Keighley St Andrew's EYFS Strategy 2026

(Intent, implementation and impact)

This document provides an overview of the policy, philosophy and practice in the EYFS at Keighley St Andrew's. It outlines our intentions in the EYFS and how we implement this within our provision.

Section 1 – Intent:

At Keighley St. Andrew's we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS framework 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- Every child is a **unique child,** who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments,** in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- **Children develop and learn in different ways and at different rates**

Principles into practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Provide a secure and safe learning environment indoors and outdoors

A Unique Child

At Keighley St. Andrew's Primary School, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. We embed the school's 6 values; Courage, Compassion, Community, Trust, Thankfulness and Peace.

Positive Relationships

At Keighley St. Andrew's Primary School, we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Enabling Environments

At Keighley St. Andrew's Primary School, we recognise that the environment plays a key role in supporting and extending children's development. Each EYFS classroom including the outdoor classroom is organised to allow children to explore and learn securely and safely. The learning environment is set up in learning areas; where children are able to find and locate equipment and resources independently.

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

Our aim is for our children to enter the next stage of their education ready to tackle new challenges with confidence and a positive mindset.

We do this by:

- Providing a safe and stimulating environment, led by the children yet carefully organised and managed by adults.
- Providing a curriculum which is responsive to individual starting points and needs.
- Hooking learning around high quality texts which broaden children's vocabulary and instil a love of reading.
- Allowing children to take their own lead in their learning, encouraging confidence to explore new ideas, think about problems, take risks, make links and seek challenge.

Section 2 – Implementation:

At Keighley St. Andrews our provision is underpinned by a complementary relationship between adult led, adult-initiated and child led learning. We are ambitious in our approach using a continuous cycle of observation, assessment, planning and teaching. Provision, whole class teaching, small group as well as one to one support allow us to ensure all children reach and fulfil their potential. All teaching and learning within our EYFS unit is underpinned by the EYFS Framework.

Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning. This supports the children in their journey to achieve and potentially exceed the early learning goals. Nursery and Reception have a half termly theme that is text driven to celebrate books, enrich vocabulary and foster a love of reading. The curriculum is delivered using a play-based approach as outlined by the EYFS.

All the seven areas of learning and development are important and inter-connected. We use the Educational Programmes from the EYFS Framework to plan our curriculum.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

- **Communication and Language**
- **Physical Development**
- **Personal, Social and Emotional Development**

Children are also supported through the 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**

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication as well as physical health and development.

Characteristics of Effective Learning

Weaving throughout our EYFS curriculum at Keighley St. Andrews are three **Characteristics of Effective Learning.** These elements underpin how we reflect on each child's development and adjust our practice accordingly.

- **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

Curriculum Plans for Nursery and Reception

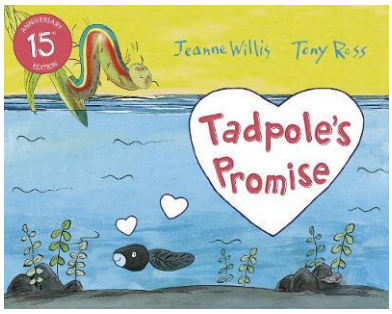
Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Me, my home, my town	Autumn, Winter and Celebrations	The Universe	What can we grow?	The pond and beyond	My country and the world
Core Text	We're Going on a Bead Hunt The Leaf Thief Goldilocks and the Three Bears.	Owl Babies The Journey Home The Nativity	Whatever Next! The Smeds and The Smoos (Reception) Aliens Love Underpants (Nursery) How To Catch a Star	The Pet Potato The Extraordinary Gardener	The Very Hungry Caterpillar What the Ladybird Heard Farmer Duck	The Kings Runaway Crown Oliver's Fruit Salad Don't Spill the Milk

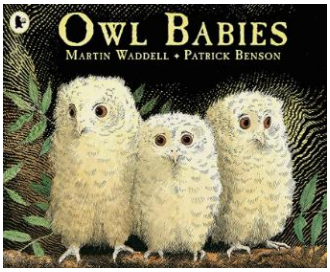
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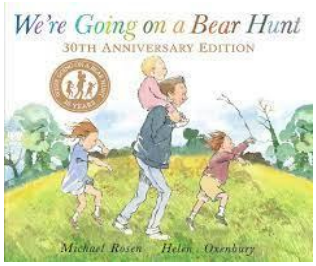
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Me, my home, my town	Autumn, Winter and Celebrations	The Universe	What can we grow?	The pond and beyond	My country and the world
Core Text	Three Little Pigs Fletcher and the Falling Leaves	The Lights that Dance in the Night Fox's Favourite Autumn The Nativity	Look Up Laika the Astronaut You and the Universe	Jack and the Beanstalk Supertato	Tadpoles Promise Class One Farmyard Fun Superworm	The Queens Hat Handa's Surprise All Are Welcome













Planning and Teaching

Nursery and Reception have a '*long term plan'* that identifies key themes and texts, key skills and learning that will take place as well as opportunities for assessment and parental involvement.

