can be difficult.</li> <li>• Use a wider range of vocabulary.</li> <li>• Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.</li> <li>• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</li> <li>• Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh and multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</li> <li>• Use longer sentences of four to six words.</li> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Engage in storytimes.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
<b>Early Learning Goals - Listening, Attention and Understanding</b>	
<ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	
<b>Early Learning Goals – Speaking</b>	
<ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	

## Personal, Social and Emotional Development

### Birth to Three

- Find ways to calm themselves, through being calmed and comforted by their key person.
- Establish their sense of self.
- Express preferences and decisions. They also try new things and start establishing their autonomy.
- Engage with others through gestures, gaze and talk.
- Use that engagement to achieve a goal.
- For example, gesture towards their cup to say they want a drink.
- Find ways of managing transitions, for example from their parent to their key person.
- Thrive as they develop self-assurance.
- Look back as they crawl or walk away from their key person.
- Look for clues about how to respond to something interesting.
- Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
- Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.
- Feel strong enough to express a range of emotions.
- Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.
- Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
- Be increasingly able to talk about and manage their emotions.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.
- Develop friendships with other children.
- Safely explore emotions beyond their normal range through play and stories.
- Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.
- Learn to use the toilet with help, and then independently.

## Personal, Social and Emotional Development

Three to Four	Children in Reception
<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li> <li>• Understand gradually how others might be feeling.</li> <li>• Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs:               <ul style="list-style-type: none"> <li>- personal hygiene</li> <li>• Know and talk about the different factors that support their overall health and wellbeing:                   <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of ‘screen time’</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> </li> </ul> </li> </ul>
<b>Early Learning Goals – Self-Regulation</b>	
<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.</li> </ul>	
<b>Early Learning Goals – Managing Self</b>	
<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reason for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	
<b>Early Learning Goals – Building Relationships</b>	
<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others’ needs.</li> </ul>	



## Physical Development

### Birth to Three

- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
- Clap and stamp to music.
- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
- Enjoy starting to kick, throw and catch balls.
- Build independently with a range of appropriate resources.
- Begin to walk independently – choosing appropriate props to support at first.
- Walk, run, jump and climb – and start to use the stairs independently.
- Spin, roll and independently use ropes and swings (for example, tyre swings).
- Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
- Start eating independently and learning how to use a knife and fork.
- Develop manipulation and control.
- Explore different materials and tools.

## Physical Development

Three to Four	Children in Reception
<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired:               <ul style="list-style-type: none"> <li>- rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</li> </ul> </li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Further develop the skills they need to manage the school day successfully:               <ul style="list-style-type: none"> <li>- lining up and queuing</li> <li>- mealtimes</li> </ul> </li> </ul>
<b>Early Learning Goals – Gross Motor Skills</b>	
<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	
<b>Early Learning Goals – Fine Motor Skills</b>	
<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>	

## Literacy

### Birth to Three

- Enjoy songs and rhymes, tuning in and paying attention.
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Say some of the words in songs and rhymes.
- Copy finger movements and other gestures.
- Sing songs and say rhymes independently, for example, singing whilst playing.
- Enjoy sharing books with an adult.
- Pay attention and respond to the pictures or the words.
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book. Make comments and shares their own ideas.
- Develop play around favourite stories using props.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
- Make marks on their picture to stand for their name.

# Literacy

Three to Four	Children in Reception
<ul style="list-style-type: none"> <li>• Understand the five key concepts about print:               <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul> </li> <li>• Develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>
<p><b>Early Learning Goals – Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>	
<p><b>Early Learning Goals – Word Reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	
<p><b>Early Learning Goals – Writing</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>	

## Mathematics

### Birth to Three

- Combine objects like stacking blocks and cups.
- Put objects inside others and take them out again.
- Take part in finger rhymes with numbers.
- React to changes of amount in a group of up to three items.
- Compare amounts, saying 'lots', 'more' or 'same'.
- Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
- Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.
- Climb and squeeze themselves into different types of spaces.
- Build with a range of resources.
- Complete inset puzzles.
- Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
- Notice patterns and arrange things in patterns.

# Mathematics

Three to Four	Children in Reception
<ul style="list-style-type: none"> <li>• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Compare quantities using language: 'more than', 'fewer than'.</li> <li>• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language:               <ul style="list-style-type: none"> <li>- 'sides', 'corners'; 'straight', 'flat', 'round'.</li> </ul> </li> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</li> <li>• Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> <li>• Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>	<ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Subitise.</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Count beyond ten.</li> <li>• Compare numbers.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for numbers 0–5 and some to 10.</li> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.</li> <li>• Continue, copy and create repeating patterns.</li> <li>• Compare length, weight and capacity.</li> </ul>
<b>Early Learning Goals - Number</b>	
<ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>	
<b>Early Learning Goals – Numerical Patterns</b>	
<ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	

## Understanding the World

### Birth to Three

- Repeat actions that have an effect.
- Explore materials with different properties.
- Explore natural materials, indoors and outside.
- Explore and respond to different natural phenomena in their setting and on trips.
- Make connections between the features of their family and other families.
- Notice differences between people.
- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.

## Understanding the World

Three to Four	Children in Reception
<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Explore how things work.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Talk about the differences between materials and changes they notice.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Draw information from a simple map.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different from the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>
<p><b>Early Learning Goals – Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understanding the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	
<p><b>Early Learning Goals – People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</li> </ul>	
<p><b>Early Learning Goals – The Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	



## Expressive Arts and Design

### Birth to Three

- Show attention to sounds and music.
- Respond emotionally and physically to music when it changes.
- Move and dance to music.
- Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
- Explore their voices and enjoy making sounds.
- Join in with songs and rhymes, making some sounds.
- Make rhythmical and repetitive sounds.
- Explore a range of sound makers and instruments and play them in different ways.
- Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
- Start to make marks intentionally.
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
- Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.
- Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.
- Use their imagination as they consider what they can do with different materials.
- Make simple models which express their ideas.

## Expressive Arts and Design

Three to Four	Children in Reception
<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>• Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>• Explore colour and colour mixing.</li> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person (‘pitch match’).</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
<b>Early Learning Goals – Creating with Materials</b>	
<ul style="list-style-type: none"> <li>• Safely use explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	
<b>Early Learning Goals – Being Imaginative and Expressive</b>	
<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</li> </ul>	