



Great Meols
Primary School



Early Years Foundation Stage (EYFS) Policy

“Play is the highest form of research.” Albert Einstein

Introduction

Early Years education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development. This policy has been written to underpin the values of our school – Community, Compassion, Creativity, Diversity, Resilience and Teamwork.

The Early Years Foundation Stage (EYFS) is a comprehensive statutory framework that sets the standards for the learning, development and care of children from birth to five.

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

(Statutory Framework for the Early Years Foundation Stage – September 2021)

The EYFS extends from birth to the end of Foundation 2 (Reception) and the beginning of Key Stage 1. The curriculum should therefore be seen as part of a continuum of learning which begins at birth, extends throughout the years of compulsory schooling and establishes the young person as a lifelong learner. Children in Foundation 1 and 2 are in the final two years of the EYFS.

The Foundation Stage staff are dedicated to providing excellent pastoral care and education to those children in their care. In both Foundation 1 and 2, teachers plan their curriculum so that they ensure continuity and progression, taking into account children's own interests. Children are then taught in a variety of ways; in whole class groups, small group work, pairs and individually.

Staff are fully qualified, have a wide range of experience and expertise in working with and educating children. The staff are committed to professional development and attend up to date training courses, having an excellent knowledge of the Early Years Foundation Stage and child development.

Admissions

Parents wishing to send their child to Foundation 1 need to complete the application form found on the school's website under applications. <https://www.greatmeols.wirral.sch.uk/applications>. Please refer to the Admissions Policy and Charging Policy for further information. Please note that the offer of a place in our Foundation 1 provision **does not** guarantee a place in Foundation 2.

Parents wishing to send their child to Great Meols Primary, starting in Foundation 2 (Reception) must complete the Wirral Authority Primary Preference Form. Further information can be found on the school's website under applications. <https://www.greatmeols.wirral.sch.uk/applications>.

Intent

At Great Meols, we believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop their full potential.

The EYFS is a crucial stage of development as many of the basic skills and attitudes to learning and socialising are introduced to the child. As the name suggests, it lays many of the foundation steps upon which the later key stages are built.

Children are treated fairly regardless of race, religion, gender or abilities. We welcome all children and families into our setting so that they feel included, safe and valued. It is important to us that all children at Great Meols are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them to develop these important life skills including emotional regulation.

Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards, both within school and in the wider environment. We encourage a healthy lifestyle including taking exercise and eating healthy food. We aim to protect the physical and psychological well being of all children.

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

(Statutory Framework for the Early Years Foundation Stage – September 2021)

We recognise that children learn and develop in different ways and at different rates and this is reflected in our provision and the importance we place on developing a growth mindset. We place a huge emphasis on the characteristics of effective learning, supporting children in becoming motivated and effective learners. Children will **play and explore** and 'have a go' at using all available resources; developing their experiences. Children will develop resilience and enjoy achievements through **active learning** and will make links, explore their ideas and strategies for problem solving through **creating and thinking critically**. Practitioners support the children in developing all these characteristics through playing alongside children and, where necessary, scaffolding and supporting their thoughts.

Playing and Exploring

"Play, both indoors and outdoors, makes a powerful contribution to children's wellbeing, development and learning."

(Birth to Five Matters – September 2021)

In our EYFS, practitioners provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage children in practical, first-hand experiences, which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding. In providing these active learning opportunities through play we understand the central position of play within the EYFS framework. This is essentially a play based curriculum and pedagogy as the provision of play opportunities underpins its delivery within settings.

Active Learning

We recognise that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play. We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts.

Creating and Thinking Critically

We encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things. Children are given the opportunity to be creative through all areas of learning. Adults support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

At Great Meols, we are committed to underpinning our provision with the **four overarching principles** of the Early Years Foundation Stage.