'Curriculum webs' highlight how experiences will be given on a half termly basis linked to all seven areas of the curriculum. These plans then inform our '*short-term weekly planning*', alongside our observations. Planning is flexible to allow for children's interests and special events.

Practitioners working within Nursery will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills all children need to develop to enable them to learn effectively and be ready for the next stage in their learning journey. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years at Keighley St Andrews and grow in confidence and ability within the three prime areas.

Children have whole class shared inputs and small group times which increase in frequency as they progress through the EYFS.

Sharing Planning with Parents

Each half term, parents are sent a curriculum outline which details what their child will be learning over the half term. Parents are also sent a '5 Things to Try at Home' sheet with a range of activities for them to enjoy with their child. These are mainly extra-curricular activities to encourage parents to enjoy fun activities with their children. This was inspired by the '50 things to do before you are 5' initiative.

Nursery Rhyme of the Week

In addition to this Parents in Nursery are informed about the Nursery Rhyme of the week. This highlights the focus rhyme of the week; the rhyme and lyrics are shared so they can sing at home with their child.

Hooks into Learning

In Nursery and Reception, we use 'hooks' generally at the beginning of a half term to engage children in the theme and focus text but these can also be planned in at other points. These are also used throughout the half term to provide a stimulus for learning. We regularly use letters from a character in a story to excite children in their learning.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Me, my home, my town	Autumn, Winter and Celebrations	The Universe	What can we grow?	The pond and beyond	My country and the world
Example of Hooks	Family pictures Making bird feeders Baby/family photos – how have you changed? Bear in the classroom Finding 3 Bowls of porridge in the woods	Bear footprints Going on a walk around the school grounds. Local walk looking for signs of Autumn	Trip to space Alien visiting the classroom Crash Landings	Real Life Heroes Week: Police, Fire, Ambulance Visit to the allotment	Planting seeds Zoo Lab experience Butterflies and Tadpoles Lifecycle	Virtual trip to London Fruit tasting African artefact exploration Virtual safari

Learning Through Play

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

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned and led by the adults. During children's play, early years practitioners interact to stretch and challenge children further. We ensure our whole class carpet sessions happen at the beginning and end of a session to give children extended periods of time to engage in their play.

Whole Class Shared Input

For our Reception children these happen three times a day as a whole class covering the specific areas of literacy, maths and phonics objectives.

For our Nursery children these happen at the beginning and end of each session. These are repeated morning and afternoon to ensure all children have an equal offer and access to the same high-quality teaching.

Adult led focused groups and 1:1 sessions

Across EYFS small group or 1:1 sessions are planned for to offer additional support or challenge to children who need it. These children are highlighted through our observation and assessment cycle.

Continuous Provision

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

Continuous provision provides children with the opportunity to demonstrate the three characteristics of effective learning. Children are given the freedom to make independent choices and are encouraged to be active learners and take control of their own learning.

The role of the adult

Research shows that progress will be significantly enhanced by the effective support and role models of adults within a high-quality learning environment.

At Keighley St Andrew's the role of the adult is vital in supporting and extending children's learning whilst in continuous provision.

Within our setting interactions between children and adults will look like this:

- Tuning in to what is happening or a child's thinking.
- Showing genuine interest.
- Respecting children's own decisions and choices.
- Inviting children to elaborate.
- Recapping on what has happened so far.
- Offering personal experience.
- Clarifying ideas.
- Reminding.
- Using specific praise e.g. that is a good idea because…
- Offering an alternative viewpoint.
- Speculating/ using 'I wonder if/what/how/why…'
- Encouraging discussion using our open ended question prompts
- Introducing or recapping new vocabulary.

The definition of teaching in the Early Years as stated by OFSTED;

"Teaching should not be taken to imply a "top down" or formal way of working. It is a broad term which covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: ***communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges****."*

Question prompts are displayed in our Early Years classrooms as a prompt for all adults working within our phase.

- I wonder why…

- I wonder what would happen if…
- Tell me about…
- How did you do that?
- What do you think….?
- Why did you?
- What could you do instead?
- What happened when….
- How are these the same/different?

