



# SHOBNALL PRIMARY & NURSERY SCHOOL

## EARLY YEARS FOUNDATION STAGE CURRICULUM AND ASSESSMENT APPROACH



*"At Shobnall Primary & Nursery School, we believe every child should have strong foundations to be independent, happy, lifelong learners."*

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## INTRODUCTION

This document provides an overview of the policy, philosophy and practice in the EYFS at Shobnall Primary & Nursery School. It outlines our intentions in the EYFS and how we implement this within our provision.

At Shobnall Primary & Nursery School, all teaching staff deliver an EYFS curriculum through immersion in high quality teaching alongside an enriched environment. Our philosophy is to nurture every child's curiosity and enthusiasm for learning, developing skills, confidence and independence as they take their first steps on their unique journey of lifelong learning.

## VISION

At Shobnall Primary & Nursery School, we believe every child should have strong foundations to be independent, happy, lifelong learners.

## PRINCIPLES

*"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: setting the standards for learning, development and care for children from birth to five

PARTNERSHIPS	We believe parent partnerships are fundamental in supporting children with developing positive attachments that build solid foundations for development. By working together and sharing information, children see learning as more enjoyable when their home life is reflected and celebrated in our setting. As a result, children feel more secure and confident. This ensures they are able to engage with learning opportunities given to them.
PROVISION	We ensure that our EYFS provision fully meets statutory requirements and is underpinned by the theory of child development. The indoor, outdoor, Forest School and emotional environments are all of equal importance in supporting children's learning, well-being and development. Children learn and develop best in caring, supportive environments which respond to pupils' individual needs enabling them to focus on their play, building on past and present knowledge.
PERSONALISATION	We recognise that our pupils and families are all unique and enter our school having had different life experiences. All pupils mature in every area of development at their own pace and in their own individual ways. Through our observations and interactions with pupils and parents, we build up a picture of each child to ensure our planning and learning opportunities are fun and reflect their individual needs and interests.

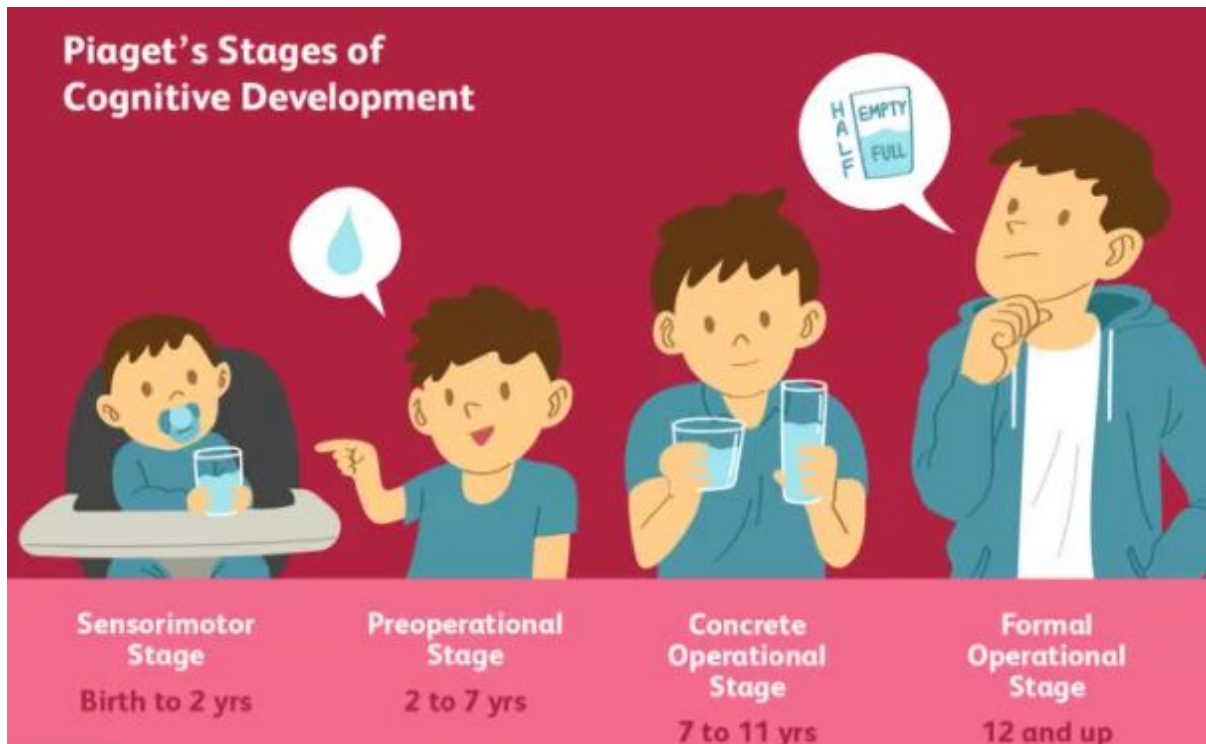
## THEORY UNDERPINNING OUR PRACTICE AND PRINCIPLES

*“Children need to rehearse in order to acquire new skills. Without practice, new skills are lost. If you don’t use it, you lose it: this is as true for cognitive skills as it is for muscles.”*

Ronald Kotulak, Inside the Brain

At Shobnall Primary & Nursery School, we believe that having a fundamental understanding of child development is crucial to our practice. The vision, aims, values and goals of our curriculum are underpinned by important concepts from relevant theorists and practitioners are able to transfer this knowledge into their daily practice.

### **Piaget’s Stages of Cognitive Development**



Jean Piaget's theory of cognitive development suggests that children move through four different stages of mental development. His theory focuses not only on understanding how children acquire knowledge, but also on understanding the nature of intelligence. Piaget's stages are:

- **Sensorimotor stage:** birth to 2 years
- **Preoperational stage:** ages 2 to 7
- **Concrete operational stage:** ages 7 to 11
- **Formal operational stage:** ages 12 and up

Piaget believed that children take an active role in the learning process, acting much like little scientists as they perform experiments, make observations, and learn about the world. As children interact with the world around them, they continually add new knowledge, build upon existing knowledge, and adapt previously held ideas to accommodate new information.

