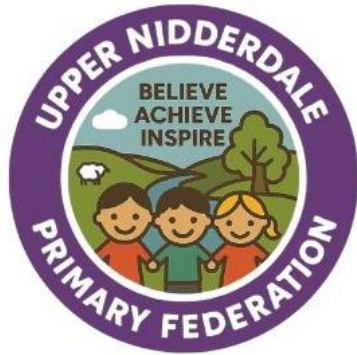




Upper Nidderdale Primary Federation

Early Years Foundation Stage EYFS

Intent, Implementation and Impact
Updated September 2025



At Upper Nidderdale Primary Federation, we will all approach everything we do in the CHAMPS way, help every child flourish into a caring, confident and resilient young person who has a **love of learning** and:

Chooses the right way and takes **responsibility** for their own actions

Honest in everything they do and shows **compassion** for others

Achieves the best they can with the talents they have and develop their **wisdom**

Manners shown to everyone and treats everyone with **respect**

Perseveres when situations are difficult and shows **courage** when they are challenged

Safety and knowing how to keep safe on and offline to ensure that everyone is kept physically and emotionally safe. This shows the special relationship we have with each other, where as a **community**, we look after each other, keeping each other safe – **Koinonia**

As Rights Respecting schools, our intents are based around the following articles;

Article 23

You have the right to special education if you have a disability.

Article 28

All children have the right to a good quality education.

Article 29

All children have the right to an education that helps to develop their talents and abilities.

INTENT

We believe that the Early Years Foundation Stage, from Nursery to Reception, lays the foundation on which all future learning is built.

We recognise every child is unique, and starting points vary. We strive to ensure every child succeeds through nurturing professional relationships, purposeful observations and strong home links. This, in partnership with an ambitious, diverse and exciting curriculum ensures every child acquires the sequential knowledge and skills needed to be a happy and confident Year One pupil.

Our aim is for each child to be curious, resilient, inspired and independent. It is important our children have ownership of their learning with their own interests carefully weaved into the ambitious curriculum to spark a true love of learning, both indoors and out. As a result of this careful balance, we believe our children will enter Key Stage One confident and independent.

We are aware that play, happiness and well-being is key to creating capable and enthusiastic learners. We offer both indoor and outdoor provision that encompasses dedicated zones for a wide range of learning focuses and subject strands. Children are encouraged to act independently, problem-solve and always have a go! Our broad and balanced provision offers something for everyone, allowing children to channel their interests, alongside the opportunity of something new.

We believe in offering a balance of child-led and adult-led activities centred on the seven areas of learning; *Communication and Language, PSED (Personal, Social, Emotional, Development), Physical Development, Literacy, Maths, Understanding the World and Art and Expressive Design*. We also endeavour to offer more than just a curriculum, but experiences and memories that allow children to become hands-on learners.

As a result, children develop emotionally, socially, physically and academically.

Spiritual, Moral, Social and Cultural Development (SMSC) in the Early Years

We recognise that personal development, spiritually, morally, socially, and culturally, plays a significant part in children's ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values/beliefs, spiritual awareness, personal behavior, attitude towards other people, understanding of their social/cultural traditions and an appreciation of the diversity of other cultures.

Spiritual Development

As an EYFS setting, we will provide learning opportunities that will enable pupil to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile, satisfying relationships.
- Reflect on, consider and celebrate the wonders of the world around them.
- Develop a sense of belonging.

Moral Development

As an EYFS setting, we will provide learning opportunities that will enable pupil to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take imitative and act responsibly with consideration for others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Distinguish between right and wrong.
- Show respect for the environment
- Make informed and independent judgments.
- Speak about difficult events such as bullying.

Social Development

As an EYFS setting, we will provide learning opportunities that will enable pupil to:

- Develop an understanding of their individual and group identity.
- Participate in paired and group activities, taking turns and sharing.
- Begin to understand the need for social justice and a concern for the disadvantaged.
- Work co-operatively and collaboratively.
- Learn an awareness of treating all as equals, and accepting people who are different to them.

Cultural Development

As an EYFS setting, we will provide learning opportunities that will enable pupil to:

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Develop an understanding of their social and cultural environment.

Personal and Character Development

As an EYFS setting we are committed to the personal development of our children, enabling them to flourish. Our aim is for every child to be independent, capable, and resilient in the face of challenge.

The Upper Nidderdale Primary Federation implements a sequential and carefully planned resilience curriculum, which begins in the early years. We believe this is essential in preparing our children for a modern life that is rapidly changing.

Through sessions with Commando Joe children are given the opportunity to focus on key characteristics; *empathy, perseverance, positivity, self-awareness and resilience, communication and team work.*

These are made child-friendly through the use of growth mind-set characters that the children can relate to and 'channel' in their Commando Jo sessions, and through their school life.

Within these sessions, children are presented with a challenge, scenario or task where they must apply these growth-mindset characters and overcome the obstacles presented to them. These challenges can be indoors or outdoors, and are used to empower children with key life skills to reach their potential.