The role of the environment

The importance of each adult to support progression is crucial. However, we equally understand that in times when a child is on their own independent learning journey the environment plays a significant role in development. Both the indoor and outdoor environments are key to our continuous provision. Using resources that are open ended encourages creativity, imagination and high order thinking skills.

Our timetable allows for long uninterrupted periods of continuous provision that allow the children time to reach a deep level of involvement as they engage, play, investigate and talk.

Our continuous provision is progressive within our Early Years phase as well as throughout the year in each classroom. Provision is enhanced using stimulus from the current theme, a particular interest or if children need to develop a particular skill. For example, if cutting was highlighted as a particular need several areas of provision would be 'enhanced' with scissors and resources to encourage children to snip and cut.

Outdoor Learning and Enrichment Opportunities

Outdoor learning is celebrated at Keighley St. Andrews and is a vital part of our teaching and learning in Early Years. Children across our Early Years phase have daily access to free flow outdoor provision. We provide a high-quality outdoor environment with open ended resources; the principals are the same across both our indoor and outdoor learning environment. We use the outdoor learning environment in all weathers, we value the opportunity for children to experience different weathers and changes in seasons.

In addition to learning in the outdoor environment we draw on our links with the community to enrich children's experiences by taking them on outings/inviting members of the community into our setting. We go on visits to Cliffe Castle and visit our linked church.

Reading

In Early Years we begin to foster children's love of reading as well as teaching them the skills and knowledge to enable them to become confident readers.

Across the whole EYFS phase children are exposed to a wide range of rich, varied stories and rhymes. Children are read to daily in a way that promotes reading for pleasure, it is fun and engaging and themes are hooked around high-quality texts. We share books with children for many reasons: enjoying stories together, linking with personal experiences, vocabulary building, developing imagination and language, learning about books. Listening to stories being read and re-read helps children to gain insights into meaning and story structure.

Each classroom has a reading area which allows children to become absorbed in stories, adults ensure to spend time in these areas reading with children as well as encouraging them to read to others.

Every week the children in Nursery take home a book from our school library to share with a family member. Children in Reception take home a weekly reading book and a reading for pleasure book that is closely matched to our phonics scheme in school. The children are encouraged to read this at home with an adult and record this reading in their reading records.

As well as absorbing children in a language rich environment we teach the skills of reading through our systematic phonics programme.

Phonics

Phase 1 is taught continuously throughout EYFS and is the focus of phonics teaching for our Nursery children, the children have at least two Phase 1 phonics carpet sessions a week as well as numerous opportunities within provision. The environment and learning opportunities that we provide develop children's speaking and listening skills, phonological awareness, rhyming and oral blending and segmenting.

In Phase 1 phonics, children are taught about:

• Environmental sounds

• Instrumental sounds

• Body percussion (e.g. clapping and stamping)

• Rhythm and rhyme

• Alliteration

• Voice sounds

• Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog')

Typical activities for teaching Phase 1 phonics include 'listening' walks, playing and identifying instruments, action songs, learning rhymes and playing games like I Spy. This phase is intended to develop children's listening, vocabulary and speaking skills.

Whole-class teaching takes place daily for our Reception children at Keighley St Andrew's, we believe that all our children can become fluent readers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

For our Reception children, formative assessment takes place during all phonics lessons allowing staff to quickly identify who has and has not understood a new sound in turn allowing adults to work with focus children providing further support.

We teach phonics for 30 minutes a day, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers. Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term. Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.

What is taught when?

Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with –s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	• words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags)	we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo **oo** ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp	are sure pure
Week 5	longer words	

Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in –ing compound words	
Week 5	longer words words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end	

Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est	out today

Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words with –s /s/ at the end Phase 4 words with –s /z/ at the end Phase 4 words with –es /z/ at the end longer words	
Week 4	root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/	
Week 5	root words ending in: –er, –est longer words	

Decodable reading books in EYFS

Individual and group reading books (for Three Day Read) in EYFS progress in sequence of the 'Letters and Sounds' grapheme progression. These books allow children to practise blending skills at an appropriate level. We allocate books to children according to the phase children are working at; books are organised according to their phase and phonic content up to the end of phase 5. Books also contain common exception words that are within the phase the child is working.

These books support parents when reading with their child at home too. At the front of each book the graphemes and common exception words within the book are visible and, at the back of each reading book, there are specific questions linked to the text.

Assessment

Pupils in Reception are assessed every six weeks using the Little Wandle Assessment tools.

