



## EYFS Policy

*“Play is not a luxury. Play is a necessity.”*

*Kay Redfield Jamison*

### **Whole School Curriculum Intent:**

At Mountford Manor Primary School, we believe that every child deserves the best possible start to their education that enables them to fulfil their potential. We provide quality and consistency so that every child makes good progress and no child gets left behind. This ensures a secure foundation for learning and development as a child continues their journey through Mountford Manor.

At Mountford Manor, we understand that play is essential for children's learning and development, building their confidence through exploring their environment, setting their own goals and working collaboratively with others. Our role as adults in this setting is to facilitate and guide this play, responding to each child's emerging needs and guiding their development through warm, positive interactions. Our bespoke curriculum has been designed to meet the needs of our learners and provide rich learning experiences that will stay with them for life.

Developing the whole child is at the centre of everything we do and our intention is that the curriculum extends opportunity, raises aspiration and opens children's eyes to the world beyond their immediate environment.

Through our values-based approach, our provision encourages children to become kind, considerate and accepting individuals who make positive contributions to their community and beyond.

At Mountford we aspire for children to **Make the Most** of their **Potential**.

To do this, we strive for children to;

- Be **Motivated** Learners
- Seek **Meaningful** futures
- Become **Proud** citizens

In order for us to ensure our pupils "Make the Most of their Potential" 5 instrumental **Golden Threads** underpin and weave through everything we do at the school. We believe these threads enable children to have the essential knowledge and skills that they need to be educated citizens.

1. **Embed values** and a sense of community
2. **Develop oracy** through immersing pupils in a language rich environment
3. **Cultivate a sense of value** in the love of reading
4. **Enable and facilitate opportunities** and **experiences** to accumulate advantage; inspiring ambition and aspiration.
5. **Encourage curiosity**; pupils want to pupils do more, to know more; and therefore, remember more.

### **EYFS curriculum Intent :**

At Mountford Manor Primary & Nursery School we understand that all children are unique. We are committed to meeting every child's individual needs through a bespoke curriculum that allows pupils the opportunity to develop the foundations for future learning. We ensure that the child's welfare is paramount and that they develop as young enthusiastic learners in a safe environment. We provide a range of opportunities for children to develop and engage through hands on learning and play opportunities. We encourage children to participate in a variety of activities; some are focused and led by an adult, while the majority are provided to give the child a chance to be an active and independent learner. We strive to engage children in their learning through our creative and interesting environments, which encourage the use of our continuous provision in both indoor and outdoor space. We encourage a strong partnership between home and school. Our ethos promotes children's development in all areas

and fosters positive attitudes towards learning. Inviting children to develop positive values, attitudes and relationships is an integral part of being a successful member of our school community and is supported through our values-based approach.

### **Play and Active learning**

At Mountford Manor we believe play to be the means through which young children learn. It is through play that children have the opportunity to explore, develop and act out experiences, helping them make sense of the world. Play helps children build up ideas and learn how to control themselves and understand the need for rules. Children investigate and solve problems through collaborative and individual play. Play opportunities are available in our nursery and reception classrooms both indoors and outdoors, where all areas of learning outlined in the Early Years Foundation Stage framework are offered through our environments. Due to the range of activities we provide, plenty of opportunities for play arise, in which adults can work alongside children to build upon prior learning. Active learning occurs when children are motivated and interested. Our environments facilitate pupils to become independent, making their own choices and taking risks. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning and this contributes to the progress that they make.

### **Sequence of Knowledge and Skills**

Our Early Years curriculum is carefully sequenced so that children build upon on knowledge and skills across the phases of our EYFS. Starting at our 2-year old setting through to our Reception, our progression map details expectations for each phase. The curriculum we offer is bespoke to the children in our setting and addresses their needs as well as preparing them for KS1. The progression of knowledge and skills also enables children to meet ELG at the end of Reception.