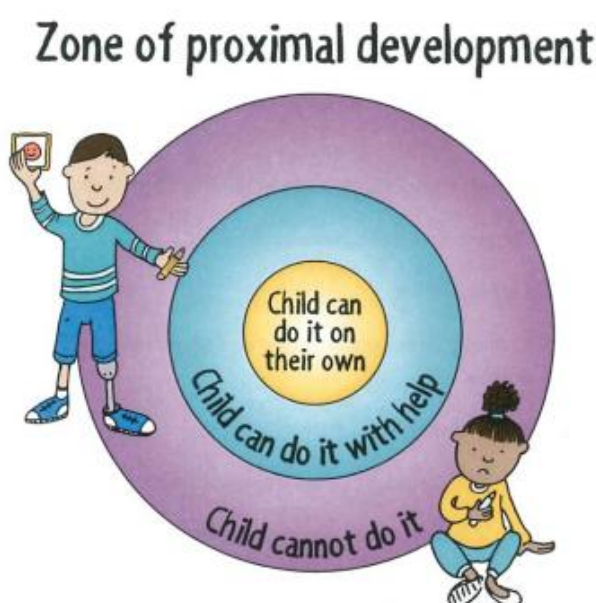
### **Schemas**

Schemas are patterns of repeated behaviours in children. Children often have a very strong drive to repeat actions such as moving things from one place to another, covering things up, putting things into containers, moving in circles or throwing things. These patterns can often be observed running through their play and may vary between one child and another. If practitioners build on these interests, powerful learning can take place.

### **Vygotsky's Zone of Proximal Development**

Vygotsky's 'zone of proximal development' is the distance between a child's actual developmental level as determined by independent problem solving, and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. He argued teaching should be aimed at the child's emerging skills, not at the existing ones. This emerging phase is known as the zone of proximal development.

When young children are learning to tackle new problems, scaffolding is an effective approach. It means giving children just enough help to do something that they could not do alone. Over time, the help is gradually reduced until children can solve the problem themselves. For example, at first a baby can reach for socks and grab them, but cannot pull them onto their feet. The practitioner can guide the baby's hand and encourage baby to help in pulling the sock on too.



### **Scaffolding Techniques**

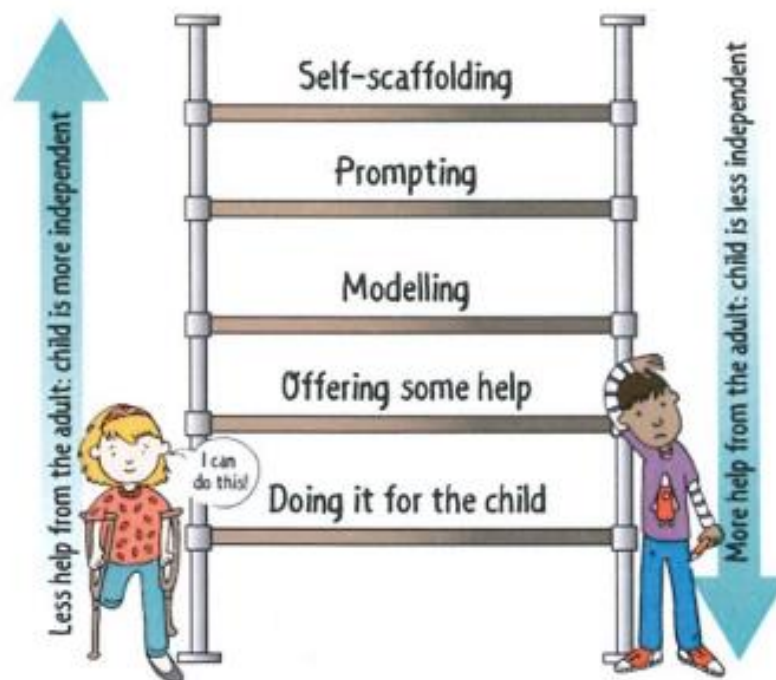
Practitioners are constantly judging when to step in and scaffold learning further.

Scaffolding helps children develop their independence and become more powerful learners:

- Self-scaffolding – this represents the highest level of children's independence. Practitioners observe and give children plenty of time to try different ways of doing things and for thinking. Self-scaffolders can plan how to approach a task, problem solve as they go and review how they approached a task.
- Prompting – prompts encourage children to keep trying without telling them exactly what to do. The aim is to encourage children to use a self-scaffolding technique, e.g. what do you need to do first, how do you think you could join them together, what worked for you last time, keep going you can do this.
- Modelling – prompts won't work if a child needs a new skill so practitioners need to model or demonstrate what to do, e.g. knead the dough like this, pull up on the zip like

I'm doing. Children need to try the same step for themselves immediately afterwards so they can practise and learn it.

- Offering some help – sometimes a little bit of help supports a child to keep doing, e.g. if I do that piece of jigsaw, you do that one.
- Doing it for the child – small children can't manage everything so they need practitioners to do some things for them although can be encouraged to join in. Children of all ages, sometimes need a lot of help. They might be tired or generally having a bad day. It can be nice when someone makes you a cup of tea even though you can do it yourself. In the same way, sometimes it's important to do things for a child – a bit of kindness can help a child through a difficult patch.



### **Bruner's Constructivist Theory**

Bruner's constructivist theory suggests it is effective when faced with new material to follow a progression from enactive to iconic to symbolic representation. In his research on the cognitive development of children, Jerome Bruner proposed three modes of representation:

- Enactive representation (action-based)
- Iconic representation (image-based)
- Symbolic representation (language-based)

He believed that development could be accelerated when adults took a more active role in children's learning. He was especially concerned that children whose circumstances provided poor intellectual stimulation would be seriously disadvantaged without an active role from early years practitioners.

Piaget stressed the importance of children's physical environment in stimulating them to learn, however Bruner saw language as an important medium for adults to stimulate children to think and understand beyond their current grasp.

Bruner felt that young children learn best through play. Familiar play materials could remain of interest to children for many years with older children using the same or similar materials in

completely different ways. His spiral curriculum is the idea that children will revisit play materials and activities over the years, but then use them differently because their cognitive development has progressed. This technique along with the concept of scaffolding helps children to understand and to think.

### **INTENT**

The intent for our children is to enter the next stage of their education ready to tackle new challenges with confidence and have a positive mindset. We believe every child should have strong foundations to be independent, happy, life-long learners.

Our curriculum is therefore the cultural capital we know our children need so that they can gain the knowledge, skills and understanding they require for success. They can do this if we embed the right habits for learning through the Characteristics of Effective Teaching and learning – Play and Exploration, Active Learning and Creative and Critical Thinking.

We deliver a holistic curriculum which maximises opportunities for meaningful cross-curricular links and learning experiences as well as promoting the unique child by offering extended periods of play and sustained thinking following children's interests and ideas. We value imagination and creativity and seek to create a sense of enjoyment and fascination through a vibrant continuous indoor and outdoor provision, alongside visits, themed weeks and regular Forest School sessions.

### **IMPLEMENTATION**

Our approach is influenced by the work of educationalists, researchers, theorists and practitioners who have guided our knowledge of how young children learn and how adults can support their learning.

At Shobnall Primary & Nursery School provision is underpinned by a complementary relationship between adult-led, adult-initiated and child-led learning. We are ambitious in our approach using a continuous cycle of observation and assessment, planning/teaching, alongside structured and systematic lessons and guided group work.