Three Day Read

In order for pupils to apply their phonics knowledge, they read in small groups, with an adult three times a week. The children are grouped based upon their current phonic knowledge and books are carefully selected to match this. Over the course of the week, the groups read their book three times, each time focussing on a different aspect of reading. All groups will read with their adult at the same time.
We recognise that an effective early reading lesson will combine a variety of aspects.
• Decodable books that are matched to phonics phase and fluency.
• Children will be supported to use phonic skills for decoding at text level.
• Children will be supported to use phonics as the prime approach to decoding, avoiding the use of other strategies.
• Regular practise at reading with adults to ensure skills are transferred and embedded.
• Rigorous teaching of comprehension in addition to decoding but, also separate from decoding to reduce cognitive overload.
• Each lesson has a separate focus: decoding, prosody or comprehension.

Writing

Mark making and speech provide children with powerful tools for thinking, reasoning and problem solving.

A child's writing journey begins when they are exploring and learning that they can make marks. Throughout a child's time with us we teach the skills and knowledge needed for them to become effective writers, ready for the next stage of their writing journey.

Time, space and attention is given to children's mark making, drawing and writing experiences. Throughout each day, children have opportunities for spontaneous mark making, drawing and writing in both the indoor and outdoor environment. Resources are carefully chosen, well organised and attractively presented, so that the children can decide independently how they want to represent their ideas and which medium would best suit their purpose

Our Nursery children are encouraged to write their own name and taught how to form each of the letters. Towards the end of Nursery children are introduced to letter shapes and will begin to use initial letter sounds to represent words, such as writing 'm' for mum.

Adults spend time in provision with children commenting on the marks they make as well as modelling their own mark making and writing.

For our Reception children we continue to offer these mark making opportunities as well as teaching the process of writing. Writing is taught both through daily phonics sessions and in daily English carpet sessions.

During a daily shared write the adult models the process of writing.

- Thinking about what to write
- Counting how many words are in their sentence
- Breaking down their writing into words
- Segmenting the sounds, they can hear in each word
- Writing the corresponding grapheme for each phoneme
- Using the phonics frieze and sound/word mats to find the grapheme
- Correct letter formation
- Using a capital letter, finger space and full stop, using actions as a prompt.

Handwriting

Handwriting development in our EYFS includes a wide variety of activities planned to develop the fine motor skills required for the correct pencil grip. Fine motor activities may include threading, using tweezers, playdough and cardboard weaving etc.

Our Reception children are taught during their phonics and English carpet sessions to use print to form each of the specific letters, this is always modelled by an adult. The learning environment in EYFS use the font 'Sassoon Infant Primary' on displays to allow the children to be fully immersed in quality examples.

