



Early Years Foundation Stage (EYFS) Policy – March 2019

Introduction

'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.'

Statutory Framework for the Early Years
Foundation Stage – September 2014

At Delph Side Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. It is important to view the EYFS as preparation for life as well as preparation for the next stage of education. The EYFS for children is from birth to five years of age (the end of the Reception year). At Delph Side Primary School, children attend our Nursery class once they have turned 3 years old.

Purpose

The Early Years Foundation Stage Statutory Framework (updated 2017) sets the standards that all EYFS 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 Aims of the EYFS Provision at Delph Side Primary School

Our aims throughout the EYFS are:

- To make the induction process into our Nursery and Reception positive and supportive.
- For each child to feel valued unconditionally and appreciated as unique individuals who have specific needs and interests.
- For the children to be active, creative and to develop as critical thinkers.
- To provide a safe, caring, supportive and well-organised environment where children can learn through a variety of practical activities.
- To provide experiences for all children, whatever their needs, which actively encourage engagement rather than allow passive/repetitive play.
- For children to thrive and develop, building on what they already know, within a relevant and well-planned curriculum.
- To set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- For children to discover what they can achieve, rather than what they can't achieve and to encourage an ethos of 'it's okay to be wrong' and to 'take a risk'.
- To work in partnership with parents and carers.
- To safeguard and promote children's welfare at all times.
- To lay the foundations that will encourage each child to realise their full potential.

Organisation and 30 hour provision entitlement

EYFS provision at Delph Side Primary School is organised into two sections: Nursery and Reception. Nursery is situated in a purpose built separate building with the Reception class in the main school building. The EYFS is led by the EYFS leader.

Nursery children are able to start school as soon as they are 3 years old. Parents are able to choose whether their child attends AM, PM, start of the week (Monday full day, Tuesday full day, Wednesday am) or end of the week (Wednesday pm, Thursday full day, Friday full day.)

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All 3 and 4 year olds are eligible for 15 hours of Nursery provision and we also offer 30 hours for families that are eligible. Parents can apply through the Childcare Choices website and if they are eligible they will provide us with an 11 digit eligibility code to validate.

Reception children are admitted on a full time basis in the September of the year that they turn 5. For children who may find the transition into school more difficult, we allow a staggered start meaning that they attend for some morning sessions, including staying for lunch, and some afternoon sessions, before starting school fulltime. The requirements for adult: child ratios are met as set out in section 3 (27-38) Staff: child ratios of the EYFS statutory framework.

Wrap Around

Our wrap around facility means that we can support parents by offering child care from 7.45 am to 5.30 pm each week day, with our successful breakfast club and our Learning Zone. We offer additional Nursery hours which are flexible in order to help parents with work commitments or training opportunities. This can include a lunch-time session.

Our families have the opportunity to receive a high quality, flexible and affordable child care, in our inclusive setting. Pupils will engage in additional educational activities which will support their learning.

EYFS Principles

The EYFS is based upon four principles:

- **A unique child:** At Delph Side we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration assemblies (gathering) and rewards to encourage and develop a positive attitude to learning.
- **Positive relationships:** At Delph Side we recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families. All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

In Nursery and Reception the class teacher is responsible for the wellbeing of all of the children in the class. In addition, each child is assigned a 'key person' who may be the teacher or a teaching assistant. Parents are informed of who their child's key person is and receive information about their role.

- **Enabling environments:** At Delph Side we recognise that the environment plays a key role in supporting and extending the children's development and we aim to create an attractive and stimulating learning environment, both indoors and outdoors, which will encourage children to explore, investigate and learn through first-hand experiences, completing achievable activities/challenges to extend their learning. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence.
- **Learning and development:** At Delph Side we recognise that children learn and develop in different ways and have their own learning styles. We value all areas of learning and development equally and understand that they are often linked. The Early Years classrooms are organised to allow children to explore and learn securely and safely. They



are set up in learning areas where children are able to find and locate equipment and resources independently. Challenges are planned into the areas to extend children's choice of independent activities and play.

Learning and Development – The Curriculum

Our learning and development requirements comprise:

- the seven areas of learning and development (see appendix 1)
- the Early Learning Goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year (See appendix 2)
- the assessment requirements - when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers.