Indoors and outdoors resources are organised to develop children's skills in personal interaction and exploration and are linked to current assessment data. Resources are carefully selected to meet the development needs of the children in order to enhance potential for new learning and consolidate prior learning. Resources are dressed/displayed to reflect children's interests – discover, experiment and explore are key themes.

Continuous provision transcends all areas of learning and provides children with the opportunity to demonstrate the three Characteristics of Effective Teaching and learning. Children are given the freedom to make independent choices and are encouraged to be active learners and take control of their own learning.

### **CURRICULAR GOALS**

We have created a set of ambitious goals for our pupils in EYFS that:

- Incorporate the statutory elements from the new EYFS framework
- Use the Characteristics of Effective Teaching and Learning from Development Matters
- Uphold our vision, aims and principles
- Promote effective child development based on theory

**Our 'Magnificent Seven' Goals for Nursery**



○	<b>Become a respectful learner</b>									
○	<b>Create a picture</b>									
○	<b>Make a model using natural resources</b>									
○	<b>Tell a story</b>									
○	<b>Design an obstacle course</b>									
○	<b>Write the first two letters of your name</b>									
○	<b>Organise a teddy bears picnic</b>									
Forest School	Continuous Provision	Topics	Phase 1 Phonics	Play	Themed Weeks	Celebrations	Sports Explorers	Commando Joes	Power Maths	Wellbeing

**Our 'Magnificent Seven' Goals for Reception**



○	<b>Design a treasure hunt</b>									
○	<b>Create a travel guide of a different country</b>									
○	<b>Perform as part of a show</b>									
○	<b>Retell a story through play</b>									
○	<b>Take part in a mini Olympics</b>									
○	<b>Use natural materials to make a home for a small animal</b>									
○	<b>Follow a recipe to bake a cake</b>									
Forest School	Continuous Provision	Topics	Phase 2 & 3 Phonics	Play	Themed Weeks	Celebrations	Sports Explorers	Commando Joes	Power Maths	Wellbeing

## PROGRESS MODELS

### Nursery

#### Become a respectful learner

<b>Milestone 1:</b> Children are able to separate confidently from their parents or carers at the start of the session and will build up strong, positive relationships with adults and peers in nursery.	Children will begin to understand and follow the routines in the setting with support. As their self-regulation and confidence increases, their involvement in nursery activities deepens. They are able to recognise each other's names, play alongside friends, collaborate well in their play and talk positively about different appearances, such as skin colour and hair types.
<b>Milestone 2:</b> Children are able to play with one or more children and can extend and elaborate on their ideas with the support of other adults.	As children's confidence in different play scenarios increases, they are able to make meaningful suggestions in their play with others and select appropriate resources. They can listen to others with increasing interest. They use visual clues to remind them of the rules. With adult support and from listening to stories and real-life experiences, they begin to recognise differences in others (e.g. likes/dislikes) and ways of living.
<b>Milestone 3:</b> Children are able to talk about feelings using a developing vocabulary and start to develop empathy for others, with adult support.	As children begin to explore situations from different points of view in their play and through stories, they become increasingly able to talk about their own feelings and how others might be feeling, including characters from stories. Through modelling from adults in the setting, they develop appropriate ways of being assertive and solve conflicts through compromise. Children demonstrate good manners throughout the daily routines in the setting.

**Goal:** Children are able to take care of their own belongings and those belonging to others. They can take turns, share and find ways of solving conflict. They can begin to describe and celebrate the differences between themselves and others and to understand how others might be feeling. They follow the rules of the setting and understand why they are important.

EYFS Development Matters 'Playing and Exploring', 'Active Learning', and 'Creating and Thinking Critically' support children's learning across all areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Create a picture	
<b>Milestone 1:</b> Children can explore different materials and mark making media freely in order to develop their ideas about how to use them and what to make.	As children are provided with a wide range of different materials and mark making media in their play, they are able to talk about their uses, properties and purpose of the materials they experiment with. For example, scissors are used to cut paper, not wood. They explore colour mixing and different textures.
<b>Milestone 2:</b> With adult support, children are able to develop their own ideas using a range of stimuli to support them.	As children are introduced to the work of artists across times and cultures and engage with artists who visit the setting, they are able to talk about their work and recreate for themselves with increasing confidence. They can show different emotions in their work from listening to music and stories, including those from different cultures and historical periods. Children begin to give meaning to their models and drawings.
<b>Milestone 3:</b> Children can create visual representations with increasing complexity and detail.	From their observations and imagination, children can create closed shapes with continuous lines and begin to use these shapes to represent objects. For example, they are able to represent a face with a circle and including details. Children can use drawing to represent movement and sound. With adult support, they are encouraged to develop their own creative ideas and spend sustained time on them.
<b>Goal:</b> Children can create their own picture, selecting their own media and materials in order to represent something familiar to them, which they can talk about when prompted.	
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### Make a model using natural resources

**Milestone 1:** Children can explore collections of natural materials in the outdoor and indoor environment.

From providing children with interesting natural environments to explore freely (e.g. Forest School, local woodland, nature walks), they are able to talk about what they see, and make collections of natural materials to investigate and discuss using new vocabulary introduced by adults. Children make models using a variety of resources both indoors and outdoors.

**Milestone 2:** Children develop their knowledge of the natural world through their experiences at Forest School and in the outdoors.

Through Forest School, play, books, displays and local visits, children begin to understand the need to respect and care for the natural environments and all living things. Using recently introduced vocabulary, they can explain the concepts of growth, change and decay with natural materials by participating in a variety of scientific explorations, including planting seeds and bulbs so that children can observe the growth, change and decay over time. As children grow in confidence, they are introduced to tools (e.g. hammers, scissors) and shown how to use these safely.

**Milestone 3:** Children begin to create their own representations with natural materials through repeated experiences in the outdoors.

As children are provided with opportunities to choose and join materials, they become increasingly confident in developing natural representations in the outdoor environments (e.g. mud sculptures). They have an idea of what they want to create and how they want it to look, and are encouraged to use their expanding vocabulary to talk about it. With support, children use tools such as hammers, peelers and scissors with greater levels of confidence.

**Goal:** Using an extensive range of natural materials, children decide on the model they want to make. They choose the materials they want to use, shape materials with tools and join materials together.

