



EYFS and the New 2021 Framework

As of September 2021, EYFS will have a new statutory framework to adhere to. Guidance is given for coverage of the 7 main areas of learning under the following

headings:

Communication and Language

PSED Personal, Social, Emotional Development

Physical Development

Literacy

Maths

Understanding of the world

Expressive Arts and Design

Each subject has a selection of Early Learning Goals which children are 'expected' to achieve by the end of the year. The first 3 areas are PRIME areas. These are areas of learning which are interwoven throughout all areas of the curriculum and form the bread and butter of what we do. The latter 4 areas are the SPECIFIC areas which are important features of a child's early development and form a foundation for later academic achievement throughout school and later life. In order to achieve an ELG, children must complete the majority of elements in each statement for a 'best fit' approach.

Children need to attain all ELGS within the first 5 areas in order to be awarded with a Good Level of Development at the end of the year.

How do we teach in Early Years?

These EYFS Curriculum Areas are interwoven on a daily basis and don't always comfortably fit within the subjects headings of Key Stage 1. Children learn through a combination of adult led, adult initiated and child led learning. Skills required to use apparatus or access specific learning opportunities are taught discretely and then left as enhancements for children to discover and practise independently.

High quality texts form the starting point for our direction of learning. We choose our key texts for literacy very carefully, based on extending children's vocabulary and from these we extend topic based learning opportunities. These carefully chosen topics ensure that there is sufficient curriculum coverage across the year but their question based titles are broad enough for children's interests and interpretations to lead learning in exciting and innovative ways. Our topics, though have a vision of objectives to cover, begin with a topic web and then evolve as the weeks progress. They are usually half a term long and cover 2 related texts in greater depth but can be extended or shortened to suit the enthusiasm of the children in the class.

Our titles are broadly as follows, but these are fluid in length and content*:

Half term	Focus Text(s)	Topic question	Topic coverage	Key literacy outcomes	Key maths links	Key outcomes other areas
Autumn 1	Goldilocks and the	Who am I?	All about me boxes	Ordering story,	Ordering size,	People, Culture and

	Three Bears; We're going on a bear hunt			patterned/ predictable text, phonological awareness	numbers to 3	Communities; Past and Present
Autumn 2	Nursery rhymes	Where can we go?	Transport, weather, different countries,	Rhyming, learning rhymes/songs	Numbers to 5, counting songs	People, Culture and Communities; Nature
Spring 1	The Odd Egg by Emily Gravett; Dinosaur non-fiction	What's in an egg?	Dinosaurs, birds, animal classification	Time language e.g. next, then...	Patterns, ordering size, time language	Nature; same and different,
Spring 2	Jack and the Beanstalk; Growing a seed non-fiction	What's in the garden?	Gardens, growing vegetables.	Ordering story, story mapping, actions; innovation,	Repeating patterns; shape; measures; counting	Nature; PSED healthy choices,
Summer 1	The Very Hungry Caterpillar by Eric Carle; Minibeast non-fiction	What's that munching?	Minibeasts, healthy eating, life cycles	Ordering story, story mapping, actions; innovation,	Repeating patterns; shape; measures; counting; days of the week, time vocabulary	Nature; PSED healthy choices,
Summer 2	The Three Wishes (fairy-tale); Sea creature non-fiction	What's in the sea?	Sea creatures, plastic pollution, environment, transport, safety vehicles, past and present of our town	Ordering story, story mapping, actions; innovation,	Problem solving; halving, doubling, number facts, counting in 2s, 5s, 10s (ELG+)	Nature; People and Communities. Past and Present

*NB this is not an exhaustive list but an indication of possible direction.

Continuous Provision is the 'offer' which is provided for children to self-select from on a daily basis within our rich indoor and outdoor environments. Children can access all areas of the classroom and outside area and are free to select and return equipment to meet the needs of their independent play choices. Many activities are **child-initiated** – children can use equipment and resources provided in their own way following their own interests. Lots of equipment is regularly available, but we also add enhancements when we are looking for particular learning opportunities.