- A Unique Child
- Positive Relationships
- Enabling Environments with teaching and support from adults
- Learning and development

A Unique Child

We understand that every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships

We aim to promote positive relationships between staff, parents and children. Children are taught how to deal with difficult situations and relationships using HeartSmart resources as well as through their daily interactions with adults and other children. We recognise that parents are the child's first educators and their importance for the child's welfare and education is paramount.

All children are greeted as they come into their classroom and have a familiar routine with key workers. Staff will work with each child either on a one to one basis, in a small group or as part of a larger group. They are able to build up confidence, rapport and respect with each child so that the children feel safe, happy and enjoy their time at Great Meols.

Enabling Environments

At Great Meols, we recognise the importance of a rich learning environment both inside and outside. There are areas where the children can be active, be quiet and rest. The environment is set up in learning areas, where children are able to find and locate equipment and resources independently. There are designated EYFS outdoor areas; this has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant.

Learning and Development

There are seven areas of learning and development, all of which are interconnected. Three areas (**the prime areas**) are crucial for fostering children's curiosity and eagerness for learning and for developing their ability to learn, form relationships and thrive.

- Communication and Language – children have opportunities to speak and listen in a range of situations and experience a rich language environment.
- Personal, Social and Emotional Development - children develop confidence and self-esteem, learn how to manage feelings, respect others and begin to make healthy choices.
- Physical Development – children have opportunities to be active and develop coordination (both gross motor and fine motor).

The prime areas are strengthened and applied through **four specific areas**:

- Literacy – involves children learning how letters link to the sounds and begin to read and write.
- Mathematics – children have opportunities to develop counting and calculation skills, to use numbers in everyday activities and recognise and describe shapes and measures.
- Understanding of the World – children have opportunities to think about the past and the present, to learn about different people, culture and communities and to explore the natural world.
- Expressive Arts and Design – involves being imaginative and expressive as well as learning how to creative with materials.

Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development through:-

- Two parent meetings – one in the Autumn term and one in the Spring term in both Foundation 1 and Foundation 2.
- Open afternoons to allow parents, guided by their children, to look through books, see their work and classroom displays.
- Half termly 'Mini Meols' newsletters providing an overview of the work the children have covered during the half term and some ways forward.
- Whole school weekly newsletters.
- Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. In Foundation 1, this person will be one of the practitioners working within the classroom. In Foundation 2, the key person is the class teacher supported by a teaching assistant.
- End of year reports for all children both in Foundation 1 and 2. In Foundation 2, this includes the EYFS profile assessment.

Safeguarding and welfare procedures

The school takes its child protection responsibilities very seriously. Any concerns, which the school has will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. **Please refer to the school's Safeguarding and Child Protection Policy for further information.**

All staff in EYFS are trained on First Aid with the majority trained on Paediatric First Aid. Children are taught the safe and appropriate use of equipment/materials and are taught to be mindful when moving around the school, being made aware of safety issues. Risk assessments have been completed on all EYFS classrooms and outdoor areas. Additional risk assessments are undertaken before embarking on school outings. **Please refer to the Health and Safety Policy.**

We also have a separate policy for administering medicines. **Please refer to the Supporting Children in School with Medical Conditions Policy.**

We promote **good health** at Great Meols Primary, including **good oral health**. This is done through our Personal, Social and Emotional curriculum.

For example, we talk to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

We see snack time as **healthy eating** event, a time where the children enjoy a drink of milk or water and a piece of fruit or vegetable together. This time of day is also an ideal opportunity to develop and enhance the children's social skills and to encourage interaction and conversation with their peers as they sit together. It develops independence as the children are encouraged to serve themselves and tidy their rubbish away. The fruit is provided by Wirral LA and milk is paid for by the parent the term after they are 5, unless they decide to have water.

Parents and/or carers are asked to inform us of any foods their children are **allergic** to or any foods they do not wish their child to eat. For allergies, a Health Care Plan will be created to ensure that all staff are aware of their needs and understand the procedures that are in place. We also send home an allergy letter prior to food technology activities to make sure all allergy information is up to date.

