

Early Years Foundation Stage Framework

Nursery and Reception



The INTENT of our EYFS Framework

EYFS Statement of Intent

The intent of our Early Years Curriculum at St Meryl School has been designed for the children in each cohort and some powerful thoughts expressed by leaders in Early Years. Thoughts such as 'Children need to see the light in your eyes' Jenny Mosley, 'Play is our brain's favourite way of learning' Diane Ackerman, 'Children not robots' Greg Bottrill and of course The Early Years Foundation Stage Statutory Framework.

At St Meryl we want our Early Years children (nursery and reception) to develop the skills they need to communicate, have a sense of 'self', build relationships, develop independence, be curious, explore thinking and succeed. We want our children to develop these skills so that they continue to move forward in their learning journey in KS1, KS2 and beyond.

Early Years Foundation Stage (EYFS) Statutory Framework and Development Matters

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matters_Report_Sep2023.pdf

Prime Areas		
Communication and Language 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, storytelling 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.	Physical Development 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 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.	Personal, Social and Emotional Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives ⁹ . 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

Specific Areas			
<p>Literacy</p> <p>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).</p>	<p>Mathematics</p> <p>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.</p>	<p>Understanding the World</p> <p>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.</p>	<p>Expressive Arts and Design</p> <p>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.</p>

By the End of the Reception Year Early Learning Goals

<u>Communication and Language</u>	<p>Listening, Attention and Understanding ELG Children at the expected level of development will:</p> <ul style="list-style-type: none">• 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. <p>Speaking ELG Children at the expected level of development will:</p> <ul style="list-style-type: none">• 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.
<u>Personal, Social and Emotional Development</u>	<p>Self-Regulation ELG Children at the expected level of development will:</p> <ul style="list-style-type: none">• 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.

	<p>Managing Self ELG 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.</p> <p>Building Relationships ELG 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.</p>
<u>Physical Development</u>	<p>Gross Motor Skills ELG 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.</p> <p>Fine Motor Skills ELG 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.</p>
<u>Literacy</u>	<p>Comprehension ELG 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.</p> <p>Word Reading ELG 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.</p>

	<p>Writing ELG 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.</p>
<u>Mathematics</u>	<p>Number ELG 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.</p> <p>Numerical Patterns ELG 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.</p>
<u>Understanding the World</u>	<p>Past and Present ELG 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;</p> <p>People Culture and Communities ELG 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.</p>

	<p>The Natural World ELG</p> <p>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.</p>
<u>Expressive Arts and Design</u>	<p>Creating with Materials ELG</p> <p>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.</p> <p>Being Imaginative and Expressive ELG</p> <p>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.</p>

Implementation: St Meryl School EYFS Framework

To ensure the children are optimising their learning opportunities, we will ensure that they have

- Adult-directed teaching time
- Adult-led activities throughout the week
- Child Initiated learning

The environment is set so that the children are able to self-select resources to play with, some resources are part of our continuous provision (please see 'places to play' guidance in each area) and resources are added as part of enhanced provision. Enhanced provision should give the children the opportunity to 'play' with resources used in adult directed teaching so that they can practise the learning.

The role of the adult is;

- interacting with children during planned and child-initiated play and activities
- communicating and modelling language
- showing, explaining and exploring ideas
- encouraging, questioning, recalling and providing a narrative for what children are doing
- setting challenges and helping children to achieve them
- paying attention to the physical environment and resources, as well as the daily structures and routines that establish expectations

(Strong Foundations in the First Years of School)

Parents as Partners are highly important to us. All parents are invited to join us for 'Stay and Play' session every month. Then in nursery, a monthly 'Rhyme Time' session and in reception a weekly 'Reading' session.

IMPLEMENT related to specific subject areas within the EYFS

Communication and Language

This year we are focussing on enhancing the children's communication skills by have a 'nursery rhyme of the week'. This is sent to parent each Friday, via Tapestry, so that they can sing it with their children. Nursery rhymes are important because they support a child's development of their language acquisition and speech sounds. By sharing these with parents and adding it as 'home learning' we hope that parents will begin the journey of supporting their child through school life.

In school we use songs, rhymes and stories to enhance teaching and learning. The adult's role is to model and encourage children to join in during these times.

For children with SEND, PLP targets are entwined into their daily routines.

Physical Development

Physical development specialist coaches come in once a week to provide specific 'gross-motor development' sessions. Children need to develop gross-motor skills in order to refine fine motor skills. The children have access to the early years garden, during child initiated learning time, which has climbing frames, slides, blocks and crates to support physical development.

Fine motor activities are put out daily for the children to complete during early morning work. These activities can be left out for the children to practise the learning during child initiated time.

For children with SEND, our trampolining coach supports their core strength development by completing 1 x 10 minutes trampette sessions with them each week.

Personal, Social and Emotional Development

To support the children with the routines of the day, a visual timetable is up and talked through at the beginning of the day. If anything changes, then the children are told so that they feel safe and secure in their environment. Any children who need to work in smaller groups to develop social skills, have time in the afternoon. For children with SEND, we will support with a communication circle, if needed.

Literacy

We want children to be able;
To compose simple sentences orally before they can even begin to write a sentence
To segment and blend words for reading and spelling
To enjoy stories and develop fluency in reading
To hold a pencil correctly
To form letters and numbers

Nursery rhymes are sung daily and we have a focus rhyme of the week, which we link activities too. Stories are read to the children at every opportunity and always before the children go home. The children have access to library books and these are changed once a week so that they can share stories at home, with their parents. Daily phonics sessions are taught, in groups, so that those children who need extra time or to be in a smaller group, have access to that.

For children with SEND, we adapt what we are teaching to meet their needs e.g. some children need to have 1:1 sessions which we provide during the day, some children require more challenge texts, which we also provide.

Mathematics

As a school we use 'Essential Maths' from HfL Education, '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'.

Maths sessions are highly practical; the children use many different manipulatives to support their understanding of number and songs. As we progress through the year we use strategies including; subitising, doubling/halving, patterns, tens frames, regrouping and part-part cherry. For children with SEND we ensure that we adapt our teaching so that they can access the learning.

Understanding of the World

To fully explore the UW areas of learning we need to ensure that we are promoting the children's language and communication skills. Ensuring the children have access to outside, daily, helps engage the children's understanding of the world around them. Inviting people from the community in to school to talk about their life, including religion and family culture also supports the children's learning and understanding.

Expressive Arts and Design

The classroom is full of different materials that the children can use for role play and creating music and art. These are regularly revised and replenished so that the children can adapt learnt skills when working with different materials. Materials which may link to the nursery rhyme of the week, are often supplied as enhanced provision.

