



EYFS Strategy

(Intent, implementation and impact)

This document provides an overview of the policy, philosophy and practice in the EYFS at Riddlesden St Mary's. It outlines our intentions in the EYFS and how we implement this within our provision. We also ensure we follow all statutory requirements of the Early Years Framework.

Section 1 – Intent:

‘All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.’ Statutory Framework for the Early Years Foundation Stage – September 2025

At Riddlesden St Mary’s Primary School, we believe that the early years of a child’s life count. We believe that it is our duty to provide all children with the secure foundations they need in order to flourish. We aim to instill a love of learning and thirst for knowledge in all children so that they can become resilient and successful learners.

At St Mary’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 ‘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 out

A Unique Child

At Riddlesden St. Mary'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, at varying rates. We embed the school's 6 core values; Friendship, Forgiveness, Peace, Trust, Courage and Respect. We also begin exploring our 4 Learning Powers; Resilience, Resourcefulness, Reflectiveness and Reciprocity. These empower pupils' learning and build resourceful, reflective, reciprocal, and resilient learners.

Positive Relationships

At Riddlesden St. Mary'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 Riddlesden St. Mary's Primary School we recognise that the environment plays a key role in supporting and extending children's development. Each EYFS 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. Outdoor learning is also celebrated within each of our outdoor areas.

At Riddlesden St Mary'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 instill 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.



“High-level attainment comes from high-level engagement.”
Alistair Bryce-Clegg, 2015



“Every child is a unique child, constantly learning and can be resilient, capable, confident and self-assured.”

**EYFS Statutory Framework
(2025)**

Part 2 – Implementation:

The implementation of Teaching and Learning within EYFS:

At Riddlesden St Mary's our approach is influenced by the work of educationalists, researchers, psychologists and practitioners who have guided our knowledge of how young children learn and how adults can support their learning. 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 most recent 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. In Nursery and Reception half termly, themes are text driven to celebrate books, enrich vocabulary and foster a love of reading. In our 2-Year-Old Provision, our youngest children follow weekly themes based around stories and rhymes as well as interests as they arise. 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 Riddlesden St Mary's are three **Characteristics of Effective Learning**. These elements underpin how we reflect on each child's development and adjust our practice accordingly.

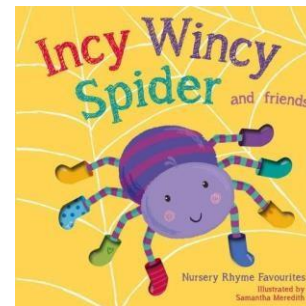
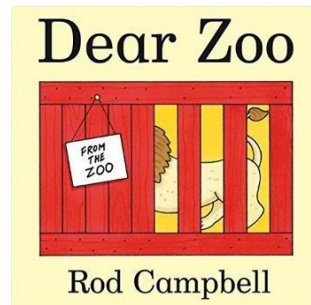
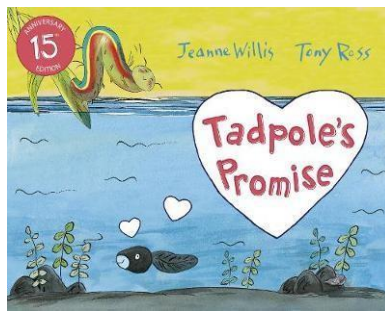
- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links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

Curriculum Plans for 2YO, Nursery and Reception: (For more detail see the full LTP documents)

2YO	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Texts	Peepo So Much Goat goes to Playgroup	A bit Lost Spots Snowy Fun Maisie's Christmas Eve	10 Little fingers and 10 Little Toes Fox's Socks Guess How Much I Love You	Monkey and Me Brown Bear Brown Bear Dear Zoo	Noisy Farm On the Farm Oh Dear	Blue Kangaroo Bedtime Bear Pass the Jam, Jim
Rhyme Time	Incy Wincy Spider Twinkle Twinkle Baa Baa Black Sheep	Row Row your boat. Wind the bobbin up. Christmas Pudding. Christmas Star (twinkle twinkle)	Heads, shoulders, knees and toes. Miss Polly had a Dolly. Wheels on the bus.	1,2,3,4,5 once I caught a fish alive. Two little Dickie birds. Down in the Jungle.	Old Macdonald had a farm. Little Bo Peep. Horsie, Horsie.	Humpty Dumpty. Grand old Duke of York I'm a Little Teapot
Theme	Magical Me Autumn	Magical Me Winter Christmas	Me and My Body	Animals	On the Farm	Routines and Transition

