Primet Primary School

Early Years Foundation Stage Policy



© Learning Excellence - Early Years Teacher Advisers 2021 Updated Version

New Framework updates in red.

Introduction

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in it's own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

Statutory Framework for the Early Years Foundation Stage 2021

The overarching aim of the Early Years Policy at Primet is to promote the principles of the EYFS Statutory Framework.

The Statutory framework states the requirements for schools and early year's settings to support children's learning and development, assessment, safeguarding and welfare.

The Statutory framework sets out the educational programmes which provide the overview of learning and development from which practitioners can refer to, to develop a curriculum for their children.

It also sets out:

- The Areas of learning, the aspects within them and the early learning goals for each area. The areas of learning and development must shape activities and experiences (educational programmes) for children in all early years settings.
- Each child's level of development must be assessed against the early learning goals at the end of reception. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile.
- Assessment arrangements for measuring progress (and requirements for reporting the EYFS Profile to parents and/or carers).

The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.

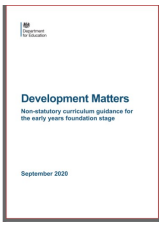
The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

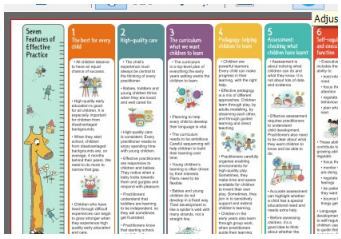
The EYFS seeks to ensure:
• quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
• a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
• partnership working between practitioners and with parents and/or carers
• equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

The Development Matters in the Early Years Foundation Stage Guidance provides guidance on observing what children are learning at different age phases, plus examples of what practitioners might do or provide to support children's learning across each aspect of each area. It offers a top-level view of how children develop and learn. It guides, but does not replace, professional judgement.

The guidance can also help practitioners to meet the requirements of the statutory framework for the early years foundation stage.

Development Matters sets out the pathways of children's development in broad ages and stages. However, the actual learning of young children is not so neat and orderly. The main purpose of these pathways is therefore to help you assess each child's level of development. Accurate assessment helps practitioners to make informed decisions about what a child needs to learn and be able to do next.





Themes, Principles and Practice:

Seven Key Features of Effective Practice – (from Development Matters, also referred to in Julian Grenier's book in the form of the poster)

1. **The best for every child**
2. **High-quality care**
3. **The curriculum: what we want children to learn**
4. **Pedagogy: helping children to learn**
5. **Assessment: checking what children have learn**
6. **Self-regulation and executive function**
7. **Partnership with parents**

In our school/setting the seven key features permeate through our practice, philosophy and the environment for learning we provide.

1. We ensure we do the best for every child and tailor our continuous provision, adult interactions and 'direct teaching' to support all children including, SEN and higher ability.
2. We provide high quality care of our children and provided meaningful learning through our care e.g. toilet training.
3. Our curriculum follows the national framework but also features key experiences we feel children should have e.g. farm visit, caterpillars, cooking.
4. We help children learn by providing a safe enviroment where they can flourish.
5. We assess children through observations, wellcomm assessments and summative phonics assessements.
6. We encourage self-regulation and provide children with time and space to practice this skill.
7. We work closely with parents, as they are an integeral part of children's learning. We communicate with them daily, send electronic communications and invite them in for several sessions a year that may include phonics meetings, stay and plays and picnics.

Safeguarding

Relevant Documents:

Statutory framework for the early years foundation stage: setting the standards for learning, development and care for children from birth to five', DfE, 2021[1]

Inspecting Safeguarding in Early Years, Education and Schools Ofsted 2019

[1] www.gov.uk/government/publications/early-years-foundation-stage-framework--2.

'Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism', HM Government, 2015.[2]

As a school and in our early years provision safeguarding is a priority. We look to ensure children feel safe, and we always aim to promote children's welfare and strive to safeguard children . This includes:

- regular safeguarding training, including child protection training and updates for staff. There is a named and designated lead who is enabled to play an effective role in pursuing concerns and protecting children and learners. The current safequarding leads are; C. Dawson, M. Aris, R. Eccles and H. Nicholls. All staff that were employed on sept 2026 have been first aid trained.
- staff and other adults working within the setting are clear about procedures where they are concerned about the safety of a child or learner.
- safeguarding policies and procedures that cover the safe use of mobile phones and cameras in the setting and how staff should respond if they have concerns about the behaviour of colleagues are in place.
- the extent to which children behave in ways that are safe for themselves and others
- children's understanding of dangers and how to stay safe, including e-safety
- the extent to which children show that they feel safe and are confident to confide in adults at the setting/school .
- the steps taken by the key people to safeguard and promote the welfare of children and how well adults teach children about keeping safe
- the necessary steps taken to encourage good oral health, to prevent the spread of infection, particularly measures to combat the pandemic and to ensure appropriate action is taken when children are ill such as those with chicken pox remaining absent from school.
- the suitability and safety of outdoor and indoor spaces, furniture, equipment and toys
- the maintenance of records and policies and procedures required for the safe and efficient management of the Early Years Foundation Stage and for ensuring that children are safeguarded and their needs are met
- the effectiveness of risk assessments and actions taken to manage or eliminate risks.

Safer Eating

To ensure all children are kept safe whilst eating they will be observed by a paediatric first aid trained adult. All children will eat facing this adult at a set time. During dinner the children are also observed by a paediatric first aid trained adult, but are sat in small groups so the adults will circulate. Raisins will not be offered. Carrots, cucumber and celery is cut into batons.