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- Personal, Social and Emotional Development
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Tell a story	
<b>Milestone 1:</b> Children take part in pretend play, making up or developing an imaginative story or a story they have heard.	Children are able to use pretend play on their own with small world toys. They are able to play with others, developing different role play scenarios, including re-enactments of aspects of their own home life, and may put on a costume to become another character. They are able to listen to short stories and can use the props provided to begin to retell them with adult support, using some repeated vocabulary.
<b>Milestone 2:</b> Children take part in shared reading activities and respond to the features and language of the story. Children engage in nursery rhymes, number rhymes and songs with props and join in with the actions.	As children become more used to interactive reading, they ask questions and make links between what happens in the story and their own experiences. Children join in with rhymes and songs (e.g. repeating words or following actions). They can retell and make up their own stories, using props from the indoor and outdoor areas and those brought in from home.
<b>Milestone 3:</b> Children take part in telling a story using Tales Toolkit with adult help or can create their own story of their day. They begin to become familiar of the way stories are structured.	As children become more confident with using Tales Toolkit, they can increasingly take over and use the symbols and available props. They can make up their own story, tell the story of their 'day in nursery', or what their parents have told them about their life story and family, with minimal prompting from an adult.
<b>Goal:</b> Children use the Tales Toolkit materials to develop the character, setting, problem and solution for their story. They tell their story to one or more people.	
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### Design an obstacle course

<b>Milestone 1:</b> Children are able to explore movement and physical resources in a range of contexts.	As children are introduced to Sports Explorers, they begin to develop the ability to recognise spatial awareness and moving in different ways. They are able to listen to instructions with adults modelling the vocabulary of both movement and instruction. Children are exposed to different resources in the outdoor area, which will support the development of their gross motor skills.
<b>Milestone 2:</b> Children develop their awareness of the multi-functionality of resources (e.g. a hoop) and can describe the ways in which they are used to suit a specific purpose.	Children take part in small group games with adult support. They continue to develop their competence with movement, balance and co-ordination through participation in physical activities in the outdoor area, including Forest School. Through independent and adult-led exploration, children build on their knowledge of how to use and adapt a range of physical resources, exploring and talking about the different forces they feel.
<b>Milestone 3:</b> Children can lead movement play activities with increasing confidence and independence.	Children are increasingly able to use and remember sequences and patterns of movements, using a range of stimuli including music, dance, stories and apparatus. They are encouraged to devise their own with adult support. Children will develop their understanding of positional vocabulary through accessing this range of activities and can describe a familiar route.

**Goal:** Working in a small group, children create their own obstacle course, which will challenge children's physical skills and development using both fixed and flexible resources.

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- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
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- Mathematics
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- Expressive Arts and Design

### Write the first two letters of your name

<b>Milestone 1:</b> Children can use their fine motor skills to explore a range of resources and mark making tools.	With increasing independence, children explore a range of resources that encourage the use of a dominant hand and develop their strength and dexterity. Children can make random marks with their fingers and some tools, using a range of media including dough, sand, paint and mud. Using appropriate vocabulary, they are able to give meaning to their marks.
<b>Milestone 2:</b> Children can recognise their name. They develop a greater level of control over their movements and are able to draw simple, familiar and recognisable shapes.	Children can find their name card and recognise some print in the environment. As their mark making develops, they make more small controlled movements and draw lines and circles. They can distinguish between these lines (e.g. line, circle, and zigzag). They begin to use anticlockwise movements and retrace vertical lines. Children are familiar with the language of directionality such as 'up', 'down', 'round and round'.
<b>Milestone 3:</b> Children can hold a pen or pencil comfortably and use their name card to support them with attempting to write some letters in their name.	As children use their name card frequently, they begin to recognise specific letters in their name. With adult support, they are shown how to use the tripod grip in a comfortable way to hold a pen or pencil and begin to form some recognisable letters.

**Goal:** Children hold their pen or pencil with a comfortable grip. They write the first two letters of their name clearly and with correct directionality.

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Organise a teddy bears picnic	
<b>Milestone 1:</b> Children can explore everyday objects in their imaginative play and stories.	Through stories and role play, children begin to gain an understanding of what a picnic entails. They explore patterns, foods and everyday objects using informal language such as 'spotty', 'blob' etc. to describe them. Children are able to recognise small sets of objects of up to two or three and begin to say the counting sequence.
<b>Milestone 2:</b> Children are able to use appropriate vocabulary to make comparisons and choices in real and imaginary contexts.	As children's understanding of mathematical vocabulary and the cardinality of numbers up to 5 develops, they are able to make comparison between objects and foods relating to size, quantity, capacity, length and weight in their play. Real-life experiences (e.g. a walk to the shop) and stories (e.g. The Enormous Turnip) support them with solving real world mathematical problems. Children are able to make appropriate choices when preparing a healthy snack with adult support.
<b>Milestone 3:</b> In a small group, children are able to follow a sequence of steps to plan and prepare for a party, with adult support.	Building on children's prior knowledge of number, food preparation, pattern, sequencing and mathematical vocabulary, they are able to follow a series of steps to prepare for a party with adult prompting and guidance.
<b>Goal:</b> Children plan and organise a teddy bears picnic in a small group, deciding what they need to take and what they want to eat and drink.	
<p><i>EYFS Development Matters 'Playing and Exploring', 'Active Learning', and 'Creating and Thinking Critically' support children's learning across all areas:</i></p> <ul style="list-style-type: none"> <li>• Personal, Social and Emotional Development</li> <li>• Communication and Language</li> <li>• Physical Development</li> <li>• Literacy</li> <li>• Mathematics</li> <li>• Understanding the World</li> <li>• Expressive Arts and Design</li> </ul>	

## Reception

Design a treasure hunt	
<b>Milestone 1:</b> Children will hold a tool for writing comfortably and will be able to write recognisable VC and CVC words. Children will become familiar with the immediate school environment through exploration and play.	As children complete Phase 2 Phonics, they are able to translate their knowledge into writing by constructing simple labels for familiar objects within their classroom environment (e.g. pen, peg). They can select appropriate tools for a writing task and maintain their engagement and concentration for a set period of time. They listen to stories that describe simple journeys and quests (e.g. We're Going on a Bear Hunt).
<b>Milestone 2:</b> Children can write meaningful captions that can be read by others. In a small group, children follow simple instructions to complete a treasure hunt with adult support.	As children extend their phonic knowledge to include Phase 3, they are able to construct simple captions to describe a picture of a scene (e.g. role-play area). Their use of the tripod grip is becoming more secure. With adult support, children participate in a simple treasure hunt in the outdoor environment following instructions and clues read aloud to them where necessary. Children will be introduced to a simple map to scaffold this.
<b>Milestone 3:</b> Children can verbalise a simple sentence before translating it into their writing in a range of contexts, including adult-led and continuous provision. They will be able to draw information from a simple map.	As children become more proficient with holding a pencil effectively, using the tripod grip in most instances, they can articulate and carry out ideas for writing through independent and guided activities. In a range of contexts, children can construct, follow and complete a series of instructions and are able to explore simple maps of areas they are familiar with.
<b>Goal:</b> Children will be able to use their phonic knowledge to write simple sentences as clues for their own treasure hunt. They will be able to use their knowledge of simple maps and the school to locate places to hide clues and objects that represent treasure. Children will work effectively with others, demonstrate resilience and perseverance in the face of a challenge, follow and respond to several instructions and use appropriate vocabulary.	
<i>When considering the whole of each ELG descriptor in order to make a 'best fit' judgement as to whether a child is at the 'expected level of development', the achievement of this curricular goal will support the holistic view for the following Early Learning Goals:</i> <ul style="list-style-type: none"> <li>• Writing</li> <li>• Fine Motor Skills</li> <li>• People, Culture and Communities</li> <li>• Managing Self</li> <li>• Building Relationships</li> <li>• Listening, Attention and Understanding</li> <li>• Speaking</li> </ul>	