Some activities are **adult-initiated**. These activities often include resources with a more specific outcome or skill. New skills are demonstrated e.g. how to use scissors and then children are left to try

these activities without direct adult supervision (unless required with tools for safety). In the weeks following this demonstration, enhancements are left in the provision which encourage children to revisit, practise, consolidate and extend these skills in their own way.

Learning in class follows children's interests, conversations and play based learning where possible. Children access rich and enabling indoor and outdoor environments throughout the seasons and weathers with meaningful interactions from staff where poignant to enhance learning over time.

In EYFS we understand the role of the adult in enhancing learning opportunities through meaningful interjections into play scenarios, which are well-timed to build on learning opportunities. Adults help to model behaviour, new skills and new vocabulary carefully with language and actions by playing alongside or asking poignant questions. Staff know when to interject and when to allow children to work things out for themselves. We attend training and CPD opportunities with Alistair Bryce-Clegg, Early Excellence and Aspire Academy to enhance our subject knowledge, particularly with continuous provision and providing enhancements to children's play. We look carefully at next steps for each child as an individual and tailor their learning to meet these needs where necessary. We are also mindful of this when we plan.

Adult led - Children experience high quality first teaching during whole class or group directed sessions throughout the day, where we teach new knowledge and skills, while consolidating, revisiting and deep diving into skills we have previously learned. We revisit key language (e.g. from our magpie wall) and use this regularly throughout our daily timetable. Every day children learn phonics, literacy and maths through an adult led whole class carpet input. Children also do an adult led maths activity each week to ensure coverage of the different aspects of learning.

Here we will look at each subject area in more detail:

Literacy

Reading

now consists of two categories: Comprehension and word reading

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word reading:

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

ELG: Writing:

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

How we teach literacy in EYFS:

Reading and an enjoyment of books is core to our every day routine in Early Years and we foster this in a number of ways. We choose texts very carefully, ensuring that they have a balance of familiar and progressive vocabulary. We also take care to choose patterned and repetitive texts which the children can join in with and learn (books that children want to pick up and read to their friends independently).

- Each classroom has a book area, where children can access familiar or new texts from school or our library van service.
- Each class has a "Favourites" book box where the children can revisit key texts which we have enjoyed during our literacy themes.

We understand the importance of language and in providing a rich and diverse vocabulary for children. Reading, in all its forms, plays a fundamental role in daily provision. Communication and language underpins everything we do, in all subject areas.

5 books a day:

We read a minimum of 5 books a day to our children:

- 1) A story book which is new to the class, with carefully selected vocabulary or moral. Lots of comprehension, discussion and prediction.
- 2) A non-fiction book often linked to the topic we are covering, or linked to children's interest, which extends the children's experience of vocabulary.
- 3) A rhyming book or poem – cloze procedure allows children to 'jump in' with the rhyming text;
- 4) A story from our favourite story box. Children choose and update a selection of favourite stories which we read regularly and often learn off by heart.
- 5) A book which has been voted for throughout the day (using named duplo cubes in towers).

Magpie wall:

As children are exposed to new vocabulary, we talk about the possible meanings in context so that comprehension remains strong. Children become keen to 'magpie' words which they have learned and these are often quite ambitious. We regularly revisit the meaning of these words and refer back to them through our other learning.

Read, Write, Inc Phonics:

In the first couple of weeks of school, while our children are settling, we focus on phonological awareness, playing Fred talk games from Read, Write Inc. We follow the phonics programme to learn the majority of the single letters in the following 4 weeks (in our own classes) before assessing and re-

grouping. Children are then taught in differentiated phonics groups to suit their learning ability, with some revising Set 1 sounds and some moving through the special friends and onto Set 2. Phonics is taught systematically and consistently across the setting, and made to be as engaging as possible. Children are regularly assessed and moved when needed. Children who are not making 'expected' progress are identified swiftly and provided with interventions.

