



Crays Hill
Primary *School*



BERLESDUNA
ACADEMY TRUST

EYFS Policy

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Contents

The Unique Child	3
Positive Relationships	3
Enabling Environments	3
Learning and Development	3
❖ 3 'Prime' Areas:.....	3
❖ 4 'Specific Areas:	4
Playing and exploring – engagement	4
Active learning – motivation.....	4
Creating and thinking critically – thinking.....	4
Aims:	5
Personal, Social, and Emotional Development (PSED)	6
Communication and Language	6
Physical Development	7
Literacy	7
EYFS Reception Class Reading Expectations	8
Summary of Read Write Inc. Phases Linked to Reception Expectations:.....	9
EYFS Reception Class Writing Expectations	9
Mathematics	11
Understanding the World	13
Expressive Arts and Design	14

Introduction

At Crays Hill Primary School, we believe that every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.

Crays Hill Primary School are following the guidance as set out in the Berlesduna Trust EYFS Guidance.

This policy outlines the purpose and nature of Early Years Education at Crays Hill Primary School.

Rationale

Children develop rapidly during the Early Years- socially, emotionally, physically and intellectually – and each child is entitled to provision that supports and extends knowledge, skills, understanding and confidence.

- Crays Hill primary School ensure that through all activity's children take part in that Communication and Language underpins all areas of learning.
- Personal, social and emotional well-being is the basis for successful learning and development.
- The whole child is important; social, emotional, physical and intellectual developments are inter-related.
- Children develop individually and at their own rates and need to be given time to move through the developmental stages at their own pace.
- Observation and monitoring of children's progress is vital. It informs the planning of the next steps forward for each child and is essential for the early identification of those with special needs.
- Children learn best when they are in control and therefore need to be given the opportunity to be responsible for their own learning.
- Children need a stimulating and challenging environment, both indoors and outdoors, in which to develop. In particular it promotes personal and social skills and support the acquisition and development of language.
- Children find abstract learning difficult. They need experience of doing things, handling objects and exploring the physical and social world before they are ready to understand abstract concepts.
- Children learn best when they are actively involved. Therefore, children have the opportunity to learn through first-hand experience. Planning is based on individual children's interests and their needs
- Adults display positive attitudes to all of the children and to each other to promote high self-esteem and make children feel valued.
- Parent/carers are recognised as a child's first educator, even before they start in a setting.

Our Aims

To develop the child personally, socially and emotionally by:

- Planning for the needs and interests of each individual child (See planning and assessment policy)
- Offering a safe and secure environment.
- Making each child feel valued.
- Helping the child form stable relationships.
- Encouraging a sense of responsibility and consideration for others.
- Developing a positive self- image increasing confidence, independence and control.
- Developing an awareness that there are similarities and differences among all groups of people but that all groups are equally important.
- Providing resources and materials that reflect the many different types of backgrounds, challenging multicultural and gender issues.
- Developing a curriculum that includes discussion and activities on different religions, cultures and languages.
- Ensuring that their well-being and Involvement is monitored.

A Principled approach

EYFS principles guide the work of all practitioners at Crays Hill, they are grouped into four distinctive but complementary themes;

The Unique Child

- ❖ Every child is a competent learner from birth who can be resilient, capable and self-assured.

Positive Relationships

- ❖ Children learn to be strong and independent from a base of loving and secure relationships with parents/carers.

Enabling Environments

- ❖ The environment plays a key role in supporting a child's development.

Learning and Development

- ❖ Children learn and develop in different ways and at different rates. At Crays Hill we ensure that each child has a good development within the 'Prime Areas' of learning as these are the foundation skills children will need to access other areas of learning and development.

The Early Years Foundation Stage curriculum is organised into 7 areas of learning;

- ❖ 3 'Prime' Areas:
 - Personal, Social and Emotional Development
 - Communication and Language
 - Physical Development

❖ 4 'Specific Areas:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

"There are seven areas of learning and development that must shape educational programmes in early year's settings. All areas of learning and development are important and interconnected."

Statutory Framework for the Early Years Foundation Stage 2014

Characteristics of Effective Learning

There are 3 identified Characteristics of Effective Learning which are essential for children's holistic development. These are:

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning – motivation

- Being involved and concentrating
- Keep trying
- Enjoy achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

We organise our EYFS class to ensure that we offer all children opportunities to explore these characteristics and in addition we develop the child's curiosity about learning through:

- Providing a stimulating environment in which each child can learn through first-hand experience.
- Promoting the use of language.
- Giving opportunities for children to make their own decisions.
- Encouraging active learning.
- Providing opportunities for children to develop their physical skills.
- Providing a stimulating environment in which creativity, imagination, originality and expressiveness are valued.
- Providing opportunities to experiment with a variety of materials.
- Providing opportunities for children to use and explore their senses

Learning and Development

A broad, balanced and differentiated curriculum is rooted in our child centred philosophy, in which the focus is the development of the individual as a whole person.

At Crays Hill we follow the Development Matters Guidance, 2021.

Active learning is at the heart of the developmental process, children learn best from hands on experience. Each child comes to our setting from a different starting point and planning the curriculum must take account of this.

Activities must be appropriate to meet the needs of the individual child. All learning activities are flexible enough to take account of individual diversity.

We offer a well-planned indoor and outdoor curriculum that meets the needs and interests of our children.

Play

"Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others."

Statutory Framework for the Early Years Foundation Stage 2014

The Role of the Adults

The professional team comprise of, the teaching staff and teaching assistants. Others involved in the partnership are the Head Teacher, SENCo, parents/carers, and governors.

