



# CLIFTON COMMUNITY PRIMARY SCHOOL

## EARLY YEARS FOUNDATION STAGE POLICY

'Enjoy and Achieve Together'

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### Change History

Version	Date	Change Description	Stored
1	November 2019	Altered to incorporate the Intent / Implementation and Impact of the Early Years Foundation Stage Curriculum	Co-ords / staff shared
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## **CLIFTON PRIMARY SCHOOL**

### **CURRICULUM POLICY FOR Early Years Foundation Stage (EYFS)**

Mission Statement: 'Enjoy and Achieve Together'

At Clifton Primary School we believe it is important that:

- children are given the opportunity to explore and understand the world in which they live beginning with their immediate environment.
- Early Years is about providing firm foundations on which all aspects of education and life skills are built.
- a broad and balanced Early Years education is the entitlement of all children, regardless of ethnic, origin, gender, class, aptitude or disability.
- we build upon what the children already know and can do with an emphasis on first-hand, play based experiences.

#### **Intent – what we will do**

##### **We want our children to:**

- feel valued as individuals.
- be happy, healthy, enthusiastic and confident.
- be independent, curious, creative and resilient learners.
- respect themselves and each other.
- take risks and challenge themselves.
- feel safe and secure and have a sense of belonging.
- develop into lifelong learners with a love of learning.
- have high aspirations and build on their previous best.

#### **Implementation – how we will do it**

The EYFS has four main themes and our entire practise is based on these-

1. A unique child- Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
2. Positive relationships- Children learn to be strong and independent through positive relationships.
3. Enabling environments- Children learn and develop well in enabling environments, in which their individual needs are met by providing a rich, varied and safe space in which children can play, explore and learn. Areas such as a cosy reading corner with a range of texts and puppets, role-play areas which allow children to act out their lives and develop their imaginations and outdoor spaces that enable children to develop their gross motor movements are just some of the stimulating environments that we provide. There is a strong partnership between practitioners and parents and carers.
4. Learning and development- Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special

educational needs and disabilities. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

Nursery provision is highly focused around the prime areas of learning. Prime areas are fundamental, they link together, and move through to support development in all other areas. These areas are-

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

Specific areas include essential skills and knowledge for children to participate successfully in society. These are developed further in Reception.

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

The Early Years environment provides a wide variety of age appropriate resources, with continuous provision (those resources which are always available) and enhancements (resources which are added to those already in place) as part of planned topics as well as those based on the children's own interests and experiences.

All adults will support, scaffold and model learning in the indoor and outdoor areas through:

- Specific teaching, e.g. phonics, guided work.
- Supporting children through child initiated projects e.g. building a ship that won't fall apart, how to write an invitation for a birthday party.
- Adult initiated activities in the learning bays, e.g. how to use enhancements such as sponge printing or tape to join something together.

Children are regularly monitored and assessed to ensure progression throughout all areas of learning. Next steps are identified to ensure each child is given the opportunity they need to develop and succeed, discussion and questioning is paramount.

Children in EYFS also have access to Forest school where they develop skills such as learning to take manageable risks, working as a team and appreciating the world around them. It improves confidence and self-esteem which can impact on their mental well-being

If a child is not making the expected rate of progress extra support will be given this could be in provision or during a more focused time. We run many interventions from Speaking and Listening programmes to mindfulness.

The curriculum overviews are available on a shared file or in Appendix 1 for Nursery and Appendix 2 Reception. There is also a statutory framework guide that relates to children's age related expectations within each year group. Further information regarding this can be found in Appendix 3 for Nursery and Appendix 4 for Reception.

#### Health and Safety

All children will be taught to use materials, tools and equipment safely. The use of tools and equipment will be closely supervised by teachers introduced appropriately.