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Texts	Owl Babies	We're Going on A Bear Hunt	The Hungry Caterpillar	Jack and The Beanstalk & The Enormous Turnip	Three Little Pigs	We are Here
Theme	All about me Autumn	All about me Christmas	What can I taste? What can I see? What can I hear?	What can we grow?	Who lives on the farm?	The World

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Text	Goldilocks and the Three Bears	The Leaf Thief The Nativity	Whatever Next Look Up!	Supertato My First Ramadan	Tadpoles Promise The Honey Bee	Don't Spill the Milk London Calls
Theme	My Home, My Street, My Town	Autumn, Winter and Celebrations	Up, up and away	The Power of Imagination	The Pond and Beyond	My Country and the World

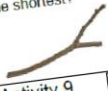


Sharing Planning with Parents

Each half term, parents are sent a Curriculum Web home which details what their child will be learning over the half term. Parents are also sent a '10 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.

 **10 Things to do at home**

Here are some ideas of activities to try at home this half term, please send photos of your child completing activities to YearR@rsmmps.co.uk

Activity 1 ☐ Paint a picture of a bear. 	Activity 2 ☐ Make a den. 	Activity 3 ☐ Draw a picture of who is in your family.	Activity 4 ☐ Go on a walk and collect some sticks. Can you order them from the longest to the shortest? 	Activity 5 ☐ Bake some tasty treats e.g. Chocolate crispy buns or biscuits. 
Activity 6 ☐ Make a stickman. 	Activity 7 ☐ Make a shaker. Fill a pot or bottle with pasta, rice or dried beans, decorate and shake.	Activity 8 ☐ Record yourself singing your favourite Nursery Rhyme. 	Activity 9 ☐ Count how many jumps you can do in 30 seconds? Ask a grown up to use a timer on their phone.	Activity 10 ☐ Your favourite

 **10 Things to do at home**

Here are some ideas of activities to try at home this half term, please send photos of your child completing activities to sunflowers@rsmmps.co.uk

Activity 1 ☐ Draw a picture. 	Activity 2 ☐ Rhyme time - Record yourself singing your favourite Nursery Rhyme. 	Activity 3 ☐ Make music with pots and pans. 	Activity 4 ☐ Bubbles- can you blow some big bubbles? 	Activity 5 ☐ Minibeasts and bug hunting - what can you find? 
Activity 6 ☐ Share a book with your adult at home. 	Activity 7 ☐ Dressing up - can you show off your favourite outfit? 	Activity 8 ☐ Record yourself dancing to your favourite song. 	Activity 9 ☐ Creative junk - use junk to make a model. 	Activity 10 ☐ Autumn walk - go on an autumn walk, what can you see? 

Nursery Rhyme of the Week

In addition to this Parents in Nursery and our 2 Year-Old Provision receive a Nursery Rhyme of the Week leaflet. This highlights the focus rhyme of the week with the lyrics so they can sing at home with their child. It then gives a range of activities to try linked to the focus Nursery Rhyme. Children are encouraged to bring examples in to share with their peers.

Nursery Rhyme of the Week Activities
12345 Once I caught a fish alive...

Can you make your own fish; you could paint, colour, collage paper, Look at some of these ideas.



Can you practise counting forwards and backwards to 10? You could even see if you can practise recognising numerals 1-5.



Don't forget to practise singing the song at home! And remember to email photos of any activities you do to share in Nursery.

sunflowers@rsmps.co.uk

Fireworks
Sung to the tune - The wheels on the bus

The rockets in the sky go swish swish bang
Swish swish bang
The rockets in the sky go swish swish bang
On Bonfire Night.

The Catherine wheels spin round and round
Round and round
The Catherine wheels spin round and round
On bonfire night.

The Jumping Jacks go jump jump bang
Jump jump bang
The Jumping Jacks go jump jump bang
On Bonfire Night.

Nursery Rhyme of the Week Activities
Fireworks

Look out of your window on bonfire night. Can you see any fireworks? What colours can you see?



You could use a fork and some paint to make your own firework picture.

Can you make your own firework rocket? You could use a toilet roll or kitchen roll tube and decorate it with pens, paper or stickers.



Don't forget to practise singing the song at home! And remember to email photos of any activities you do to share in Nursery.

sunflowers@rsmps.co.uk



Planning and Teaching

Every half term 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.

'*Medium term plans*' highlight how experiences will be given on a weekly 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 with the youngest children in 2-Year-Old Provision and 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 St Mary's 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.