The role of the professional team is to;

- Plan the curriculum

- Organise the learning environment – inside and outside
- Interact with the children to extend their learning opportunities
- Monitor and assess children’s learning
- Communicate with all involved
- Meetings with the Foundation Stage team are held on a regular basis to establish agreed frameworks and common approaches.

Adults in the Foundation Stage setting work together as a team. The teachers and the teaching assistants work in partnership and are an invaluable part of the professional team. Voluntary support from parents/cares and other members of the community is welcomed.

Parent/Carer Involvement

The role that parents/ carers have played in the early education of their child needs to be valued and recognised. Their involvement is crucial to the development of children’s future learning. Parents/carers need to be involved in a positive partnership.

This partnership is developed by;

- Home visits
- Making parents/carers feel welcome in school.
- Keeping parents informed prior to admission into EYFS.
- Involving parents/carers in discussions on their child’s progress during formal and informal meetings (See assessment policy)
- Establish a smooth transition from home to school and develop a positive parent partnership model by starting from the individual child, considering their previous pre-school experience.

Special Educational Needs

Every child’s needs are different, but when a child is having difficulty progressing in any aspect of their development in the classroom this is recognised. We follow the whole school policy for special needs. The teacher, with the involvement of parents/carers, will identify the child’s needs and in collaboration with the SENCo will work towards meeting the child’s provision as most appropriate.

Inclusion

As part of the larger school community we adopt the whole school policy for Inclusion, Equal Opportunities and Race Equality. The core values of our school emphasise the need to value and respect everyone in our community.

Our school policy states our intent to promote Equal Opportunities, Inclusion and Race Equality.

Aims:

- To be an inclusive school making equality of opportunity a reality for all of our children in their everyday lives.
- To develop the children’s awareness of the pluralistic and diverse society in which we live. We will help them to learn positive attitudes and equip them to take their place within this society.
- To educate our children so that they have a good understanding of what equal opportunities means.
- To provide children with differing and appropriate levels of support for them to succeed.
- To eliminate any actions, words or practices that contribute to inequality whether they intend to or not.
- To develop children’s appreciation of the positive and enriching experiences that can be gained from living and working in a multi-faith, multi-race and multi-cultural society.

Planning

The 3 prime areas are at the core of early years planning. Staff carefully plan activities which enable children to link personal experiences with new learning, providing a wide range of contexts to revisit, practice, apply, and develop transferable skills and understanding. Emphasis is placed upon the importance of using sensory play in the development of language skills, alongside enhancing provision for identified groups of children.

Staff consider the individual needs, interests, and stages of development of each child in their care, and use this information to plan challenging and enjoyable experiences. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Staff are reflective in their practice and systematically observe and evaluate the effectiveness and value of planned provision within the inside and outside learning spaces. They respond to children’s levels of interest and engagement, ensuring accurate pitch and pace for developing cognition and learning. Planning and interactions are supported by progressive sequences of questioning to develop thinking, understanding and language for reasoning.

Teaching

Early Years practice demonstrates a balance between play and formal teaching.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult led and child-initiated activities. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities, to help children prepare for more formal learning, ready for year 1.

Staff interactions with children during planned and child-initiated play, provides rich opportunities for communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.

Staff understand that play is about much more than content, but helps to build flexible minds and an enquiring spirit. Staff respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction. They consider the equipment provided and the attention to the physical environment as well as the structure and routines of the day that establish expectations.

Staff understand that teaching is in every activity provided within all of the learning environments. There are no activities that occur in the setting which adults do not consider to be opportunities for teaching. While staff do not always know where these opportunities will present themselves, it is the skill of the adults that enable them to readily recognise the ‘teachable moments’ when they arise and respond to them appropriately.

Assessment

At our school, assessment in the Reception class is an integral part of understanding each child's development and supporting their learning journey. We follow the principles of the Early Years Foundation Stage (EYFS) framework, using a combination of observational and formative assessment methods to monitor progress and inform teaching. Assessment is ongoing and based on daily interactions, play-based activities, and planned learning experiences. Teachers and practitioners observe children's engagement, interactions, and achievements, documenting these through learning journals, photographs, and notes. This enables us to track individual progress across the seven areas of learning, identify next steps, and tailor planning to meet the unique needs of each child. Parents and carers are actively involved in the assessment process through regular communication, parent consultations, and sharing insights from home. We ensure that assessments are used to celebrate children's successes, guide future planning, and provide targeted support where necessary, with the ultimate aim of fostering a positive and inclusive learning environment that promotes each child's holistic development.

EYFS Principles

We base our approach on the following principles:

1. **Unique Child:** Every child is a unique individual, with their own interests, abilities, and needs. We recognise and celebrate diversity and aim to provide a safe, stimulating environment that encourages self-esteem, confidence, and independence.
2. **Positive Relationships:** Building strong, supportive, and trusting relationships with children and their families is at the heart of our approach. We value the partnership between parents, staff, and children, encouraging regular communication and collaboration.
3. **Enabling Environments:** We ensure that the learning environment is stimulating, flexible, and responsive to the needs of the children. It is designed to be rich in opportunities for exploration, creativity, and play. The environment encourages independence and is tailored to support children's learning in all areas.
4. **Learning and Development:** We understand that children learn in a variety of ways and at their own pace. Our curriculum is based on seven key areas of learning and development as outlined in the EYFS framework:
 - Prime Areas:
 - Communication and Language
 - Physical Development
 - Personal, Social and Emotional Development
 - Specific Areas:
 - Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts and Design

Through a blend of structured activities and child-initiated play, we aim to provide rich opportunities that allow children to develop and extend their skills and understanding.

