



**MAYVILLE  
HIGH SCHOOL**  
*Founded in 1897*

## Early Years Foundation Stage

### Learning & Development Requirements

We promote the learning and development of all children in our care to ensure they are ready for the next step in their education. Our judgments are informed by the best available evidence on how children learn and reflect the broad range of skills, knowledge and attitudes children need as foundations for good future progress. We guide the development of children's capabilities with a view to ensuring that children in our care complete the EYFS ready to benefit fully from the opportunities ahead of them.

The EYFS learning and development requirements comprise:

- the seven areas of learning and development and the educational programmes (described below)
- the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year
- the assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers)

### Development Matters

We use Development Matters to support our delivery of the EYFS learning and development requirements and activities in our Holiday club are guided by the learning and development requirements. Information about our learning and development requirements can be found in the Foundation Stage booklet on the website and Holiday club activities are published in the weeks prior to the commencement of Holiday club.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development

We also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Activities and experiences for children are guided by each area of learning.

## 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, we will build children's language effectively by;

- reading frequently to children
- engaging them actively in stories, non-fiction, rhymes and poems
- 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 will 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, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

We will support this by creating games and providing opportunities for play both indoors and outdoors, supporting children to develop their core strength, stability, balance, spatial awareness, coordination 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 coordination, 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 numeracy 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.

They will develop 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 encourages the development of children's artistic and cultural awareness and 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.

## **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. We believe the frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

## **Learning and Development Considerations**

We consider the individual needs, interests, and development of each child in our care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.

Practitioners working with the youngest children will ensure a strong foundation for children's development in the three prime areas.

The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary.

Throughout the early years, if a child's progress in any prime area gives cause for concern we will discuss this with the child's parents and/or carers and agree how to support the child.

If we consider a child may have a special educational need or disability needing specialist support we will help families to access relevant services from other agencies as appropriate and work together to support the child through regular, targeted support and interventions.

## **English as an Additional Language**

For children whose home language is not English, we will try to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We believe it is important that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring they are ready to benefit from the opportunities available to them when they begin year 1.

When assessing communication, language and literacy skills, we will assess children's skills in English. If a child does not have a strong grasp of the English language, we will explore the child's skills in their home language with parents and/or carers, to establish whether there is cause for concern about language delay.

## **Play**

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. We will stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the reception year, there will be a greater focus on teaching the essential skills and knowledge in the specific areas of learning.

## **Three characteristics of effective teaching and learning are:**

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

## **Key Person**

Each child will be assigned a key person and parents and/or carers will be informed of the name of the key person, and explain their role, when a child starts attending a setting.

The key person will help ensure that every child's learning and care is tailored to meet their individual needs.

They should also help families engage with more specialist support if appropriate. A quality learning experience for children requires a quality workforce. Our well qualified, skilled staff will endeavour to deliver the best possible outcomes for children.

### **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.

The ELGs 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, we will draw on our knowledge of the child and our 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 always required, and we are not required to record evidence.

### **COMMUNICATION AND LANGUAGE ELG:**

#### **Listening, Attention and Understanding**

Children at the expected level of development will: -

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; -

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

#### **Speaking**

Children at the expected level of development will: -

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

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

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT ELG:**

#### **Self-Regulation**

Children at the expected level of development will: -

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

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

Give focused attention to what the teacher says, responding appropriately even when engaged in activity,

and show an ability to follow instructions involving several ideas or actions.

### **Managing Self**

Children at the expected level of development will:

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

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

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

### **Building Relationships**

Children at the expected level of development will:

Work and play cooperatively and take turns with others;

Form positive attachments to adults and friendships with peers;

Show sensitivity to their own and to others' needs.

### **PHYSICAL DEVELOPMENT ELG:**

#### **Gross Motor Skills**

Children at the expected level of development will:

Negotiate space and obstacles safely, with consideration for themselves and others;

Demonstrate strength, balance and coordination when playing;

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

#### **Fine Motor Skills**

Children at the expected level of development will:

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;

Use a range of small tools, including scissors, paint brushes and cutlery;

Begin to show accuracy and care when drawing.

### **LITERACY ELG:**

#### **Comprehension**

Children at the expected level of development will:

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

Anticipate – where appropriate – key events in stories;

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

#### **Word Reading**

Children at the expected level of development will: -

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

Read words consistent with their phonic knowledge by sound-blending;

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

### **Writing**

Children at the expected level of development will:

Write recognisable letters, most of which are correctly formed;

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

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

### **MATHEMATICS ELG:**

#### **Number**

Children at the expected level of development will: -

Have a deep understanding of numbers to 10, including the composition of each number;

Subitise (recognise quantities without counting) up to 5;

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

#### **Numerical Patterns**

Children at the expected level of development will:

Verbally count beyond 20, recognising the pattern of the counting system;

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

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

### **UNDERSTANDING THE WORLD ELG:**

#### **Past and Present**

Children at the expected level of development will:

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

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

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

#### **People, Culture and Communities**

Children at the expected level of development will:

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

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

### **The Natural World**

Children at the expected level of development will:

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

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;

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

### **EXPRESSIVE ARTS AND DESIGN ELG:**

#### **Creating with Materials**

Children at the expected level of development will:

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

Share their creations, explaining the process they have used;

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

#### **Being Imaginative and Expressive**

Children at the expected level of development will:

Invent, adapt and recount narratives and stories with peers and their teacher;

Sing a range of well-known nursery rhymes and songs;

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