### Parents/Carers

At Clifton we strongly believe that parents and carers play a vital role in continuing their child's education. We make links with parents by

- Providing meetings and workshops so that parents/carers can feel secure and happy and understand elements of their child's school life while at Clifton, e.g. Transition meetings, phonics and reading workshops.
- Arranging home visits before their child begins school.
- Talking to each new parent/carer about their child and the induction process into school.
- Offering regular opportunities to discuss their child's progress.
- Being available to talk to parents/carers about their child before and after the school day in person or via telephone call.
- Encouraging parents/carers to share children's work and come into class to view their child's independent and focus work within their floor book.
- Offering a variety of activities and open mornings throughout the year to encourage collaboration between child, school and parents/carers.

### **Impact - what we can do now:**

#### **Assessment and recording:**

We collect evidence for impact in the form of:

- Scrutiny of children's work
- Teacher assessments made against the Development Matters Framework objectives at baseline (October) and at the end of each term.
- Photographic evidence
- Regular lesson observation
- Learning walks - Learning which is displayed on the working wall
- Reports to parents are written once a year, describing each child's attitude and attainment in Early Years with children's national scores given out at the end of the Reception year.

Children will leave the EYFS ready to engage in their Key Stage 1 journey. At Clifton children will have experienced a broad, inspiring and engaging Early Years curriculum that will have allowed them to develop and succeed. They will have explored interests, taken on challenges and developed a resilience that will support them throughout their education.

#### **Safeguarding, Inclusion and Equal Opportunities:**

At Clifton we have high aspirations and expectations for all children. Children learn and thrive when they are healthy, safe and engaged. In all subjects we are committed to safeguarding children and as such we maintain an ethos where children feel safe, encouraged to talk and are listened to. We ensure that children know they can approach and talk to adults if they are worried or in difficulty. We support children with their emotional wellbeing and health, recognising that subjects may sometimes be sensitive for children. Clifton Primary believes in inclusion and equal opportunities meaning that all children should have access to a broad and balanced curriculum, including within the Early Years Foundation Stage, which enables them to make the greatest progress possible according to their individual abilities. We provide learning opportunities that are matched to the needs of the children making reasonable adjustments where needed. Lessons are planned in advance addressing any potential areas of difficulty and barriers to the children achieving are removed. We will ensure that

expectations do not limit pupils' achievements, supporting where there is a need and extending children's learning who need further challenging.

As per the Equality Act 2010, it is the responsibility of all teachers to ensure that all children irrespective of SEN, gender, ethnicity, social circumstance and ability (including gifted and able children), have access to the curriculum and make the greatest progress possible.

**Review:**

This policy will be reviewed annually by the Early Years Foundation Stage leader.

## **Appendix 1**

### Nursery Yearly Topic Overview

This overview is used as a guide and is adapted to incorporate the needs and interests of the current year group.

Autumn One	Nursery Rhymes- jack & Jill, LMM, Mary Mary, hey diddle diddle, incy wincy (and variations) tiny turtle.  Singing them, acting them.
Autumn Two	Traditional Tales  Pigs, LRRH.  Christmas from December
Spring One	Ourselves  People who help us-VISITORS
Spring Two	Dinosaurs/Monsters
Summer One	Animals- Jungle/Farm
Summer Two	Under the sea

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Nursery Rhymes- Jack & Jill, LMM, Mary Mary, hey diddle diddle,	Traditional Tales  Pigs, LRRH.  Christmas from	Ourselves  People who help us-VISITORS	Dinosaurs/Monsters	Animals-  Jungle/farm	Under the sea