Personal, Social, and Emotional Development (PSED)

At CHPS, we are committed to fostering children's personal, social, and emotional development. Our aim is to create a nurturing and inclusive environment where every child feels valued, confident, and ready to explore. We promote the development of positive relationships, self-awareness, and emotional regulation through age-appropriate activities and a strong partnership with parents and carers.

❖ Links to SCARF Curriculum

We integrate the PSHE SCARF (Safety, Caring, Achievement, Resilience, Friendship) curriculum to support children's PSED. Through SCARF, children develop essential life skills such as:

- Recognizing and managing emotions
- Building self-esteem and resilience
- Understanding and respecting diversity
- Developing healthy friendships and conflict resolution skills
- Learning about personal safety, including online safety

These concepts are embedded in daily routines, circle time, and focused activities to ensure children gain a holistic understanding of PSED principles.

Communication and Language

We prioritise communication and language development as foundational skills for learning and social interaction. Our setting provides a language-rich environment where children are encouraged to express themselves, listen to others, and engage in meaningful conversations.

- **Listening and Attention:**
 - ❖ **Practice Example:** Children are encouraged to listen to stories, instructions, and conversations in small and large groups. This includes following simple directions, listening to songs, and taking part in role-play scenarios where they practice listening for specific details.
 - ❖ **Activity Example:** Circle time where children take turns to speak, and others practice listening and responding appropriately. For example, "Tell us about your favourite animal," where each child listens attentively before responding.
- **Speaking:**
 - ❖ **Practice Example:** Teachers model new vocabulary and use open-ended questions to encourage children to think and respond. Children are given opportunities to express their thoughts, ideas, and feelings in various situations, including free play, structured activities, and group discussions.

- ❖ Activity Example: A small group activity where children are encouraged to describe their drawings or experiences using full sentences, such as: "Can you tell me about your drawing?" or "Why do you think that happened?"
- Understanding:
 - ❖ Practice Example: Teachers use gestures, facial expressions, and visual aids to help children understand instructions and the meaning of new words. Children are supported in following multi-step instructions, with guidance if necessary.
 - ❖ Activity Example: During a nature walk, the teacher will point out objects and ask children to describe what they see, reinforcing the vocabulary related to the natural world. "What can you see? Can you see something green? What shape is it?"
- Social Interaction and Conversation:
 - ❖ Practice Example: Children are encouraged to engage in sustained conversations with peers and adults, discussing their ideas, asking questions, and making comments. Turn-taking in conversations is promoted, and children are encouraged to listen to and respect the viewpoints of others.
 - ❖ Activity Example: Partner work where children share their thoughts on a story they have read, taking turns to ask questions about the characters or plot. For instance, "What do you think the character will do next?" or "Why did the character feel sad?"
- Role Play and Drama:
 - ❖ Practice Example: Through role-play areas (e.g., home corner, shop, or doctor's office), children are encouraged to use language to express their ideas, negotiate roles, and imitate real-life situations.
 - ❖ Activity Example: Children take on different roles in a pretend play situation. One might be the shopkeeper while the others are customers. They use language related to the scenario, such as "How much does this cost?" or "I'd like to buy a red apple."
- Reading and Storytelling:
 - ❖ Practice Example: Storytime sessions are regularly planned to expose children to a range of texts and develop their understanding of language. This includes reading aloud, asking questions about the story, and engaging children in discussing the plot and characters.
 - ❖ Activity Example: After reading a story, children are invited to retell it in their own words, focusing on key events and characters. This helps build their comprehension and expressive language skills.
- Environment and Resources:
 - ❖ Practice Example: The learning environment is rich with print, such as labels, signs, posters, and word banks, to support vocabulary development. Interactive materials like puppets, storyboards, and audio resources are used to support communication.
 - ❖ Activity Example: A language-rich corner, where children can access books, flashcards, and writing materials to enhance their language development during free play.
- **Links to Read Write Inc.**

To support language development and early literacy, we incorporate the Read Write Inc. program. Key elements include:

- ❖ Daily phonics sessions to develop sound recognition and blending skills
- ❖ Storytime to foster a love of reading and enrich vocabulary
- ❖ Opportunities for oral storytelling and role-play to enhance speaking and listening skills
- ❖ Small group and one-to-one interventions for children needing additional support

These strategies ensure children develop strong language foundations, preparing them for future reading and writing success.

Physical Development

Physical development is essential for children's health, well-being, and ability to access learning opportunities. At [Setting Name], we provide a range of activities and resources to support both fine and gross motor skills.

- **Approach to Physical Development**
 - **Gross Motor Skills:** Daily outdoor play, climbing equipment, and obstacle courses encourage balance, coordination, and strength.
 - **Fine Motor Skills:** Activities such as threading, mark-making, and using scissors help develop hand-eye coordination and dexterity.
 - **Health and Self-Care:** We promote the importance of healthy eating, physical activity, and personal hygiene routines.

Regular monitoring ensures all children are progressing in their physical development, and we adapt activities to meet individual needs and interests.

Literacy

In the Early Years Foundation Stage (EYFS), literacy development is a key focus, as it lays the foundation for all future learning. Our approach ensures that children are provided with a language-rich environment where speaking, listening, reading, and writing are seamlessly integrated into daily activities. Through engaging stories, songs, rhymes, and interactive play, we aim to nurture a love for language and books from an early age. We foster the development of early reading skills by introducing phonics and encouraging early writing opportunities, supporting children in expressing themselves confidently. By creating a supportive and stimulating atmosphere, we ensure that every child is given the tools and encouragement they need to develop strong literacy skills that will serve them throughout their educational journey.

