

Early Years Foundation Stage (EYFS) Policy



Normand Croft Community School

An International Family of Learners

Agreed and adopted by: Full Governing Board

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Policy revisions :

1. Our Mission Statement

- a. We put children at the heart of everything we do: achieving their safety, happiness and progress as learners underpins every aspect of our work.
- b. We will take our passion for learning and use it to create an excellent school, where everyone has the opportunity to thrive and achieve their best.
- c. We set high standards and have high expectations for all children.
- d. We value individuality, and strive to ensure that each and every child receives an education that's inspiring and tailored to their needs.
- e. We believe in the core values such as *honesty, respect, co-operation, happiness, responsibility, tolerance, determination and peace* and they form a foundation upon which our school's 'safe and happy' ethos is built. They will enable children to achieve here.
- f. We believe that, as a result of high quality teaching, barriers to learning will be overcome and that every child will reach their potential.
- g. Our mission statement applies to every child; from the moment they begin their learning journey with us.

2. Key Principles of EYFS Practice – in brief:

We believe children learn best when:

- a. Their **wellbeing is high**. We aim to provide a safe, nurturing environment for children to make the best possible start at school.
- b. There is a **strong parent partnership**. We value the partnership between home and school.
- c. **Learning activities are well planned**, ensuring equality in opportunity, quality, consistency and progress in the short, medium and long term.
- d. High quality teaching and learning promotes **high engagement and motivation** for children to foster their curiosity and enthusiasm for learning.
- e. **Quality and consistent assessment** informs next steps in teaching to support children's individual needs and interests.
- f. There is **early identification of needs**. We believe that early interventions will enable children to make rapid progress.
- g. There is a **highly engaging learning environment**. We aim to develop a safe, purposeful and calm indoor and outdoor learning environment.

3. The Early Years Team at Normand Croft

a. We have three distinct groups within our EYFS:

- i. Willow Group two-and three- year-old provision: for children aged between two and three years of age.
- ii. Oak group three-and four-year-old provision: for children aged between three and four years of age. Depending on their age, some children might spend up to five school terms working in Oak group.
- iii. Reception class provision: for children aged between four and five years of age.

b. Our EYFS children are taught in two distinct classes:

- i. Willow and Oak children are taught within our large Nursery. A qualified teacher manages the nursery, and has a team of qualified/experienced staff. The youngest children in Willow, who have not yet reached their third birthday have planned time with their Willow lead practitioner and key persons. Older children in the Nursery spend most of their time engaged in 'planned, purposeful play' across the nursery floor, and also have planned time in their family groups.
- ii. Reception children are taught in a separate classroom area, and engage in 'planned, purposeful play' along with structured learning time to enable them to be ready for the Year 1 curriculum at the end of the Reception year. They are taught by a qualified teacher and benefit from additional support staff.
- iii. The large outside area is shared between the three age groups. In addition, there is another EYFS indoor area, the Playtrium that is used by staff within each of the age groups when they want to work more closely and / or quietly with smaller groups of children.

c. Staffing:

- i. Leadership and management is shared jointly between the Reception teacher who is responsible for the day to day leadership of EYFS and the Deputy Head Teacher who is the strategic lead for EYFS. They oversee the statutory EYFS progress check at two and the Reception Baseline Assessment.
- ii. The Reception teacher is responsible for the management of the statutory final EYFS assessment at the end of Reception, the Early Years Foundation Stage profile. She also liaises with the Year 1 team to ensure that children are well prepared for the next stage of their learning.

d. The Nursery currently has 31 places for Oak children and 8 places for two year olds. EYFS ratios, as described in the Statutory Framework for the Early Years Foundation Stage are always followed, e.g.

- i. in Nursery, 1:4 for two-and three- year-old children,
- ii. 1-13 for three-and four-year old children with a qualified teacher in Nursery.
- iii. We have 30 places for Reception aged children

4. The Early Years Foundation Stage

- b. The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year.
- c. The EYFS is based upon four overarching principles:
 - i. A Unique Child
 - ii. Positive Relationships
 - iii. Enabling Environments
 - iv. Learning and Development
- d. In planning and guiding children's activities across all our age groups, we reflect on the different ways that children learn and reflect these in our practice. Three characteristics of effective teaching and learning are:
 - i. Playing and exploring – children investigate and experience things and 'have a go.'
 - ii. Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements
 - iii. Creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.
- e. Each child in our nursery is assigned a key person, as set out in the statutory EYFS guidance. Working in partnership with parents is critical to our success.
- f. We use Birth to Five Matters to support practitioners in all their statutory responsibilities within the EYFS areas of learning and development and educational programmes, and to help children make progress toward the Early Learning Goals (ELGs).
- g. In some cases, the organisation of strands does not match the structure of the ELGs, where a more logical arrangement aligning with child development has been used. The Early Years Foundation Stage is a curriculum from birth to five years old, we

follow the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning (3 Prime and 4 Specific) which are:

PRIME:

- i. Personal and Social and Emotional Development
- ii. Physical Development
- iii. Communication and Language

SPECIFIC:

- iv. Literacy
 - v. Mathematics
 - vi. Expressive Arts & Design
 - vii. Understanding of the World
- h. When children come into our Nursery, we focus primarily on the Prime areas of learning, particularly in our interactions with them. As children get older, we work more closely with the specific areas of learning. In Reception we further develop literacy and mathematics to ensure that as many children as possible leave the EYFS with a Good Level of Development. Teaching, across the whole of the EYFS is underpinned by our understanding of how young children learn; the importance of 'planned, purposeful play' and an acknowledgement that when young children are successful in the prime areas of learning, they will then also be successful in the specific areas.
- i. All areas of our EYFS curriculum are delivered through planned, purposeful play. The youngest of our children receive nurturing and loving care along with a focus on the prime areas of learning. Older nursery children have a closely audited balance of adult-led and child-initiated activities. Children in Reception Class are taught with the same underlying pedagogical approach, but this is now also focused on preparing children for the demands of the Year 1 curriculum. 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.

The EY team plan to meet the needs of every child and provide them with opportunities to achieve next steps in learning. The team plan to meet the needs of boys and girls, children with special educational needs, children who are quick graspers (more able), children who experience disadvantage, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

- j. Learning Outside: We have an outside learning space which children have access to each day. We undertake a careful visual assessment of the space each day to ensure that it is safe for children. We have all weather clothing and ask parents/carers to provide suitable footwear so children are protected and there are no barriers to learning. The outside area is an extension of the classrooms and there is a variety of resources to facilitate learning. In this area, EYFS staff provide planned activities for children as well as giving opportunities for them to make their own choices.

9. Assessment of Children: Please also see separate Assessment Policy

- a. Formative assessment is an integral part of teaching young children.
- b. Responsive pedagogy is needed to recognise what children know, understand, and can do.
- c. Children and adults construct the curriculum together.
- d. Observation, assessment and planning is part of professional practice.
- e. Summative assessment involves stepping back to gain an overview of children's development and progress.
- f. Reliable summative assessment grows out of formative assessment.
- g. Summative assessment serves several purposes that can enhance development and learning opportunities for children, including by informing improvements to provision and practice in the setting.
- h. An informed professional decision is based on a holistic view of a child's development and learning.

10. Photographs & Videos:

- a. When parents complete the school's admissions form they are asked to give permission for their child to be photographed/filmed during their time at school.
- b. We use these images in the classroom, on displays, in the children's individual record books, in the children's online profile (Tapestry), and on the school website. Children who are 'looked after' or whose parents withhold permission will not have their photograph put on the website or any other public documents.

11. Parents & Carers as Partners

- a. We value the involvement of parents in school. Parental involvement with school begins even before children start Nursery or Reception with an invitation to visit the school, take part in play dates, meet their child's teacher and share a home-visit.
- b. Parents consultation meetings are held in the Autumn, Spring and Summer Terms at which parents are invited to discuss their child's progress.
- c. A report is sent out at the end of the Spring term and parents are invited into school to discuss this report if they wish.
- d. If parents are concerned in any way about their child, they are encouraged to telephone or ask at the school Reception desk to make an appointment to discuss their concerns with the class teacher or EY Lead Teacher in the first instance or the Deputy Head/Head Teacher.
- e. Parents are kept informed of events in the school through regular newsletters, notices on the class windows on a designated parents' noticeboard, via text messages and the school website. Parents are invited to a range of events throughout the year.

12. Safeguarding Children

- a. 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.
- b. The safety of the child is always of paramount importance.
- c. Our Safeguarding Policy is available on our website at www.normandcroftschoo.co.uk

13. Equalities & Disabilities

- a. All children in this school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Both Gifted, talented and able children and those with Special Educational Needs are considered and the curriculum adapted to suit all levels of ability. Our Equality and Equal Opportunities policies available on our website.

14. Special Educational Needs

- a. Care is taken to assess the needs of each child, alongside the school SENDCo.

- b. We will work closely with parents and carers from the outset of any concerns to ensure that their child is provided with assessment and support as needed.
- c. Group and individual support is provided within the school where possible.
- d. We have links with various agencies and when necessary their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting us to support their child.
- e. Our Special Educational Needs Report is available on the school website.