We have a long term plan in place for both Nursery and Reception which includes possible experiences linked to the seasons and festivals. There is also a theme as a starting point for each half term but these are flexible as teachers are encouraged to follow children's current interests. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

- All areas of learning and development are important and inter-connected and will be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. The opportunities provided by child initiated play through continuous provision allow for children's development, building their confidence as they learn to explore, to think about problems, and relate to others.
- The initial focus in the Nursery class will be on the three prime areas. The balance will begin to shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.
- Children learn by leading their own play, and by taking part in play which is guided by adults. We will make a judgement about the balance between activities led by children, and activities led or guided by adults. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.
- Throughout the EYFS we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum. Teaching and learning will take place within the classroom and outside areas. Within these areas children will participate in a variety of activities, both with an adult and independently.
- Religious Education is taught in the Reception class in accordance with Lancashire guidelines.
- Throughout the academic year, Nursery children will have the opportunity to access wider experiences to enhance their learning and development. All children will have a 'Puddleducks' experience and have a block of swimming lessons led by SHARES swimming teachers at Nye Bevan Pool. Children will attend lessons for one whole term



and work towards achieving a certificate. Other wider opportunities include dance lessons delivered by a professional dance teacher.

- Reception children visit our newly established 'Woodland School' every Monday where they have the opportunity to take and manage risks, develop an understanding of how to keep themselves safe, learn new skills and communicate with their peers in an exciting and open-ended learning environment. Activities include tree climbing, den building, playing in the mud kitchen and hunting for bugs.

Teaching and learning in the EYFS is carefully planned and organised using the EYFS Outcomes in the Early Years Foundation Stage (EYFS). This is non-statutory guidance material to support practitioners in implementing the statutory requirements of the EYFS. We will respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. We will consider their individual needs, interests, and stage of development and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Delph Side we support children in using the three characteristics of effective teaching and learning. These are;

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
(Taken from Statutory framework for the EYFS 2012)

Inclusion

All children and their families are valued at Delph Side Primary School. Children are treated as individuals and we do not discriminate against children because of 'differences'. All children are treated fairly regardless of race, language, religion or abilities and have equal access to all provisions available.

In the Early Years continual informal and formal assessments undertaken by the staff provide opportunities to identify any special educational needs a child may have. While all children develop differently, it is recognised that a significant lack of achievement may be a cause of concern and will be carefully monitored (allowing for a settling in period). Early identification of special needs is crucial to enable staff to support the development of each child.

Teachers assess children on the WellComm speech and language programme when they start in Nursery and Reception and use this data to set up intervention groups, with children in Nursery and Reception taking part in activities on a daily basis. To ensure that our children progress with their Speaking skills we also have a school based Speech and Language therapist for one day a fortnight. She is able to work with targeted children based on their WellComm assessments.

If a child's progress in any prime area gives cause for concern, we will discuss this with the child's parents and/or carers and agree how to support the child. We will consider whether a child may have a special educational need or disability which requires specialist support. We will link with, and help families to access, relevant services from other agencies as appropriate. Children identified with special educational needs are monitored and initial concerns are discussed with parents and the SENCO. Advice may be sought from other agencies. Appropriate steps are taken in accordance with our Special Educational Needs Policy

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For children whose home language is not English, we will take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We will also ensure that children have sufficient opportunities to learn and reach a good standard in English language. When assessing communication, language and literacy skills, practitioners will assess children's skills in English. If a child does not have a strong grasp of English language, practitioners will explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

Assessment

In the Foundation Stage we make regular on-going assessments of children's learning and we use this information to ensure that future planning reflects identified needs. A baseline assessment is completed 3 weeks after a child starts school. Assessment in the Foundation Stage takes the form of observations of the children accessing the learning areas in the classroom independently or completing activities/challenges that have been set up by the teacher.

We record all the children's observations on the iPads using the Tapestry online learning journal app. In Nursery each child has a learning journey where these observations are filed, alongside other evidence of children's work, e.g paintings, child initiated writing. In Reception each child has a 'Busy Book' which contains any independent work, a writing book and a number book.