EYFS Reception Class Reading Expectations

These expectations are a guide for those children in the Reception class and apply to Reading workshop and RWInc sessions and any reading opportunities provided through continuous provision and adult led activities in other curriculum areas.

Term 1 – Autumn (Half Term 1 & 2)

Half Term 1 (Sept – Oct)

- **Focus:** Initial phonics sounds, beginning to blend and segment simple CVC words.
- **Read Write Inc. Focus:**
 - **Set 1 sounds:** Introduce the first 12-16 phonemes
 - Teach children to blend and segment CVC words using these phonemes
 - Begin to develop awareness of sounds in spoken language, practicing phoneme recognition and letter formation. (Fred Talk Games)
- **Reading Development:**
 - Children start to show an interest in books and stories, developing an understanding that print carries meaning.
 - Engage with simple picture books and talk about the story.
 - Recognise and begin to read their own name.
 - Begin to recognise familiar logos, signs, and labels around the classroom and environment.

Half Term 2 (Nov – Dec)

- **Focus:** Building phonics knowledge, **blending a wider range of CVC words and some speedy word recognition.**
- **Read Write Inc. Focus:**
 - **All Set 1 sounds**
 - Blend and segment simple CVC words and sentences using set 1 sounds (CVC words 1.1-1.5)
 - Begin to introduce the concept of "reading" simple words and phrases aloud.
- **Reading Development:**
 - Engage in shared reading with adults, including listening to stories and predicting what might happen next.
 - Begin to develop an understanding of the structure of a story (beginning, middle, end).
 - Listen attentively to stories read aloud and begin to understand simple storylines and characters.

Term 2 – Spring (Half Term 3 & 4)

Half Term 3 (Jan – Feb)

- **Focus:** Expanding phonics knowledge and building fluency in reading simple words and phrases.
- **Read Write Inc. Focus:**
 - Ditties/ Red books
 - **Read all set 1 sounds including digraphs at speed**
 - **Read words with set 1 digraphs and ccvc and ccvc words (1:6-1:7) through blending**
 - Begin to **read** simple sentences, using the phonemes learned so far.
 - **Use FH to build up speedy sight words (1:1-1:5) ready for green books.**
- **Reading Development:** Begin to read simple decodable books with adult support, focusing on blending and segmenting.
 - Start to **recognize some red words (e.g., "the," "to," "I ")**.
 - Retell familiar stories in their own words, understanding the sequence of events.
 - Show understanding of simple stories, such as identifying characters, settings, and events.

Half Term 4 (Feb – March)

- **Focus:** Reading simple sentences and increasing confidence with Phase 3 sounds.
- **Read Write Inc. Focus:**
 - Green books
 - **Read Set 2 sounds in and out of words**
 - **Continue to practice blending of 1:7 words especially those with 5 sounds**
 - **Introduce more** red words (high-frequency words that cannot be sounded out easily)
- **Reading Development:**
 - Begin to read simple books matched to their phonic knowledge, independently, with continued adult support for sounding out unfamiliar words.
 - Begin to demonstrate understanding by answering simple comprehension questions about the stories they read.
 - Use the pictures in books as a guide to predict words and check understanding.
 - Continue to develop an understanding of the structure of different texts (e.g., stories, rhymes, and informational texts).

Term 3 – Summer (Half Term 5 & 6)

Half Term 5 (April – May)

- **Focus:** **Reading an increasing range of books, building sight vocab and speedy decoding skills.**
- **Read Write Inc. Focus:**
 - Purple books
 - **Set 2 sounds and words**
 - Develop fluency by reading simple sentences
 - Continue to practice high-frequency words

- **Reading Development:**
 - Increase confidence in reading independently and start to read simple books with less adult intervention.
 - Retell familiar stories with more detail, using vocabulary from the story.
 - Show increasing fluency and understanding in reading, using a combination of phonics skills and sight word recognition.
 - Begin to express preferences for types of stories or books.

Half Term 6 (June – July)

- **Focus:** Consolidation of phonics knowledge and early independent reading.
- **Read Write Inc. Focus:**
 - Pink books and beyond
 - **Set 3 sounds**
 - Focus on reading simple stories and poems fluently developing understanding and expression.
- **Reading Development:**
 - Children confidently read and discuss simple, decodable books.
 - Answer comprehension questions about stories (e.g., describing characters or predicting what will happen next).
 - Begin to identify the main idea of a story and recall important details.
 - Engage in independent reading, choosing books that reflect their interests and reading level.
 - Build an understanding of character development and setting in stories

Summary of Read Write Inc. Phases Linked to Reception Expectations:

- **Set 1 sounds (Autumn Term):** Introduce single sounds and simple CVC words. Early blending and segmenting practice.
- **Set 1 digraphs and set 2 sounds (Spring Term):** Introduce digraphs and more complex blending. Focus on reading simple words, phrases, and sentences.
- **Set 3 sounds (Summer Term):** Focus on blending, reading simple sentences, and building fluency and comprehension.

By the end of the Reception year, children should be able to confidently blend and segment words, read simple decodable texts, and demonstrate an understanding of stories through discussion and retelling. Regular practice with phonics and reading books aligned to their phonetic knowledge is key to developing fluency and confidence in reading.