	<p>incy wincy (and variations) tiny turtle.</p> <p>Singing them, acting them.</p>	December				
PSED	<p>Rules, routines and boundaries.</p> <p>Select and use resources with help.</p>	<p>Initiate their play and play alongside others.</p> <p>Continuing to follow rules and routines</p>	<p>Practise how to get help.</p> <p>Learning to wait and take turns.</p> <p>Play games, circle times etc.</p> <p>Road safety</p>	<p>Responding to others- Initiate play, play in groups independently.</p>	<p>Becoming confident and adapt to change.</p> <p>Caring for other things.</p>	<p>Embed the rules, routines and boundaries.</p> <p>Develop relationships</p>
PD	<p>Toileting</p> <p>Hand washing and self-care.</p> <p>Dressing themselves- coat on and off.</p> <p>Gross Motor – sweeping, paint rollers, one wheeled push alongs</p>	<p>Keeping safe</p> <p>Gross motor</p> <p>Dough disco</p> <p>Ball control</p> <p>Running with direction.</p> <p>Large scale mark making</p> <p>Gross Motor – sweeping, paint</p>	<p>Road safety</p> <p>Refine large scale mark making – different media – paint, chalk, big brushes, big felt tips</p>	<p>Large scale mark making.</p> <p>Fine motor- Pencil grip.</p> <p>Scissor control</p>	<p>Moving as animals – gallop like a horse</p> <p>Fine motor- Pencil grip.</p> <p>Scissor control</p>	<p>Sports day – practising ways of moving</p> <p>Healthy eating</p> <p>Fine motor- Pencil grip.</p> <p>Scissor control</p>

		rollers, one wheeled push along				
CLL	Understand how we use things.  Naming objects.  Responds to instructions.  Speaking in sentences.	Listens in small groups.  Letters and sounds phase one.  Question and predict why things happen.	Why and how questions.  Verbal descriptions of jobs.	Building up Vocab, imaginative talk and play.  Using talk in pretending that objects stand for something-representative play.	Use speech to explain.  Follow instructions.	EMBED ALL AREAs  Children to come up as a strong 30-50.
Literacy – reading	Environmental prints  Listening to stories – Join in stories - repeating refrains / missing words  Talk about pictures	Rhyme, rhythm, Handling books  Holds books the correct way up	Joins in repeated phrases	Rhyme, rhythm and alliteration  Understanding of characters  Beginning to be aware of how stories are structured	Suggest how stories might end  Describe main story settings, events and principal characters	Recognising familiar words, signs and logos  Know that print carries meaning
	Knows that information can be relayed in the forms of print  Looks at books independently / shows interest in print in the environment (shops, fast food, labels, road signs etc)					



	Using Tales Toolkit resources to act out and tell stories.					
Literacy - writing	Exploring mark making equipment, assigning a meaning to writing, holding mark making equipment  Gross and fine motor skills  Write dance as a class – station for rehearsal  Funky fingers				Name writing with letters formed correctly	
Phonics	Phase 1 general sound discrimination	Phase 1 general sound discrimination	Phase 1 general sound discrimination	Phase 1 sound discrimination – voice sounds  Rhyme alliteration	Letter recognition set 1  Oral blending	Letter recognition set 1  Oral blending
Maths - number	Know that anything can be counted  Use number names to 10  Counting	Recite numbers to ten  Practical number songs adding to / taking away from the total – 5 little ducks  Subitising  Counting	Beginning to represent numbers using marks and fingers  Seeing numbers in the environment  Counting	Compare groups of objects  Rearrange groups of objects and know the number stays the same	Count, order, recognise and estimate 5 objects accurately  Number of the fortnight – eg a number 4 table with 4 teddies etc, counting 4 of everything, 4 set up in different arrangements	
Maths – SSM	Show an interest in shape around the environment , sustained		2D shape – show an interest in shape, use	Positional language  Continue with	Exploring 3D shapes and their properties – build, roll, sort etc	

	concentration, playing with shapes		shapes appropriately for tasks	shapes 2D		
UW  People and Communities  Relevant festivals	Circle times – talking about themselves, getting to know the children, their likes, dislikes, family etc.	Christmas – joining in with family life, special events.	People and Communities focus  Ourselves  People who help us	Easter – joining in with celebrations, talking about why we celebrate.  Discussing their own special times with family.	Circle times – looking at similarities and differences between themselves and others	
Technology	Cause and effect toys		iPads – make marks, cause and effect  IWB – age appropriate games  Code-a-pillar – explore the direction			
The World	Embedded throughout – Forest School activities, learning about the world around them, looking at changes within the seasons and weather. Growing within Summer term.					
RE	Which people are special and why?	What places are special and why?	Which times are special and why?	Bible stories	What’s special about our world?	Where do we belong?
EAD  Nursery rhymes throughout the year  Nursery rhymes /	Nursery rhymes  Exploring instruments  Singing nursery	Musical instruments / songs  Role play	Construction – building with different construction kits  Junk modelling	Introduce painting, colour and it’s purpose  Deconstructed role play	Printing  Movement to music	Collage  Build stories around objects