Children in the relevant groups do scaffolded 'Hold a Sentence' activities on a daily basis which model the use of Fred talk, finger spaces, full stops, capital letters and tricky words.

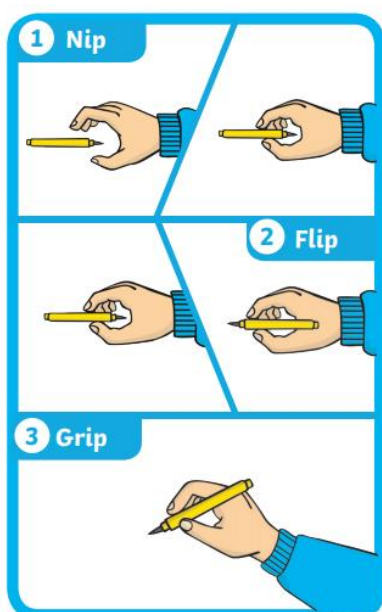
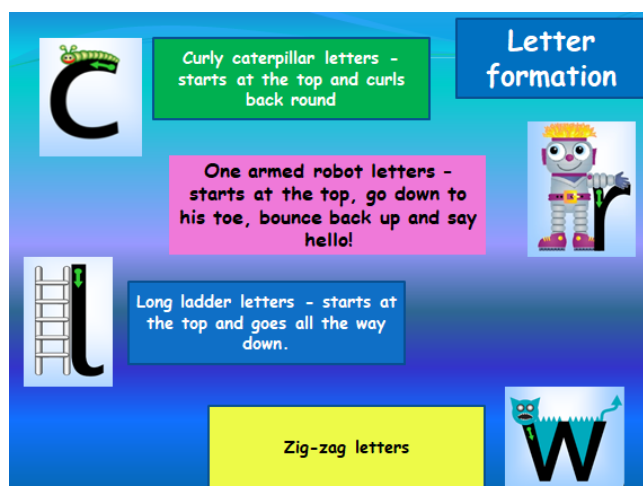
Tricky words:

When children are more confident with the conventional phonics sounds and are able to decode/Fred talk more readily, we introduce tricky words into our daily literacy sessions.

From the Spring term onwards, children come into school each day and practise reading and writing their tricky words (word lists numbered in order of challenge).

Handwriting/Motor skills:

We recognise the importance of developing gross motor skills alongside fine motor skills to develop strength for handwriting so we develop these skills in lots of different ways from finger fit (mentioned later) to more physically demanding outdoor play experiences. Children also practise writing every morning when they come to school. This starts with lots of fine motor skill practise in the Autumn term. From the beginning, children are introduced to these phrases which explain how the letter families are formed, using gross motor movements. We also introduce these to feeder Nurseries so that they can introduce this from the beginning.



We encourage an effective pencil grip using triangular pencils and grips where needed but we find that the nip, grip and flip technique works well.

Finger fit

After the first 4 weeks of Read, Write Inc assessment, children are introduced to "Finger Fit." Finger fit is a adult initiated craft activity which the teacher demonstrates in real time, alongside a simple sentence (in a Hold a Sentence style) which the class work together to Fred talk. Children then complete this activity throughout the day when they choose and have freedom on what they write, often with a sentence stem or key word to use. This benefits the children in lots of ways, from following instructions to enhancing fine motor skills (through cutting,

sticking, manipulating materials and handwriting) to providing stimuli for more independent writing, and confidence with writing. As the Summer term progresses, the focus moves away from the craft element and focuses more on sustained writing experiences.

Child initiated independent writing

Children are encouraged to write, both inside and outside, in lots of different ways through continuous provision in a range of contexts. Independent writing is celebrated and rewarded with class recognition, on our Proud Cloud and with certificates/prizes. We also give finger space champion certificates when children have achieved a week of using finger spaces independently.

Talk for writing:

At least every half term, we choose a core text to base our writing and topic activities around. Our choice of text takes careful thought – it combines familiar with ambitious vocabulary that we can magpie. Texts are often predictable in nature and under 400 words in length, so that we can learn them word for word.