EYFS Reception Class Writing Expectations

These expectations are a guide for those children in the Reception class and apply to RWInc sessions, handwriting sessions and Pathways to Write and any writing opportunities provided through continuous provision and adult led activities in other curriculum areas.

Term 1 – Autumn (Half Term 1 & 2)

Half Term 1 (Sept – Oct)

- **Focus:** Mark-making, letter formation, and early phonics-based writing.
- **Read Write Inc. Focus:**
 - **Set 1 sounds – first 12-16:** Introduce letter sounds and begin learning letter formation. Encourage the use of phonics to begin writing simple words.
 - Write sounds using RWInc handwriting pattern
 - Focus on forming letters correctly and learning to write letter in response to sound.
- **Suggested Activities:**
 - **Pathways to Write:** Start by encouraging children to draw pictures, which helps develop fine motor skills. The focus is on enjoying texts, getting to know familiar stories, learning new vocabulary and practising the oral rehearsal of saying a word, then phrase then sentence to describe their own picture.
- **Writing Development:**
 - Children experiment with mark-making and begin to form letters with increasing control.
 - Recognise the connection between sounds and letters and write letters with accurate formation.

Half Term 2 (Nov – Dec)

- **Focus:** Segmenting using Fred Fingers to enable cvc and vc word writing .
- **Read Write Inc. Focus:**
 - **All set 1 sounds:** Focus on segmenting words through FT .
 - Reinforce letter formation with increasing fluency and speedy recall.
 - Practice writing cvc and vc words using set 1 sounds taught.
- **Suggested Activities:**
 - **CVC Word Writing:** Encourage children to write simple CVC words using magnetic letters or letter cards. Have them sound out the word and then write it down.
 - **Fred Fingers:** Use simple picture prompts and ask children to write the corresponding word. For example, show a picture of a cat and ask children to write "cat" by sounding it out. Children press the sounds on their fingers then write the word.
 - **Writing Labels:** Ask children to label their drawings with the corresponding CVC words (e.g., "sun," "pot," "hat").
 - **Sound Mats:** Provide children with sound mats or sound cards to reference when writing. Encourage them to use the phoneme cards to form words.
 - **Pathways to Write:** In a journal, children can draw a picture and then attempt to write words about their picture, using the phonics they have learned.
 - **Name Writing:** Encourage children to write their names independently using the correct letter formation.

- **Writing Development:**
 - Begin to form letters more clearly and use them to write simple words.
 - Begin to use phonics knowledge to spell words phonetically.
 - Start to show interest in writing for different purposes (e.g., writing a list, labeling drawings).

Term 2 – Spring (Half Term 3 & 4)

Half Term 3 (Jan – Feb)

- **Focus:** Expanding vocabulary and writing simple sentences.
- **Read Write Inc. Focus:**
 - **Set 1 sounds and digraphs**
 - Encourage children to **segment orally to write more complex** words and short phrases using set 1 sounds and digraphs.
 - Spell some common red words independently – **the, to ,was,and I**
- **Suggested Activities:**
 - **Sentence Building:** Have children build simple sentences using set 1 and set 2 sounds.
 - **Pathways to Write:** Children draw pictures and then write a sentence or caption based on what they've drawn.
- **Writing Development:**
 - Begin to write simple phrases with increasing accuracy.
 - Write using correct letter formation
 - Show increased confidence in sounding out words and writing down their ideas.

Half Term 4 (Feb – March)

- **Focus:** Writing simple sentences and developing sentence structure.
- **Read Write Inc. Focus:**
 - **Set 1 and 2 sounds:** Continue practicing writing with these sounds.
 - Encourage independent writing of sentences with a focus on punctuation (capital letters and full stops).
 - **Teach capital letters for writing**
 - Focus on sentence structure with capital letters and full stops.
- **Suggested Activities:**
 - **Writing Simple Sentences:** Provide children with picture prompts and ask them to write a full sentence about the picture. For example, after seeing a picture of a dog, children could write "The dog runs fast."
 - **Sentence Dictation:** Say a sentence aloud and have children write it down (e.g., "The cat sat on the mat"). Encourage them to use their phonics knowledge for spelling. Focus on using the sounds they've learned and including a capital letter at the start and a full stop at the end.
 - **Pathways to Write:** Encourage children to draw pictures and add a sentence underneath. For example, after drawing a tree, children could write "The tree is tall."
- **Writing Development:**
 - Begin to independently **oral build and** write simple sentences.
 - Demonstrate an understanding of basic sentence structure (capital letters, spaces, full stops).
 - Use **phonics knowledge and sound charts to write an increasing range** of words and sentences.

Term 3 – Summer (Half Term 5 & 6)

Half Term 5 (April – May)

- **Focus:** Writing for different purposes, extending sentences.
- **Read Write Inc. Focus:**
 - **Set 1 sounds and digraphs, set 2 sounds:** Continue practicing writing with these sounds.
 - Encourage writing for different purposes (e.g., lists, labels, short stories).
 - Focus on extending sentences using conjunctions such as "and," "but," or "because."
- **Suggested Activities:**
 - **Writing Lists:** Ask children to write lists of objects, animals, or foods using the phonics they know (e.g., a list of fruit: "apple," "banana," "pear").
 - **Story Writing:** Encourage children to write short stories, focusing on writing at least two to three sentences with beginning, middle, and end.
 - **Pathways to Write:** Continue to have children draw a picture and write about it, but encourage more detail in both the drawing and the sentence. For example, "I see a dog" could become "I see a big brown dog running fast."
- **Writing Development:**
 - Begin to extend sentences and write for different purposes.
 - Develop a clearer understanding of sentence structure and punctuation.
 - Show growing confidence in spelling and using phonics knowledge to write words.