Children's progress will be recorded and tracked throughout the EYFS identifying which age band they are working within in all areas of learning, using the EYFS outcomes, and whether children are beginning, developing or secure. It will be recorded on entry and also in December, March and July. An electronic tracking system, O Track, is used to enter data, which allows the EYFS leader to print out reports to monitor progress and achievement. Cohort assessment data is kept by The Early Years Leader as well as the Headteacher. Regular moderation sessions are held with Nursery and Reception staff to ensure accurate judgements of children's abilities and next steps.

Parents and/or carers will be kept up-to-date with their child's progress and development through informal discussions on a needs basis, parents evenings in October and March and an end of year written report. There are also able to access their child's Tapestry learning journal and are able to comments on observations and even upload their own observations from home. We will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

All children in Nursery and Reception are assessed on entry using the WellComm speech and language assessments. Intervention will be planned during the year and children will be reassessed at the end of Nursery and Reception. Teachers will liase closely with our school based Speech and Language therapist and identify children who would benefit from an individual assessment and specialist support.

End of Foundation Stage Assessment

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The results of the Profile are shared with parents and/or carers, and there are opportunities for them to meet their child's class teacher to discuss this information. It is a statutory requirement to collect, collate and submit assessment data to the LEA at the end of the in the Foundation Stage.



Each child's level of development is assessed against the Early Learning Goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

Safeguarding and Welfare Requirements

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

Statutory Framework for the Early Years
Foundation Stage – April 2017

At Delph Side Primary School the health and safety of children needs to be at the heart of everything we do. As a school and in our Early Years provision, safeguarding is a priority. We are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017.

The following whole school policies and procedures are in place to ensure the safeguarding and welfare of the children in Early Years

- Whole School Policy on Safeguarding and Child Protection
- Equal opportunities policy
- School complaints procedure
- SEN policy
- Medical needs policy
- Educational visits policy
- Behaviour policy
- Anti-bullying policy and Anti-cyber bullying policy
- Safer recruitment policy
- Health and Safety Policy
- Foundation Stage risk assessment

In line with the EYFS Statutory Framework 2017, at Delph Side we undertake;

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Prescription medicines are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. At Delph Side a written record is kept each time a medicine is administered to a child.
- All members of staff have an enhanced DBS and are required to complete a Disqualification by association form annually. If we become aware of relevant information we will take appropriate action to ensure the safety of our children.
- Parents and/or carers should not bring their child to the setting if they are ill or infectious. If a child becomes ill during the day, we will make every effort to contact their parent and/or carer so they can be taken home.
- If a child has a specific ongoing medical need we will seek information regarding the condition and medication, and keep a record of when and how much is given. Training will be provided for staff where the administration of medicine requires medical or technical knowledge.
- Fresh drinking water is available at all times

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- Before a child is admitted to the setting we will obtain information about any special dietary requirements and food allergies that the child has, and any special health requirements. We will record and act on information from parents and carers about a child's specific dietary needs.
- Both Nursery and Reception enjoy a healthy fruit or vegetable snack daily and fresh milk. Children in Nursery and Reception are provided with healthy, balanced and nutritious meals provided by the school kitchen. Children in Reception are eligible for Universal Free School Meals.
- At least one member of staff in both Nursery and Reception classrooms hold the paediatric First Aid certificate.
- A first aid box is accessible at all times and a record of accidents and injuries is kept.
- Mr Morris is the behaviour lead (refer to Inclusions policy, Behaviour policy, Care and Control policy)
- A Health and Safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- Staff are expected to wear appropriate clothing that supports them in getting to a child's level and playing and engaging with children at floor level
- A fire and emergency evacuation procedure and policy
- School systems are in place to tackle discrimination and to prevent radicalisation of pupils.
- Safeguarding training for staff is held annually, led by Phil Threlfall from Lancashire. In addition staff have also completed online training modules on our Safeguarding software. We have introduced 7 minute safeguarding briefing to ensure staff are kept up to date with different issues linked to safeguarding.
- Any safeguarding concerns are logged electronically using CPOMS. These are then dealt with by one of the Designated Safeguard Leaders (DSL) in school (Liz Ormerod, Liz Burton, Carolyn Lock, Ian Morris, Laura James & Heather Hains.)
When starting Nursery or Reception parents are required to fill in a form of who is able to pick up their child and to set a password to be used when children are picked up by a person not familiar to staff.