classical music throughout the day	rhymes					
	Home corner throughout the year Role play / small world specific to topic and interests of children					

## **Appendix 2**

### Reception Yearly Topic Overview

This overview is used as a guide and is adapted to incorporate the needs and interests of the current year group.

Autumn One	Stories- Traditional Tales-  Billy Goats  Goldilocks  The Gingerbread Man	
Autumn Two	Festivals and Celebration  Julia Donaldson  Christmas	
Spring One	Ourselves  Superheroes	
Spring Two	Pirates  Easter	
Summer One	Growing  New Life	
Summer Two	Space  Monsters	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Traditional Tales Billy Goats Goldilocks The Gingerbread Man	Festivals and Celebration Julia Donaldson Christmas	Ourselves Superheroes	Pirates Easter	Growing New Life	Space Monsters
PSED	Rules, routines and boundaries.  Develop relationships  Working together as a team					
PD	Name writing Pencil grip Fine motor Dressing, putting on coats, washing hands.	Letter formation Controlling simple tools Travelling in different ways Thinking about safety Transporting objects	Moving over / under / across / through  Letter formation within words	Understanding of body changes with exercise Using safety to transport / manoeuvre objects  Letter formation within words	Writing with control over letter size – ascenders / descenders  Making healthy food choices	Team games Racing games
CLL	Circle time, small world, puppets, role play, rhyme and story					

Literacy Writing	List, Labels and captions.	Hold a sentence	Building on sentences, adding capital letters and full stops.  Speech bubbles, story scribing,		Writing ind stories.  Writing irregular words.  To use key features of narrative.	
	Sequencing  Rhyme  Features of stories  Developing vocab  Showing an understanding of story		Non-fiction- features of and finding things out.  Looking at how info can be retrieved from a computer.		To read and understand simple sentences. Written by themselves and others.	
Maths Numbers	1-10  Count, order, recognise, select, estimation.	1-10  Addition, subtraction, one more, one less.  Halving and doubling	10-20  Count, order, recognise, select, estimation.  Addition, subtraction, one more, one less.  Halving and doubling.  Counting in groups of...		Addition and subtraction of money  Doubling and Halving.	Embedding of all areas.
SSM	Ordering height, weight and capacity.  Sequencing	2D shape  Patterns	3D shapes  Height  Shapes  Measure short	Position-  Measures short periods of time.	Money	Money  Embedding of all areas.

			periods of time			
UW	Forces  How things work  Ourselves, I am special!	Eid  Divali  Christmas  Halloween  Bonfire night    Shadows and reflections  Light and dark	Chinese new Year.  Enjoying customs  Talk about past and present events.  Seasonal changes.  The world – where do animals come from - globe	Floating and sinking.  Materials	Similarities and change  Life cycles  Growth	Environment  Countries  The world  Travel
RE	Which people are special and why?	What places are special and why?	Which times are special and why?	Bible stories	What's special about our world?	Where do we belong?
EAD	Role play  Collage / texture eg bears  Puppets  Small world	Diva lamps  Pattern  Splatter/blow /spray painting pics  Carving  Exploring chalks,	Observational drawings  Hand/footprints  Role play  Super hero cloaks – collage	Junk modelling – pirate ships  Making maps  Making flags  Making telescopes	Pattern  Puppets  Animal masks  Imaginary animals  Paint / collage/	Junk modelling – space rockets  Textured paint – create the moon surface  Papier mache  Flags

	Application of paint	charcoal/shapes Christmas	Inventing of a superhero		texture / media	Design a costume – monsters (textile)
	Role play / small world					



Children within Nursery are expected to be entering this stage at the start of the year and by the end of the year are expected to show a secure understanding of each area with some children beginning to enter EYFS Development Matters 40-60 Months as seen within Appendix 4. If you have any questions please come and speak to a member of the Early Years team.