As a result of our resilience curriculum and Commando Joe sessions, we teach young people to see things with perspective and understanding, to succeed and fail, and have the ability to deal with both outcomes with a positive and constructive mindset for life.

EYFS and Inclusion

- “Inclusive provision is open and accessible to all and takes positive action in removing disabling barriers so that ALL children can participate.” (Charter for Children’s Play)

- □ At The Upper Nidderdale Primary Federation, we also take this to mean provision that is inclusive of all children without any discrimination because of disability, social or economic background, race, gender or ethnicity.

We aim to adapt our provision, enhancements and interactions to suit the needs of the child.

IMPLEMENTATION

Teaching and Learning:

A Sequential Curriculum

EYFS is the foundation of all learning, which means all subjects begin in the Early Years.

All subject intents begin in the EYFS. Subject leaders ensure they have a secure knowledge of how their subject is taught and approached with in EYFS, allowing for a sequential progression of vocabulary, knowledge and skills through each child's school journey. This means all staff are aware of how Early Years paves the way for future learning. We meet this expectation through staff training, moderations including EYFS in all subjects, and the monitoring of EYFS from subject leaders. Online learning journals can be accessed by subject leaders to inform their monitoring and understanding of each child's progression in that learning area.

- The Early Years Leader shares planning with subject leaders, allowing them to see the key skills and vocabulary taught within their subject. This is then brought to life through exciting, active and dynamic learning experiences in adult-led sessions, and child-led provision activities.
- Phonics is taught sequentially through Little Wandle, with a Nursery and Reception curriculum.
- Maths is taught through a sequential long term plan. The plan ensures the composition of each number is given time and focus to allow for a deep understanding of each individual number. It also ensure key areas such as measure and shape are taught.
- Literacy in EYFS follow the three phase approach in the autumn term, and longer if necessary, and moves to the five phase approach later in the year. This allows for a deep focus on understanding, reading and writing, progressing to prediction and comprehension, then onto writing.

Key vocabulary for EYFS in included in all subject intents, mapping clear progression for EYFS and beyond.

- **Teaching and Learning:**
- **Bringing the Curriculum to Life**
- EYFS follows an ambitious and diverse curriculum designed by the EYFS team to encompass adult-led inputs, early reading and phonics, and stimulating enhancements such as trips, visits and experiences. Through the careful and strategic design of our curriculum, we ensure the unique needs of our children are fulfilled, and their interests incorporated.
- **Daily Taught Sessions:**
- Children access daily high-quality teaching for adult-led sessions focused on maths, Literacy/Communication and Language, and phonics.
- Phonics is taught following the DFE validated scheme Little Wandle
- These sessions are taught in short bursts every day, followed by provision activities addressing next steps and key skills practice.
- **Weekly Taught Sessions:**
- Subjects such as PSHE, PE, RE, Understanding the World, Art and Music are all taught each week with an adult-led session as a whole class. Through carefully planned taught weekly sessions we ensure a strong coverage of the curriculum, alongside maximum exposure to a wide range of skills and subject areas. PE is taught by a PE specialist weekly.
- **Outdoor Education**
- We believe in providing children with the opportunity to learn both indoors and out. Through access to outdoor provision, children can access learning on a larger, and more authentic scale providing opportunities that are not limited by the classroom.
- **Provision:**
- Children have access to freeflow provision, whereby there are a variety of stations covering the seven areas of learning. Children are encouraged to practice their skills being taught in adult sessions, whilst also building independence and imagination.

IMPACT

Assessment

- **Baseline**
 - All children will have a baseline assessment taken in the first few weeks of school life. One of which will follow the government baseline.
 - The other assessment will take the form of a discrete observation/assessment by the class teacher. This is assessed against the development matters framework.
- **Formative Assessment:**
 - Children in the EYFS are continually observed and assessed. Termly, the assessments against the development matters framework are assessed and logged on our federation EYFS tracking system.
- **Summative Assessment:**
 - In the final summer term, children are assessed against the ELG's from the EYFS statutory framework. This is moderated within the federation and with North Yorkshire.

Assessment/Observations

A pupil's learning journey will include evidence of their progress against the objectives of Development Matters and the Early Learning Goals. These will be added to by adults working in the EYFS. There will be notes of observations, annotated photographs and a half termly long observation for each child. Evidence of next steps will be also be kept in the folder.

Staff will use 'post-it' notes to make in the moment observations. These will feed into next steps meetings. Short observations will be used to record the impact of teacher focus session (particularly in phonics and Number). Each half term, there will be as long observation made on each child across a variety of areas of learning.

There will be a half termly moderation of the evidence by subject leaders. Parents in EYFS will be invited into school every half term to share this learning journey and discuss next steps for this child.