Each talk for writing sequence begins with a 'hook.' This is a memorable and exciting event or activity which stimulates excitement, intrigue and enthusiasm for the theme. We learn this text using a Talk for Writing approach where we revisit the story regularly and retell with consistent actions, focusing on key story language. We use a story map to help to scaffold the story. We find this is a great way to embed story language into their continuous provision, through puppets, role play and small world play. Children also choose to write about characters, settings and the story through their independent writing. We focus on this core text for approximately 3 weeks and then choose another which usually (but not exclusively) comes from a different genre.

We talk to children about the different presentations of text within books and what sort of book they are reading. What are the clues to say that this is a non-fiction text?

Pre-School support:

We believe that fostering a consistent understanding of phonics is most effective when children learn it right from the start. Learning the correct pronunciation of letters and becoming exposed to accurate phonological awareness from early on is advantageous, as opposed to correcting or rectifying things taught differently. This year we have been running CPD with all feeder nurseries to talk about how we approach phonics, maths and writing and have offered reach out training in situ. We have also discussed the impact of the new EYFS framework on nursery provision, particularly those aspects which are either new or have moved from reception to nursery age bandings. We have had very positive feedback about the impact that this has had on nursery provision.

Parent support:

When and where we are able, we invite parents and children to come and read or do phonics activities in class after school with the support of the class teacher where required. This has previously been beneficial for families who either lack confidence with learning at home, or for the children who don't like to do homework when they get back from school.

Library:

Where possible, we use the library regularly to explore books across a range of themes and genres. Children are able to select books to take home and share with their families. We encourage families

to share stories and talk about them often at home as we recognise the value in extending story language and increasing vocabulary exposure.

Maths

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

In Early Years we follow the small step progression of the White Rose Mastery scheme. Our planning and teaching sequence takes the form of home-made bespoke powerpoints which are enhanced with activities and ideas from NCETM and Numberblocks. We also use online interactive games and incorporate lots of opportunities to embed and reinforce number knowledge. We use lots of rhymes and action songs every day to help to build the automatic recall of number facts. We extend the children's maths vocabulary and represent numbers in lots of different ways. We also teach maths through stories also, which helps to expose children to a wider vocabulary.

Maths opportunities are woven throughout continuous provision and play opportunities and staff are trained to look for next steps. Children who are at risk of not keeping pace with expected progress are identified as soon as possible and given one to one or small group interventions.

Understanding of the world

(a combination of Foundation Subjects including Science, History, Geography, R.E)

"Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension," (EYFS Statutory Framework, 2021).

In EYFS, understanding of the world happens continually as we follow children's interests, as we notice changes in the seasons, or as we interact with our environment through different weathers. Learning about families and family events, or about religious/cultural festivals happen throughout the year. We are continually curious about the world around us and see everything as a stimulus for meaningful learning opportunities.

ELG: Past and Present

(most relatable to History)

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

We begin the school year with an 'All about me box' which children bring with them when they first attend school in September. All EYFS staff post a video of their 'All about me box' on the website as an example. Contents include a special photo of family and a family event, or a special toy, a favourite book to share. Children then share these boxes with their new friends which gives them an opportunity to talk about their families and special events that they have attended. We talk about the similarities and differences there are and are sensitive to the different dynamics and home lives we encounter.

Our regular book sharing gives us lot of opportunities to discuss settings, characters and events in a range of different contexts. We talk about similarities and differences between then and now with regard to clothing, buildings, items.

Where possible we invite visitors who have a range of roles within the community, as careers or volunteers. We have close links to some of the Emergency Services in the local area and encourage children to ask questions. We also like to challenge perceived stereotypes and show people in different roles irrespective of gender. Where possible we like to visit places within the local community to meet people in their places of work. We also like to explore things within walking distance of school. Bude is steeped in a rich maritime history and we compare photos of today's scenery with photos and pictures of how this looked in the past. We talk about how we know pictures are old or modern.