The EYFS lead is the designated official for checking that all children are only offered food that is safe for them. But all staff will help with this including kitchen staff.

Safer Sleep

Although the majority of EYFS do not sleep in school daily, occasionally this is needed for SEN children. These children will sleep on a mat (safe space), blankets will not cover faces and they will be a room where they can be monitored easily.

[2] www.gov.uk/government/publications/prevent-duty-guidance.

Screen Time

The use of screen time will be minimal. Videos will used to aid in learning during UTW and occasionally to recap phonics teaching. Screens will not be used in a passive manner. Nursery rhymes song daily, some times with a CD aid, some times with the use of BBC/ Little Wandle Nursery rhymes – without the screen showing and often in person. Videos will not be used for relaxation and calming as this damages children's own ability to self-regulate.

EYFS Provision in this setting consists of:

The term 'early years' in our school refers to the foundation stage children in reception.

This policy reflects the main aims of the school which are:

The curriculum at Primet Primary school will ensure that all learners leave school being responsible and effective communicators with the skills and enthusiasm to confidently progress onto the next stage of their learning journey. Our core values of care, learn, believe and achieve influence the actions and decisions made by the entire school community.

Through an enriched curriculum that utilises the local and wider community, pupils will achieve high academic standards becoming fully numerate and literate. They will become resilient and emotionally intelligent learners who can work both independently and collaboratively with high aspirations for themselves and others and celebrate and appreciate the school's diverse community.

As a school community, we have created a Bucket list of experiences that we will ensure the children have in their lifetime at Primet Primary School. These experiences include:

- To recognise and celebrate our diverse community.
- To take part in a school performance.
- To celebrate their learning in class assemblies.
- To go on school trips linked to the curriculum.
- To experience the theatre.
- To represent the school in sporting our subject led competitions.
- To experience a residential trip.
- To be able to learn to play a musical instrument.
- To participate in local events.
- To participate in national events
- To recognise and celebrate significant religious festivals important to our school community – Christmas, Easter and Eid.

EYFS Provision at Primet Primary

Staff in the early years are:

J. Bury- Class teacher
E. Rodgerson – teaching assistant
K. Howarth – forest school teacher

All staff are paediatric first aid trained.

Organisation and management of provision:

Early Years provision at Primet school is formed of 1 class of 30 children. They have access to a classroom, 'shared area', toilets, cloakroom and outdoor area. A wide range of indoor /outdoor equipment and resources are available to meet the needs of the children in the early years department, and the children also have access to other equipment and facilities throughout the school, e.g. sensory room, snug, hall, library etc.

In reception we have daily phonics sessions, several mathematics sessions that follow Lancashire planning and several writing sessions throughout the week. We also do P.D, C&L, UTW, PSED, EAD, forest school sessions over the course of the week.

In the Autumn term, we attend a few special assembly's e.g. for children in need and we go to church with the rest of school. In the spring term, we join whole school assembly sessions on a Friday. In the Summer term, in preparation for year 1, we start having lunch time play sessions on the big yard with KS1.

Early Years Foundation Stage Curriculum

Intent

Our Early Years Curriculum is based on the principles of child development and the educational programmes in the revised EYFS Statutory Framework 2021. It is planned to lead smoothly into the National Curriculum at KS 1 in a way which is relevant and meaningful for all children. Reception and KS1 staff work together through the year to ensure a successful transition into YR1.

The EYFS curriculum stresses the importance of the prime areas of learning - the child's personal, emotional and social development, the vital element of communication and language and the role of physical development. It also emphasises that the knowledge and skills in the specific areas of early literacy and numeracy, understanding the world or expressive art and design lay the foundations for the future learning of all children.

The EYFS framework is organised into seven areas of learning and development, all of which are interdependent and of equal importance;

Prime:
Personal, social and emotional development - Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Key Learning:

Self regulation	**Building Relationships**	**Managing Self**
Express feelings – show how they feel in response to different experiences as appropriate (happy, sad, excited, upset, angry, frustrated, worried,) show pride in their own achievements. Communication – make choices, communicate what they need, listen to others, maintain attention in familiar and unfamiliar situations, attend to other people	Build friendships – engage in positive interactions with adults and peers, form relationships with others, seek others to share activities and experiences, seek familiar adults and peers to engage in conversations, ask for help. Work together – understand and follow simple rules, share and	Self-awareness – know what they like and do not like, talk about what they are doing and why, talk about and discuss their interests, share their ideas and interest with others, take pride in themselves and their work and achievements, share their achievements with others. Work together – understand and follow simple rules, share and take turns, listen to others, be