Half Term 6 (June – July)

- **Focus:** Independent writing with increased fluency and confidence.
- **Read Write Inc. Focus:**
 - **Set1, 2, 3 sounds**
 - Focus on writing short stories or reports, with appropriate punctuation and letter formation.
- **Suggested Activities:**
 - **Independent Writing:** Encourage children to write short, independent stories or captions based on their experiences, interests, or summer activities.

- **Daily Writing Practice:** Create a writing station with various writing prompts, such as "What did you do today?" or "Draw your favorite animal and write a sentence about it."
- **Pathways to Write:** Encourage children to write short stories with at least 3–4 sentences, beginning to add more descriptive words and conjunctions.
- **Write and Share:** After writing a short story or poem, encourage children to share it with the class or a small group.
- **Writing Development:**
 - Demonstrate confidence in independent writing with sentences that are mostly phonetically correct.
 - Use a range of phonics and sight words to spell accurately.
 - Use punctuation correctly and writing for a variety of purposes (e.g., lists, stories, labels).
 - Write 2/3 sentences at a time

Summary

These **writing activities** are designed to align with the **Read Write Inc. (RWI)** phonics program and the **Pathways to Write approach**, which emphasizes mark-making, drawing, and fine motor skills as key elements of early writing. As children progress through Reception, these activities will help them develop essential writing skills such as letter formation, phonetic spelling, sentence structure, and writing for different purposes.

Mathematics

Below is a breakdown of EYFS Reception class maths expectations, separated by half terms, and linked to the Mastering Number scheme of work and White Rose Maths approaches. These schemes are aligned with early numeracy development and ensure a structured, mastery-based approach to mathematics learning.

Term 1 – Autumn (Half Term 1 & 2)

Half Term 1 (Sept – Oct)

- **Focus:** Developing number sense, counting, and understanding quantities.
 - **Mastering Number:** **Early Counting, One-to-One Correspondence, Subitising** (recognizing small quantities without counting).
 - **White Rose Maths: Number Sense (1-5), Counting and Comparing.**
 - Key Areas:**
 - Counting to 10 and beyond.
 - Understanding one-to-one correspondence.
 - Subitising (seeing small groups of objects and knowing the quantity without counting).
 - Comparing quantities: more, fewer, and the same.
 - **Suggested Activities:**
 - **Counting with Objects:** Use physical objects (e.g., cubes, buttons, or toy animals) to count out sets up to 10. Discuss one-to-one correspondence.
 - **Subitising Games:** Show groups of 1-5 objects and ask children to quickly say how many there are without counting aloud.
 - **Counting Songs:** Engage children with counting songs such as "Ten Green Bottles" or "Five Little Ducks" to support counting practice.
 - **Number Recognition:** Introduce number cards (1-10) and encourage children to match numerals to groups of objects.
 - **Comparing Quantities:** Provide two sets of objects and ask children to compare which set has more, fewer, or the same.
 - **Maths Development:**
 - Children count reliably to 10 and beyond.
 - Recognize numerals from 0 to 10.
 - Understand the concept of "more" and "fewer" through practical activities.
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Half Term 2 (Nov – Dec)

- **Focus:** Number bonds, simple addition, and subtraction.
 - **Mastering Number:** **Number Bonds to 5, Addition and Subtraction within 5.**
 - **White Rose Maths: Number Sense (1-5), Addition and Subtraction.**
 - Key Areas:**
 - Number bonds to 5 (e.g., 1+4=5, 2+3=5).
 - Using physical objects to represent addition and subtraction.
 - Understanding the concept of adding and taking away.
 - **Suggested Activities:**
 - **Number Bond Stories:** Use stories or real-life situations (e.g., "I have 3 apples. I pick 2 more. How many apples do I have?") to demonstrate number bonds.
 - **Addition with Objects:** Use counters or blocks to practice simple addition (e.g., adding 2 cubes to a set of 3 cubes).
 - **Subtraction using Objects:** Demonstrate subtraction by physically removing objects from a set (e.g., "I have 5 biscuits. If I eat 2, how many are left?").
 - **Addition and Subtraction Stories:** Create simple addition and subtraction stories using props or toys.
 - **Number Bond Work:** Show number bonds using ten frames or part-whole models (e.g., split 5 into 2 and 3).
 - **Maths Development:**
 - Understand and recall number bonds within 5.
 - Solve simple addition and subtraction problems with the use of objects.
 - Recognize the relationship between addition and subtraction.
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Term 2 – Spring (Half Term 3 & 4)

Half Term 3 (Jan – Feb)

- **Focus:** Doubling, halving, and early multiplication concepts.
- **Mastering Number: Doubling, Halving, Early Multiplication Concepts.**
- **White Rose Maths: Number Sense (6-10), Multiplication and Division Concepts.**
Key Areas:
 - Doubling numbers within 5 (e.g., doubling 2 is 4).
 - Halving numbers within 10 (e.g., halving 6 is 3).
 - Early introduction to multiplication as grouping.
- **Suggested Activities:**
 - **Doubling with Objects:** Use concrete objects (e.g., blocks) to show how doubling works (e.g., 2 blocks, then 2 more blocks = 4 blocks).
 - **Sharing to Halve:** Use sharing activities with toys or counters to demonstrate halving (e.g., “I have 6 apples. If I share them equally between 2 people, how many apples does each person get?”).
 - **Doubling Songs:** Use simple songs or rhymes to practice doubling (e.g., “Double, double, what’s double 3?”).
 - **Groupings for Multiplication:** Create groups of objects to illustrate early multiplication concepts (e.g., “There are 2 baskets. Each basket has 3 apples. How many apples in total?”).
 - **Interactive Number Talks:** Engage children in number talks about doubling and halving with visual aids such as counters or images.
- **Maths Development:**
 - Understand and recognize doubling and halving.
 - Begin to use concrete objects to understand multiplication as repeated addition.
 - Develop an understanding of even and odd numbers.