There may be times when staff are required to change a child's clothes due to a toileting accident, inclement weather or through messy/water play. **Please refer to the Intimate Care Policy for full information.**

THE EARLY YEARS FOUNDATION STAGE FRAMEWORK

Teaching in the EYFS at Great Meols Primary School is delivered in accordance with the Government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (September 2021). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through the four principles: 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Learning and Development'. Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

Communication and Language

Educational Programme

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

At Great Meols Primary

This covers all aspects of language development and provides the foundation for literacy skills. There is a focus on developing children's competence in speaking and listening. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together.

Personal, Social and Emotional Development

Educational Programme

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

At Great Meols Primary

PSED (Personal, Social and Emotional Development) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Within the EYFS setting, the children form meaningful attachments to both adults and peers through the development of strong, warm and supportive relationships. Children begin to learn to manage their emotions, develop a positive sense of self, set simple goals and have confidence in their own abilities. Their resilience is nurtured and they start to learn how to wait for what they want and direct attention as necessary. Through the delivery of the My Happy Mind scheme, adult modelling and guidance, children learn how to understand their own feelings, those of others and develop the skills to make good friendships, cooperate and resolve conflicts peacefully. Children will become increasingly independent in managing personal needs and in looking after their own body including healthy eating.

Physical development

Educational Programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

At Great Meols Primary

Physical development involves increasing children's confidence and ability in using both their fine and gross motor skills. Children will develop skills enabling them to show control and coordination in large and small movements and are given opportunities to use and handle games equipment. The importance of physical exercise is promoted through access to an outdoor area with planned opportunities for active and large-scale play (using the play equipment) as well as in FS2, specific PE sessions. Children in FS2 will be taught games, gymnastics and dance.

Literacy (Reading/Writing)

Educational Programme

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

At Great Meols Primary

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group guided reading and writing. The pre-writing work encourages correct pencil control, left/right orientation and cursive letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence. We encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories told by the staff.

Mathematics

Educational Programme

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

At Great Meols Primary

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through nursery rhymes and number activities. These are then extended to number recognition -10/20 +, counting on and back, vocabulary involved in addition and subtraction and then recording. Children are given the opportunity to learn about number, shape, space, position, pattern and measurement. The children will also start learning to tell the time and will be given opportunities to learn about money.

Understanding the World

Educational Programme

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, 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.

At Great Meols Primary

Children will have opportunities to observe changes around them and develop skills in questioning, exploring and observing, then explaining what they have discovered. They will develop their understanding of chronology and the concepts of past and present. Opportunities will be provided for children to consider what has changed within their own lifetime and they will also be given opportunities to explore photographs and videos to begin to consider similarities and differences. Children will experience early geographical play such as actively exploring spaces and manipulating objects in the environment. Through role-play pupils can learn experientially about the different environments that different people operate in and explain why some things happen the way they do, in both the physical and human world. Children may begin to explore the world of religion in terms of special people, books, times, places and objects. They will listen to and talk about stories. They are introduced to religious words where appropriate and use their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live. It is also our intention to enable children to encounter different technology in order to broaden their understanding of the world. The range of experiences encourages children to make connections between areas of learning and to understand how various technologies are used around us. A broad range of technology is used to support the children's learning.

Expressive Arts and Design

Educational Programme

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

At Great Meols Primary

Children's learning in this area includes art, music, dance, role-play and imaginative play. The range of experiences encourages children to make connections between one area of learning and another, and so extends their understanding. We provide a rich environment in which creativity is valued and encouraged. Children are engaged in a range of imaginative and enjoyable activities, and their responses involve the various senses. The children are given the opportunity to work individually and collaboratively with others. Children are challenged to be creative, imaginative and resilient when planning, adapting and building within the continuous provision and during more structured learning opportunities. Music is also an integral part of children's learning journey enabling them to explore and play whilst supporting their imagination and creativity. Rhyme and rhythm are utilised throughout the learning of phonics, handwriting and mathematics. Children learn a wide range of songs and rhymes developing their artistic and cultural awareness developing their understanding, self-expression and ability to communicate throughout the arts. Singing and music making opportunities are used frequently to embed learning, develop musical awareness and to demonstrate how music can be used to express feelings, helping children to interpret and appreciate what they hear, respond to and observe.