## EYFS Progression of Knowledge and Skills

	EYFS Progression of Knowledge and Skills		
	2 Year Old Nursery	3 Year Old Nursery	Reception
<p><b>Personal, Social, Emotional Development</b></p>	<ul style="list-style-type: none"> <li>• Find ways to calm themselves with the support of a key person.</li> <li>• Establish their sense of self and express preferences and decisions.</li> <li>• Find ways of managing their transitions, using the support of an object or key person.</li> <li>• Develop friendships with other children.</li> <li>• Notice and ask questions about differences such as types of hair, skin colour or special needs.</li> <li>• Talk about their emotions in more elaborated ways (I am sad because...)</li> <li>• Enjoy the company of other children and want to play with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Come into school happily</li> <li>• Knows daily routine</li> <li>• Develops relationships with key adults in school</li> <li>• Organise own belongings such as hanging up and collecting their coat</li> <li>• Tidies away toys and equipment</li> <li>• Says and understands 'please' and 'thank you'</li> <li>• Asks to go to the toilet when needed</li> <li>• Understands that a conversation/talking requires turn taking and is beginning to take turns</li> <li>• Share toys and belongings with little adult support</li> <li>• Can agree or disagree with an adult using words and/or gestures</li> <li>• Enjoys and takes part in imaginative play</li> <li>• Can play a game led by an adult</li> <li>• Select and use resources that help them when needed</li> <li>• Develop their sense of responsibility and membership in a community</li> <li>• Find solutions to conflicts and rivalries</li> <li>• Increasingly follow rules, understanding why they are important</li> <li>• Gradually begin to understand how others might be feeling</li> <li>• Talk about their feelings using sad, happy, angry, worried etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Comes into school independently and on most occasions, happily</li> <li>• Awareness of adults within the school</li> <li>• Aware of daily routines and can follow these with some support</li> <li>• Can organise themselves in the environment (class, cloakroom, lunchtime)</li> <li>• Shows preferences for chosen activities and can say why this is their choice</li> <li>• Will tidy away items when needed and offer to help others</li> <li>• Think about the perspectives of others</li> <li>• Ask to go to the toilet when needed and is beginning to identify appropriate times to use the toilet during the day such as before and after lunch</li> <li>• Know how to line up and remain in a line when walking</li> <li>• Play co-operatively and look after toys</li> <li>• Can express feelings appropriately, using the correct vocabulary to describe their emotions</li> <li>• Find resolutions without conflict with some adult support</li> <li>• Is involved in more complex imaginative play with changing roles</li> <li>• Show resilience in the face of challenge</li> <li>• Shows awareness of the feelings of others</li> </ul>

## Physical Development

- Walk, run, jump and climb
- Start to use stairs independently
- Develop manipulation and control (e.g. by attempting to fasten buttons or using a tool for mark making)
- Spin and roll independently.
- Use ropes and swings independently.
- Explore different materials and tools, using these with increasing confidence.
- Use small and large motor skills to do things independently, for example: manage zips and buttons and pour drinks.

- Use a comfortable grip with good control when holding pens and pencils.
- Beginning to hold a pencil with a tripod grip and is developing a hand preference
- Put on socks and shoes mostly independently
- Be increasingly independent as they get dressed and undressed, putting coats on and doing up zips.
- Eat with a fork and spoon and beginning to use a knife.
- Pour a drink from a jug or container
- Try different foods
- Wash hands independently
- Go to the toilet independently, needing little or no support with personal hygiene
- Use the stairs handrail to independently walk up or down stairs/steps
- Choose tools to suit a purpose, such as a brush for painting.
- Can climb a ladder/steps to a climbing frame or apparatus
- Can walk, run and stand on tiptoe
- Can stand on one leg for 3-5 seconds
- Can hop on a preferred foot
- Can stand / walk on heels when shown
- Can copy actions of others
- Engages in messy play with increasing confidence
- Use one handed tools and equipment, for example, making snips in paper.

- Holds pencil with an effective tripod grip
- Can get changed and unchanged with very little support including fastening buttons or zips
- Can put coat on independently.
- Uses a fork and spoon correctly and usually uses a knife
- Knows what food they like / dislike and can talk about their preferences
- Go to the toilet independently including personal hygiene
- Can walk up and down stairs competently
- Uses scissors appropriately and competently
- Can self-select the appropriate tools for a variety of tasks
- Can walk on a narrow line
- Can climb a ladder
- Can stand on one leg with increasing stability
- Can hop on either foot
- Can walk on heels
- Active and skilful in climbing, swinging, digging, sliding and skipping
- Plays a variety of ball games and can kick, catch and throw a ball
- Can copy a sequence of actions correctly
- Use their core muscle strength to achieve a good posture when sitting at a table or on the floor.
- Develop their small motor skills so that they can use a range of tools competently, safely and effectively.