## Appendix 3

## Early Years Foundation Stage: Development Matters 30 – 50 Months

Communication and Language	Personal, Social, Emotional Development	Physical Development	Mathematics	Literacy	Understanding the World	Expressive Arts and Design
<p><u>Listening and attention</u></p> <ul style="list-style-type: none"> <li>• Listens to others one to one or in small groups, when conversation interests them.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Focusing attention – still listen or do, but can shift own attention.</li> <li>• Is able to follow directions (if not intently focused on own choice of activity).</li> </ul> <p><u>Understanding</u></p> <ul style="list-style-type: none"> <li>• Understands use of objects (e.g. "What do we use to cut things?")</li> <li>• Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> <li>• Responds to simple instructions, e.g. to get or put away an object.</li> <li>• Beginning to understand 'why' and 'how' questions.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>• Beginning to use more complex sentences to link thoughts (e.g. using and, because).</li> <li>• Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• Questions why things happen and gives explanations. Asks e.g. who,</li> </ul>	<p><u>Making relationships</u></p> <ul style="list-style-type: none"> <li>• Can play in a group, extending and elaborating play ideas, e.g. building up a role play</li> <li>• Initiates play, offering cues to peers to join them.</li> <li>• Keeps play going by responding to what others are saying or doing.</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul> <p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> <li>• Can select and use activities and resources with help.</li> <li>• Welcomes and values praise for what they have done.</li> <li>• Enjoys responsibility of carrying out small tasks.</li> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>• Shows confidence in asking adults for help.</li> </ul> <p><u>Managing Feelings</u></p> <ul style="list-style-type: none"> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> </ul>	<p><u>Moving and handling</u></p> <ul style="list-style-type: none"> <li>• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>• Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>• Walks downstairs, two feet to each step while carrying a small object.</li> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Can stand momentarily on one foot when shown.</li> <li>• Can catch a large ball.</li> <li>• Draws lines and circles using gross motor movements.</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Holds pencil near point between first two fingers &amp; thumb and uses it with good control.</li> <li>• Can copy some letters, e.g. letters from their name.</li> </ul> <p><u>Health and self-care</u></p> <ul style="list-style-type: none"> <li>• Can tell adults when hungry or tired or when they want to</li> </ul>	<p><u>Numbers</u></p> <ul style="list-style-type: none"> <li>• Uses some number names and number language spontaneously.</li> <li>• Uses some number names accurately in play.</li> <li>• Recites numbers in order to 10.</li> <li>• Knows that numbers identify how many objects are in a set.</li> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>• Sometimes matches numeral and quantity correctly.</li> <li>• Shows curiosity about numbers by offering comments or asking questions.</li> <li>• Compares two groups of objects, saying when they have the same number.</li> <li>• Shows an interest in number problems.</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>• Shows an interest in numerals in the environment.</li> <li>• Shows an interest in representing numbers.</li> <li>• Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul> <p><u>Shape, space and measures</u></p> <ul style="list-style-type: none"> <li>• Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>• Shows awareness of similarities</li> </ul>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Enjoys rhyming and rhythmic activities.</li> <li>• Shows awareness of rhyme and alliteration.</li> <li>• Recognises rhythm in spoken words.</li> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Suggests how the story might end.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Describes main story settings, events and principal characters.</li> <li>• Shows interest in illustrations and print in books and print in the environment.</li> <li>• Recognises familiar words and signs such as own name and advertising logos.</li> <li>• Looks at books independently.</li> <li>• Handles books carefully.</li> <li>• Knows information can be relayed in the form of print.</li> <li>• Holds books the correct way up and turns pages.</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to</li> </ul>	<p><u>People and communities</u></p> <ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them.</li> <li>• Remembers and talks about significant events in their own experience.</li> <li>• Recognises and describes special times or events for family or friends.</li> <li>• Shows interest in different occupations and ways of life.</li> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul> <p><u>The world</u></p> <ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Talks about why things happen and how things work.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Shows care and concern for living things and the environment.</li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>• Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> </ul>	<p><u>Exploring &amp; using media &amp; materials</u></p> <ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Sings a few familiar songs.</li> <li>• Beginning to move rhythmically.</li> <li>• Imitates movement in response to music.</li> <li>• Taps out simple repeated rhythms.</li> <li>• Explores and learns how sounds can be changed.</li> <li>• Explores colour and how colours can be changed.</li> <li>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>• Beginning to be interested in and describe the texture of things.</li> <li>• Uses various construction materials.</li> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Joins construction pieces together to build and balance.</li> <li>• Realises tools can be used for a purpose.</li> </ul> <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> <li>• Developing preferences for forms of expression.</li> <li>• Uses movement to express feelings.</li> <li>• Creates movement in response to music.</li> <li>• Sings to self and makes up simple songs.</li> </ul>