### Create a travel guide of a different country

<b>Milestone 1:</b> Children can use a range of strategies to describe some aspects of their own life, people around them and their own locality.	Through show and tell, special visitors, familiar stories and role-play, children understand more about the cultures and traditions in their own society and in the lives of people around them. They can name and describe basic aspects of religious and cultural experiences relevant to their own community and immediate family. Children can reflect on their own birthday celebrations.
<b>Milestone 2:</b> Children can talk about life in another country with adult support.	As children acquire knowledge of different celebrations around the world, they develop an appreciation of how people share special times in different ways. Based on the interests of the class and stories from other cultures, children find out about another country from Explorer Bear, building up visual displays that they can refer to to support them with describing aspects of life in another country.
<b>Milestone 3:</b> Children explore many aspects of life in another country and can explain some similarities and differences, drawing on knowledge acquired from a range of sources.	As children continue to develop their knowledge of life in another country, through food tasting, dance, music, stories, reference to simple maps etc. they are able to reflect on their learning and will know some similarities and differences between countries.

**Goal:** Children can use a format familiar to them to describe some aspects of life in another country and how this differs from life in our country, drawing on knowledge from different sources.

*When considering the whole of each ELG descriptor in order to make a 'best fit' judgement as to whether a child is at the 'expected level of development', the achievement of this curricular goal will support the holistic view for the following Early Learning Goals:*

- Past and Present
- People, Culture and Communities
- The Natural World
- Creating with Materials
- Fine Motor Skills
- Comprehension
- Managing Self
- Building Relationships
- Listening, Attention and Understanding
- Speaking

### Perform as part of a show

**Milestone 1:** Children can sing in a group and begin to explore the sounds made by different instruments, including percussion and sound makers.

With encouragement from an adult, children join in with singing a range of new songs, which will be repeated regularly for them to become familiar with the words and melody of the song. They explore sounds around them and can talk about how these are made, match sounds to objects, discuss the characteristics of the sound (e.g. loud, quiet) and describe how it makes them feel, using recently introduced words.

**Milestone 2:** Children can move rhythmically in response to the music they hear and the songs they sing and are able to watch and talk about dance and performances they see, expressing their feelings and responses.

As children are introduced to different kinds of music, from Britain and around the world, they are able to listen attentively, describe music using appropriate terminology and move rhythmically in response to what they hear. As they are exposed to a range of live performances, they can talk about dance and performance art with increasing confidence, expressing their likes and dislikes.

**Milestone 3:** Children can explore and engage in music making and dance, performing solo or in a small group.

As children become increasingly aware of songs and traditional dance from Britain and around the world, they will be introduced to some simple choreographed routines that they can replicate, with prompting where necessary. They are encouraged to create their own music with instruments and sound makers and explain the purpose for doing so, with support. Children can choreograph their own dance moves, using some of the steps and techniques they have learnt and move in time with the pulse and respond to any changes in the music.

**Goal:** Children can perform confidently to an audience as part of a show. They are able to engage in music making and dance, performing solo or in groups. Children can sing in a group, or on their own with good pitch, and ability to follow the melody. They can speak clearly to their audience and can review their performance by expressing their feelings and responses to what has been viewed.

*When considering the whole of each ELG descriptor in order to make a 'best fit' judgement as to whether a child is at the 'expected level of development', the achievement of this curricular goal will support the holistic view for the following Early Learning Goals:*

- Self-Regulation
- Managing Self
- Building Relationships
- Listening, Attention and Understanding
- Speaking
- Creating with Materials
- Being Imaginative and Expressive
- People, Culture and Communities
- Gross Motor Skills

Retell a story through play	
<b>Milestone 1:</b> Children engage in rhymes, poems and songs and use actions and props to join in and re-enact.	As children continue to use the Tales Toolkit, they are also able to listen to and re-enact a variety of different rhymes, poems and songs using a selection of props available to them. They can re-enact to a partner and/or join in when part of a larger group.
<b>Milestone 2:</b> Children can listen to a range of familiar stories and develop storylines through role-play and small world.	In addition to confident use of the Tales Toolkit and of the Helicopter Story approach, children are able to listen attentively to a familiar story (e.g. fairy tales, traditional tales, stories with repetition). They use new vocabulary in their own storytelling when engaged in role-play and small world activities. They can perform a retelling to a partner or adult.
<b>Milestone 3:</b> Children can compare and contrast a range of stories, sequencing events and talking about characters confidently in their own words.	As children become more confident in using vocabulary introduced to them through text, they listen to a range of stories, including those from the past, to build up familiarity and understanding of them and are able to compare and contrast characters and settings. They can sequence events from a story and retell in their own words.
<b>Goal:</b> Children retell a story to a small group, including recently introduced vocabulary and appropriate story structure and characterisation. They select their own props to enhance their retelling and engage their audience.	
<p><i>When considering the whole of each ELG descriptor in order to make a 'best fit' judgement as to whether a child is at the 'expected level of development', the achievement of this curricular goal will support the holistic view for the following Early Learning Goals:</i></p> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Speaking</li> <li>• Word Reading</li> <li>• Being Imaginative and Expressive</li> <li>• Creating with Materials</li> <li>• Past and Present</li> <li>• Building Relationships</li> <li>• Listening, Attention and Understanding</li> </ul>	

### Take part in a mini Olympics

**Milestone 1:** Children can confidently demonstrate their own ability to move in a variety of different ways (e.g. rolling, crawling, running, jumping).

As children continue using Sports Explorers, they are provided with a choice of open-ended materials to play and sufficient indoor and outdoor space where there is a range of surfaces to practice and refine fundamental movement skills. They use precise vocabulary, which has been modelled to them, to describe movement and directionality. Children display growing confidence levels, skills and knowledge with moving more fluently, with developing control and grace. They can talk about the effect of physical activity on their body.

**Milestone 2:** Children can confidently and safely use a range of large and small apparatus with relative precision, balance, coordination and accuracy.