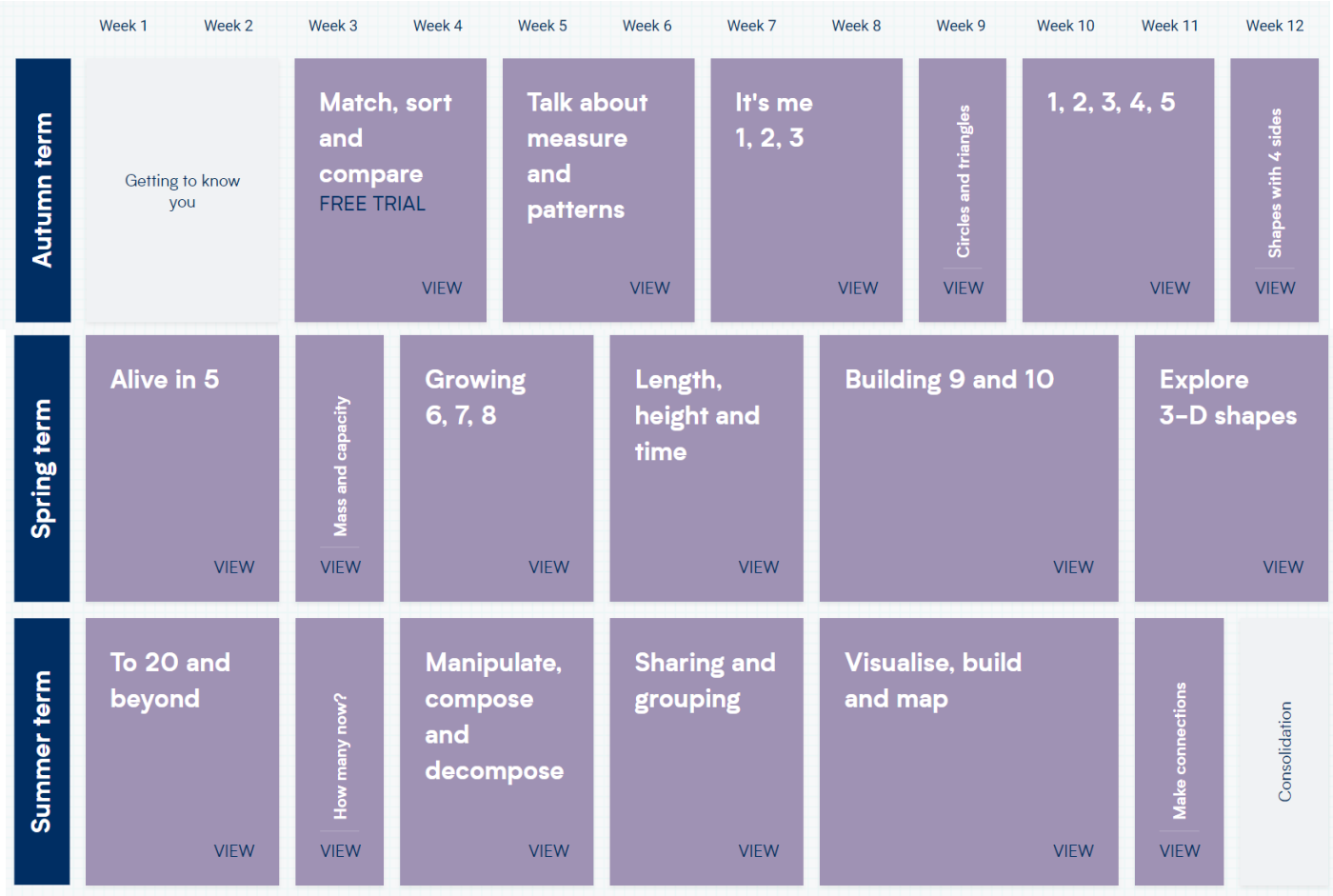
Maths

Children learn about maths through play and their daily experiences. And the more meaningful to them and hands on it is, the better. Our setting is full of mathematical opportunities for children to explore, sort, compare, count, calculate and describe. Providing a safe environment to be creative, critical thinkers, problem solvers and to have a go.

Mathematics is identified as one of the specific areas of learning, alongside expressive arts and design, literacy, and understanding the world. Our objective is to ensure that all children develop firm mathematical foundations in a way that is engaging, and appropriate for their age. This means actively learning using resources and activities provided in the environment.

For our Nursery children Maths is taught daily through routines and interactions with the children in provision with at least one carpet session a week focusing on mathematical development.

For Reception children, maths is explicitly taught daily as short whole class sessions following the White Rose Maths progression, where possible we hook learning around our theme, key text or use a specific book for maths learning. Children who need additional Maths's input take part in small group or 1:1 session with an adult. This may be on our focus table or by an adult interacting within provision. The NCETM Mastering Number programme is used to support the whole class teaching, this programme aims to secure firm foundations in the development of good number sense for all children.



Observation and Assessment

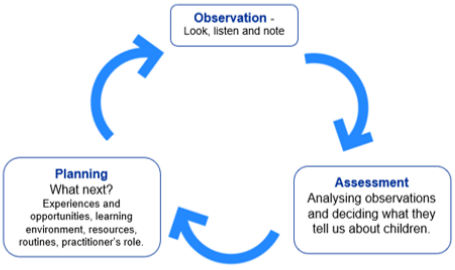
Observation:

Throughout 'continuous provision' observation forms a fundamental aspect of the pedagogy of EYFS at Keighley St Andrew's.

Observation and continuous formative assessment inform our planning of future experiences and opportunities as well as how we set up and adapt our environment. It allows us to gain knowledge of children's interests to ensure high levels of engagement.

All adults record 'wow!' moments – when a child does or says something that demonstrates progress or skill in a particular area. These are recorded in our floor books, these are shared with parent's when possible half termly.

In EYFS we continuously observe and assess all children, both during their independent learning as well as whole class and small group teaching. This continuous cycle of Observe-Assess-Plan is a vital part of our practise within our Early Years at Keighley St Andrews.



Assessment:

In addition to the continuous cycle of observation and formative assessment which informs each child's next steps, summative assessments are carried out at several points throughout the year. At each of these points children are assessed as to whether they are 'on track' or 'not on track' against each of the 7 Areas of Learning. At the end of the Reception year children are assessed against each of the 17 Early Learning Goals. These assessment points are:

- Baseline judgements
- Key assessment points; Autumn, Spring and the end of the year.
- The 17 Early Learning Goals at the end of Reception.

Each child's progress is reviewed every term and is regularly discussed with parents, they are invited to one to one parent's session and reports are written once a year.