Observation		Name of Child (or children):		
Date:	Time:	Name of Practitioner:		
Child-Initiated Activity		Adult-Initiated Activity		
Solitary Play	Small-Group Play		Large-Group Play	
Sand Area Book Area Construction Area Writing Area	Water Area Listening Area Creative Workshop Carpet Area	Role-Play Area Story Time Investigative Area Snack Area	Small World Area Computer Area Indoor Area Writing Area	Maths Area Malleable Area Outdoor Area Other
What is happening? (What is the child saying and/or doing?)				
Characteristics of Effective Teaching and Learning:		Additional Notes:		
Links to Learning:				

Long observation form

Long Observation							
Name:		Date:		Time:		Start:	
Child-Initiated				Adult-Initiated			
Solitary		Small Group		Large Group			
What is happening? (What is the child saying and/or doing?)							
Areas of Learning and Development:							
Prime Areas			Specific Areas				
CSL	PGSD	PD	L	N	UPEL	GAAG	
Characteristics of Effective Teaching and Learning							
Playing and Exploring Children investigate and experiment (play and 'have a go')...		Active Learning Children concentrate and keep on trying if they encounter difficulties and enjoy achievement...		Creating and Thinking Critically Children have and develop their own ideas, make links between ideas and develop knowledge for doing things...			
Additional Notes:							

Short observation form

Provision & Environment in EYFS

“There are three teachers of children: adults, other children, and their physical environment.”

Loris Malaguzzi

Provision planning in EYFS ensures that areas of provision are adapted to meet the needs of different pupils (Why this? Why now? Who is it for?) – these come from deliberate discussions about what each child needs.

Enhancements are planned based on observations made by staff.

Provision Planning Teaching themes					
Area of Provision	ELG	Name(s):	Next steps objectives 'I can statement' (from DM - Next Steps)	Enhancements from observations (How are the children going to get there?)	Impact
Yellow indoor					
Blue outdoor					
iter trees	I can offer explanations of why (CL) I can work and play cooperatively (PSEb) I can take turns (PSEb)				
all world	I can retell a story I have been read (R) I can retell a story using new vocabulary from there (R)				
itter area	Use a range of small tools (Pb) I can use tools for creative work safely and correctly (Cb) I can use new words to describe my creations (CL) I can cut shapes with scissors (not templates) (Pb)				
ylloagh Area	I can use tools for creative work safely and correctly (Cb)				
itter	I can offer explanations of why (CL) I can work and play cooperatively (PSEb) I can take turns (PSEb)				
u play	I can hold a conversation confidently (CL)				

The Environment as the 'Third Teacher'

- **At The Upper Nidderdale Primary Federation, we follow the Reggio Emilia approach. This approach suggests that children direct their own learning. It is a child's own creativity and natural desire to explore the world that leads them on a path of discovery—not a set curriculum or fixed-outcome tasks.**
- **The environment plays a foundational role in the process of making learning meaningful. When a teaching space is set up optimally, it facilitates and empowers children as they navigate this open-ended exploration of things that interest them. Children are seen as partners and collaborators in their own education and the environment stimulates, provokes and facilitates this learning.**
- **In the Reggio Emilia philosophy, the environment is seen as enabling children to explore their own interests and learn from their experiences. Teaching spaces are curated to be aesthetically pleasing without being contrived. They are welcoming spaces that spark joy and a love of learning, and where children are encouraged to collaborate, communicate, create, experiment and explore**
- **As per our Environment Policy, classrooms are free from clutter, they are inviting and exciting – see pictures for examples.**



Continuous Provision

Continuous Provision

- Children access provision daily within their learning.
- **Continuous Provision-**
- Provision areas available to the children every day throughout the year. Included in these areas are a core range of resources that children can access all the time. The use of which will progress in line with development and learning. This allows for resources to be used in a way which promotes practice, consolidation and experimentation.
- The resources and organisation of these, remains constant throughout the year to allow for confidence in their use, and children can then develop and extend their ideas and use over time. This is a permanent framework for learning.



Continuous Provision Checklist - Malleable Area

- Playdough



- Rolling pins



- Extractors



- Shape cutters



- Chopping boards



- A collection of 'found' objects for decoration (buttons, lolly sticks, pine cones)



- Wheeled dough cutters



- Plastic clay tools



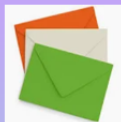
Continuous Provision Checklist - Writing Area