As children are introduced to a range of equipment (e.g. tumbling mats, wheeled toys, balance bikes, A-frames, hoops, balls etc.) indoors and outdoors, they develop their overall body strength, balance, coordination and agility. Adult support will be given to model different skills that the children will then be able to practice and refine. Children are introduced to team games with rules and targets when they have consolidated their skills and set personal targets that they can work on and improve using times and counting. They can talk about safe places to play within their local environment, using recently introduced vocabulary.

**Milestone 3:** Children can combine different movements with relative ease and fluency.

From frequent use of picture books and other resources, children understand and can explain the importance of maintaining a healthy lifestyle. They can combine a series of movements, some involving obstacles (e.g. crawling through a tunnel, walking over a plank) that require quick changes of speed and direction.

**Goal:** Children participate in a series of physical challenges that will demonstrate their ability to move in a range of different ways and use a variety of large and small apparatus, displaying confidence, competence, precision and accuracy.

*When considering the whole of each ELG descriptor in order to make a 'best fit' judgement as to whether a child is at the 'expected level of development', the achievement of this curricular goal will support the holistic view for the following Early Learning Goals:*

- Gross Motor Skills
- Number
- Numerical Patterns
- Self-Regulation
- Managing Self
- Building Relationships
- Listening, Attention and Understanding
- Speaking

### Use natural materials to make a home for a small animal

**Milestone 1:** Children can explore the natural world around them using their sense of hearing, touch, sight and smell.

From providing children with frequent opportunities to play and explore outdoors, including seasonal walks in the locality, they are able to interact with and observe the natural world around them. With adult support, children can describe and comment on the things they have seen whilst outside, including plants and animals, using vocabulary that has been modelled for them. Children take part in junk modelling using a range of materials collected from the outdoors. They understand the difference between natural and man-made materials.

**Milestone 2:** Children can make close observations of the natural world and begin to join natural and man-made materials using techniques shown to them.

As the children's knowledge of the weather and seasons develops, they are to focus their observation of the natural world. Through continued outdoor exploration and sharing of a range of non-fiction texts, children can name and describe some common animals and habitats they are likely to see or have seen. Children are taught different techniques for joining materials (e.g. how to use adhesive tape and different sorts of glue) and given opportunities to develop independence through construction and model-making activities.

**Milestone 3:** Children can extend their knowledge of features of the natural world and are able to make comparisons. They can create for a specific purpose using resources and skills acquired.

Through Forest School and outdoor play, children interact positively with the outside world. They can communicate their understanding of their own environment and contrasting environments through conversation and in play. Children can use vocabulary to name specific woodland creatures and plants and are able to talk about art and artists who take their inspiration from the natural world. They are provided with a range of tools and materials that they can use with increasing independence, care and precision.

**Goal:** Using the knowledge they have acquired about the natural world, children are able to select and collect a range of natural materials to construct with purposefully. They can think about and discuss what they want to make, potential problems and how they might be solved and reflect on how they have achieved their aims.

*When considering the whole of each ELG descriptor in order to make a 'best fit' judgement as to whether a child is at the 'expected level of development', the achievement of this curricular goal will support the holistic view for the following Early Learning Goals:*

- The Natural World
- Creating with Materials
- People, Culture and Communities
- Comprehension

- Self-Regulation
- Managing Self
- Building Relationships
- Listening, Attention and Understanding
- Speaking
- Fine Motor Skills

### Follow a recipe to bake a cake

**Milestone 1:** Through play, children mix different ingredients, including sand and water and flour and water to make simple playdough. They use a range of tools suitable for the task (e.g. wooden spoons, knives, rolling pins) and follow a range of simple recipes in the outdoor and indoor environments, with adult support.

As children take part in these activities, they become more precise in using the tools they are provided with and can count the number of measures as required in their recipes. They become more confident in preparing a simple snack and can talk about the changes to the ingredients using vocabulary modelled by adults. Children also mix other substances together carefully with adult guidance (e.g. mixing water and powder paint).

**Milestone 2:** With adult support, children can follow the steps to make a healthy chocolate crispy cake.

Children will be supported with reading the instructions on a recipe card. With adult support, children use measures and counting to mix and combine the ingredients they will need to make the cake. Children will use previously learnt vocabulary to talk about the different textures, smells and consistencies and reflect on the cooking process.

**Milestone 3:** In a small group, children follow the steps in making fairy cakes with an adult.

Children are able to independently fill measures carefully and can recognise and read the numerals on the recipe cards. When they count out quantities, they say the numbers in the correct order. They know that the last number they say is the total number they have added and can explore and represent patterns with numbers up to 10, deciding how quantities can be distributed equally within their working group.

**Goal:** Under adult supervision, children follow the steps of a recipe independently. They measure ingredients, mix them and create their own cake by placing the mixture into a container ready to be baked.

*When considering the whole of each ELG descriptor in order to make a 'best fit' judgement as to whether a child is at the 'expected level of development', the achievement of this curricular goal will support the holistic view for the following Early Learning Goals:*

- Creating with Materials
- The Natural World
- People, Culture and Communities
- Number
- Numerical Patterns
- Word Reading
- Fine Motor Skills
- Self-Regulation
- Managing Self
- Building Relationships
- Listening, Attention and Understanding
- Speaking

## EFFECTIVE LEARNING PROCEDURES

The Early Years Foundation Stage is based on four guiding principles, which shape effective practice in our setting:

- A Unique Child
- Positive Relationships
- Enabling Environments with Teaching and Support from Adults
- Learning and Development

### **A UNIQUE CHILD**

At Shobnall Primary & Nursery School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

We value the diversity of individuals within the school and believe that every child matters. All children at Shobnall Primary & Nursery School are treated fairly regardless of race, gender, religion or ability. All families are valued within our school.

We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking into account of our children's range of life experiences and current interests when we are planning for their learning. The three whole school curriculum drivers of Diversity, Dreams and Decisions also underpin our planning for each half term.

In the Early Years Foundation Stage, we set realistic and challenging expectations through the use of our Progress Models and our core curriculum offer, matched to the needs of our children, so that most achieve the Early Learning Goals by the end of the Foundation Stage. We do this through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them learn effectively;
- Offering a safe and supportive learning environment in which the contribution of all children is valued;
- Employing resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds;
- Monitoring children's progress and taking action to provide support (such as referrals to speech therapy) as necessary.
- Working closely with parents, carers and other outside agencies to ensure all children's needs are met, enabling them to access the curriculum and make good progress.