Parents as Partners

We strive to create and maintain partnerships with parents and carers as we recognise that together, we can have a significant impact on a child's learning. At Keighley St. Andrews parents/carers are invited to be part of every step of their child's learning journey. We encourage this by:

- Arranging a 'Parents Evening' for new to school Reception parents/carers where parents/carers are given key information about the school and have the opportunity to meet and talk to staff and discuss any worries they may have.
- Arranging home visits for children starting our Nursery as well as those who are starting Reception and have not been in a setting previously.
- Running an open-door policy and encouraging parents to talk about any concerns.
- Using Class DoJo to celebrate achievements, share news and photos.
- Offering regular opportunities to talk about their child's progress in our Foundation Stage classes.
- Sharing information and photos on the school website and Facebook page.
- Inviting parents to parent consultation evenings.
- Providing parents with an end of year school report.

- Arranging a range of activities throughout the year that encourage collaboration between the child, school and parents e.g Stay and Play sessions, Nativity, Sports Day, etc.
- Running sessions and meetings to allow parents to understand how their child learns and how different subjects are taught.
- Running the 50 Things To Do Before You're 5 Bradford Strategy https://bradford.50thingstodo.org
- Promoting Keighley Imagination Library initiative.

Supportive Interventions

In the Early Years Foundation Stage, we employ a range of programmes to facilitate in-class interventions aimed at supporting children in closing learning gaps. These interventions are always delivered in a familiar classroom setting, allowing children to engage with their usual activities whilst benefiting from targeted support. A staff member who knows the children well leads each intervention, planning each session to be both enjoyable and stimulating.

One of our key programmes is Launchpad for Literacy, which aims to enhance educational outcomes in the Early Years and onwards by establishing solid foundations and a broad base of readiness. This initiative identifies and addresses specific skill gaps among individuals and vulnerable groups, effectively tracking and quantifying progress in closing the achievement gap.

Additionally, we implement the Laulau® Songdrawing Method, a multi-sensory approach that combines singing, drawing, movement, and storytelling into an interactive experience. This versatile method not only fosters cross-curricular learning but also encourages concentration, communication, and cooperation, allowing children to express their thoughts and feelings in a natural and illustrative manner.

Transition

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and child-minders. In the final term of Reception, the respective teacher and Year 1 teacher liaise to discuss the individual children, their needs and analyse the assessment data to inform planning.

Safety & Welfare

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make healthy choices and assess risks.

At Keighley St. Andrews Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Early Years Foundation Stage. We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

Inclusion

We value all our children as individuals at Keighley St Andrew's. All children are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. We plan a curriculum that meets the needs of the individual child. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need. We work closely with parents and outside agencies.

It is important to us that all children in the school are ‘Ready, Respectful and Safe’. We aim to educate children on boundaries, rules and limits and to help them understand why they are important. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

Part 3 – Impact:

The impact of our teaching and learning strategy is that children transition well between each phase of the EYFS and are ready for the next stage of their learning journey. At the end of EYFS most children leave with a Good Level of Development (GLD) and enter Key Stage One ready to begin the next chapter of their educational journey. They are equipped with a broad range of knowledge and skills that provide the right foundation for future progress through school and life.

- Children are independent and resilient. They persevere and have the confidence to tackle challenges and try new experiences.
- Children's communication and language is well developed. They are able to express themselves effectively and engage in conversation with others. They have a broad vocabulary; children learn and use new vocabulary confidently.
- Children have a strong sense of themselves as an individual as well as the part they play in their class, their family, their school as well as the wider community.
- Children's' fine motor skills and gross motor skills are well developed enabling them to use writing equipment effectively as well as moving skilfully and in a range of ways.
- Children have secure foundations in Literacy and Mathematics
- Children have a wider knowledge of the natural world and the world around them, in particular their local community as well as how things have changed over time.

This impact is measured through:

- Termly data submission and moderation
- End of Reception data profile submission
- Half termly phonics assessments
- Observations
- Learning walks

Arrangements for the monitoring of foundation subjects:

EYFS lead and other members of SLT will:

- Monitor observations, website information and floor books
- Observe lessons and conduct learning walks
- Monitor pupil progress each term by analysing pupil data
- Visit classrooms regularly to ensure that purposeful and stimulating environments are maintained
- Speak with pupils about their EYFS experience (appropriate to the age of the children)

Appendix EYFS Development Matters 2020 Statements and ELGs **Communication and Language**

Birth to Three

- Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.
- Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.
- Watch someone's face as they talk.
- Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.
- Enjoy singing, music and toys that make sounds.
- Recognise and are calmed by a familiar and friendly voice.
- Listen and respond to a simple instruction.

- Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).
- Babble, using sounds like 'baba', 'mamama'.
- Use gestures like waving and pointing to communicate.

- Reach or point to something they want while making sounds.
- Copy your gestures and words.
- Constantly babble and use single words during play.
- Use intonation, pitch and changing volume when 'talking'.