- Paper

☐

- Envelopes

☐

- Post it notes

☐

- Note books

☐

- Pens - different kinds

☐

- Pencils

Continuous Provision Checklist - Water Area



- Graded cylinders



- Graded beakers



- Jugs



- Water wheels



- Plastic tea set



- Pipettes and syringes



- Small boats and sea life creatures



- Objects for floating and sinking

Continuous Provision Checklist - Wet Sand Area



- Buckets

☐

- Rakes

☐

- Spades

☐

- Sand moulds

☐

- Sand moulds - letters and numbers

☐

- People and trucks

☐

- Natural materials - shells, pebbles, wooden logs

☐

Continuous Provision Checklist - Dry Sand Area



- Buckets


☐

- Rakes


☐

- Spades


☐

- Sand wheel


☐

- Sieves


☐

- People and trucks


☐

- Natural materials - shells, pebbles, wooden logs


☐

Continuous Provision Checklist – Creative Art Area 1



- Paint for children to access



- Thin paintbrushes



- Thick paintbrushes



- A variety of paper



- Boxes



- Poms-poms, lolly sticks etc,



Continuous Provision Checklist - Creative Art Area 2



- Masking tape



- Glue sticks



- Glue



- Scissors



- Felt tip pens



- Coloured pencils



Continuous Provision Checklist - Small World Area



- Toy animals



- People - kings, queens, pirates



- Fairy tale characters and mystical creatures



- Small blocks, fences, bridges



- Pebbles, shells, wood, glass nuggets



- Buildings



- Grass pieces



Continuous Provision Checklist - Fine Motor Skills Area



- Beads and threading laces



- Large tweezers



- Tongs



- Loose parts (pompoms and natural)



- Pegs and boards



- Plasticine



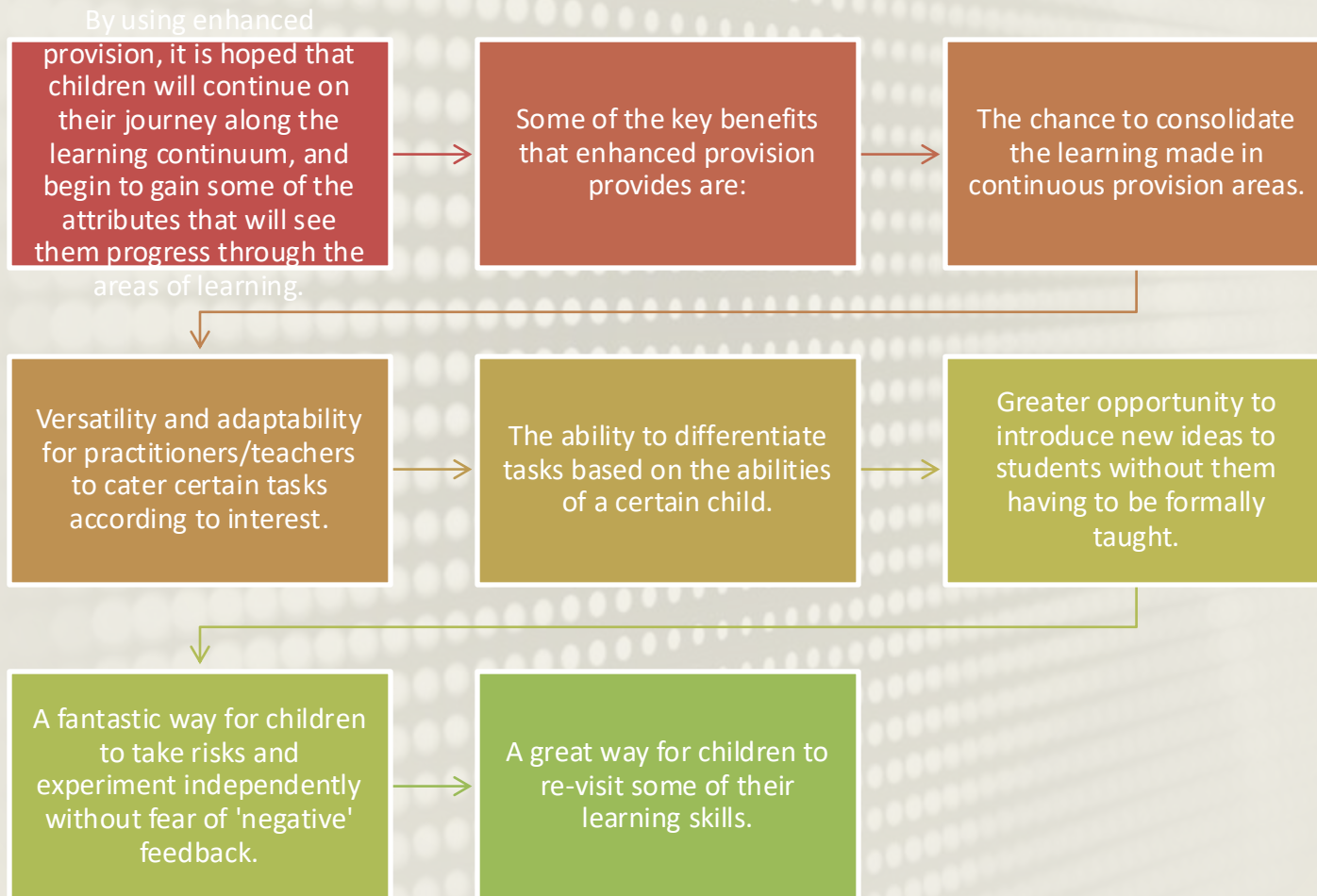
Enhanced Provision

Enhanced Provision

Provision is enhanced according to the books being read in class, and the children's' interests.