(adults, peers) both familiar and unfamiliar. Recall experiences, initiate an apology when appropriate. Respond – Follow instructions, requests, and ideas in a range of contexts and situations. Understand feelings – talk about and discuss with others how they feel; explain why they are experiencing particular feelings. Manage feelings and behaviour – understand and follow rules, share with others, work with others, change and adapt their behaviour in response to different situations, deal with anger and frustration, negotiate with others to solve simple problems. Understand how others feel – show care and concern for others, show sensitivity to others, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them. Active learning – engage in challenges, show awareness of strengths and what they need to learn, develop ability to plan, adapt, persist and review their progress	take turns, listen to others, be considerate to the needs of others, respect the view point of others, take on ideas of others, work together in collaboration. Use language – to negotiate, co-operate, plan and organise play, resolve conflict. Social skills – observe others, initiate and understand the rules of social interaction, negotiate, resolve conflict, able to compromise, take responsibility for themselves and others. Recognise the needs of others - show sensitivity to others, demonstrate empathy, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them. Communication – use gestures, non-verbal communication, facial expressions, body language, appropriate language and vocabulary; listen to others, speak to peers and adults and engage in discussions in a positive way, reflect on experiences, explain reasons why, respond to experiences and people, recall events, make suggestions	considerate to the needs of others, respect the viewpoint of others, take on ideas of others, work together in collaboration. Independence – select own resources, carry out tasks without help, will try to complete a task themselves before asking for help, can work on own and with others. Confidence – try new activities, make own choices and decisions, talk to others about what they need or their ideas, ask for help, initiate own ideas, seek a challenge. Responsibility – take care of their own belongings, take care of the belongings of others and class resources. Communication – Use language to negotiate, co-operate, plan and organise play, resolve conflict, listen, speak, reflect, explain, respond, recall, review. Self-care – eating, drinking, making or helping to make own snacks, personal hygiene, cleaning teeth, dressing undressing, takes care of own belongings. Safety – understand and follow rules on how to keep safe when using and transporting tools, equipment and resources; understand rules linked to road safety. Keeping healthy – knowledge of food groups including healthy foods; knowledge of importance of exercise to keep their body healthy. Vocabulary – use vocabulary linked to: foods and food groups, body parts, exercise and effects on body, dressing skills, road safety, safety including using and transporting tools and equipment. Communication – communicate own needs in relation to being thirsty, hungry tired, use of toilet; communicate when they need help from others including peers and adults

Communication & language - involves giving children opportunities to experience a rich language

environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Key Learning

Listening, Attention and Understanding	**Speaking**
Listening – listen to others 1:1/in groups/whole class, in familiar and new situations, during conversations or activities, listen to stories with enjoyment and interest. Attention – maintain attention in different contexts, attend to other people (adults, peers) both familiar and unfamiliar. Show attention and interest in stories read to them in whole class and small group contexts. Respond – with relevant comments, questions of their own or actions when listening to stories, to instructions and when engaged in play activities e.g. role play/creative expression. Interact with and respond to others in a range of situations including small group interactions, whole class discussions and during play. Engage in purposeful conversations with others during play, in response to stories or questions, daily routine, etc. Demonstrate Understanding – follow instructions, requests, and ideas in a range of contexts and situations. Ask and answer questions in different contexts including in response to stories, ask questions to check understanding. Respond to and answer questions – 'where' 'how' and 'why' questions about self and own experiences; 'how' and 'why' in response to stories and events; answer questions in response to thoughts, ideas, predications, speculation, provocations in different contexts and situations, including their play.	Speaking – speak clearly, speak in full sentences, use sentences that give many details, express ideas about feelings and experiences. Vocabulary – use an increasing range of vocabulary appropriately, understand the meaning of new words and use appropriately in discussions and conversation. Communication – communicate freely with different people, engage in conversations taking into account the listener, and take turns to listen and to speak in different contexts including small group, whole class and 1-1 discussions. Talk about and discuss familiar events or characters in stories. Questioning – ask and answer questions in different contexts including group activities, during their play, daily routine, personal conversations with others etc. Uses Tenses – past, present and future – in conversations with peers/adults about themselves and their experiences, activities, ideas and events. Begin to use conjunctions to extend ideas. Reasoning – talk about, explain and give reasons for actions, events and activities linked to their experiences, stories, or other contexts. Offer explanations for why things might happen. Clarify Thinking – use talk to connect ideas, and share their thinking in different contexts. Narrative – use language of stories, rhymes, poems and non-fiction to imagine and recreate ideas in different contexts and offer explanations for why things happen

Physical development - involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

Key Learning

Gross Motor Skills	**Fine Motor Skills**
Fundamental movement skills – run/running fast, travel on feet/feet and hands, underhand throw, underhand roll, catching, vertical jump and land, hop, static balance, balance on body parts and balance using equipment, side roll and rock and roll, pencil roll. Gross motor skills/movements – climbing, crawling, skipping, sliding, slithering, shuffling. Spatial Awareness – awareness of own space, negotiates space, finds a space, changes direction, stops. Safety Awareness – when moving themselves; when travelling on, under, over through equipment and apparatus; using small apparatus and equipment; carrying and moving equipment and apparatus; respond to safety instructions. Apparatus – control and balance when using equipment for climbing, jumping, scrambling, travelling, swinging; interacts with small equipment – drop, push, throw, roll, catch, kick. • Body strength – with and without tools and equipment e.g. sky writing outdoors, carrying, pushing, pulling, digging. • Movement of body parts - rotation of waist, shoulder, hip, knee; bending, flexing and rotation of elbow and wrist; making shapes with arms and hands, legs and feet; wriggling and stretching elbows, wrists, fingers, knees, ankles, feet, toes. • Use of Vocabulary linked to Movement - names of body parts, directional movement – up down, backwards, forwards, sideways; speed – fast, faster, slow, slowly, slower	Fine motor skills – demonstrates left/right hand dominance, demonstrates hand-eye co-ordination; dexterity, manipulation and control when interacting with materials, objects, equipment and toys; manipulation and control when using tools and equipment. Linked to Handwriting/Drawing Movement of body parts – rotation of shoulder; bending, flexing and rotation of elbow and wrist; making a fist; finger isolation, wriggling and stretching fingers, grasp and release, exploring mark making using fingers and media. Strength – shoulder, elbow, wrist, fingers. Pencil grip – holds writing tools and implements with a mature pencil grip, uses appropriate amount of pressure. Lines and Patterns - uses a variety of media and tools to scribble and doodle, draw lines, shapes and patterns: undulating, wavy, vertical, horizontal, diagonal, straight, parallel, zig-zag, curved, circular, enclosed abstract shapes, dots. Drawing - draws pictures using a range of media and materials, adds detail to pictures, demonstrates control of tools for drawing, takes care when drawing, demonstrates accuracy in their drawing. Communication - talks about their mark making, representations, drawings and writing; discusses mark making, writing and drawings with others. Manipulate and control a range of tools with increasing accuracy to represent their ideas and experiences. Control of writing tools and equipment – size of letters, correct starting points for different groups of letters, forms letters correctly. Letter formation – draws patterns, understands and follows language linked to talk about shape and movement of patterns and letters, knows the handwriting movements involved in the three basic letter shapes as exemplified by ‘l’ ‘c’ ‘r’ and forms basic letter shapes (linked to teaching of phonics and those letters in their name).