<p>what, when, how.</p> <ul style="list-style-type: none"> <li>• Uses a range of tenses (e.g. play, playing, will play, played).</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>• Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>• Builds up vocabulary that reflects the breadth of their experiences.</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.'</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>	<p>rest or play.</p> <ul style="list-style-type: none"> <li>• Observes the effects of activity on their bodies.</li> <li>• Understands that equipment and tools have to be used safely.</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>• Can usually manage washing and drying hands.</li> <li>• Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul>	<p>of shapes in the environment.</p> <ul style="list-style-type: none"> <li>• Uses positional language.</li> <li>• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>• Shows interest in shapes in the environment.</li> <li>• Uses shapes appropriately for tasks.</li> <li>• Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> </ul>	<p>bottom.</p> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meanings to marks that they see in different places.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>• Knows that information can be retrieved from computers</li> </ul>	<ul style="list-style-type: none"> <li>• Makes up rhythms.</li> <li>• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>• Engages in imaginative role-play based on own first-hand experiences.</li> <li>• Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>• Uses available resources to create props to support role-play.</li> <li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>
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Children within Reception are expected to be entering this stage at the start of the year and by the end of the year are expected to achieve their Early Learning Goals (ELG) within each area. To achieve a Good Level of Development (GLD) a child must have achieved their ELG in Communication, Language and Literacy, Personal, Social and Emotional, Physical Development, Mathematics, Physical Development, Maths and Literacy.