These enhancements are also made following EYFS 'Next Steps' meetings. In these meetings, individual and groups next steps and identified and enhancements to provision are made.

Enhanced Provision



Staff Training

Training of Staff



EYFS is given opportunities to be a focus in staff meetings. This means the EYFS Leader and team can share key updates, changes, documents and information regarding EYFS. This is key for subject leaders to understand their subject within the EYFS.



EYFS Leader provides EYFS staff specific training on areas such as provision, adult interactions, and observation/assessment.



This training for both teaching staff and EYFS staff allow for increased knowledge and understanding, which in turn allows for better teaching, tracking of progress and interaction with children.

Assessment in EYFS

At The Upper Nidderdale Primary Federation, we use observations and discussions with children to inform our assessment. Children's achievements and the journey of their learning is recorded in a 'Learning Journal.'

In this Learning Journal, practitioners make day to day observations, as well as including quotes from the children about their learning. The journal includes photographs as well as longer observations. These Learning Journals are then used to inform any assessments and next steps to move their learning forward.

We invite parents in once a half term to spend time, alongside their child, looking through the Learning Journal and discussing this with the class teacher.

Planning For Next Steps

At The Upper Nidderdale Primary Federation, we use observations to carefully plan developmentally appropriate 'next steps' for our EYFS pupils. We use next steps planning to build on a child's current skills, knowledge and experience so that we can support them to make the best possible progress from their starting point.

Assessment is an important aspect of EYFS education. Practitioners need to support children's learning and development by considering what a child already knows. This way, practitioners can determine what they need to learn next to build upon this existing knowledge. Whilst this document uses the statements from 'Development Matters' to inform next steps, these ARE NOT to be used as a tick list. These statements are to be used, and referred to, to ensure that all staff working in EYFS are aware of where pupils are currently working at and what they need to do next. Choosing next steps should not be a random action, and the reasons why a choice has been made should be clear to the adults that work within the EYFS. This will be discussed in Next Steps meetings.

We believe that the choice of a next step should be part of a bigger picture to support the child's holistic development. By using the Development Matters guidance, all stakeholders are aware of each child's needs.

Development Matters is used to ensure that pupils are on the right track with their development, so that teaching may be tailored to meet individual needs, whether this is consolidation or challenge.

Whilst we recognise that Development Matters is not statutory, we use it because it does help to link together key themes of the Early Learning Goals into one core syllabus with clear and sequential guidance.

It is important that EYFS staff;

- Know where each child is developmentally
- Know where each child is going developmentally.
- Choose small, achievable next steps.

Next Steps Meetings

At the Upper Nidderdale Primary Federation, we believe that, in order to plan next steps in learning and ensure that good progress is made, all staff must have a secure grasp of the current knowledge, understanding and skills of individuals and groups in the class.

Weekly 'Next Steps' meetings will be held with all EYFS staff present so that observations and discussions about next step. These meetings will take place during school hours so that these are a manageable process of deciding next steps without adding unnecessary tasks to staff workload.

In some cases, the most appropriate next steps may be individual, or they may be next steps for a group of children with similar needs. To ensure that children are progressing towards the ELGs, staff will refer to the Development Matters guidance. We acknowledge that whilst this guidance is not statutory, it does provide detailed information on the typical steps that you may expect a child making progress through each age band towards the ELGs.

Next Steps Meetings

In Next Steps meetings, staff will discuss their observations of pupils. They will then choose a next step that will help each child to deepen their learning and consolidate their mastery of the chosen objective. Alternatively, staff may find that there is another statement that serves as a natural next step.

Staff will be aware in these discussions, that children progress at different rates. For some children, the next step may be a long-term goal, while other children will achieve their next step much sooner. Staff will use their knowledge of each child, alongside the guidance when deciding on the next step.

Next steps are often observed in the moment as staff interact with children in continuous provision as well as in structured activities.

All staff will contribute to Next Steps meetings, but the teaching staff will ultimately decide upon a next step for Maths, Literacy, Personal Development and one more step from a chosen area of learning. These will be recorded on the agreed next steps pro forma, and all staff will make notes from their observations, these will form the discussion for the next meeting.

Ways that staff will support children with their Next Steps

Scaffolding

Practitioners will offer support to a child in order to help them to develop Their skills , interest and understanding. As a child, becomes more confident, the scaffold can be reduced until the child can achieve independently.

Practitioners will help to scaffold a child's next steps through questioning, modelling language and the use of

Extending a child's interest

When observing a child, staff may notice that a child has a particular interest in something. This may be a toy, a topic or a broader area of interest.

Their interest should be supported and developed. Practitioners can plan next steps around the interest, perhaps by exploring connected subjects or themes.

Ways that staff will support children with their Next Steps

Embedding Learning

Practitioners will allow time for learning to be embedded. A child's skill or interest may only just be emerging, so we feel that it is important not to rush them or to change an activity too quickly. Once a practitioner feels that the learning is embedded, then an activity can be adapted or enhanced to move learning on.