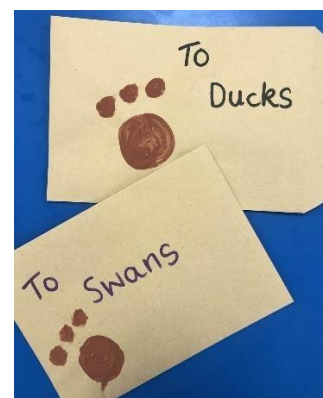
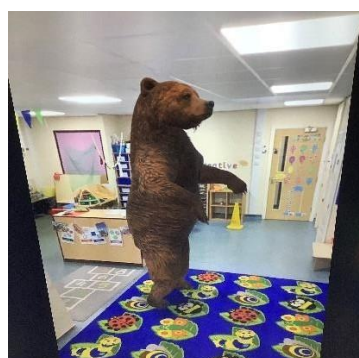
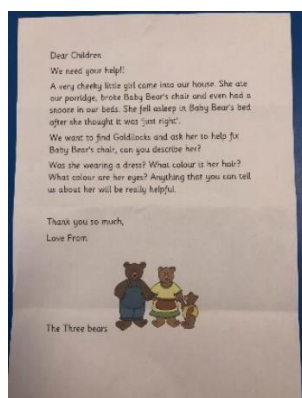
Hooks into Learning

In Nursery and Reception, we use 'hooks' at the beginning of a half term to engage children in the theme and focus text. 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.

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hook	Family pictures Exploring Autumn objects Finding a birds nest Making bird feeders	Bear footprints, Going on a walk around the school grounds.	Fruit tasting Pattern Caterpillars	Planting seeds, visit from Joel the school gardener. Magic beans, who's are these clothes? Giant footprints	The farm visit Chicks in Nursery	World Ocean Day Taking care of the planet



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hook	Baby/family photos – How have you changed? Bear in the classroom Finding 3 Bowls of porridge in the woods	Autumn Walk to East Riddlesden Hall – comparing their house to the past. Looking for signs of Autumn	Trip to space Alien visiting the classroom – Zog, letters, slime	Real Life Heroes Week: Police, Fire, Ambulance	Nature Reserve visit Growing caterpillars Looking after tadpoles Planting seeds	African artefact exploration



Learning Through Play

"Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems. Children learn by leading their own play, and by taking part in play and learning that is guided by adults."

Statutory Framework for the Early Years Foundation Stage September 2025

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 practice 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 and the beginning and end of a session to give children extended periods of time to engage in their play.



**"Play is the highest
form of research"
Albert Einstein**



Whole Class Shared Input

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

In Nursery these happen at the beginning and end of each session, for some sessions Nursery split into two smaller groups to support listening and attention. These are repeated morning and afternoon to ensure all children have access to the same high-quality teaching. Children who are with us for the full day access a different input in the afternoon, this is either an extension from the morning session or an opportunity to focus on individual next steps.

In our 2-Year-Old provision children have one or two short carpet sessions daily.

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

"To continue the provision for learning in the absence of an adult." **Alistair Bryce-Clegg**

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 transcends all areas of learning and 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 Riddlesden St Mary'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...'
- Introducing or recapping new vocabulary.
- Use of the ShREC approach.

"Frequent, high-quality interactions between children and practitioners play a fundamental role in building the knowledge and skills that children will need." Best Start in Life 2024

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.

At Riddlesden St Mary's each area of the classroom is informed by assessment. As the needs of the children change, as they grow and develop, so does their learning space.

Using resources that are open ended encourages creativity, imagination and high order thinking skills. For example, the creative area may contain ribbon, lace, pinecones or lolly sticks. Outside role play is deconstructed with access to logs, planks, sheets and tyres. These resources can become anything and have unlimited potential.

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 individual 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 resource to encourage children to snip and cut.





Outdoor Learning and Enrichment Opportunities

Outdoor learning is celebrated at Riddlesden St Mary's and is a vital part of our teaching and learning in Early Years. Children across our EY 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.

As well as daily access to outdoor provision we plan numerous opportunities for children to explore, investigate and enjoy our expansive school grounds. From gardening in our edible playgrounds, seeing what is growing in the allotment, searching for sticks in the forest and walking up to feed the ducks on the canal we truly make the most of our school learning environment. Children in 2-Year-Old Provision and Nursery go for weekly 'welly walks' and children in Reception go for half termly walks around our school grounds, focusing on seasonal changes and noticing nature.