Specific

Literacy - It is crucial for children to develop a life-long love of reading. It involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Reading

Key Learning: Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Phonics – *GPC recognition (hear, say, read letters), oral blending, blending for reading*	**Word Reading** – *HFW both decodable and common irregular words (tricky)*	**Comprehension**
Orally blend sounds to make simple words. Decode a number of regular words using Phase 2 phonemes. Phase 3 phonemes/Phase 4 (combination of adjacent consonants) with build and blend strategy. Link sounds to letters, naming and sounding letters of the alphabet as well as digraphs (Phase 3 phonemes). Use decoding to read – using build and blend strategy – towards automatically reading known words. Blend phonemes to read a range of words using build and blend towards automaticity, fluency and accuracy. Use phonic knowledge to attempt unknown words	Read decodable HFWs sight words (list 1) (e.g. a an as at if in). Read decodable HFWs sight words (list 2) (e.g. will that this then them). Read common exception words (tricky) from Phase 2 (e.g. the to no go into). Read common exception words (tricky) from Phase 3 (e.g. he she we me be was you they all are my her). Read some common exception words (tricky) from Phase 4 (e.g. said like have so). Distinguish between a word, a letter and a space. Read simple sentences and books consistent with their phonic knowledge. Recognise some capital and lower case letters	Listen attentively to a story at the appropriate interest level. Recite simple rhymes, songs and poems. Differentiate between text and illustrations. Understand that print conveys meaning. • Hold a book correctly and turn pages from front to back and recognise front and back cover. Know that in English print is read from left to right and top to bottom. Use picture clues to help read a simple text. Predict storyline and key events (e.g. the ending and appropriate vocabulary, aided by illustrations). Talk about events, settings and characters. Retell stories and narratives in the correct sequence and in their own words, drawing on the language patterns of stories. Use and show understanding of recently introduced vocabulary appropriately when retelling stories and narratives, and during discussions about stories, non-fiction, rhymes and poems. Respond to questions about who, what, where, when linked to text and illustrations. Sequence a simple story or event. Use gestures and actions to act out a story, event or rhyme from text or illustrations. Make predictions and anticipate

		key events based on illustrations, story content and title. Respond to questions about how and why something is happening. Say what a character might be thinking, saying or feeling. Say how they feel about stories and poems. Recall the main points in text in the correct sequence. Use the structure of a simple story when re-enacting and re-telling in their own words. Talk about the themes of simple texts, (e.g. good over evil). Act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary
Writing **Emergent Writing – *mark-making*** *• Develop language skills (listening and talking) in a range of contexts.* *• Show awareness that writing communicates meaning.* *• Give meaning to the marks they make.* *• Understand that thoughts can be written down.* *• Copies adults writing behaviour, (e.g. writing on the whiteboard, writing messages when on the phone, etc).* *• Make marks and draws using increasing control.* *• Know there is a sound/symbol relationship.* *• Use some recognisable letters and own symbols.* *• Write letters and strings, sometimes in cluster like words.* *• Beginning to use appropriate letters for initial sounds.* *• Beginning to build words using letter sounds in their writing.* *• Use writing in their play.* *• Use familiar words in their writing.* *• Show awareness of the different audience for writing.* *(N.B links to daily systematic teaching of phonics)*	**Composition: *vocabulary, grammar, punctuation/composition*** Composition: *• Use talk to organize, sequence and clarify thinking, ideas, feelings and events.* *• Understands that thoughts and stories can be written down.* *• Have their own ideas and reasons for writing.* *• Orally compose a sentence and hold it in memory before attempting to write it.* *• Begins to use simple sentence forms.* *• Can talk about the features of their own writing.* *• Writes a simple narrative.* *• Write different text forms for different purposes (e.g. lists, stories, menus,* *instructions, labels, captions, recipes, postcards).* **Vocabulary, grammar, punctuation** *• Begin to recognise and know there needs to be spaces between words in a simple sentence.* *• Recognise and know that full stops are at the end of a sentence.* *• Recognise and know that a sentence starts with a capital letter.*	**Transcription:** ***(Spelling/handwriting)*** Spelling: GPC recognition, Oral segmenting, segmenting for spelling *• Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.* *• Segment sounds in simple words.* *• Segment to write VC and CVC words independently using Phase 2 and Phase 3 graphemes (e.g. it, mop, bell).* *• Make phonetically plausible attempts when writing more complex words,* *(e.g. using Phase 4 CCVCC).* *• Spell some irregular common words (tricky) the, to, no, go, independently.* *• Write own name.* **Handwriting: (also see Physical Development –gross/fine motor)** *• Write left to right and top to bottom.* *• Form some lower case letters correctly – starting and finishing in the right place, going the right way round, correctly orientated.* *• Know how to form clear ascenders ('tall letters') and descenders ('tails').* *• Form some capital letters*