## **POSITIVE RELATIONSHIPS**

At Shobnall Primary & Nursery School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners - We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents/carers before their child starts school at induction meetings;
- Arranging where possible, visits by the teacher to all children in their home setting or childcare provision prior to them starting school;
- Providing a 'Welcome Pack' of information about commencing Nursery or Reception at Shobnall Primary School;
- Outlining the school's expectations in the Home-School agreement;
- Giving children the opportunity to spend time in Nursery or Reception for two induction visits before starting school, inviting parents to attend when needed;
- Holding a parent workshop early in the academic year to establish ways that parents/carers can support their child at home;
- Operating an open door policy for parents/carers with any queries or concerns. Conversely, if EYFS staff have concerns about the progress of a child, they will immediately approach parents/carers to discuss them;
- Written contact through the reading diaries, SeeSaw and the school website;
- Enable parents to record achievements at home via SeeSaw;
- Seeking parents input into topics;
- Using SeeSaw to share regularly the children's 'Learning Journey' and valuing the on-going contributions to this from parents/carers;
- Offering three parent/teacher consultation meetings per year at which their child's progress is discussed;
- Sending a written report on their child's attainment and progress at the end of their time in Nursery and Reception;
- Parents are invited to a range of activities throughout the school year such as Christmas productions and sports day;
- Holding a meeting in the Summer Term to discuss the transition into Year 1.

Staffing - Nursery and Reception are both staffed by a class teacher and full time Learning Support Assistant. Additional staff are specifically appointed to support children with additional needs. Adults within the setting respond to children's individual interests and needs, which helps to build their learning over time.

## **ENABLING ENVIRONMENTS WITH TEACHING & SUPPORT FROM ADULTS**

At Shobnall Primary & Nursery School we recognise that the environment plays a key role in supporting and extending the children's development. Our Foundation Stage provision has appropriate space, facilities and equipment within an attractive, stimulating and child-centred environment in which every child and adult can feel secure, confident and valued.

The children have daily access to an indoor and safe outdoor environment that is set up in discrete areas of learning with planned continuous provision. Other areas of school are allocated and accessed when required, including our Forest School and the local

environments. Parents are asked to complete permission forms in respect of short visits within our locality.

Play-based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by staff.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We encourage children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly.

### **LEARNING AND DEVELOPMENT**

There are seven areas of learning and development that shape our educational programmes in our setting. All areas of learning are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skills across all areas of learning.

They require a balance of adult-led and child-initiated activities in order for most children to reach the levels required at the end of the Foundation Stage. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three **Prime Areas** are:

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

Staff will also support children in four specific areas, though which the three Prime Areas are strengthened and applied.

Specific Areas:

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

Children's development levels are assessed and as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three Prime Areas.

However, if a child's progress in any of the Prime Areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child.

### **CHARACTERISTICS OF EFFECTIVE TEACHING AND LEARNING**

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- **Playing and exploring** - children will have opportunities to investigate and experience things, and 'have a go'.

*"Children's play reflects their wide-ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development."*

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

- **Active learning** - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

*“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”*

Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. 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.

- **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.

*“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”*

Children should be given the opportunity to be creative through all areas of learning. Adults can 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.

## PLANNING

In the Early Years Foundation Stage, practitioners regularly adapt planning and provision to reflect the changing interests and needs of the children.

Long Term Planning details flexible themes and topics, which reflect our curricular goals, interests of the children and our core offer.

Medium Term Planning reflects an equal weighting across all seven areas of learning, but may focus more specifically on the three Prime Areas at the start of the academic year.

Short Term Planning is flexible to ensure both curricular and child-initiated learning is included. For example, we may plan to keep a particular part of the provision the same to allow the child more time to explore and master a skill, or if the practitioner decides that a child has reached a particular milestone in a curricular goal, we might introduce a new resource that allows the child to progress on to the next stage of learning. We might also plan for a part of the provision that is linked to a child's particular interest.

## IMPACT

Accurate assessment is essential to high-quality early years education and care. It plays an important part in helping the school to recognise children's progress, understand their needs,

plan activities, and assess the need for support to ensure that all children reach their full potential.

### **INDUCTION VISITS**

Every child is offered a home visit or a visit by a practitioner to their existing setting. If neither of these is possible or video call via Zoom or telephone call is offered as an alternative. Parents, carers and existing practitioners are able to share information about their child's interests, communication, confidence and physical health with the school. This information will help support effective and accurate baseline assessment and help practitioners build the child's interests into the planning of the provision.

### **BASELINE ASSESSMENT**

Practitioners meet with parents during a series of 'stay and play' sessions during the first two weeks of the autumn term. This provides parents and practitioners with an opportunity to discuss how their child is settling in, what they have observed, a snapshot of their child's starting points and how children who need extra help can be supported. If we notice that a child might be having difficulties with their development, we will take action quickly. It is important that we get to know and understand these 'vulnerable starters' so we will spend time observing them closely and reflecting on what we notice. We will continue to develop a strong relationship with their parents, supporting them to also give their child the extra help they need. The curriculum for these children will remain ambitious and inclusive. It is important that we focus on support, scaffolding and helping children overcome barriers to their learning.

As part of the baseline assessment, practitioners will refer to the relevant checkpoints in Development Matters, checking children's development in the Prime Areas.

The Reception Baseline Assessment (RBA) will:

- be carried out within the first six weeks of pupils starting school;
- be an activity-based, age-appropriate assessment of pupils' ability in language, communication and literacy, maths, and self-regulation;
- take approximately 20 minutes per pupil;
- be administered by suitably qualified practitioner.

The RBA will be used to create a baseline for school-level progress measures and will measure the progress pupils make from Reception until the end of Year 6. Pupils will not 'pass' or 'fail', and no numerical score will be shared. Practitioners will use these to inform their teaching and learning approaches.