ELG: People, Culture and Communities

(most relatable to Geography, R.E and PSED, also British Values)

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

We celebrate birthdays throughout the year and also talk about how people celebrate birthdays in different ways. Similarly we look at the celebration of Christmas and the ways which people celebrate festive traditions across the globe.

Throughout the year we learn about cultural and religious festivals, from Diwali to The Chinese New Year, to Easter, Holi as well as finding out about the beliefs of different families. We encourage

children to understand that people may have different beliefs and values and that this makes society rich and diverse. We may not agree what other people think but it is important to respect and value their beliefs and our own.

Wide reading of stories and non-fiction books which celebrate different countries, cultures and ways of life provide regular talking points for discussion. While we celebrate diversity and uniqueness in our beliefs, appearances and circumstances, we also stress that in many ways we are the same. We may not look the same but we share many similar features and feelings. We extend this into how we treat the creatures and plants that we find.

British Values:

“The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are ...implicitly embedded” in daily practise in EYFS (Foundation Years website).

Democracy and liberty – children are taught and shown that their opinion/voice matters, alongside the views of others. We talk about our feelings regularly and think about the feelings of others too. Adults demonstrate delegation and sharing techniques, and appropriate language or behaviour through joining in with play experiences, particularly role play where children mirror what they see in the real world. We can support the decisions that children make and encourage collaboration, turn-taking and sharing.

We vote every day on a book that we would like to read together. Children understand that voting is a fair system and understand that sometimes we are disappointed by choices but ultimately if most children choose a book, then most people will not be disappointed. Also that you ‘win some and lose some.’

We delegate jobs in class so that children understand the importance of responsibility, turn taking and working as a team.

We vote for our class councillors across the school and the chosen councillor attends whole school council meetings to share their points of view (and those of their peers) as well as feeding back what the discussions were about.

Children should be encouraged to develop a positive sense of themselves through praise and positive learning behaviours, which helps them to foster a growth mindset. Confidence and self-esteem is vital for children in order to progress both socially and academically. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to try new things and to take measured risks. Forest School and Outdoor Learning provides excellent avenues for personal growth.

Children should be encourage to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what changes/improvements they would like to see in the school playground.

Tolerance for those with different faiths and beliefs – we talk about different cultures and beliefs about all sorts of things from religions to different theories on how the world was created for example. We also talk about how different people like different things and how it makes the world more interesting that we think and act differently. The common theme is that we, and they, deserve respect. We can think how we want to think as long as it doesn’t harm anyone else.

Rules of law –

EYFS follow the whole school behaviour policy which fosters mutual respect and positive reinforcement of behaviour. We follow the three main school rules:

Be safe, be ready, be respectful.

Children talk about what they think that this means and this is reinforced throughout daily practise. They take ownership over the class rules from the beginning of the year where we talk about what is good or bad behaviour.

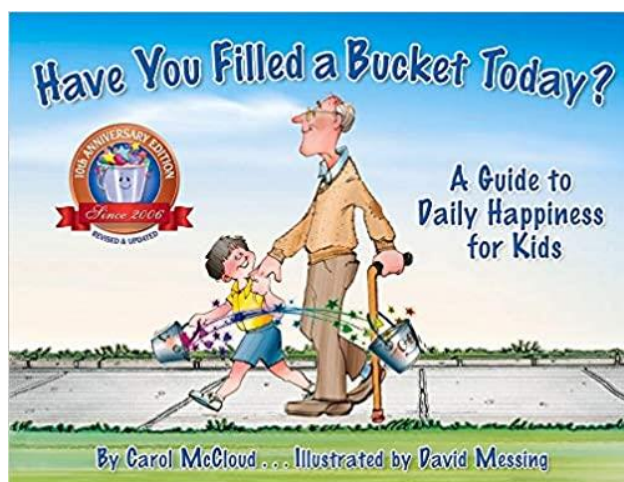
Positive behaviour management and celebrating good examples through praise, stickers, certificates, visits to the Headteacher and 'hooray' points.