	• *Write a simple phrase with finger spaces that can be read back by themselves.* • *Write simple sentences using finger spaces that can be read by themselves and others.*	*correctly, including the initial letter of their name.* • *Forms letters from their name correctly.* *(N.B. the letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly).*

Mathematics - Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers

Key Learning

Number Rote counting • *Rote count from 1.* • *Rote count on from a given number between 1 and 20.* • *Rote count back from 5 to 1 then from 10 to 1.* • *Rote count back from a given number between 1 and 20.* • *Know what number comes before, or after a given number.* • *Say a number between two given numbers.* • *Count in 10s, 5s, 2s.* **Recognition** • *Recognise numerals 1-5, 6-10, 0, 11-15, 16-20.* • *Order numerals 1-5, 1-10, 1-15, 1-20 based on knowledge of quantities.*	**Counting Items** • *Understand that counting is to find out how many.* • *Use one to one correspondence when counting.* • *Understand the last number said is the number in the set.* • *Count items, sounds and actions.* • *Understand and use conservation of number.* • *Use the word 'zero' to represent 'none'.* • *Match numerals to sets of objects.* • *Understand more, less, fewer.* • *Compare two sets of different items saying which set is more, less, fewer.* • *Compare and order three or more sets of objects.* • *Can state without counting (subitise) quantities within 5.* • *Make a sensible guess of quantities within 10.*	**Number Sense** • *Partition a set of objects in different ways using the terminology part/part-whole.* • *Make a group of 10 objects.* • *Arrange a group of items between 10 and 20 into 1 group of 10 plus another group.* • *Understand that 'teen' numbers are a group of 10 plus another number.* • *Understand 20 is the same as two groups of 10.* • *Recognise repeating patterns in the sequence i.e. 6,7,8,9 and 16,17,18,19.* **Ordinal Numbers** • *Understand and use ordinal numbers.*
Fractions • *Can share a whole item into two equal parts.* • *Understand that halving means sharing into two equal parts.* • *Understand the relationship between doubling and halving.* • *Know doubles of numbers and corresponding halves.* **Vocabulary** *Number, order, count, pattern, next, forwards, backwards.* *More, less, fewer, altogether, equals, the same as,*	**Calculating** • *Understand the concept of addition by practically combining sets of objects.* • *Understand the concept of subtraction by practically removing one amount from within another.* • *Relate subtraction to addition in practical situations.* • *Identify one more and one less than a given number.* *Identify two more and two less than a given number.* • *Add two single digit numbers totalling up to 10 using practical equipment.*	**Graphics** • *Represent amounts in their own ways.* • *Represent their thinking in their own ways.* • *Talk about their representations.* • *Write numerals 0-9, 10-20.*

how many, too many, lots of, not enough, fewer than, before, after. Zero, one, two, three……..	*• Add two single digit numbers totalling more than 10 using practical equipment.* *• Subtract a single digit number from a number up to 10, using practical equipment.* *• Subtract a single digit number from a number greater than 10, using practical equipment.*	

Shape, space and measures - It is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

Key Learning

Shape *• Use everyday language to talk about shapes in the environment.* *• Build and make models with 3D shapes.* *• Create patterns and pictures with 2D shapes.* *• Name common 2D (circle, triangle, square,* *rectangle, oblong).* *• Name common 3D shapes (sphere, cube, cuboid, cone).* *• Talk about using mathematical language (straight, curved, sides, flat, solid).* *• Sort shapes according to their own criteria.* *• Know that shapes can appear in different ways and be different sizes.*	**Measurement – Distance** *• Understand that measures of distance can have different names including length, width, height.* *• Compare two objects of different length.* *• Compare two objects of different width.* *• Compare two objects of different height.* *• Understand and use language of comparison, (e.g. wider/narrower; longer/shorter; taller/shorter).* *• Order three objects of different length/width/height.* *• Understand and use language of comparison of three objects, (e.g. widest/narrowest; longest/ shortest; tallest/shortest).* *• Find an object of similar length, width, height.* *• Understand the concept of the conservation of length, width, height.* *• Use uniform non-standard units to measure length, width, height.*	**Measurement – Volume/Capacity** *• Understand the measurement of volume/capacity (empty/nearly full).* *• Compare two of the same container holding different amounts.* *• Understand and use language of comparison,(e.g. empty, full, more/less; most/least).* *• Order three of the same container holding different amounts.* *• Understand and use the language of comparison of three of the same container holding different amounts, (e.g. more/least).* *• Understand and the concept of conservation of volume/capacity.* *• Use uniform non-standard units to measure volume/capacity.*
Space *• Understand and use positional language in everyday situations.* *• Understand and use ordinal numbers when describing position.* *• Understand and use the language of movement/ direction.* *• Recognise patterns made of objects, numbers and shapes.* *• Describe patterns made of objects,*	**Measurement – Weight** *• Understand the measurement of weight (heavy/light).* *• Compare two objects of different weights.* *• Understand and use language of comparison,(e.g. heavier/lighter).* *• Understand the concept of conservation of weight.* *• Use uniform non-standard units to*	**Measurement – Time** *• Talk about significant times of the day, (e.g. hometime, lunch time, snack time, bed time, etc).* *• Use the language of comparison when talking about time, (e.g. longer/shorter; faster/slower).* *• Understand and use language (e.g. before, after, yesterday, today, tomorrow).*

numbers and shapes. *• Create and describe their own patterns made of objects, numbers and shapes.* Measurement – Money *• Understand that we need to pay for goods.* *• Talk about things they want to spend their money on.* *• Talk about different ways we can pay for things.* *• Recognise that there are different coins.* *• Recognise 1p coin.* *• Use 1p coins to pay for items.*	*measure weigh*	*• Sequence two or three familiar events and describe the sequence.* *• Know the names of the days of the week.* *• Say names of days of the week in order.*

Understanding of the world - involves guiding children to make sense of their physical world and their community.