<p><b>Communication and Language</b></p>	<ul style="list-style-type: none"> <li>• Watch someone’s face as they talk</li> <li>• Copy what adults do, taking turns in conversations whether through gestures, babbling or words.</li> <li>• Make sounds to get attention</li> <li>• Recognise and point to objects if asked about them</li> <li>• Understand simple instructions</li> <li>• Start to develop simple conversations but may jump from topic to topic</li> <li>• Listen to others with increasing interest</li> <li>• Identify familiar objects and properties when they are described: for example: ‘shiny apple’</li> <li>• Understand simple questions about who, what and where (generally not why)</li> </ul>	<ul style="list-style-type: none"> <li>• Can ask questions using why, who, what, when to do with a topic that interests them</li> <li>• Answer questions about why something has happened</li> <li>• Use longer sentences by beginning to link ideas</li> <li>• Describe events that have already happened</li> <li>• Have mostly clear speech and can be easily understood</li> <li>• Listen to longer stories and answer questions immediately afterwards</li> <li>• Follow 2-part instructions</li> <li>• Enjoys make believe imaginative play</li> <li>• Can communicate basic needs to an adult</li> <li>• Show that they are listening</li> <li>• Begin to use gestures and body movements to convey meaning.</li> <li>• Use longer sentences of 4 to 6 words.</li> <li>• Be able to express a point of view and to debate when they disagree by using words or actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that they need to look at the speaker and think about what they are saying</li> <li>• Project their voice so that it can be heard by others</li> <li>• Use gestures and body movements to convey the points they want to make.</li> <li>• Play cooperatively and pretend to be someone else who is talking.</li> <li>• Take turns in much longer conversations with adults or peers</li> <li>• Speak in front of an audience.</li> <li>• Show that they are listening to others through facial expression and body position.</li> <li>• Know to give important details E.g He fell over that stone, no one pushed him)</li> <li>• Use well-formed sentences that can be understood</li> <li>• Is building an increasing vocabulary that they attempt to use in a variety of contexts</li> <li>• Using most speech sounds correctly and can be understood easily</li> <li>• Ask relevant questions in response to what they have heard</li> <li>• Understand a longer list of instructions (3 step)</li> <li>• Understand spoken instructions and follow these with increasing accuracy</li> <li>• Understanding more complex language including prepositions, sequencing, time</li> <li>• Use talk to take on different roles during imaginative play</li> <li>• Understands past, present and future and often uses tenses correctly in speech</li> <li>• Use words to clarify meaning.</li> </ul>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• Combine objects like stacking blocks and cups</li> <li>• Put objects inside others and take them out</li> <li>• Take part in finger rhymes with numbers</li> <li>• React to changed of amount in a group of up to 3 items</li> </ul>	<ul style="list-style-type: none"> <li>• Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).</li> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> </ul>	<ul style="list-style-type: none"> <li>• Count objects, actions and sounds</li> <li>• Subitise</li> <li>• Link the number symbol with its value</li> <li>• Count beyond ten</li> <li>• Compare numbers</li> <li>• Understand the ‘one more/one less’ relationship</li> <li>• Explore the composition of numbers to ten</li> <li>• Automatically recall number bonds for number to 10</li> </ul>