## Appendix 4 Early Years Foundation Stage: Development Matters 40 – 60 Months

Communication and Language	Personal, Social, Emotional Development	Physical Development	Mathematics	Literacy	Understanding the World	Expressive Arts and Design
<p><u>Listening and attention</u></p> <ul style="list-style-type: none"> <li>• Maintains attention, concentrates &amp; sits quietly during appropriate activity.</li> <li>• Two-channelled attention can listen and do for short span.</li> </ul> <p><b>ELG: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</b></p> <p><u>Understanding</u></p> <ul style="list-style-type: none"> <li>• Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.</li> <li>• Able to follow a story without pictures or props.</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul> <p><b>ELG: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences &amp; in response to stories or events.</b></p> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• Uses language to imagine &amp; recreate roles and experiences in play situations.</li> <li>• Links statements and sticks to a main theme or intention.</li> <li>• Uses talk to organise, sequence.</li> </ul>	<p><u>Making relationships</u></p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><b>ELG: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, &amp; form positive relationships with adults &amp; other children.</b></p> <p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Can describe self in positive terms and talk about abilities.</li> </ul> <p><b>ELG: Children are confident to try new activities, &amp; say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</b></p> <p><u>Managing Feelings</u></p> <ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, &amp; of behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate &amp; solve problems without aggression, e.g. when someone has taken their</li> </ul>	<p><u>Moving and handling</u></p> <ul style="list-style-type: none"> <li>• Experiments with different ways of moving.</li> <li>• Jumps off an object and lands appropriately.</li> <li>• Negotiates space successfully when playing racing &amp; chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Travels with confidence &amp; skill around, under, over and through balancing &amp; climbing equipment.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• Uses simple tools to effect changes to materials.</li> <li>• Handles tools, objects, construction &amp; malleable materials safely &amp; with increasing control.</li> <li>• Shows a preference for a dominant hand.</li> <li>• Begins to use anticlockwise movement &amp; retrace vertical lines.</li> <li>• Begins to form recognisable letters.</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul> <p><b>ELG: Children show good control &amp; co-ordination in large &amp; small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment &amp; tools effectively, including pencils for writing.</b></p> <p><u>Health and self-care</u></p> <ul style="list-style-type: none"> <li>• Eats a healthy range of foodstuffs &amp; understands need for variety in food.</li> <li>• Usually dry &amp; clean during the day.</li> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping &amp; hygiene can contribute to good health.</li> <li>• Shows understanding of the need for safety when tackling new challenges, &amp; considers &amp; manages some risks.</li> <li>• Shows understanding of how to</li> </ul>	<p><u>Numbers</u></p> <ul style="list-style-type: none"> <li>• Recognise some numerals of personal significance.</li> <li>• Recognises numerals 1 to 5.</li> <li>• Counts up to three or four objects by saying one number name for each item.</li> <li>• Counts actions or objects which cannot be moved.</li> <li>• Counts objects to 10, &amp; beginning to count beyond 10.</li> <li>• Counts out up to six objects from a larger group.</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• Counts an irregular arrangement of up to ten objects.</li> <li>• Estimates how many objects they can see &amp; checks by counting them.</li> <li>• Uses the language of 'more' &amp; 'fewer' to compare two sets of objects.</li> <li>• Finds the total number of items in two groups by counting all of them.</li> <li>• Says the number that is one more than a given number.</li> <li>• Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in adding &amp; subtracting.</li> <li>• Records, using marks that they can interpret and explain.</li> <li>• Begins to identify own mathematical problems based on own interests &amp; fascinations.</li> </ul> <p><b>ELG: Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities &amp; objects, they add &amp; subtract two single-digit numbers &amp; count on or back to find the answer. They solve problems, including doubling, halving &amp; sharing.</b></p> <p><u>Shape, space and measures</u></p> <ul style="list-style-type: none"> <li>• Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, &amp; mathematical terms to describe shapes.</li> <li>• Selects a particular named shape.</li> <li>• Can describe their relative position such as 'behind' or 'next to'.</li> <li>• Orders two or three items by length or height.</li> <li>• Orders two items by weight or capacity.</li> </ul>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Continues a rhyming string.</li> <li>• Hears &amp; says the initial sound in words.</li> <li>• Can segment the sounds in simple words &amp; blend them together &amp; knows which letters represent some of them.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Begins to read words &amp; simple sentences.</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>• Enjoys an increasing range of books.</li> <li>• Knows that information can be retrieved from books &amp; computers.</li> </ul> <p><b>ELG: Children read &amp; understand simple sentences. They use phonic knowledge to decode regular words &amp; read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</b></p> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write &amp; paint.</li> <li>• Begins to break the flow of speech into words.</li> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words &amp; blend them together.</li> <li>• Links sounds to letters, naming &amp; sounding the letters of the alphabet.</li> </ul>	<p><u>People and communities</u></p> <ul style="list-style-type: none"> <li>• Enjoys joining in with family customs &amp; routines.</li> </ul> <p><b>ELG: Children talk about past &amp; present events in their own lives &amp; in the lives of family members. They know that other children don't always enjoy the same things, &amp; are sensitive to this. They know about similarities &amp; differences between themselves &amp; others, &amp; among families, communities &amp; traditions.</b></p> <p><u>The world</u></p> <ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns &amp; change.</li> </ul> <p><b>ELG: Children know about similarities &amp; differences in relation to places, objects, materials &amp; living things. They talk about the features of their own immediate environment &amp; how environments might vary from one another. They make observations of animals &amp; plants &amp; explain why some things occur, &amp; talk about changes.</b></p> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>• Completes a simple program on a computer.</li> <li>• Uses ICT hardware to interact with age-appropriate computer software.</li> </ul> <p><b>ELG: Children recognise that a range of technology is used in places such as homes &amp; schools. They select and use technology for particular purposes.</b></p>	<p><u>Exploring &amp; using media &amp; materials</u></p> <ul style="list-style-type: none"> <li>• Begins to build a repertoire of songs &amp; dances.</li> <li>• Explores the different sounds of instruments.</li> <li>• Explores what happens when they mix colours.</li> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Uses simple tools and techniques competently &amp; appropriately.</li> <li>• Selects appropriate resources &amp; adapts work where necessary.</li> <li>• Selects tools &amp; techniques needed to shape, assemble &amp; join materials they are using.</li> </ul> <p><b>ELG: Children sing songs, make music &amp; dance, &amp; experiment with ways of changing them. They safely use &amp; explore a variety of materials, tools &amp; techniques, experimenting with colour, design, texture, form &amp; function.</b></p> <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> <li>• Create simple representations of events, people and objects.</li> <li>• Initiates new combinations of movement &amp; gesture in order to express &amp; respond to feelings, ideas &amp; experiences.</li> <li>• Chooses particular colours to use for a purpose.</li> <li>• Introduces a storyline or narrative into their play.</li> <li>• Plays alongside other children who are engaged in the same theme.</li> <li>• Plays cooperatively as part of a group to develop &amp; act out a</li> </ul>