Key Learning linked to People and Communities:

Cultures and Beliefs	**Historical Development**	**Working Scientifically**
Communication – *express feelings, give opinions and reasons. Comment on significant events in own lives, talk about family, friends and the local community. Consider issues of similarity and difference in gender, language, ethnicity, religion, culture and SEND. Use their developing language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or nonverbally.* Respect – *themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions.* Observe – *look closely and consider the people and the lives of different people and events in the world around them, examine objects and find out more about them.* Describe – *themselves, friends, family, other people, significant places, events, objects or artefacts.*	Communication – *talk about key events, in own lives, about family, friends, other people including significant people.* Observe – *show an interest in significant events and experiences in the lives of others, including friends and family members.* Describe – *features of objects, people, places at different times, make comparisons.* Research – *find out about, people, places, events, objects, ask questions, use different sources to find the answers.* Chronology – *order simple experiences in relation to themselves, and others including stories, events, experiences.* Vocabulary – *language of time when talking about past/present events in their own lives.* **Geographical Development** Communication: *talk about the features of different places (familiar/other places),talk about patterns and change in relation to places with which they are familiar.*	Explore/Observe: *look closely at/notice.* Describe*: talk about what they notice/observe; talk about changes they notice and changes over time.* Record*: draw pictures, take photographs, make models or scrapbooks.* Questioning: *shows an interest in/is curious about; ask questions about what they notice/observe or changes that occur.* Explain: *talk about why things happen/occur; talk about how things work.* Research: *talk to people (visits/visitors/family), think of questions to ask to find things out and find out how things work; use first hand experiences /use secondary sources, (e.g. books, photographs, internet).* Equipment and measures: *use senses/use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, digital microscopes, etc).* Compare/sort/group/identify/classify: *notice similarities, notice differences; talk about similarities and/or*

Research – *show curiosity and interest, find out about people, special places and events or objects, explore and ask different types of questions, examine possibilities, consider alternatives.* Vocabulary – *language of tolerance, respect and co-operation*	Mapping: *know about features of different places, recognise and talk about the features in familiar/other places.* Fieldwork: *look closely at similarities and differences between different places (familiar/other places), make simple comparisons.* Enquiry: *comment and ask questions about familiar places/other places, and about familiar/other people.* Use of Technology: *use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about different locations and places.*	*differences.* Test: *make suggestions, show resilience, work with others.* Vocabulary: *use simple vocabulary to name and describe objects, materials, living things and habitats.*
Technology Generic Skills and Knowledge linked to IT *Use a finger or control a mouse to move a pointer around a screen.* *Know that a mouse and keyboard are tools for communicating with a computer.* *Use the keys on a real or virtual keyboard e.g. letters, numbers, space bar and develop familiarity with letters, numbers, backspace (to delete), arrow keys and space bar.* *Use an interactive whiteboard/large screen or tablet for mark-making.* *Interact and respond to a range of IT stimuli, including media and IT texts.* *Print out text and images using appropriate software.* *Interact with multimedia software to make something happen on screen.* *Understand that ICT can be used to communicate through text, images and sound.* *Can use simple tools on an*	**Text and Digital Imagery** *Know that marks can be made on screen as well as paper and that a range of tools can be used to change the effects.* *Use simple tools/apps (e.g. to make effects or use brushes to add or change colour or etc.) on a paint program/app or interactive screen to communicate ideas.* *Explore changing text size, style and colour (with appropriate simple software).* *Be aware that text comes in different colours, sizes and styles.* *Know that there are various ways of capturing still and moving images.* *Use multimedia equipment including digital cameras, tablets, video cameras, microscopes, webcams and visualisers to capture still and moving images.* *Use control buttons to play back captured still or moving images, becoming familiar with the control buttons,*	**Data Handling** *Know that information can be sorted both practically and by using a computer program.* *Collect information, (e.g. by taking photographs or collecting objects).* *Sort, classify or group various objects progressing from practical activities to the use of IT, (e.g. practically sorting fruit into colours, or types, and then on-screen).* *Use IT to sort and sequence objects on a screen or interactive whiteboard.* *Produce simple charts (pictograms, bar charts).* *Understand how a computer/tablet allows:* *– objects to be moved around easily on screen* *– changes to be made easily* *– changes to be saved* *– information to be revisited at another time and changes made*

interactive whiteboard, (e.g. software and pen tools). *Use of different forms of electronic communication (e.g. mobile phones, hand held devices, walkie-talkies, etc).* *Use equipment to make a simple video.* *Use a shortcut such as an icon on the desktop to navigate to a specific website.* *Explore a teacher-selected website to find a desired page, using hyperlinks and navigation buttons.* *Know that IT sources, (e.g. Espresso, and the World Wide Web).(SWIGGLE: www.swiggle.org.uk) can be used to find things out.* *Know that information can be in different forms, (e.g. video, pictures, sound and text)*	*(e.g. using play, stop and pause).* *Know that still objects can be animated using the computer.* *Use a program to select objects and animate them.* **Audio** *Know that computers and other devices can be used to record and play back sounds.* *Use simple programs and devices to make and listen to sounds.* *Record sounds and speech using a microphone and computer or a recording device (e.g. talking tins, recording pens, talking postcards).* *Use buttons to play back sounds on a computer and a sound player.* *Choose pre-recorded sounds within a piece of software.* *Know IT software and equipment can be used to select, control and change sounds.* *Experiment with pitch and sound using simple programs and tools.*	