Half Term 4 (Feb – March)

- **Focus:** Shapes, space, and positional language.
- **Mastering Number: Geometry, Positional Language, Shape Recognition.**
- **White Rose Maths: Shape and Space, Geometry.**
Key Areas:
 - Identifying and naming 2D and 3D shapes.
 - Describing the properties of shapes (e.g., sides, corners, faces).
 - Understanding positional language (e.g., above, below, beside, between).
- **Suggested Activities:**
 - **Shape Sorting:** Provide various 2D and 3D shapes (e.g., triangles, squares, cubes) and have children sort them according to properties (e.g., number of sides).
 - **Shape Hunt:** Go on a “shape hunt” around the classroom or playground to find real-world examples of shapes (e.g., a clock might be a circle, windows could be rectangles).
 - **Shape Drawing and Tracing:** Encourage children to draw or trace shapes while discussing their properties (e.g., “This is a triangle. It has 3 sides and 3 corners”).
 - **Building with Shapes:** Provide blocks or other materials for children to build structures, encouraging them to use the correct shapes and describe their properties.
 - **Positional Language Activities:** Use toys or props and give instructions using positional language (e.g., “Put the ball under the table” or “Place the toy car beside the chair”).
- **Maths Development:**
 - Identify and describe 2D and 3D shapes.
 - Use and understand positional language in context.
 - Build an understanding of spatial awareness and symmetry.

Term 3 – Summer (Half Term 5 & 6)

Half Term 5 (April – May)

- **Focus:** Measuring and comparing length, weight, and capacity.
- **Mastering Number: Measurement, Comparison, Understanding of Units.**
- **White Rose Maths: Measures, Length, Weight, and Capacity.**
Key Areas:
 - Comparing length, weight, and capacity.
 - Using non-standard units for measuring (e.g., using blocks to measure length).
 - Beginning to understand the concept of standard measurement units (e.g., grams, centimeters).
- **Suggested Activities:**
 - **Comparing Lengths:** Provide children with different objects and ask them to compare their lengths using non-standard units (e.g., blocks, hands, or feet).
 - **Weighing Objects:** Use balance scales to compare the weight of various objects. Have children estimate and then check which is heavier or lighter.
 - **Capacity Exploration:** Set up a water play area where children can pour water into different containers and compare which ones hold more or less.
 - **Measuring with Hands or Feet:** Ask children to measure the length of objects using their hands or feet as units (e.g., “How many hands long is the table?”).
 - **Comparing Sizes:** Use everyday items like fruits or toys to compare and discuss relative sizes (e.g., “Is the apple heavier or lighter than the banana?”).
- **Maths Development:**
 - Understand and compare lengths, weights, and capacities using non-standard units.
 - Begin to understand the idea of measuring with standard units.

- Solve simple problems involving measuring and comparing.

Half Term 6 (June – July)

- **Focus:** Consolidating mathematical learning, patterns, and problem-solving.
- **Mastering Number: Consolidation, Patterns, Problem Solving.**
- **White Rose Maths: Consolidation of Key Learning, Patterns, Problem-Solving.**
Key Areas:
 - Recognizing and extending patterns.
 - Applying addition, subtraction, and counting to solve problems.
 - Consolidating learning across all areas.
- **Suggested Activities:**
 - **Pattern Making:** Use objects like blocks, beads, or colored paper to create repeating patterns. Encourage children to continue the patterns.
 - **Problem Solving Challenges:** Provide simple word problems or real-life situations for children to solve (e.g., “I have 3 cookies, and I give 1 away. How many cookies do I have left?”).
 - **Pattern Recognition:** Show children a series of objects or numbers (e.g., red, blue, red, blue) and ask them to identify and extend the pattern.
 - **Number Work Consolidation:** Reinforce number bonds, addition, subtraction, and counting in fun games like bingo or card games.
 - **Final Review Activities:** Use a variety of activities to review key concepts learned throughout the year, such as shape sorting, counting, or measuring.
- **Maths Development:**
 - Consolidate understanding of number, shape, measurement, and pattern.
 - Solve simple problems using knowledge of addition, subtraction, and counting.
 - Demonstrate fluency in key areas and apply learning to new contexts.

Summary

This breakdown aligns EYFS Reception class maths expectations with the Mastering Number scheme and White Rose Maths approaches. It focuses on developing number sense, counting, addition and subtraction, patterns, measurement, and geometry through practical activities, concrete objects, and mastery learning. Children will gradually develop fluency and reasoning skills, building a strong foundation for future mathematical understanding.

Understanding the World

Overview:

The Early Years Foundation Stage (EYFS) curriculum fosters children's understanding of the world by exploring geography, history, and religion. Children will develop knowledge of their environment, cultural diversity, and the natural world while enhancing their observational, inquiry, and critical thinking skills.

Aims and Objectives:

- To help children recognize and respect similarities and differences in people, places, and cultures.
- To develop awareness of the natural world and human-made environments.
- To foster a sense of curiosity about the past and present.
- To encourage exploration, questioning, and communication through active learning experiences.