- Understand single words in context – 'cup', 'milk', 'daddy'.
- Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.

- Understand simple instructions like "give to nanny" or "stop".
- Recognise and point to objects if asked about them.

- Generally focus on an activity of their own choice and find it difficult to be directed by an adult.

- Listen to other people's talk with interest, but can easily be distracted by other things.

- Make themselves understood, and can become frustrated when they cannot.
- Start to say how they are feeling, using words as well as actions.

- Start to develop conversation, often jumping from topic to topic.
- Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.

- Use the speech sounds p, b, m, w.
- Pronounce:
  - l/r/w/y
  - s/sh/ch/dz/j
  - f/th
  - multi-syllabic words such as 'banana' and 'computer'

Birth to Three

- Listen to simple stories and understand what is happening, with the help of the pictures.

- Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.
- Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.

- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

Three and Four-Year-Olds

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.

- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying:
  - some sounds: r, j, th, ch, and sh
  - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'

- Use longer sentences of four to six words.

- 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.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Children in Reception

- Understand how to listen carefully and why listening is important.

- Learn new vocabulary.

- Use new vocabulary through the day.

- Ask questions to find out more and to check they understand what has been said to them.

- Articulate their ideas and thoughts in well-formed sentences.

- Connect one idea or action to another using a range of connectives.

- Describe events in some detail.

- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

- Develop social phrases.

- Engage in story times.

- Listen to and talk about stories to build familiarity and understanding.

- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

- Use new vocabulary in different contexts.

- Listen carefully to rhymes and songs, paying attention to how they sound.

- Learn rhymes, poems and songs.

- Engage in non-fiction books.

- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Early Learning Goals

Listening, Attention and Understanding

- 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

- 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.

EYFS Development Matters 2020 Statements and ELGs **Personal, Social and Emotional Development**

Birth to Three

- Find ways to calm themselves, through being calmed and comforted by their key person.
- Establish their sense of self.
- Express preferences and decisions. They also try new things and start establishing their autonomy.
- Engage with others through gestures, gaze and talk.
- Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.
- Find ways of managing transitions, for example from their parent to their key person.
- Thrive as they develop self-assurance.
- Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.
- Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
- Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.
- Feel strong enough to express a range of emotions.
- Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.
- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
- Be increasingly able to talk about and manage their emotions.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
- Develop friendships with other children.
- Safely explore emotions beyond their normal range through play and stories.
- Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".
- Learn to use the toilet with help, and then independently.

Three and Four-Year-Olds

- 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.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Children in Reception

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.
  - Personal hygiene
- Know and talk about the different factors that support their overal health and wellbeing:
  - regular physical activity
  - healthy eating
  - toothbrushing
  - sensible amounts of 'screen time'
  - having a good sleep routine
  - being a safe pedestrian

Early Learning Goals

Self-Regulation

- 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

- 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

- 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.

EYFS Development Matters 2020 Statements and ELGs **Physical Development**

Birth to Three

- Lift their head while lying on their front.
- Push their chest up with straight arms.
- Roll over: from front to back, then back to front.
- Enjoy moving when outdoors and inside.

- Sit without support.
- Begin to crawl in different ways and directions.
- Pull themselves upright and bouncing in preparation for walking.

- Reach out for objects as co-ordination develops.
- Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.

- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
- Clap and stamp to music.

- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
- Enjoy starting to kick, throw and catch balls.
- Build independently with a range of appropriate resources.

- Begin to walk independently – choosing appropriate props to support at first.
- Walk, run, jump and climb – and start to use the stairs independently.

- Spin, roll and independently use ropes and swings (for example, tyre swings).
- Sit on a push-along wheeled toy, use a scooter or ride a tricycle.

- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
- Start eating independently and learning how to use a knife and fork.

- Develop manipulation and control.
- Explore different materials and tools.

Three and Four-Year-Olds

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.

- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

- 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.

- 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.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.

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

Children in Reception

- Revise and refine the fundamental movement skills they have already acquired:
  - rolling - walking - running - skipping
  - crawling - jumping - hopping - climbing

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

- Develop the 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.

- 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 and spoons.

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

- Combine different movements with ease and fluency.

- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.

- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

- Develop the foundations of a handwriting style which is fast, accurate and efficient.

- Further develop the skills they need to manage the school day successfully:
  - lining up and queuing
  - mealtimes

Early Learning Goals

Gross Motor Skills

- 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

- 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

EYFS Development Matters 2020 Statements and ELGs **Literacy**

Birth to Three

- Enjoy songs and rhymes, tuning in and paying attention.
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Say some of the words in songs and rhymes.
- Copy finger movements and other gestures.
- Sing songs and say rhymes independently, for example, singing whilst playing.