15. Health & Safety

- a. We have a Health and Safety policy which all staff and students are familiar with and we have EYFS staff that are paediatric first aid trained in school.
- b. Foundation Stage staff all have basic first aid training.
- c. Children are taught the safe and appropriate use of equipment and materials.
- d. Children are taught to be mindful when moving around the school and are aware of safety issues.
- e. Risk assessments are undertaken before after school activities take place and before we embark on school outings.
- f. Our Health and Safety Policy is available on the school website.
- g. There will be a focus on Oral Hygiene as set out in the statutory EYFS Framework Guidance.

16. Allergies

- a. In line with the school policy on managing allergies, parents/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.
- b. A photograph of each child with an allergy is displayed in the nursery kitchen, servery, on the fridges and central planning board to ensure all staff are aware of each individual child's needs.

17. Medical Needs

- a. In line with the school policy on managing medical conditions, we keep a note of any medical needs, allergies, children who need inhalers, Piriton, Epi-pens on the EY medical risk assessment, which all staff sign once read.

18. Lunch Times & Snack Times

a. Lunchtimes:

Full time children in the EYFS have lunch at school. In Nursery and Reception, they have a choice of bringing a packed lunch to school or having a school lunch. There are three options available, vegetarian, halal and non-halal.

b. Snack Times:

We value snack time as a social event, a time where the children enjoy a drink of milk or water and a piece of fruit together.

Fruit, milk and water are available throughout the day, and this is 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 also develops independence, as the children are encouraged to serve themselves.

19. EYFS Guidelines

a. These will be updated yearly or earlier if circumstances in the EYFS change.

20. Monitoring & Review

- a. It is the responsibility of the EY leads to ensure all EYFS staff to follow this policy.
- b. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.
- c. The guidelines attached to this policy will be reviewed by the SLT before the start of each academic year and will evolve to reflect changing legislation, changing needs or experience of best practice.
- d. Review date for Guidelines: July 2022 Review date for Policy: July 2022
- e. Senior members of staff responsible:

Appendix A Description of the seven areas of learning for all children in the EYFS (see Statutory Framework)

Appendix B The Early Learning Goals – expectations at the end of the EYFS (see Statutory Framework)

Appendix C Range 4 of Birth to 5 matters non statutory guidance – to be used as criteria for judging progress in the statutory Two Year Check.

Appendix A Description of the seven areas of learning for all children in the EYFS (see Statutory Framework)

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning. All areas of learning and development are important and inter-connected.

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, 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.

Personal, Social and Emotional 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.

Physical Development

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.

Literacy

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).

Mathematics

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.

Understanding the World

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.

Expressive Arts and Design

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.

Appendix B The Early Learning Goals – expectations at the end of the EYFS (see Statutory Framework)

THE EARLY LEARNING GOALS

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.

The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends.

Instead, the ELGs should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for Year 1.

When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Sources of written or photographic evidence are not required, and teachers are not required to record evidence.

THE PRIME AREAS THAT UNDERPIN ALL OTHER AREAS OF EYFS LEARNING

Communication and Language

1. ELG: Listening, Attention and Understanding

Children at the expected level of development will: -

- a. 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;
- b. Make comments about what they have heard and ask questions to clarify their understanding;
- c. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

2. ELG: Speaking

Children at the expected level of development will: -

- a. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- b. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;

- c. 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

3. ELG: Self-Regulation

Children at the expected level of development will: -

- a. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- b. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- c. 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.

4. ELG: Managing Self

Children at the expected level of development will: -

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

5. ELG: Building Relationships

Children at the expected level of development will: -

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

Physical Development

6. ELG: Gross Motor Skills

Children at the expected level of development will: -

- a. Negotiate space and obstacles safely, with consideration for themselves and others;
- b. Demonstrate strength, balance and coordination when playing;

- c. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

7. ELG: Fine Motor Skills

Children at the expected level of development will: -

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

THE SPECIFIC AREAS, WITH LITERACY, AND MATHEMATICS CONTRIBUTING TO CHILDREN'S GOOD LEVEL OF DEVELOPMENT AT THE END OF THE EYFS

Literacy

8. ELG: Comprehension

Children at the expected level of development will: -

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

9. ELG: Word Reading

Children at the expected level of development will: -

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

10. ELG: Writing

Children at the expected level of development will: -

- a. Write recognisable letters, most of which are correctly formed;
- b. Spell words by identifying sounds in them and representing the sounds with a letter or letters;

- c. Write simple phrases and sentences that can be read by others.

Mathematics

11. ELG: Number

Children at the expected level of development will: -

- a. Have a deep understanding of number to 10, including the composition of each number;
- b. Subitise (recognise quantities without counting) up to 5;
- c. 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.

12. ELG: Numerical Patterns

Children at the expected level of development will: -

- a. Verbally count beyond 20, recognising the pattern of the counting system;
- b. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- c. 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

13. ELG: Past and Present

Children at the expected level of development will: -

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

14. ELG: People, Culture and Communities

Children at the expected level of development will: -

- a. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- b. 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;
- c. 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.