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

Key Learning Linked to Expressive Art and Design

Art	**Being imaginative**
Observation – *look closely at the world through real experiences, objects and artefacts, in natural and made environments.* Communication – *talk about what they are doing, talk about colours, patterns, shapes, textures, in what they see, touch, and feel.* Aesthetic Awareness – *respond to creative and aesthetic experiences, showing pleasure and enjoyment, awareness and appreciation of sensory experiences/different stimuli.* Physical skill – *manipulate and control a range of tools and equipment for different purposes.* Art processes and techniques – *use different techniques within painting, drawing, collage and sculpture using a variety of media and materials.* Evaluation – *talk about their work/work of others, say what the like and dislike and why, make suggestions about changes they could make or different tools or*	Experiment – *explore media and materials freely and in different ways.* Respond – *to different stimuli using gestures, actions, talk, movement and performance.* Represent Ideas – *initiate own ideas, make choices/decisions using objects, media, materials, own voice, dance, instruments and props.* Recreate – *familiar experiences, familiar activities and familiar stories.* Expression – *of feelings, ideas, thoughts and emotions in response to different media and materials.* Communication – *communicate their ideas, thoughts, feelings and preferences through talk, gestures, actions and performance.*

techniques they could have used.	
Designing and making Explore – *experiment and build with a range of construction resources, find out about the properties and functions of different construction materials.* Design – *talk about ideas, choose resources, tools and techniques with a purpose in mind.* Make – *make models using different construction materials, e.g. construction kits, reclaimed materials, experiment with different ways to build, construct and join resources.* Evaluate – *talk about what they like/dislike about their models/constructions, say why, and how they would change them.* Tools and equipment – *use equipment and tools to build, construct and make simple models and constructions; use tools and equipment linked to food preparation.* Safety – *handle and use equipment appropriately and safely.*	**Music** Listening to – *sounds in the environment, vocal sounds, instrumental sounds, matching, sorting and reproducing sounds.* Rhythm – *follow steady beat or pulse, follow rhythms and patterns.* Movement – *in response to music, beat, rhythm.* Singing – *familiar songs, chants, activities which develop the voice as a sound maker.* Making Music – *using voice, objects, home-made and real musical instruments and a range of ICT.*

Implementation

In line with the principles of the EYFS our practice starts with the child and their individual/cognitive development. We observe and assess children on-entry to determine their needs, interests, abilities and skills which we use to develop our curriculum. We offer a play based curriculum inside and outside the classroom which is carefully organised and planned for and includes opportunities for children to develop knowledge and skills through a wide range of opportunities and experiences. Play is fundamental to children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

We use the Development Matters and/or Birth to Five Matters and Lancs EYFS Curriculum Framework when planning provision to support learning and development across all seven areas of learning & development /aspects, and when planning for characteristics of learning.

Our pedagogy is founded on our understanding of how children learn and develop and the needs and interests of the children,

We follow a core book approach to give all children a love of reading and a wide vocabulary. We aim to ensure children's access to a diverse and appropriate range of books containing exciting and gripping stories, evocative and fascinating language, thought provoking imagery and situations which will develop their imagination, understanding of the world, emotional resilience and empathy.

Our Curriculum

Our curriculum is implemented in a considered structured way, by staff modelling and teaching in continuous provision using activities which develop children's skills, knowledge and understanding. This adult led/adult guided learning enables them to learn independently in continuous provision, building on, practising and developing what they have been working on. Children's interests are developed through areas/stations created in tuff spot trays, on cable reel tables, planned or deconstructed role play experiences in the indoor and outdoor environment.

Once a week, we have forest school sessions with a dedicated teacher trained in forest school who provides us new learning activities about the natural world.

Key learning is developed through children's interests, topics and themes in continuous provision, adult led and adult guided learning and is sequenced through observation, assessment and planning.

The curriculum at Primet Primary has been developed in line with the EYFS requirements for observation, assessment and planning. We look at the children's needs and shape our planning around their needs and interests. There are some common interests that always come up such as nature in autumn/winter/spring and animals. There are also some areas that we know children will need support in such as C&L. We address this by doing wellcomm assessments and teaching sessions, modelling correct grammar and have several opportunities throughout the day for adults to support C&L such as in the dinner line and snack time.

The wider curriculum at Primet Primary consists of ….

- Educational visits and visitors, e.g. family members, members of the local community
- Opportunities to access the local and wider environment including shops, forest school, farm land, woodland, religious buildings
- British values and cultural capital are promoted and developed through PSED
- Links with local community organisations, ASDA and the local church

EYFS Planning

At our school planning includes:

Long Term Planning: this forms an overview of learning, predictable themes, topics and core texts and helps us focus on our medium term planning:

- We ensure coverage of all areas of Learning and Development in line with the educational programmes of the EYFS Framework, Lancashire's planning framework & whole school initiatives.
- We identify how we meet the requirements of the educational programmes in relation to the seven areas of Learning and Development, and the Characteristics of effective learning, including ongoing monitoring and evaluation

Medium Term Planning: this informs the sequencing and teaching of content, knowledge, understanding and skills.