	<ul style="list-style-type: none"> <li>• Compare amounts by saying 'lots', 'more' and 'same'</li> <li>• Develop counting like behaviour, such as making sounds, pointing, or saying some numbers in sequence</li> <li>• Count in everyday contexts, sometimes skipping numbers.</li> <li>• Climb and squeeze themselves into different types of spaces</li> <li>• Build with a range of resources.</li> <li>• Complete inset puzzles</li> <li>• Compare sizes, weights etc. using gesture and language</li> <li>• Notice patterns and arrange things in patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Compare quantities using language: 'more than', 'fewer than'</li> <li>• Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</li> <li>• Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>• Combine shapes to make new ones - an arch, a bigger triangle etc.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul>	<ul style="list-style-type: none"> <li>• Select, rotate and manipulate shapes to develop spatial reason skills</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it</li> <li>• Continue, copy and create repeating patterns.</li> <li>• Compare length, weight and capacity</li> </ul>
<p><b>Literacy</b></p>	<ul style="list-style-type: none"> <li>• Enjoy songs and rhymes, tuning in and paying attention</li> <li>• Join in with songs and rhymes</li> <li>• Enjoy sharing books with an adult</li> <li>• Pay attention and respond to the pictures or words</li> <li>• Have favourite books and seek them out to share with an adult or child.</li> <li>• Repeat words and phrases from familiar stories.</li> <li>• Ask questions about the books.</li> <li>• Develop play around favourite stories using props.</li> <li>• Notice some print, such as the first letter of their name.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that print has meaning and can have different purposes.</li> <li>• Understands that we read from left to right and top to bottom.</li> <li>• Understands the names of different parts of a book.</li> <li>• Understands that pages are sequenced.</li> <li>• Recognises own name and initial letter</li> <li>• Can write some or all of their own name.</li> <li>• Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page.</li> <li>• Knows, understands and applies a secure knowledge of Phase One phonics.</li> <li>• Uses their phonological awareness to spot and</li> </ul>	<ul style="list-style-type: none"> <li>• Is secure in phase one, two and three phonics and can apply these in both reading and writing activities.</li> <li>• Knowledge and understanding of phonics is evident through self-chosen, play based tasks.</li> <li>• Able to blend and segment all sounds in Phase 2 and 3 accurately.</li> <li>• Can access a school reading book that is matched to their phonic ability and is read with increasing fluency and accuracy.</li> <li>• Can talk about what they have read with increasing accuracy.</li> <li>• Can read some common exception words matched to the school's phonic programme.</li> <li>• Re-read books to build up confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Re-read what they have written to check it makes sense.</li> <li>• Engages with 'word of the week', developing an increasing</li> </ul>

		<p>suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound.</p> <ul style="list-style-type: none"> <li>• Enjoys stories and can join in with repeating phrases</li> <li>• Can select a favourite story and talk about it</li> <li>• Can hold a book the correct way up</li> <li>• Will look at books independently</li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Engages with 'word of the week', developing an increasing vocabulary which they then use independently.</li> </ul>	<p>vocabulary which they then use independently in both talking, reading and writing.</p>
<p><b>Expressive Arts and Design</b></p> <p><b>Art/DT</b> <b>Drama</b> <b>Music</b> <b>Science</b></p>	<ul style="list-style-type: none"> <li>• Move and dance to music</li> <li>• Anticipate phrases and actions in rhymes and songs and join in with these.</li> <li>• Join in with known songs and rhymes and take part in action songs.</li> <li>• Make marks and attribute meaning to these when prompted.</li> <li>• Explore paint using a variety of tools such as brushes, vehicles and their fingers.</li> <li>• Use imagination to consider what they can do with different materials, and use these ideas to make simple models which express their ideas.</li> <li>• Develop pretend play by pretending that one object represents another.</li> <li>• Use their senses to explore different materials such as clay, soft wood or fabric.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in pretend play, using an object to represent something else.</li> <li>• Use a variety of art tools with independence, choosing a tool for a specific purpose and carrying out their intention independently.</li> <li>• Make imaginative and complex small worlds with construction kits.</li> <li>• Explore materials freely and independently in order to develop their ideas about how to use them. Use their own ideas to decide which materials express their intention.</li> <li>• Join different materials together using glue, masking tape, glue guns, paper clips or split pins.</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects. Use appropriate vocabulary whilst discussing their shapes.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle.</li> <li>• Show emotions in drawings and paintings and be</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of art tools with greater accuracy, choosing their tools appropriately for a purpose.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and experiences.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responding to what they have seen and heard.</li> <li>• Sing in a group or on their own, increasingly matching the appropriate pitch and following the melody.</li> <li>• Develop storylines in their pretend play, using a wide variety of props and talking about how they are using the resources available.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> <li>• Produce recognisable drawings of people and objects</li> <li>• Draw shapes with increasing precision.</li> <li>• Articulate what they are drawing to an adult</li> <li>• Develop language of colour (secondary colours) and independently mix colours to make new colours through their own exploration.</li> <li>• Make marks using shape and pattern on a range of surfaces</li> <li>• Develop simple patterns by printing with objects using range of materials</li> </ul>