Termly Breakdown:

Autumn Term: Exploring Our Immediate Environment and Personal Histories

- **Geography:**
 - Identify key areas within the school (e.g., classrooms, hall, playground).
 - Create simple maps of the classroom and school environment.
 - Use positional language to describe features (e.g., "next to," "behind").
- **History:**
 - Create personal timelines and discuss how children have changed since birth.
 - Learn about family structures and create family trees.
- **Religious Education (RE):**
 - Celebrate the Harvest Festival and discuss its significance in Christian traditions.
 - Visit a local church to observe how Christians honor God.

Spring Term: Local Community and Past Traditions

- **Geography:**
 - Explore the local village environment (e.g., fields, shops, post office).
 - Compare features of the school's surrounding area to other places using aerial photographs.
- **History:**
 - Compare homes from different time periods and discuss how housing has evolved.
 - Discuss the materials used to build homes and identify different types of houses.
- **Religious Education (RE):**

- Explore the concept of God as the Creator.
- Participate in outdoor walks to identify natural objects Christians believe were created by God.
- Investigate Why do Christians put a Cross in an Easter Garden.

Summer Term: Broader Horizons and Comparative Study

- **Geography:**
 - Investigate seaside environments and identify key features (e.g., beaches, cliffs, lighthouses).
 - Compare and contrast the village environment with the seaside using maps and photos.
 - Introduce concepts of maps, globes, and atlases.
- **History:**
 - Study the evolution of toys over time and identify similarities and differences.
 - Discuss how technological advances have changed the way toys are made and used.
- **Religious Education (RE):**
 - Revisit the Ten Commandments and their role in Christian life.
 - Reflect on how kindness and respect align with Christian values.

Implementation Strategies:

- Provide hands-on activities, such as field walks, map-making, and interactive stories.
- Explore people, places, and cultures using continuous provision. i.e. small world, role play, book corner etc
- Integrate technology, such as Google Earth, to explore broader environments.
- Facilitate discussions that encourage curiosity and respect for cultural and environmental diversity.
- Encourage reflective practices through art, storytelling, and collaborative projects.

This policy will ensure that EYFS pupils develop a strong foundation in understanding the world, fostering a love for learning and exploration.

Expressive Arts and Design

At CHPS we believe that fostering creativity and imagination through expressive arts and design is essential to a child's holistic development. Our policy aligns with the Early Years Foundation Stage (EYFS) framework to inspire children's curiosity, creativity, and self-expression. Through carefully planned activities using the AccessArt curriculum and integration with Charanga's music scheme, we provide opportunities for children to explore a variety of artistic mediums and techniques while developing critical fine motor skills and spatial awareness.

Aims

- To provide a rich, stimulating environment where children feel confident to explore and express themselves creatively.
- To nurture children's imagination and develop their understanding of art, design, and music.
- To build foundational skills in art, design, and technology, fostering a lifelong appreciation for creative expression.

Implementation

1. **Art and Design Activities**
 - **Spirals:** Using the AccessArt EYFS unit, children will explore the concept of spirals through drawing, mark-making, and hands-on experiences with natural and man-made objects. This activity encourages exploration of patterns, lines, and shapes, building fine motor skills and observational abilities.
 - **Simple Printmaking:** This unit introduces children to basic printmaking techniques using accessible materials. Children will explore texture, pattern, and repetition, fostering their ability to plan and create compositions while encouraging experimentation with color and tools.
 - **Playful Making:** Focusing on creativity and exploration, children will use diverse materials such as fabric, cardboard, and natural objects to create imaginative structures. This encourages problem-solving, critical thinking, and collaboration.
2. **Music Integration**
 - The **Charanga music scheme** is incorporated to complement the Expressive Arts and Design curriculum. Through interactive, child-led music sessions, children will explore rhythm, melody, and dynamics. Singing, movement, and the use of percussion instruments will help develop their auditory skills, coordination, and ability to express themselves musically.
3. **Design and Technology Links**
 - Children will engage in simple design and technology projects, such as creating functional models (e.g., boats, bridges, or simple vehicles). These activities will build on the skills learned in AccessArt units, introducing basic construction techniques and encouraging practical problem-solving and teamwork.

Learning Environment

We provide a variety of resources, including:

- A well-equipped art station with paints, brushes, markers, and recyclable materials.
- Access to music instruments such as tambourines, maracas, and drums.
- Design and technology tools appropriate for EYFS, such as child-safe scissors, glue, and construction sets.
- Outdoor spaces for large-scale art and construction projects.

Assessment and Monitoring

Children's progress in Expressive Arts and Design is observed and recorded through:

- Photographs and videos of their creative processes and finished works.
- Annotated examples of artwork.

- Teacher observations and notes during activities.
- Children's own reflections and explanations of their creations.

Partnership with Parents

We value parental involvement and encourage families to participate in their child's creative learning by:

- Sharing artwork and projects at home.
- Participating in workshops or creative events at school.
- Providing feedback on their child's interests and achievements.

Review and Evaluation This policy will be reviewed annually to ensure it remains aligned with the EYFS framework, school priorities, and best practices in early years education. Feedback from staff, parents, and children will inform updates and improvements.

"In conclusion, this policy serves as a foundation for ensuring that all children receive high-quality early years education that supports their learning, development, and well-being. By adhering to the principles and practices outlined in this document, we strive to create an inclusive, nurturing, and stimulating environment where every child can thrive, reach their full potential, and develop the skills they need for future learning. We are committed to continuous reflection and improvement to maintain the highest standards of care and education for all children in our setting."