In Reception we also enjoy spending time in the forest during our Forest Adventure Sessions. Children have the opportunity to explore, investigate, problem solve, work collaboratively and learn about nature. Children learn to take risks, how to work together to reach a shared goal as well as building resilience.

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 East Riddlesden Hall, go shopping at the local Coop and visit our linked church as well as having the police and ambulance service in to visit us.



Communication and Language

The development of children's spoken language underpins our curriculum at Riddlesden St Mary's. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. From our 2-Year-Old Provision through to Reception we focus heavily on quality interactions during provision. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share

their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

We use the Education Endowment Foundation's ShREC approach to ensure every interaction is purposeful and responsive. Practitioners share children's attention, respond sensitively to their interests, expand language through rich modelling and develop sustained conversations that extend vocabulary, thinking and understanding. Through these high-quality interactions, adults enhance learning within child-led play while fostering communication, curiosity and independence.

Sustained Shared thinking

“Sustained shared thinking occurs when two or more individuals work together in an intellectual way to solve a problem, clarify a concept, evaluate an activity, extend a narrative etc. Both parties must contribute to the thinking and it must develop and extend the understanding.”

Kathy Sylva et al, 2004

Sustained shared thinking involves two or more people (adults and children) working together to think about different problems and to analyse different concepts. It happens when you are totally absorbed with a child, whether that's in a conversation or an activity. Sustained shared thinking appears when children think deeply and critically about different topics and this develops their thinking and problem skills.

This process can happen anywhere and at any time but requires all participants to be actively involved. There needs to be genuine interest from both parties. All adults in Early Years are familiar with the concept of sustained shared thinking and opportunities arise frequently through provision as adults immerse themselves in children's play and show genuine interest and curiosity. Clever questioning supports children and adults to engage in sustained shared thinking opportunities. 'I wonder what might happen?' 'I wonder how to...?' 'How could you...?' as well as commenting and narrating actions, thoughts and ideas.

There are also regular planned opportunities for sustained shared thinking. Often our hooks into learning (topic launches and mini hooks) provide rich opportunities for this. For example, when Nursery's gingerbread men disappear; this is a perfect opportunity to engage in sustained shared thinking.

'Where have they gone?' 'Who took them?' 'How can we get them back?'

Reading at Riddlesden St Mary's

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 which is fun and engaging and themes are hooked around high-quality texts.

Each EY 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.

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.

Improving young children's vocabulary is paramount. Exploring and extending pupils' vocabulary is part of everyday teaching. Lessons are planned to enrich vocabulary and incidental opportunities are exploited. Each of our EYFS classrooms have a vocabulary display which is used, referred to and added to in partnership with the children. In both Nursery and Reception, we have highlighted key vocabulary from both the focus text and theme to introduce to children on a half termly basis. These can be found on our long-term plans.

All children in EY visit the library weekly and take home a reading book to share with a family member at home. Children select books from a wide range of genres including picture books, non-fiction information books and poetry.

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



Phonics

"Once you learn to read, you will be forever free." **Frederick Douglass**

Systematic synthetic phonics is taught using Little Wandle Letters and Sounds. Phase 1 is taught continuously throughout EYFS and is the focus of phonics teaching within our 2-Year-Old Provision and Nursery. Whole-class teaching takes place daily in Reception following the Phase 2 and 3 structure.

In our 2-Year-Old Provision and Nursery 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.



Phase 2 begins when all pupils start Reception. Pupils move through Phase 2 and 3 throughout the year. Every phonics lesson incorporates learning Grapheme Phoneme Correspondences (GPCs), trick words as well as reading and writing phonetically decodable words/captions.

In Reception, formative assessment takes place during all phonics lessons, quickly identifying who has and has not secured a new phoneme, grapheme or common exception word, informing future planning. At the end of each week children are assessed on the GPCs learnt so far. We run a 'Keep Up' phonics group in Reception to offer targeted 1:1 support for children who need additional input.

Three Day Read

Children in Reception take part in a reading lesson 3 times a week. This starts once children are able to blend to read words and children will begin these sessions at different points throughout the year depending on their reading confidence.

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 focusing 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 practice 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.

Precision Teach

Children who need extra support take part in 'Precision Teaching', this is a 1:1 session with a trained member of staff to develop grapheme-phoneme correspondence or blending and segmenting skills. This intervention takes place regularly throughout the week with targeted individuals to develop their reading skills.