Each class has a recognition board, where we choose something that we are looking for children to work on in their classroom behaviour / attitudes. Children move their photo onto the rainbow when we see them demonstrate a particular behaviour.

It is important that children also know that there is a consequence to their actions so that they can learn to distinguish between right and wrong. Children get a warning when they have broken a class/school rule, then an 'oops' point if the behaviour continues. Children miss 1 minute of play for each oops point where they have a restorative conversation. 5 oops points results in a parent phone call.

We also learn that EVERYONE makes mistakes and that when a consequence or heartfelt apology or restorative action has happened, the slate is wiped clean and we learn from them.

Mutual respect – at the beginning of the year we read the book "Have you filled a bucket today?"



In this book we learn about bucket filling (doing things that are kind, thoughtful) and bucket dipping (doing things that make people sad). It gives children a simple but effective analogy to use when they talk about their feelings. They can also think about reparation when they have dipped someone's bucket. It also gives a useful analogy for how bucket dipping from someone else's bucket actually dips from your own bucket. We refer to our invisible buckets regularly in class.

At the beginning of every day, we welcome each other with a Makaton Hello song to say hello to all our friends. The children each choose an action to say hello to their teacher which is reciprocated back to them e.g. a wave, thumbs up, virtual hug, smile. This gives each child a chance to feel valued and welcomed at the beginning of the day.

Role play – Role play is a vital and powerful mechanism for showcasing different behaviours in a way that children can relate easily to. When different scenarios arise, our staff teams regularly act out a similar scenario for children to help us with e.g. one member of staff will snatch something from another and will model the feelings and behaviours. We then ask children for their help to solve and make amends. Children can see much more clearly how unkind/kind behaviours look and how to mend/make positive relationships. They also learn that even adults make mistakes and that owning up to it and making good (by bucket filling) helps to fill our own buckets too.

ELG: The Natural World

(most relatable to Science and Geography)

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

We are fortunate to have access to our outdoor environment throughout the year, in different weathers and across the seasons. We also have a wonderful woodland area which we are able to access on a timetable. Children are regularly commenting on and exploring changes in our environment and staff make poignant contributions to extend their vocabulary, understanding and enthusiasm by commenting or enhancing the provision to match or widen their interests. Lots of our topics have a theme which lends itself to exploration of the natural world, from “what’s in the egg?” to “what’s in the garden?” and “what’s in the sea?” “what’s that munching?” Once again, language and exposure to new vocabulary in a graduated way, through linked stories and non-fiction books on a daily basis helps to exponentially increase children’s knowledge of the natural world. We encourage children to talk about what they know before we start a topic, which helps us to know our starting point and we also determine what children want to learn. Though we have objectives to cover throughout curriculum coverage, the direction of most topics depends on what the children say they want to learn.

We also try to bring the outside inside for closer monitoring over time e.g. growing caterpillars to see the life cycle of a butterfly in real time, building a wormery and growing plants. We actively search for wow moments and this sometimes comes from posts families share on Tapestry or things brought in from home. If and when children have been to a different country, we actively encourage the sharing of photos and artefacts to the class. We talk about similarities and differences of each experience.

PSED (Personal, Social, Emotional Development)

(Closely linked with PSHE)

This dovetails everyday practise and is crucial for a child’s cognitive development. Strong, supportive and caring relationships with adults enable children to understand their own feelings and the feelings of others. Children require support in how to manage emotions, develop positive self worth and grow in confidence and resilience.

Children require support to develop positive relationships with other children and to learn how to manage feelings when things aren't happening how they expected or wanted them to happen i.e. to resolve conflicts. Modeling and guidance helps them to make healthy choices and to manage their personal needs independently.

PSED helps children to access learning in future years by giving them the confidence to try new things and pick themselves up when they fail. Learning through mistakes is a skill.

Please see pages 7-11 for lots of different ways that we enhance skills of self-regulation and support children to develop positive relationships with others.