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. Through play and practical experiences children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. As the children develop and mature, the balance will move towards more adult directed activities to ensure children are ready to transition to Year 1.

We set realistic yet 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 whose home language may not be English.

Planning

As stated in the Statutory Framework for the Early Years Foundation Stage 'practitioners must consider the individual needs, interests, and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development' (2021:15). Our long term plan ensures that all areas of learning are covered throughout the academic year. Foundation Stage teachers work as a team to plan from EYFS practice guidance as well as utilising the expertise of subject leaders within the school.

Medium Term overview planning is translated weekly into short term plans and a timetable. **Long term planning and medium term overviews are available to view on the school's website.**

Photographs/videos

Parents and/or carers are asked to give permission for their child to be photographed/videoed during their time at school. We use these images in the classroom, on displays and on the school website. Children who are 'looked after' will not have their photograph put on the website or any public flyers unless permission has been given.

Impact

ASSESSMENT

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Regular assessment involves practitioners understanding children's achievements and interests then using this information to develop learning and teaching experiences to help them make progress.

Baseline assessments are carried out in September during the children's first four to six weeks in school. Practitioners will develop their knowledge of the children both in relation to the characteristics of effective learning and the seven areas of development.

Children, in FS2, will also undertake the Reception Baseline Assessment (RBA). This statutory assessment covers the areas of literacy, language, communication and early maths.

The main EYFS formative (ongoing) assessment method is through practitioners' observations and interactions with children in different teaching and learning contexts, including both adult focused activities and child initiated play. Practitioners aim to observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the children do at home. They will then reflect on what they have noticed, thinking about how the children are approaching their learning (characteristics of effective learning) and what the children have understood (areas of learning). Finally, they will decide how best to support, extend and teach the children. This observation, assessment and planning is at the heart of our practice.

At certain points of the year, practitioners will make summative assessment judgements, drawing together what they know about the children in all areas of learning and in relation to the characteristics of effective learning.

In the final term of Foundation 2, the EYFS profile is completed for each child. This is a statutory assessment, which also reflects ongoing observations and discussions with parents and/or carers. The results are shared with parents and/or carers as well as with Year 1 teachers. The profile is moderated internally and in partnership with other schools within the Oak Trees MAT. EYFS profile data is submitted to the local authority.

"The profile provides parents and carers, practitioners 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."

(Statutory Framework for the Early Years Foundation Stage – September 2021)

Pupils are assessed against the 17 early learning goals (ELGs), indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The **Early learning goals (ELGs)** as set out below.

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will: -

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
Make comments about what they have heard and ask questions to clarify their understanding;
Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will: -

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

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.

Physical Development

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.

Literacy

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 recently introduced 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.

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.

Mathematics

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.

Understanding the World

ELG: Past and Present

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.

ELG: People, Culture and Communities

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.

ELG: The Natural World

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.

Expressive Arts and Design

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

SEN

Great Meols Primary school has a designated SENDCO and care is taken to assess the needs of each child. Should a child have any special need the parent will be informed at an early stage. Specific support can be provided within school and we also have links with various outside agencies who can be accessed when necessary.

Parents and/or carers will always be informed if an outside agency is assisting us to support their child. **Please refer to the SEN Policy and the SEN Information Report.**

MONITORING AND REVIEW

It is the responsibility of the EYFS staff to follow this policy. The EYFS Lead and the Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.

This policy will be reviewed by the EYFS Lead before the start of each academic year and will evolve to incorporate the views of all staff concerned.

Any amendments deemed necessary will be presented to the Governing Body for approval.

References used to help shape this policy

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