15. ELG: The Natural World

Children at the expected level of development will: -

- a. Children at the expected level of development will: -
- b. Explore the natural world around them, making observations and drawing pictures of animals and plants;
- c. 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

16. ELG: Creating with Materials

Children at the expected level of development will: -

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

17. ELG: Being Imaginative and Expressive

Children at the expected level of development will: -

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

Appendix C Suggested Learning Outcomes to inform Statutory 2 year old check

(Birth to 5 years: Range 4)

THE PRIME AREAS OF LEARNING	COMMUNICATION AND LANGUAGE
	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT
Making relationships	<ul style="list-style-type: none"> • Builds relationships with special people but may show anxiety in the presence of strangers • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it • Shows empathy and concern for people who are special to them by partially matching others’ feelings with their own, e.g. may offer a child a toy they know they like • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest. • Builds relationships with special people but may show anxiety in the presence of strangers • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it • Shows empathy and concern for people who are special to them by partially matching others’ feelings with their own, e.g. may offer a child a toy they know they like • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest.

Sense of self	<ul style="list-style-type: none"> • Knows their own name, their preferences and interests and is becoming aware of their unique abilities • Is developing an understanding of and interest in differences of gender, ethnicity and ability • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions • Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves • Is gradually learning that actions have consequences but not always the consequences the child hopes for
Understanding emotions	<ul style="list-style-type: none"> • Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling • Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or over-stimulated • Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions • Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset • Responds to the feelings of others, showing concern and offering comfort • May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions • Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows
COMMUNICATION AND LANGUAGE	
Listening and attention	<ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door • Shows interest in play with sounds, songs and rhymes • Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus.
Understanding	<ul style="list-style-type: none"> • Identifies action words by following simple instructions, e.g. Show me jumping • Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet • Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?) • Developing understanding of simple concepts (e.g. fast/slow, good/bad)
Speaking	<ul style="list-style-type: none"> • Uses language to share feelings, experiences and thoughts • Holds a conversation, jumping from topic to topic • Learns new words very rapidly and is able to use them in communicating • Uses a variety of questions (e.g. what, where, who) • Uses longer sentences (e.g. Mummy gonna work) • Beginning to use word endings (e.g. going, cats)
PHYSICAL DEVELOPMENT	

<p>Moving and handling</p>	<ul style="list-style-type: none"> • Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Sits comfortably on a chair with both feet on the ground • Runs safely on whole foot • Moves in response to music, or rhythms played on instruments such as drums or shakers • Jumps up into the air with both feet leaving the floor and can jump forward a small distance • Begins to walk, run and climb on different levels and surfaces • Begins to understand and choose different ways of moving • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • Climbs up and down stairs by placing both feet on each step while holding a handrail for support • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride • May be beginning to show preference for dominant hand and/or leg/foot • Turns pages in a book, sometimes several at once • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • Holds mark-making tools with thumb and all fingers
<p>Health and self care</p>	<ul style="list-style-type: none"> • Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day • Needs to sleep for 10–13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times • Feeds self competently • Can hold a cup with two hands and drink well without spilling • Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support • Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet • Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots • Begins to recognise danger and seeks the support and comfort of significant adults • Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions

Literacy and Mathematics – making up the Good Level of Development at the end of the EYFS	
LITERACY	
Reading	<ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles • Repeats and uses actions, words or phrases from familiar stories • Fills in the missing word or phrase in a known rhyme, story or game, e.g. "Humpty Dumpty sat on a ...". Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps • Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes
Writing	<ul style="list-style-type: none"> • Distinguishes between the different marks they make • Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.
MATHEMATICS	
Comparison	<ul style="list-style-type: none"> • Beginning to compare and recognise changes in numbers of things, using words like more, lots or same
Counting	<ul style="list-style-type: none"> • Begins to say numbers in order, some of which are in the right order (ordinality)
Cardinality (how many?)	<ul style="list-style-type: none"> • In everyday situations, takes or gives two or three objects from a group • Beginning to notice numerals (number symbols) • Beginning to count on their fingers.
Spatial awareness	<ul style="list-style-type: none"> • Moves their bodies and toys around objects and explores fitting into spaces • Begins to remember their way around familiar environments • Responds to some spatial and positional language • Explores how things look from different viewpoints including things that are near or far away
Shape	<ul style="list-style-type: none"> • Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape • Makes simple constructions
Pattern	<ul style="list-style-type: none"> • Joins in and anticipates repeated sound and action patterns • Is interested in what happens next using the pattern of everyday routines
Measures	<ul style="list-style-type: none"> • Explores differences in size, length, weight and capacity • Beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time