- This is done half termly.
- We include a range of learning experiences and activities appropriate to our groups of children in line with the EYFS educational programmes using Lancs curriculum framework/development matters positive relationships/enabling environments to support planning effective provision
- Our daily routines which will include: snack, soft open, free flow provision for outdoor/indoor activities, small group activites and whole class input.
- Main resources such as planning for areas of continuous provision, planning for outdoor learning, planning for special events and celebrations, planning for identified children's interests and themes for nursery, reception and KS1 children, e.g. ourselves, seasons, change and growth, etc
- We review and plan for the balance between activities both indoors and outdoors, to meet the observed needs and interests of individual and groups of children
- We review and plan for the balance between activities both adult directed, adult guided and child initiated to meet the observed needs and interests of individual and groups of children, which will change throughout the year
- We evaluate our provision in relation to the principles of the EYFS, and as part of our Early Years action plan we review our progress, e.g. parental involvement, procedures for observation and assessment, awareness of child development

Short Term Planning: We continually use the observation, assessment and planning cycle to determine the children's starting points, needs and interests. Short term planning is responsive to the children's

needs/fascinations and provides a weekly overview of the implementation of the curriculum through teaching and learning activities covering the seven areas of learning and opportunities for the development of the characteristics of effective learning.

Impact

At primet primary we are working towards all children making the best possible progress, enjoying learning and fulfilling their potential. We set out to ensure all children are achieving a good level of development in the early learning goals by the end of the reception year. However we also recognise the importance of a broad curriculum meeting the needs of the children, enabling them to become deeply engaged and to develop life enhancing knowledge, skills and attitudes. We aim to create a curriculum which enables everyone to succeed, where children are resilient, co-operate and work well with each other. Development Matters age phases, plus practitioners knowledge of child development help staff identify children's developing interests, strengths and talents as they make progress through our curriculum, towards the early learning goals at the end of reception.

Observation and Assessment

On Entry Assessment
The baseline is completed for all children alongside, teacher made initial observations. These all the class teacher to tailor teaching and the provision to appropriately support the pupils. Wellcomme assessments are also completed so that effective C&L interventions, support in continuous provision and whole class inputs can be provide to ensure all children leave with a good level of development in this essential area.

Formative Assessment
On going assessments and observations are made by the class teacher and support staff. To inform planning and continuous adjustments are made to the continuous provision to support children's needs.

Summative Assessment

We use summative assessment in our setting to ensure that:

- Practitioners have a clear understanding of a child's progress across all areas of learning and development.
- Parents understand their child's progress and are helped to support learning and development at home.
- Concerns about individual children's progress are identified and addressed.
- The quality of provision is monitored, and improvements made where necessary.
- The progress of groups of children can be monitored to make sure they are being given the best opportunities to learn.
- The staff have the skills and knowledge they need to enable the children to make progress.

Statutory assessment for reception is currently the Reception Baseline Assessment

The RBA is an activity-based assessment of pupils' starting points in:
- language, communication and literacy, and mathematics
- The RBA is a short task-based assessment, staff record the results on a laptop, computer or tablet.

- Schools are required to carry out the assessment within the first 6 weeks of pupils starting reception.
- Numerical score are not shared and the data will only be used at the end of year 6 to form the school-level progress measure. (These measures will be published for all-through primaries in the summer of 2028 for the first time)
- Teachers receive a series of short, narrative statements that tell them how their pupils performed in the assessment. These can be used to inform teaching within the first term.

The EYFSP (Early Years Foundation Stage Profile) which takes place at the end of the school year in reception and is reported to the local authority.

'Each child's development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or not yet reaching expected levels ('emerging'). This is the EYFS Profile' Statutory Framework

Reporting to Parents and YR1

- At the end of the reception year, currently, schools must share the results of the Profile with parents to inform them of their child's progress towards the Early Learning Goals and the profile must be completed for all children, including those with SEN or disabilities.
- Assessment should inform an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to key stage 1.

Induction/Parental Engagement & Involvement
We have a long induction period including home visits, nursery visits and multiple stay and play sessions as well as open evenings which start in the year prior to the child starting school.

Parents are encouraged to communicate with staff daily about their childs learning and any concerns they may have. They are also invited into school several times through out the year for fun sessions. We also hold parents sessions on phonics, 'meet the teacher' and coffee mornings. We communicate to parents as well through parents evenings and reports.

Staff Development

All staff working in foundation stage are becoming conversant with the revised EYFS Framework 2021, the features of the EYFS curriculum and procedures for observation, assessment and planning.
All staff will have understanding of early years pedagogy, child development, attachment theory and key person role. All permanent members of staff will be key person to a group of children, '***Their role is to help ensure that every child's care is tailored to meet their individual needs ... to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.'*** The class teacher is usually the main point of contact for curriculum matters

Reviewing the Early Years policy.
The head teacher, staff and governors will review this policy on a regular basis to ensure it is being implemented appropriately and to take account of changing circumstances.

Review Date	Signature	Position
10.9.26	*J Bury*	Head EYFS Governor EY co-ordinator

Copyright © September 2021 Lancashire Professional Development service, Lancashire County Council.

This document may be photocopied by the purchasing school for use within the purchaser's school.

No part of this document may be copied for the purposes of sale, hire or loan.