- Enjoy sharing books with an adult.
- Pay attention and respond to the pictures or the words.
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book. Makes comments and shares their own ideas.
- Develop play around favourite stories using props.

- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
- Make marks on their picture to stand for their name.

Three and Four-Year-Olds

- Understand the five key concepts about print:
  - print has meaning
  - print can have different purposes
  - we read English text from left to right and from top to bottom
  - the names of the different parts of a book
  - page sequencing

- Develop their phonological awareness, so that they can:
  - spot and suggest rhymes
  - count or clap syllables in a word
  - recognise words with the same initial sound, such as money and mother

- Engage in extended conversations about stories, learning new vocabulary.

- 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.
- Write some or all of their name.

- Write some letters accurately.

Children in Reception

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

Early Learning Goals

Comprehension

- 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

- 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

- 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.

EYFS Development Matters 2020 Statements and ELGs **Mathematics**

Birth to Three

- Combine objects like stacking blocks and cups. Put objects inside others and take them out again.

- Take part in finger rhymes with numbers.
- React to changes of amount in a group of up to three items.

- Compare amounts, saying 'lots', 'more' or 'same'.
- Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.

- Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'

- Climb and squeeze themselves into different types of spaces.
- Build with a range of resources.
- Complete inset puzzles.

- Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.

- Notice patterns and arrange things in patterns.

Three and Four-Year-Olds

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.

- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

- Understand position through words alone – for example, "The bag is under the table," – with no pointing.

- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.

- Make comparisons between objects relating to size, length, weight and capacity.

- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
- Combine shapes to make new ones – an arch, a bigger triangle, etc.

- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Children in Reception

- Count objects, actions and sounds.

- Subitise.

- Link the number symbol (numeral) with its cardinal number value.

- Count beyond ten.

- Compare numbers.

- Understand the 'one more than/one less than' relationship between consecutive numbers.

- Explore the composition of numbers to 10.

- Automatically recall number bonds for numbers 0–5 and some to 10.

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

- Compose and decompose shapes so that children recognise a shape can have other shapes *within* it, just as numbers can.

- Continue, copy and create repeating patterns.

- Compare length, weight and capacity.

Early Learning Goals

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- 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.

EYFS Development Matters 2020 Statements and ELGs **Understanding the World**

Birth to Three

- Repeat actions that have an effect.
- Explore materials with different properties.
- Explore natural materials, indoors and outside.

- Explore and respond to different natural phenomena in their setting and on trips.

- Make connections between the features of their family and other families.

- Notice differences between people.

Three and Four-Year-Olds

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.

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

- Show interest in different occupations.

- Explore how things work.

- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.

- Explore and talk about different forces they can feel.

- Talk about the differences between materials and changes they notice.

- Continue developing positive attitudes about the differences between people.

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

Children in Reception

- Talk about members of their immediate family and community.

- Name and describe people who are familiar to them.

- Comment on images of familiar situations in the past.

- Compare and contrast characters from stories, including figures from the past.

- Draw information from a simple map.

- Understand that some places are special to members of their community.

- Recognise that people have different beliefs and celebrate special times in different ways.

- Recognise some similarities and differences between life in this country and life in other countries.

- Explore the natural world around them.

- Describe what they see, hear and feel whilst outside.

- Recognise some environments that are different to the one in which they live.

- Understand the effect of changing seasons on the natural world around them.

Early Learning Goals

Past and Present

- 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

- 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

- 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.

EYFS Development Matters 2020 Statements and ELGs **Expressive Arts and Design**

Birth to Three

- Show attention to sounds and music.
- Respond emotionally and physically to music when it changes.
- Move and dance to music.
- Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
- Explore their voices and enjoy making sounds.

- Join in with songs and rhymes, making some sounds.
- Make rhythmical and repetitive sounds.
- Explore a range of soundmakers and instruments and play them in different ways.

- Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
- Start to make marks intentionally.
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.

- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.

- Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.

- Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.
- Use their imagination as they consider what they can do with different materials.
- Make simple models which express their ideas.

Three and Four-Year-Olds

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.

- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

- Explore colour and colour-mixing.

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.

- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.

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

Children in Reception

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

- Listen attentively, move to and talk about music, expressing their feelings and responses.

- Watch and talk about dance and performance art, expressing their feelings and responses.

- Sing in a group or on their own, increasingly matching the pitch and following the melody.

- Develop storylines in their pretend play.

- Explore and engage in music making and dance, performing solo or in groups.

Early Learning Goals

Creating with Materials

- 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

- 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.