At Delph Side, there are clear procedures for assessing risk (see whole school risk assessment policy) which include procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. Risk assessments are completed for any planned educational visits and submitted to Mr Fyne (Educational Visits Coordinator).

Use of Mobile Phones and Cameras

- Children have their photographs taken to provide evidence of their achievements for their Tapestry learning journals and for Facebook and class pages on the website. Each class has Ipads which are used to collect evidence for Tapestry.
- Staff, visitors, volunteers and students are not permitted to use their own mobile phones to take or record any images of children for their own records under any circumstances.
- Under the Data Protection Act 1998, the school will seek parental consent to take photographs and videos of children. This will be on the admission form. Photographs will be stored on the schools hard drive. All computers are password protected.
- Photos are printed/uploaded by staff and then removed from the cameras memory.
- Cameras and mobile phones are prohibited in all toilet and changing areas
- Printed off photographs will be used for the children's learning journeys, books, school website and displays within the settings. It is not always possible to take photos of just one child and other children may be included in the photograph. No names will be included with photographs on the school website or on Facebook

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- Parents may take photographs/videos of their own child during sports day, outing, trips, plays and other events for their own personal use. If photos are uploaded onto social media then it can only be of their own child.
- Members of staff, volunteers and students should not have their phone about their person whilst working with children in the setting. They must let a member of the Senior Leadership team know if they are expecting an emergency call or need to make one; the phone must be used away from the children

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Arranging home visits in the summer term before the children start school
- Inviting all parents to an induction meeting during the term before their child starts school and again during the first half term of the child's Reception year in order to detail how we aim to work with their child particularly in relation to reading and phonics;
- Inviting parents of new Nursery children to a meeting before their child starts and to have an opportunity to look around the setting
- Open morning in October for new parents to visit Delph Side Nursery and Reception
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Stay and play sessions, celebration assemblies (gathering), parent workshops, school visits, Mother's Day assembly etc;
- Providing parents with log in details for their child's Tapestry online learning journals that allows parents to view observations from school and celebrate learning from home by uploading their own observations
- Written contact through fortnightly newsletters in Nursery and Reception
- Ensuring parents are able to discuss any concerns confidentially.

Monitoring and Evaluation

It is the responsibility of all EYFS staff to follow the principles stated in this policy. The EYFS Leader will be responsible for taking a strategic lead for improving standards of teaching and learning in the Early Years Foundation Stage to ensure progress is accelerated so all children reach their full potential. The role of the EYFS leader is:

- promote effective teaching and learning strategies across the EYFS
- monitor pupil progress and pupil attainment
- evaluate performance
- ensure that quality is continuously improved in the Early Years setting
- the quality of the Learning Environment
- the deployment and provision of support staff
- taking the lead in policy development and action planning for the EYFS
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent developments in the EYFS

There will be a high priority on monitoring across the EYFS classrooms, both informally and formally and evaluating and reporting the impact of practices. The monitoring by the EYFS Leader will feed into improving EYFS practices at all school levels e.g. The School

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Improvement Plan and The EYFS Action Plan to ensure there is a real drive to raise attainment. The Head teacher, Senior Leadership Team (SLT) and subject coordinators will also carry out monitoring of the EYFS through observation, learning walks, learning journal scrutiny and discussion as part of the whole school monitoring schedule.

Role of the Class Teacher

It is the role of the class teacher to ensure that all school policies and procedures are implemented into their daily practice to ensure all children are learning and reaching their full potential. It is the teacher's duty to ensure that children from the very onset of attending Delph Side Primary School are given the opportunities and input they need to make maximum progress and achieve to the best of their ability. It is the responsibility of staff to inform or consult with their line manager or any member of SLT if they require support implementing/following expected school practices, whatever the reason may be.

Equal Opportunities

At Delph Side we value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children are treated fairly regardless of gender, race, religion or abilities. All children and their families are valued for who they are. We believe that all our children matter. We give our children every opportunity to achieve their best. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society. We actively promote British Values through our curriculum, for example learning about other religions, PSHE and work around People and Communities.