Writing at Riddlesden St Mary's

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

A child's writing journey begins right from the start of our 2-Year-Old provision 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. High value is placed upon imagination, ideas and self-expression demonstrated by the children, these are reflected by the adults and used as starting points for planning.

2-Year-Old Provision and Nursery

With our youngest children mark making is encouraged and celebrated. We provide a wealth of mark making opportunities such as:

- Large scale mark making
- Sensory mark making – corn flour, shaving foam, glitter, coloured sand, sticks in mud etc.
- Painting
- Different mark making equipment and papers.
- Enhanced mark making opportunities to increase engagement such as attaching pens to cars or creating mark making dens.



In 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.

Children are regularly given a stimulus to encourage mark making, for example, writing a letter to a character in a story or making posters after the Gingerbread Man disappeared. These learning 'hooks' get children excited about making marks and gives their writing a purpose.

Reception

In Reception 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 wider curriculum carpet sessions. In phonics, children are taught the explicit skill of segmenting sounds within a word as well as how to spell common exception (tricky) words.

Children are taught how to apply these skills during daily 'Wider Curriculum' Sessions. These sessions are themed either around the focus text, a significant event such as a festival, circle time or our school RE or Values learning. At the end of each of these sessions' children take part in a shared write. The teacher models writing and children contribute orally. At the beginning of the year these shared writes focus on initial sounds and simple words building up to a list of words, a simple sentence and then an extended piece of writing by the end of the academic year. During the shared write the adult models the process of writing.

- thinking about what to write
- counting how many words are in their sentence (later in the year)
- 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 board or a sound/word mat to find the grapheme or tricky word if unsure
- correct letter formation
- using a capital letter, finger space and full stop, using actions as a prompt.

Children are encouraged to join in orally segmenting the words as well as finding tricky words or graphemes on the phonics board.

Children are then set this as their 'Golden Challenge' in provision. Children are encouraged to complete this at some point through the day. These independent writing pieces are then marked to pick up on children's misconceptions and next steps which informs planning and teaching.

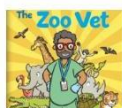
Each Golden Challenge has a 'live marking' box which adults use to indicate any support the child has had with their writing or if it has been completed independently.

Independent

Supported with:

			
Finger spaces	Phonics	Capital letters	Full stops

12.7.21
I can write phonetically plausible attempts I can use finger spaces I can use a capital letter I can write some tricky words
I can write a caption I can use a full stop I can join letters correctly I can write about an animal from the story



14.7.21
I can write phonetically plausible attempts I can use finger spaces I can use a capital letter I can write some tricky words
I can write a caption I can use a full stop I can join letters correctly I can write about our trip to Black Madonna Hall



15.8.21
I can write a phonetically plausible attempt I can use finger spaces I can use a capital letter
I can write some tricky words I can write a caption



Similarly, to in Nursery, children are often given a stimulus to encourage writing such as responding to a letter from a character, completing a challenge or solving a problem.

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. 'Funky Finger' activities may include threading, using tweezers, dough gym, spiders in jelly, cardboard weaving. The list is endless! Children in our 2-Year-Old Provision also take part in weekly dough disco and squiggle while you wiggle sessions to develop hand strength and finger, hand and arm movement to support muscle development ready for writing.

In Reception children are taught to form each of the specific letters in whole class handwriting sessions. Children are introduced to letter formation in each of the daily phonics lessons and are introduced to a rhyme to support formation.



Reception are taught to form print letters using Sassoon Primary Infant as the example font. Misconceptions are also picked up during children's independent writing.

From Autumn 2 Reception engage in handwriting as their morning task, focusing on forming individual letters, this then moves on to writing words and then captions and sentences throughout the year.

Formal handwriting sessions start from Spring 1 where children are explicitly taught the formation of each letter and children then practice this using letter formation worksheets. Adults ensure misconceptions of incorrect formation are swiftly noticed and corrected.

From Summer 1 children move to handwriting in books, focusing on forming letters on the correct place on a line, keeping letter size consistent and ensuring ascenders and descenders are in the correct place.

Children in Reception will complete a letter formation assessment on a termly basis to monitor progress and identify individual next steps in handwriting development. Assessment information will be used to inform planning, targeted teaching and intervention, focusing on specific letter formations, pencil control and handwriting development where required. This ensures that every child receives the appropriate support to develop accurate, fluent and automatic letter formation.

Maths at Riddlesden St Mary's

In Early Years children learn the foundations of Math's and begin their Mathematical journey – it about so much more than just counting! 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.