		<p>able to talk about these</p> <ul style="list-style-type: none"> <li>• Independently explore colour and colour mixing and talk about the changes they are making to the colour.</li> <li>• Listen with increased attention to different sounds and be able to respond to what they have heard.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the melodic shape of familiar songs and match the pitch being sang by another.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Use paints and brushes to make a range of marks – dots, dabs, zig zags, wavy</li> <li>• Use scissors along straight and curved shapes</li> <li>• Build and join using a range of materials for a specific purpose</li> <li>• Uses a wide range of tools with greater accuracy to shape, assemble and join materials – glue, tape, scissors, string, staples, clips, weaving</li> </ul>
<p><b>Understanding the World</b></p> <p><b>History</b> <b>Geography</b> <b>Science</b> <b>RE/PSHE</b></p>	<ul style="list-style-type: none"> <li>• Has an understanding of their own family</li> <li>• Imitates everyday actions from their own experiences</li> <li>• Interested in the natural world around them</li> <li>• Aware of the weather</li> <li>• Can talk about animals they know</li> <li>• Interested in how things change and grow</li> <li>• Talk about places in the local area they have been to, for example: park, shop, school</li> <li>• Talk about past events such as birthdays, Christmas, holidays</li> <li>• Explore and respond to changes in their environment, for example: asking for their wellies if it is raining, splashing in puddles or noticing new flowers growing in spring.</li> <li>• Notice differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>• Use their senses in hands-on exploration of natural materials such as engaging with messy play and other natural resources.</li> <li>• Explore collections of materials and talk about their basic properties, e.g. bumpy bark</li> <li>• Use tools to explore the world around them (magnifying glasses, a tablet, a camera)</li> <li>• Explore and talk about different forces they can feel (pushing a boat in water, exploring magnets, stretching plasticine)</li> <li>• Talk about changes when cooking, melting, shining lights through objects or exploring shadows.</li> <li>• Begin to understand their own and their family's history and where they fit within this. They can talk about their family members and retell parts of their own life.</li> <li>• Show interest in different occupations, being able to talk about people who help us and other jobs in society such as farmer, vet or an author.</li> <li>• Explore how things work independently (cogs, wind-up toys, pegs and boards)</li> <li>• Plant seeds and care for growing plants, showing an understanding of what a plant or animal needs to grow.</li> <li>• Observe changes to living things and be able to talk</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community, using pictures as prompts. Children will begin to develop an understanding of how all families are different.</li> <li>• Name and describe people who are familiar to them such as family, police, doctors and teachers.</li> <li>• Compare and contrast characters from stories and discuss any similarities or differences to themselves.</li> <li>• Be able to draw information from a simple map. Understand that some places in their community are special to different people, for example, a place of worship. Children can draw upon their experiences to discuss this.</li> <li>• Recognise that different people have different values and beliefs and can talk about some of the celebrations linked to these.</li> <li>• Comment on images of familiar situations in the past. Look at artefacts and accounts from the past, explaining any similarities or differences.</li> <li>• Discuss how transport, homes, schools etc have changed over time by exploring texts, images and film.</li> <li>• Recognise and talk about some similarities and differences between life in this country and life in other countries. Children will use relevant, specific vocabulary to discuss contrasting locations.</li> <li>• Explore the natural world around them through having frequent opportunities for independent exploration outdoors</li> <li>• Engage in opportunities to play outdoors, fostering a curiosity for the natural world and using senses to explore this.</li> </ul>

		<p>about them, such as an apple going mouldy over time or observing caterpillars turning into butterflies.</p> <ul style="list-style-type: none"> <li>• Understand that things need to be cared for in our natural environment.</li> <li>• Continue to notice differences between people and develop positive attitudes towards this, for example, knowing what makes them unique and celebrating this. Children will ask questions about hair colour, skin colours and hair types with a positive attitude.</li> <li>• Celebrate and value cultural, religious and community events and celebrations and be able to talk about those that are special to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how we care for the natural world and after close observation, draw pictures of this including plants and animals.</li> <li>• Describe, with specific vocabulary, what they can see, hear or feel whilst outside.</li> <li>• Observe and understand the effect of changing seasons on the natural world by spending time outdoors, sharing texts and clips where children can observe these changes. Incorporate understanding of seasons and weather in their independent play, for example, by splashing a small world character in a water tray and talking about them playing in puddles because it's raining.</li> </ul>
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**Review**

*To be reviewed September 2023 by Robyn Allford (Early Years Foundation Stage lead) and Lee Edmonds (Principal)*