The Induction/Transition Process

Children starting at Delph Side Nursery and Reception classes come with different experiences, abilities and needs. We acknowledge the significance of the steps that they have to take when they come to our Nursery or Reception classes for the first time. Every effort is made to ensure there is a smooth transition from home or nursery to our nursery and reception classes. It is our main aim to ensure that children settle quickly, feel happy and safe so they are able learn and progress quickly. It is important to stress that if parents are concerned in any way about their child they should discuss their concerns with the class teacher or EYFS Leader. It may not be possible to discuss or resolve some issues there and then and an appointment may need to be made at a more convenient time.

Transition to Reception from Nursery and other Pre-school settings

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition

- Parents are invited to a meeting to ensure they know about school procedures and to express any concerns. They will meet their child's class teacher and be visit the Reception classroom.
- The Reception teacher and Family Wellbeing Officer will carry out home visits to meet children and their families. Parents will be given opportunities to ask questions and



discuss concerns. The Reception teacher will ask the parents for their views on their child's development – this will be used to feed into baseline assessments.

- Children in Delph Side Nursery will visit the Reception class during the second half of the summer term for story time and opportunities to explore the indoor and outdoor classroom.
- Children from other Nurseries will be invited to visit the Reception class for an open morning in July
- The Reception teacher will visit the children in Delph Side Nursery and spend time interacting in Nursery, a familiar setting. He/she will also visit to read stories.
- A member of staff from Delph Side will visit the pre-school settings of children who have not attended our Nursery to collect information to aid transition. In the event of this not being possible then the Reception teacher will phone the setting to speak to the child's key person.
- Children requiring extra support will have additional visits regardless of their setting. Often these children will have been identified as requiring additional support or are part of the Common Assessment Framework (CAF) process.
- In September children have a short phased transition into school, attending for a series of morning sessions, including lunch, or afternoon sessions, to help them settle into school.
- Parents will be asked to complete any relevant documentation, including updating adults authorised to collect the child forms and consent forms for photographs.

Transition to Nursery

- Children are able to start at Delph Side Nursery once they have turned 3 years old. Parents agree a start date with the Nursery teacher for their child to start Nursery. Parents are informed of our open door policy so that are free to ask any questions at any time.
- Parents are contacted by school to invite them to come to Nursery for an initial visit. The children get an opportunity to meet staff, get to know the area (where toilets are etc.) and have a go at playing with the resources. At the visit the Nursery teacher will discuss any specific needs the child may have and any questions the parents might have.
- Parents will have the opportunity to choose which sessions their child will attend and have the opportunity to purchase additional hours, from our wrap around care.
- Parents will be asked to complete any relevant documentation, including updating adults authorised to collect the child forms and consent forms for photographs.

Transition to Year 1 from Reception

During the final term in Reception, the EYFS Profile is completed for each child. Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

The Reception teachers will liaise with Year 1 staff to transfer information about each child to ensure an effective transition to Year 1. This data will include:

- EYFS Assessment data
- Characteristics of effective learning.
- Learning Journeys (before being passed on to parents)
- On-going assessment documents e.g. reading records, writing assessments, behaviour programmes, care programmes,
- Individual Education Programmes
- SEN information
- Any confidential information about a child.

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In the summer term children will have planned visits to Year 1 to meet their new class teacher and become familiar with the environment. The Year 1 teacher will spend time in Reception getting to know the children.

This policy will be reviewed: Spring 2020

Adopted by Governors: April 2019

Signed by Chair of Governors

Date.....



Appendix 1 – The areas of learning

The prime areas:

- Personal, Emotional and Social Development. (PSED)
- Communication and Language. (CL)
- Physical development (PD)

Prime Areas		
<p>Communication and Language development 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.</p>	<p>Physical Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.</p>	<p>Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.</p>

The three prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. They reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school.

We will also support children in four specific areas, through which the three prime areas are strengthened and applied.

The specific areas:

- Mathematics.
- Literacy
- Understanding the World
- Expressive Art and Design

Specific Areas			
<p>Literacy development 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.</p>	<p>Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.</p>	<p>Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.</p>	<p>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.</p>



Appendix 2

The Early Learning Goals

(Early Years Foundation Stage Statutory Framework DfE 2014)

The prime areas

Communication and language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and 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.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: 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.

Physical development

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, social and emotional development

Self-confidence and self-awareness: children are confident to try new activities, and 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.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: 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, and form positive relationships with adults and other children.

The specific areas

Literacy

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common



irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: 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 and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: 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 and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the world

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.