Sharing Next Steps

Sharing next steps with parents and carers is very important. As it informs them of the development that their child is making and suggests ways that they can support and extend their learning at home. Next steps can be shared formally during Parents' evenings and informally through comments sent home. We feel that it is also very important to make children aware of their next steps. This helps them to be proud of their learning and to celebrate their progress.

Next Steps Planning - Objective Led

Area of Provision	Observations	Next Steps and Enhancements (Agreed with teacher)	Impact of Enhancement
English			
Maths			
Personal Development			
Other focus area			

**Communication &
Language**

Progression

C&L - Listening, Attention & Understanding Three and Four Year Olds

1. Enjoy listening to longer stories and can remember much of what happens.	
2. Pay attention to more than one thing at a time, which can be difficult.	
3. Use a wider range of vocabulary.	
4. Understand a question or instruction has two parts, such as 'Get your coat and wait at the door.'	
5. Understand 'why' questions, like 'Why do you think the caterpillar got so fat?'	
6. Sing a repertoire of songs.	
7. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	
8. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as runned for ran, swimmmed for swam.	
9. Develop their pronunciation but may have problems saying; -some sounds r, j, th, ch and sh -multisyllabic words such 'pterodactyl, planetarium or hippopotamus.	
10. Use longer sentences - four to six words.	

C&L - Listening, Attention & Understanding Three and Four Year Olds

11. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

12. Start a conversation with an adult or friend and continue it for many turns.

13. Use talk to organise themselves and their play. "Let's go on a bus...you sit there "I'll be the driver."

C&L - Listening, Attention & Understanding Children in Reception

1. Understand how to listen carefully and why listening is important.	
2. Learn new vocabulary.	
3. Use new vocabulary through the day.	
4. Ask questions to find out more and to check they understand what has been said to them.	
5. Articulate their ideas and thoughts in well-formed sentences.	
6. Connect one idea to another using a range of connectives.	
7. Describe events in some detail.	
8. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	
9. Develop social phrases.	
10. Engage in story times.	
11. Listen to and talk about stories to build familiarity and understanding.	
12. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	

C&L - Listening, Attention & Understanding Children in Reception

13. Use new vocabulary in different contexts.	
14. Listen carefully to rhymes and songs, paying attention to how they sound.	
15. Learn rhymes, poems and songs.	
16. Engage in non-fiction books.	
17. Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary.	

C&L - Listening, Attention & Understanding ELGs

Listening and Understanding

1. 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.

2. Make comments about what they have heard and ask questions to clarify their understanding.

3. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

C&L - Listening, Attention & Understanding ELGs

Speaking

1. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

2. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

3. 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 Progression

Personal, Social and Emotional Development

Three and Four Year Olds

- | | |
|---|--|
| 1. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. | |
| 2. Develop their sense of responsibility and membership of a community. | |
| 3. Become more outgoing with unfamiliar people, in the safe context of their setting. | |
| 4. Show more confidence in new social situations. | |
| 5. Play with one or more other children, extending and elaborating play ideas. | |
| 6. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game and suggesting other ideas. | |
| 7. Increasingly follow rules, understanding why they are important. | |
| 8. Remember rules without needing an adult to remind them. | |
| 9. Develop appropriate ways of being assertive. | |
| 10. Talk with others to solve conflicts. | |

Personal, Social and Emotional Development Three and Four Year Olds

11. Talk about their feelings using words like 'happy' 'sad' 'angry' or 'worried'

12. Understand gradually how others might be feeling.

13. Be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hand thoroughly.

14. Make healthy choices about food, drink, activity and toothbrushing.

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Personal, Social and Emotional Development Children in Reception

1. See themselves as a valuable individual.	
2. Build constructive and respectful relationships.	
3. Express their feelings and consider the feelings of others.	
4. Show resilience and perseverance in the face of challenge.	
4. Identify and moderate their own feelings socially and emotionally.	
5. Think about the perspectives of others.	
6. Manage their own needs - personal hygiene.	
7. Know and talk about the different factors that support their overall health and wellbeing - regular physical activity - healthy eating - toothbrushing - Sensible amounts of 'screen time.' - Having a good sleep routine - Being a safe pedestrian	

Personal, Social and Emotional Development ELGs

Self-Regulation

1. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

2. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

3. Give focused attention to what the teacher sayd, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Personal, Social and Emotional Development ELGs

Managing Self

1. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

2. Explain the reasons for rules, know right from wrong and try to behave accordingly.

3. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Personal, Social and Emotional Development ELGs

Building Relationships

1. Work and play cooperatively and take turns with others.

2. Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others' needs.