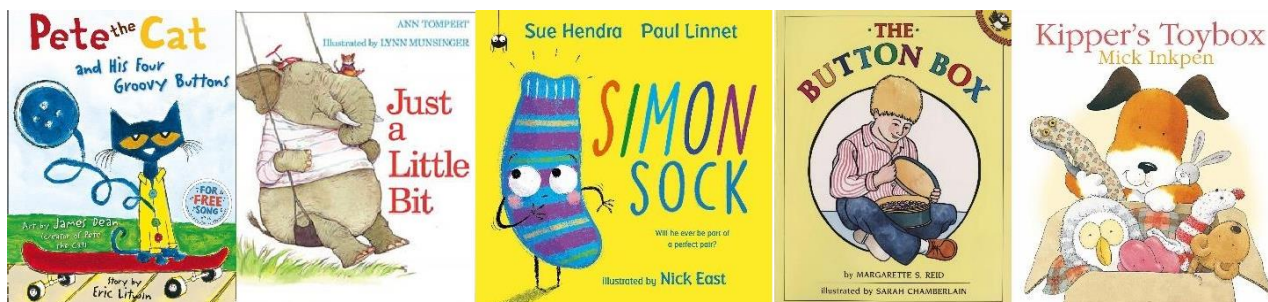
In our 2-Year-Old provision and Nursery Maths is taught daily through routines and interactions with the children in provision. In Nursery at least one carpet session focuses on Mathematical development.

In Reception, maths is explicitly taught daily as short whole class sessions. We use the White Rose Maths progression for our whole class carpet sessions and try as much as possible to hook learning around our theme, key text or use a specific book for Maths Learning. Children who need additional Maths 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 White Rose scheme of work progression:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you	compare VIEW	measure and patterns VIEW						Circles and triangles VIEW			Shapes with 4 VIEW
Spring	Alive in 5 VIEW	Mass and capacity VIEW	Growing 6, 7, 8 VIEW	Length, height and time VIEW				Building 9 and 10 VIEW			Explore 3-D shapes VIEW	
Summer	To 20 and beyond VIEW	How many now? VIEW	Manipulate, compose and decompose VIEW	Sharing and grouping VIEW				Visualise, build and map VIEW			Make connections VIEW	Consolidation

Some of the books we use:



Maths is everywhere!

Here are a few examples of how our environment promotes mathematical development:

- Sand & Water can develop mathematical concepts and language, e.g. heavy, light, empty, full, big, little.
- Malleable – dough can develop mathematical language – short, long, fat, thin. Children can make shapes of different dimensions – flat shapes, 3-d shapes.
- Imaginative play - set the table for dinner can develop counting skills. Sorting clothes into different colours, or different types of clothes, e.g. t-shirts and socks will develop knowledge of shapes and colours.
- Physical play can develop fine motor skills e.g. Sorting out a jigsaw, threading beads. Block play or playing with toy cars can help to develop sequencing according to size, colour. Playing with different sized blocks can help to develop an understanding of weight and dimensions. Tidying toys allows children to sort into different sizes and colours. It can also develop mathematical language – first, second, third, how many are blue, which is largest / smallest.
- Outdoors – Children may plant seeds this can develop understanding of time and the life cycle of plants. As the plants grow children use measures and develop mathematical language of size.

- Books & Rhymes - Enjoying stories and rhymes with a mathematical element, e.g. "One-two buckle my shoe" can develop number concepts, knowing direction that the print reads from left to right.



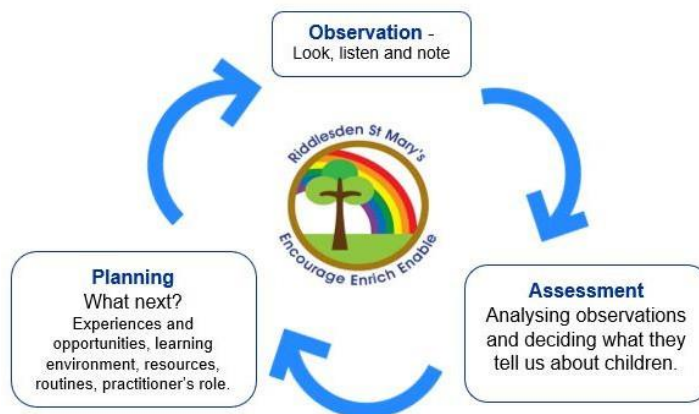


Observation and Assessment

Observation

Observation is an integral part of our practice and is used to understand each child's development, identify next steps and inform responsive teaching. Observations are purposeful, responsive and proportionate. They are gathered through high-quality interactions, professional dialogue and everyday teaching rather than excessive paperwork. Practitioners use their knowledge of each child, alongside professional judgement, to adapt provision, provide appropriate challenge and ensure all children make progress.