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Expressive arts and design

(Closely linked to art, music, design, drama)

Children can express themselves in lots of different ways through dance, music, creative activities, independent play and song. Children are encouraged to be creative and imaginative every day, through being taught new skills and then given access to a dynamic selection of resources which can be used in different and inventive ways. New materials and resources are introduced into different areas of the indoor and outdoor areas, stimulated by children's interests and next steps. Adults step in if pertinent to do so to join in with imaginative play or to support new skills. Role play, small world, creative and construction areas are enhanced with irresistible resources to stimulate engagement and wow moments. Language is key in most of these areas, and often children model stories or scenarios they have heard from books or real life, using vocabulary which has been used, explained and modelled.

We sing songs and nursery rhymes daily and link these to different areas of the curriculum, particularly to counting and numbers. Every day begins with a Makaton song which welcomes everyone. We use Talk for Writing to learn and innovate stories which children replicate in their own play with puppets, role play, small world and through games or creative activities.

We enjoy Just Dance and Go Noodle activities where children imitate movements to words or music through dance or actions.

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Physical Development

Physical activity is important for the development of the whole child, and helps them to have healthy, activity lifestyles. Children develop their skills in strength, coordination, agility, stability, dexterity and positional awareness as they grow through different gross and fine motor activities. We provide play opportunities indoors and out which help to stimulate physical activity and development of skills.

Gross motor skills help children to become strong, healthy, physically fit children which helps to enhance their social and emotional well-being.

Fine motor skills help children to succeed in more precise, smaller movements with good hand to eye coordination. Children manipulate tools, puzzles, craft equipment in different ways with guidance and demonstration from adults where needed (see handwriting section of literacy).

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Assessment in the Early Years (across all subjects)

Assessment is regular and ongoing in our EYFS setting and is vital so that we can help all children to fulfil their potential in a way which enhances their well-being. Team members share regular dialogue about children and their needs, which is reflected within our planning and opportunities which we provide.

When children come to school we do our own baseline (statutory National baseline from Sept 2021) which informs us of the starting point for each child and of the learning opportunities we need to provide in order for children to progress on their own pathway.

On a daily basis use an online learning journey (Tapestry) to record significant learning outcomes or progress for individual children and groups for all subject areas. Rich evidence includes photos and child speak quotes with next steps for future learning which are acted upon in subsequent play. The best evidence is those independent play activities which demonstrate achievements in lots of areas at the same time, particularly those which involve extensive language and communication with peers. These records inform a child's progress and attainment through demonstrating what a child knows and retains from previous learning. They also inform gaps or areas and next steps which we need to stimulate through meaningful enhancements or interactions with their play.

During adult led or initiated activities, we may record what a child knows or needs future support with in a particular area or after particular teaching. We will try to set up opportunities to reinforce and enhance this knowledge through our continuous provision, or provide interventions which support a child to overcome a learning barrier.

In writing, children do daily independent writing tasks (more heavily scaffolded in the Autumn and early Spring terms) which are displayed in class on a 'Proud Cloud.' These provide a snapshot of a child's writing journey and shows clear progress.

We also do a display which grows with the children's learning. Each child tries to write their name independently in the first week of school and draws a picture of themselves. At the end of each term, the children write their name and we add it to the display. This shows a wonderful timeline of progress in fine motor skills, letter formation and letter knowledge. We also take a first and last picture of pencil grip to show the progress there too.

For phonics, we do formative assessments which help groupings so that children can be taught in groups with other children who have similar learning needs.

We moderate and discuss our children's learning across the ELGs (and previous stages using the Development Matters descriptors) regularly. At least termly, we record this data in a spreadsheet and talk about the children who are falling below expected level for the time of year and who need interventions to catch up. We believe that all children can succeed when the provision is carefully tailored to their needs and when they are given the confidence to achieve. Where there are barriers to learning, and if we have any concerns about a child's progress, and our class interventions are not proving effective, we put them 'on alert' following the school SEND policy or make a referral if required with advice from the SENDCO.