Physical Development Progression

Physical Development Three and Four Year Olds

- | | |
|---|--|
| 1. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. | |
| 2. Go up steps and stairs, or climb up apparatus, using alternate feet. | |
| 3. Skip, hop, stand on one leg and hold a pose for a game like musical statues. | |
| 4. Use large muscle movements to wave flags and streamers, paint and make marks. | |
| 5. Start taking part in some group activities which they make up for themselves, or in teams. | |
| 6. Increasingly be able to use and remember sequences and patterns of movement which are related to music and rhythm. | |
| 7. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. | |
| 8. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. | |
| 9. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow bricks. | |
| 10. Use one handed tools and equipment, for example making snips in paper with scissors. | |

Physical Development Three and Four Year Olds

11. Use a comfortable grip with good control when holding pens and pencils.

12. Show a preference for a dominant hand.

13. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing zips.

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Physical Development Children in Reception

1. Revise and refine the fundamental movement skills they have already acquired;

- Rolling
- Crawling
- Walking
- Jumping
- Running
- Hopping
- Skipping
- Climbing

2. Progress towards a more fluent style of moving, with developing control and grace.

3. Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

4. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools; pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons.

5. Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor.

Physical Development Children in Reception

6. Combine different movements with ease and fluency.	
7. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	
8. Develop overall body strength, balance, co-ordination and agility.	
9. Further develop and refine a range of ball skills including; throwing, catching, kicking, passing, batting and aiming.	
10. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	
11. Develop the foundations of a handwriting style which is fast, accurate and efficient.	
12. Further develop the skills they need to manage the school day successfully; *Lining up and queuing *Mealtimes	

Physical Development ELGs

Gross Motor Skills

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| 1. Negotiate space and obstacles safely, with consideration for themselves and others. | |
| 2. Demonstrate strength, balance and co-ordination when playing. | |
| 3. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | |

Physical Development ELGs

Fine Motor Skills

1. Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.

2. Use a range of small tools, including scissors, paintbrushes and cutlery.

3. Begin to show accuracy and care when drawing.

Literacy Progression

Literacy

Three and Four Year Olds

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| 1. Understand the five key concepts about print; <ul style="list-style-type: none">• Print has meaning• The names of the different parts of a book• Page sequencing• Print can have different purposes.• We read English from left to right and from top to bottom | |
| 2. Develop their phonological awareness, so that they can; <ul style="list-style-type: none">• Spot and suggest rhymes• Count or clap syllables in a word.• Recognise words with the same initial, such as money and mother. | |
| 3. Engage in extended conversations about stories, learning new vocabulary. | |
| 4. Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page, writing m for mummy. | |
| 5. Write all or some of their name. | |
| 6. Write some letters accurately. | |

Literacy Children in Reception

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| 1. Read individual letters by saying the sounds for them. | |
| 2. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. | |
| 3. Read some letter groups that each represent one sound and say sounds for them. | |
| 4. Read a few common exception words matched to the school's phonics programme. | |
| 5. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. | |
| 6. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | |
| 7. Form lower case and capital letters correctly. | |
| 8. Spell words by identifying the sounds and then writing the sound with letter/s. | |
| 9. Write short sentences with words with known letter-sound correspondence using a capital letter and a full stop. | |
| 10. Re-read what they have written to check that it makes sense. | |

Literacy ELGs

Comprehension

1. Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

2. Anticipate (where appropriate) key events in stories.

3. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Literacy ELGs

Word Reading

1. Say a sound for each letter in the alphabet and at least 10 digraphs.

2. Read words consistent with their phonic knowledge by sound-blending.

3. Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.

Literacy ELGs

Writing

1. Write recognisable letters, most of which are correctly formed.

2. Spell words by identifying sounds in them and representing the sounds with a letter or letters.

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

Mathematics Progression

Mathematics

Three and Four Year Olds

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| 1. Develop fast recognition of up to 3 objects, without having to count them individually (subitising) | |
| 2. Recite number past 5. | |
| 3. . Say one number for each item in order; 1, 2, 3, 4, 5 | |
| 4. Know that the last number reached when counting a small set of objects tells you how many there are in total. (cardinal principle) | |
| 5. Show 'finger numbers' up to 5. | |
| 6. Link numerals and amounts; for example, showing the right number of objects to match the numeral, up to 5. | |
| 7. Experiment with their own symbols and marks as well as numerals. | |
| 8. Solve real world mathematical problems with numbers up to 5. | |
| 9. Compare quantities using language 'more than' and 'fewer than' | |
| 10. Talk about 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language; sides, corners, straight, flat, round. | |
| 11. Understand position through words alone - for example "The bag is under the table," without pointing. | |

Mathematics

Three and Four Year Olds

12. Describe a familiar route.	
13. Discuss routes and locations, using words like 'in front of' and 'behind.'	
14. Make comparisons between objects relating to size, length, weight and capacity.	
15. Select shapes appropriately; flat spaces for building, a triangular prism for a roof.	
16. Combine shapes to make new ones - an arch, a bigger triangle.	
17. Talk about and identify patterns around them. For example, stripes on clothes, designs on rugs and wallpaper. Use informal language such as spotty, blobs etc.	
18. Extend and create ABAB patterns - stick, leaf, stick, leaf	
19. Notice and correct an error on a repeating pattern.	
20. Begin to describe a sequence of events, real or fictional, using words such as first, then	