We continuously observe and assess all children, both during their independent learning as well as whole class and small group teaching. We also keep a selection of independent mark making and writing for every child to show their writing journey throughout their time in Early Years. This continuous cycle of Observe-Assess-Plan is a vital part of our practice within our Early Years unit.



Assessment

Assessment in the Early Years is based on a continuous cycle of observation, interaction and formative assessment, which informs each child's next steps in learning. Practitioners use their professional knowledge and ongoing assessment to understand what children know and can do, and to plan appropriately challenging next steps.

In addition to ongoing formative assessment, summative judgements are made at key points throughout the year to support a broader view of children's progress across the 7 Areas of Learning. These key assessment points include:

- Baseline assessments
- Termly assessment points (Autumn, Spring and Summer)
- End of Reception assessment against the 17 Early Learning Goals

Within Reception, informal ongoing assessments are also used throughout the year in reading, writing and mathematics to support accurate planning and early identification of children who may need additional support or challenge. At the end of the Reception year, parents receive a written report outlining their child's progress against the 17 Early Learning Goals.

For children in our 2-Year-Old Provision, parents receive a progress summary report which reflects their child's development across the relevant milestones and Areas of Learning. This is shared within the first 10 weeks of and supports discussions with health visitors and other professionals where appropriate.

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 Riddlesden St Mary's 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, explore their child's learning environment, experience a school dinner and discuss any worries they may have.
- Arranging home visits for children starting our 2-Year-Old Provision and Nursery in the Autumn term where parents/carers can discuss their child starting Nursery.
- Arranging a stay and play session prior to their child starting Reception or Nursery. This is a vital transition time for children to explore their setting before starting alongside a familiar adult.
- Running an open-door policy and encouraging parents to talk about any concerns.
- Class email addresses to allow parents to contact their class teacher about any concerns, worries as well as to celebrate achievements, share family news and photos.
- Offering regular opportunities to talk about their child's progress in our Foundation Stage classes
- Offering access to the Children's Learning/Writing Journey's.
- Sharing information and photos on the school website.
- Inviting parents to a parent consultation twice in the year
- 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 parents' sessions half termly to allow parents to understand how their child learns and how different subjects are taught.
- Running the 50 Things to Do Before Your 5 Bradford Strategy, <https://bradford.50thingstodo.org>

Our Parents Sessions and Stay and Play sessions provide an invaluable opportunity for parents/carers to spend time with their child in their classroom environment and learn alongside their child. Some of our parents' sessions include:

Read together

Phonics

Bedtime Story event

Forest Adventure

50 Things to do before you are 5

Night Nursery

Safer Screens



Transition

Transitions are carefully planned to ensure continuity of learning, emotional security and positive relationships for all children. In line with the Department for Education guidance on smooth transitions into Reception, we recognise that effective transition is built on strong communication, shared understanding of the child, and close partnership working between families, settings and schools.

We work collaboratively with nurseries, childminders and parents to gather and share relevant information about each child. This includes discussions about learning, development, interests, strengths and any additional needs, ensuring that transitions are personalised and responsive to individual circumstances.

Children are supported through a range of carefully planned introductory experiences, including visits to our 2-Year-Old Nursery, Nursery and Reception, stay-and-play sessions and opportunities to meet practitioners. These experiences are designed to build familiarity, confidence and positive relationships with adults and peers.

In the final term of Reception, practitioners and Year 1 teachers work closely together to support transition into Key Stage 1. This includes professional dialogue, moderation of assessment information and the sharing of key information about each child's development, needs and next steps in learning. This ensures that provision in Year 1 builds effectively on prior learning and that children experience continuity in curriculum and pedagogy.

Safety & Welfare

“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.” (*EYFS Statutory Framework, 2025*)

At Riddlesden St. Mary's Primary School, children's safety and welfare are paramount. We are committed to providing a safe, secure and nurturing environment in which all children can thrive. Our curriculum actively supports children to understand how to keep themselves safe, make healthy choices and begin to assess and manage risk in age-appropriate ways.