<p>&amp; clarify thinking, ideas, feelings &amp; events.</p> <ul style="list-style-type: none"> <li>• Introduces a storyline or narrative into their play.</li> </ul> <p><b>ELG:</b> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>toy.</p> <p><b>ELG:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, &amp; know that some behaviour is unacceptable. They work as part of a group or class, &amp; understand &amp; follow the rules. They adjust their behaviour to different situations, &amp; take changes of routine in their stride.</p>	<p>transport &amp; store equipment safely.</p> <ul style="list-style-type: none"> <li>• Practices some appropriate safety measures without direct supervision.</li> </ul> <p><b>ELG:</b> Children know the importance for good health of physical exercise, &amp; a healthy diet, &amp; talk about ways to keep healthy &amp; safe. They manage their own basic hygiene &amp; personal needs successfully, including dressing &amp; going to the toilet independently.</p>	<ul style="list-style-type: none"> <li>• Uses familiar objects &amp; common shapes to create &amp; recreate patterns &amp; build models.</li> <li>• Uses everyday language related to time.</li> <li>• Beginning to use everyday language related to money.</li> <li>• Orders &amp; sequences familiar events.</li> <li>• Measures short periods of time in simple ways.</li> </ul> <p><b>ELG:</b> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create &amp; describe patterns. They explore characteristics of everyday objects &amp; shapes &amp; use mathematical language to describe them.</p>	<ul style="list-style-type: none"> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Writes own name and other things such as labels, captions.</li> <li>• Attempts to write short sentences in meaningful contexts.</li> </ul> <p><b>ELG:</b> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves &amp; others. Some words are spelt correctly &amp; others are phonetically plausible.</p>		<p>narrative.</p> <p><b>ELG:</b> Children use what they have learnt about media and materials in original ways, thinking about uses &amp; purposes. They represent their own ideas, thoughts &amp; feelings through design &amp; technology, art, music, dance, role play &amp; stories.</p>
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Support for children who do not achieve their GLD is in place when they begin Year 1. If you have any questions please come and speak to a member of the Early Years team.