Mathematics Children in Reception

1. Count objects, sections and sounds.	
2. Subitise	
3. Link the number symbol (numeral) with its cardinal number.	
4. Count beyond 10.	
5. Compare numbers	
6. Understand the 'one more/one less than' relationship between consecutive numbers.	
7. Explore the composition of numbers to 10.	
8. Automatically recall number bonds for numbers 0-5 and some to 20.	
9. Select, rotate and manipulate shapes to develop spatial reasoning skills.	
10. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	
11. Continue, copy and create repeating patterns.	
12. Compare lengths, weight and capacity.	

Mathematics ELGs

Number

1. Have a deep understanding of number 10, including the composition of each number.

2. Subitise (recognise quantities without counting) up to 5.

3. Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 20, including double facts.

Mathematics ELGs

Numerical Patterns

1. Verbally count beyond 20, recognising the pattern of the counting system.

2. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

3. Explore and represent patterns within number up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World Progression

Understanding the World Three and Four Year Olds

1. Use all their senses in hands-on exploration of natural materials.

2. Explore collections of materials with similar and/or different properties.

3. Talk about what they see, using a wide vocabulary.

4. Begin to make sense of their own life-story and family's history.

5. Show interest in different occupations.

6. Explore how things work.

7. Plant seeds and care for growing plants.

8. Understand the key features of the life-cycle of a plant and an animal.

9. Begin to understand the need to respect and care for the natural environment and all living things.

10. Explore and talk about different forces they can feel.

11. Talk about the differences between materials and changes that they notice.

12. Continue developing positive attitudes about the differences between people.

13. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Understanding the World Children in Reception

1. Talk about members of their immediate family and community.	
2. Name and describe people who are familiar to them.	
3. Comment on images of familiar situations in the past.	
4. Compare and contrast characters from stories, including figures from the past.	
5. Draw information from a simple map.	
6. Understand that some places are special to members of their community.	
7. Recognise that people have different beliefs and celebrate special times in different ways.	
8. Recognise some similarities and differences between life in this country and life in other countries.	
9. Explore the natural world around them.	
10. Describe what they see, hear and feel while outside.	
11. Recognise some environments that are different to one in which they live.	
12. Understand the effect of changing seasons on the natural world around them.	

Understanding the World ELGs

Past & Present

1. Talk about the lives of people around them and their roles in society.

2. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

3. Understand the past through settings, characters and events encountered in books read in class and storytelling.

Understanding the World ELGs

People, Culture & Communities

1. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

2. 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.

3. 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.

Understanding the World ELGs

The Natural World

1. Explore the natural world around them, making observations and drawing pictures of animals and plants.

2. 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.

3. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts & Design Progression

Expressive Arts & Design

Three and Four Year Olds

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| 1. Take part in simple pretend play, using an object to represent something else even though they are not similar. | |
| 2. Begin to develop simple stories using small world equipment like animal sets, dolls and doll houses etc. | |
| 3. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. | |
| 4. Explore different materials freely, to develop their ideas about how to use them and what to make. | |
| 5. Develop their own ideas and then decide which materials to use to express them. | |
| 6. Join different materials and explore different textures. | |
| 7. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. | |
| 8. Draw with increasing complexity and detail, such as representing a face with a circle and including details. | |
| 9. Use drawing to represent ideas like movement or loud noises. | |
| 10. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. | |
| 11. Explore colour and colour-mixing. | |

Expressive Arts & Design Three and Four Year Olds

12. Listen with increased attention to sounds.

13. Respond to what they have heard , expressing their thoughts and feelings.

14. Remember and sing entire songs.

15. Sing the pitch of a tone sung by another person (pitch match)

16. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

17. Create their own songs or improvise a song around one that they know.

18. Play instruments with increasing control to express their feelings and ideas.

Expressive Arts & Design Children in Reception

1. Explore, use and refine a variety of artistic effects to express their ideas and feelings.	
2. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	
3. Create collaboratively, sharing ideas and resources and skills.	
4. Listen attentively, move to and talk about music, expressing their feelings and responses.	
5. Watch and talk about dance and performance art, expressing their feelings and responses.	
6. Sing in a group or on their own, increasingly matching the pitch and following the melody.	
7. Develop storylines in their pretend play.	
8. Explore and engage in music making and dance, performing solo or in groups.	

Expressive Arts & Design ELGs

Creating with Materials

1. Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.

2. Share their creations, explaining the process they have used.

3. Make use of props and materials when role playing characters in narratives and stories.

Expressive Arts & Design ELGs

Being Imaginative & Expressive

1. Invent, adapt and recount narratives and stories with peers and their teacher.

2. Sing a range of well-known nursery rhymes and songs.

3. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.