We recognise our statutory responsibilities under the Early Years Foundation Stage and ensure that safeguarding and welfare requirements are consistently met through robust policies, procedures and daily practice. These include:

- promoting the welfare of all children at all times
- supporting children's health and wellbeing, including preventing the spread of infection and responding appropriately when children are unwell
- managing behaviour in a way that is appropriate to each child's stage of development and individual needs
- ensuring that all adults who work with or have unsupervised access to children are suitable to do so
- maintaining a safe, secure and suitable learning environment, including premises, furniture and equipment
- ensuring that every child has access to a high-quality curriculum that is inclusive, ambitious and tailored to meet their individual needs
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We place strong emphasis on positive relationships, emotional security and consistency of care, recognising that these are fundamental to children's learning and development in the Early Years.

Inclusion

At Riddlesden St Mary's, we value every child as a unique individual. We are committed to providing an inclusive environment where all children and their families are welcomed, respected and valued, regardless of background, race, religion, gender or ability.

We plan and deliver a curriculum that is ambitious and responsive to the needs of all learners. Through high-quality teaching, adaptive practice and appropriate support, we ensure that every child is enabled to make progress from their individual starting points.

We recognise the importance of early identification of additional needs and work closely with parents, carers and external agencies to ensure children receive timely and appropriate support. Information is shared effectively with relevant professionals to secure the best possible outcomes for each child.

Children's safety and wellbeing underpin all aspects of our inclusive practice. We support children to understand boundaries, rules and expectations, while also enabling them to develop independence, make choices and take managed risks in a safe and supportive environment. This helps children develop confidence, resilience and important life skills.

Working in partnership with families and external professionals is central to our approach. We recognise that effective collaboration is essential in meeting children's individual needs and ensuring continuity of support.

Additional information can be found by looking at Long Term Planning documents, whole school policies, subject specific strategies and progression documents

Part 3 – Impact:

The Impact of Teaching and Learning in EYFS:

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 skillfully 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 and Maths assessments
- Observations
- Independent writing portfolios
- Learning walks

Arrangements for the monitoring of foundation subjects:

EYFS lead and other members of SLT will:

- observe lessons and conduct learning walks
- monitor pupil progress each term by analysing pupil data, moderation and producing Lines of Enquiry documents
- 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: - /r/w/y - s/sh/ch/dz/j - /t/h - 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 overall 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	Three and Four-Year-Olds	Children in Reception
- 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.	- 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.	- 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.
- Sit without support. - Begin to crawl in different ways and directions. - Pull themselves upright and bouncing in preparation for walking.	- 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.	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.
- 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.	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.	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.
- 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.	- 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 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.
- 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.	- 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.	- 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.
- Begin to walk independently – choosing appropriate props to support at first. - Walk, run, jump and climb – and start to use the stairs independently.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	- 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.
- 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.		Develop the foundations of a handwriting style which is fast, accurate and efficient.
- 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.		- Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes
- Develop manipulation and control. - Explore different materials and tools.		

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	Three and Four-Year-Olds	Children in Reception
• Repeat actions that have an effect. • Explore materials with different properties. • Explore natural materials, indoors and outside.	• 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.	• Talk about members of their immediate family and community.
• Explore and respond to different natural phenomena in their setting and on trips.	• Begin to make sense of their own life-story and family's history.	• Name and describe people who are familiar to them.
• Make connections between the features of their family and other families.	• Show interest in different occupations.	• Comment on images of familiar situations in the past.
• Notice differences between people.	• Explore how things work.	• Compare and contrast characters from stories, including figures from the past.
	• 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.	• Draw information from a simple map.
	• Explore and talk about different forces they can feel.	• Understand that some places are special to members of their community.
	• Talk about the differences between materials and changes they notice.	• Recognise that people have different beliefs and celebrate special times in different ways.
	• Continue developing positive attitudes about the differences between people.	• Recognise some similarities and differences between life in this country and life in other countries.
	• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	• 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	People, Culture and Communities
Past and Present	• 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.
• 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.	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**

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.
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- 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.
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- 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.
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- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
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- 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.
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- 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.
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- 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.
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- 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.
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- Explore colour and colour-mixing.
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- Listen with increased attention to sounds.
 - Respond to what they have heard, expressing their thoughts and feelings.
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- 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.
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- 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.
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- Listen attentively, move to and talk about music, expressing their feelings and responses.
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- Watch and talk about dance and performance art, expressing their feelings and responses.
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- Sing in a group or on their own, increasingly matching the pitch and following the melody.
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- Develop storylines in their pretend play.
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- 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.