### **CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

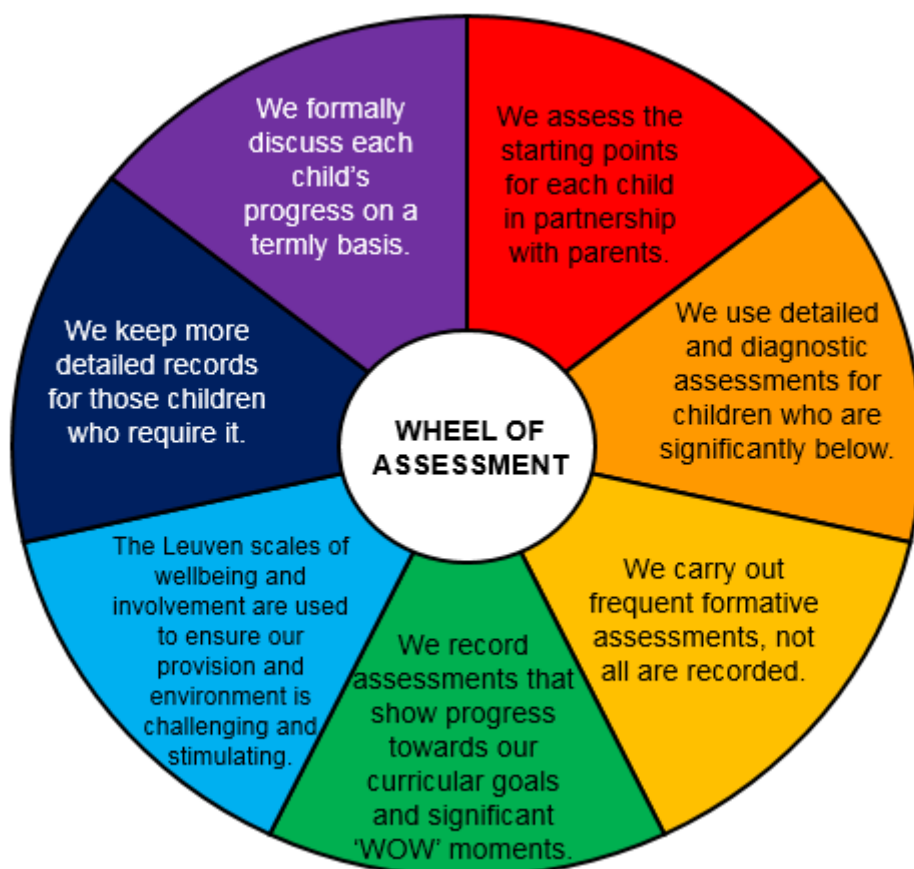
For children with Special Educational Needs and Disabilities (SEND), precise assessment needs to focus on what the child can do, and what the barriers to their learning are. If a child has specific difficulties with their communication, for example, they may need to have aids like a core board so that they can make choices and share their ideas. All children are entitled to the whole of the early years curriculum. Of course, they won't all manage to do and know everything that's mapped out: but some who appear vulnerable at first may thrive later in the year.

### **ASSESSMENT AND TRACKING OVERVIEW**

Assessment serves children's learning and our curriculum. We are not driven by assessment and tracking.

Most assessment is formative, so that it quickly helps us to make a difference to the children's learning. However, we also need to have an overview of children's progress, so that we can take further actions where needed, and so we monitor equalities. Our aim is for the system to be proportionate, and to ensure it is not overly burdensome.

SHOBNALL PRIMARY & NURSERY SCHOOL  
EARLY YEARS FOUNDATION STAGE CURRICULUM AND ASSESSMENT APPROACH



We assess the starting points for each child in partnership with parents – this is undertaken through induction visits and 'stay and play' sessions.

We use detailed and diagnostic assessments for children who are significantly below – specific tools are used which record and highlight targeted areas of need that provide measurable evidence of progress (e.g. WellComm. Ican etc.).

We carry out frequent formative assessments, not all are recorded – this may take the form of standing back and being encouraging, getting involved to extend the learning (e.g. joining in with play, engaging in a conversation, demonstrating a specific skill), reflecting and bringing in new resources, or planning something special to what has been noticed. Assessments and next steps are addressed in the here-and-now and often focus on the key milestones on the way to the curricular goals.

We record assessments that show progress towards our curricular goals and significant 'WOW' moments – these are recorded on SeeSaw and in topic books, in partnership with parents providing a journey of the learning.

The Leuven scales of wellbeing and involvement are used to ensure our provision and environment is challenging and stimulating – high levels of wellbeing and involvement allow children to experience deep learning. A happy, involved child is one who can experience the world at its fullest.

We keep more detailed records for those children who require it – this may be in the form of an Individual Support Plan (ISP) and/or ongoing monitoring evidence gathering.

We formally discuss each child's progress on a termly basis – this is recorded at a termly Pupil Progress Meeting, where tracking sheets are shared and strategies for children who are not on track are discussed.

## **THE EYFS PROFILE**

In the final term of the year in which a child reaches age five, the EYFS profile will be completed by the child's practitioners. This profile provides our parents and carers and year 1 teacher with a holistic picture of a child's knowledge, understanding and abilities in their attainment against the expected levels as stated within the Early Learning Goals (ELGs).

## **TRANSITION**

Starting school can be a difficult time for young children. Therefore, we plan this time carefully to support children and parents with the transition, and to ensure it is as smooth as possible for each child so that they settle into their new setting quickly and happily.

Parents and carers of all children starting the following academic year will be invited to an induction meeting in the summer term to meet their child's practitioners, learn more about the school and the Early Years Foundation Stage curriculum. All parents and carers receive a 'welcome pack', in addition to the comprehensive information on the school's website.

Transition visits are held during the summer term, where parents can leave their child for the session/s. This helps them to become familiar with the children and adults that they will be working with and the learning environment.

To ensure that the children are ready for the transition into year 1 at the end of their reception year, they become involved in the wider life of the school over the course of the academic year (e.g. whole school assemblies, playtimes, school productions). A meeting is held for parents in the summer term to inform them of key stage one expectations and children participate in a series of transition activities to enable them to work alongside their new class teacher.

## **SAFEGUARDING AND WELFARE**

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

Statutory Framework for EYFS 2020

At Shobnall Primary & Nursery School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage 2021:

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children;
- Ensure all practitioners have appropriate qualifications, training, skills, knowledge and a clear understanding of their roles and responsibilities.

**Keeping Safe** - It is important to us that all children in the school 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 develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

**Health Care and Support** - All children are provided with a healthy snack each day as well as being given the choice of milk. They have access to water at all times.

**Injuries** - If a child has a nasty 'bump' at school, parents will be contacted by telephone. Parents will make the decision as to whether the child remains in school or is taken home. All 'bumps' that have occurred will be recorded in the class 'Medical Record Book' by practitioners. Parents will be required to sign the book acknowledging the nature, care and cause of the 'bump'. Any 'bump to the head' during a play time session is reported to the class teacher by the duty medical officer and a 'bumped head' letter is given to the parents on collection of their child at the end of the day. Children biting other children can occur in the Foundation Stage classes. Parents of the perpetrator and victim will be informed by the practitioners. The incidents will be recorded in a school log.

**Intimate Care** - "Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene and it is good practise for the parents to inform Foundation Stage Practitioners of personal hygiene problems. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

## RELATED DOCUMENTS AND PROCEDURES

This document operates in conjunction with the following school procedures:

- Safeguarding and Child Protection
- Health and Safety, including Wellbeing
- Special Educational Needs and Disabilities (SEND)
- Pupil Premium
- Looked After Children (LAC)
- Online Safety
- Social Media Code of Conduct for Parents
- Intimate Care
- Anti-Bullying
- Behaviour and Discipline
- Attendance
- Compliments, Comments and Complaints
- General Data Protection Regulation (GDPR)
- Drugs
- Staff Code of Conduct