



## **Deanshanger Primary School**

### **Early Years Foundation Stage Policy**

#### **Introduction.**

Every child deserves the best possible start in life and support to their full 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.

The Foundation Stage was introduced in September 2000 as a term for children aged three to the end of the reception year. The period of time spent in the Foundation Stage is about developing key learning skills such as listening, speaking, concentration, persistence and learning to work together and cooperate with other children. From September 2012, a revised curriculum called Development Matters in the Early Years Foundation Stage (EYFS) was written to support all settings working with children aged 0-5 years (birth-60 months). This policy is written in light of this. The term 'Practitioner' is taken from the EYFS and is used to describe any adult employed to work with children in the Foundation Stage setting. This includes teachers and teaching assistants.

#### **Aims of the Early Years Foundation Stage.**

In the EYFS at Deanshanger Primary School we aim to support each child's welfare, learning and developmental needs by:

- Recognising that all children are unique and special;
- Understanding that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally;
- Providing a safe, secure and caring environment where children feel happy and know that they are valued;
- Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community;
- Teaching them to express and communicate their needs and feelings in appropriate ways. Encouraging children's independence and decision-making, supporting them to learn through their mistakes;
- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously;
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions differ to their own;
- Understanding the importance of play in children's learning and development;
- Providing learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn;
- Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development;
- Forming close links with parents, the community and the next stage of the child's education.

The children in the Foundation Stage will:

- Become competent and confident learners during the Foundation Stage and be able to explain what they are learning.
- Have the opportunity to develop independence in a safe and stimulating environment.
- Will have access to a broad and balanced curriculum that is suited to their individual needs.
- Experience appropriate and relevant opportunities for learning.
- Receive age appropriate, well thought out, planned teaching.
- Have quality interactions with a range of adults. language and communication skills;
- Provide a flexible routine which offers children time to work in depth, to maintain appropriate levels of involvement and to sustain concentration;

### **The Early Years Foundation Stage framework.**

The Foundation Stage curriculum at Deanshanger Primary School takes account of how children learn and the interests and experiences children have, both inside and outside school. It is carefully structured with a balance of child-initiated and adult-initiated experiences to ensure children's next steps in all areas of learning are planned for.

The areas of learning in the EYFS are split into seven areas with three prime areas:

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

Along with these four specific areas:

- Literacy
- Mathematics
- Understanding of the World, and
- Expressive arts and design.

When planning appropriate, stimulating and challenging activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- Playing and exploring – children investigate and experience things and 'have a go'.
- Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- Creating and thinking critically – children have develop their own ideas, making links between ideas, and develop strategies for doing things.

Four guiding principles shape our practice, these are:

- Every child is a unique child, who is constantly developing to become resilient, capable and confident learners.
- 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; and
- Children develop and learn in different ways and at different rates.

### **Assessment and Record Keeping.**

An observation-led 'Baseline Assessment' is carried first six weeks upon entering the setting to enable staff to plan activities to meet every child's next steps. Judgments made on children's development are based on Practitioners' observations of the children in self-initiated activities in all 'Areas of Learning and Development'. Information from Parents and the child's previous Early Years Setting are also used to inform this assessment.

The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. Practitioners make time to carry out planned assessments of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments of children's learning. All practitioners are involved in observing children. Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress. These observations are usually recorded on 'Tapestry', our on-line learning journal, which is shared with Parents. Paper-based tracking records are also completed to monitor children's progress over the academic year (see appendix I). Children's progress is tracked using these grids in conjunction with the Tapestry assessments. NB. Any children assessed at 22-36 months will be tracked using an additional record in line with the DfE 'Early Years Outcomes' guidance.

All this information is gathered to complete the child's 'Foundation Stage profile'. This profile is built up over the reception year and reflects all the child's achievements. This information and evidence is then used as an assessment tool to determine whether each child has met the expected levels, or are exceeding or not yet reaching expected levels (emerging). This information is communicated to parents/carers in the child's end of year report and passed onto Year 1 staff, to assist with a smooth transition.

### **Tracking Progress.**

We track every child's progress in EYFS using the DPS Foundation Stage Assessment records (see Appendix I). We also use the assessment 'Snapshots' on Tapestry to identify gaps and plan interventions to support children's progress in all areas of learning.

Progress can be quantified in steps. Progress from 'emerging' to 'developing' is one 'step', and similarly, progress from 'developing' to 'secure' and from 'secure' to 'emerging'. Children in Reception are expected to make six steps of progress over three terms. Reviews take place every half term. Where attainment on entry is below age related expectation, practitioners must aim for accelerated progress from the child's starting point to close the gap between their learning and development and that of the rest.

The *typical* expected journey for most children across the Foundation Stage will be:

- Entry to FS (September) – 30-50 Secure / 40-60 Emerging.
- Exit FS (July) - EYFS Profile Early Learning Goals at Expected level (ELG Expected / Secure).

It is expected that most children at the end of EYFS will attain a good level of development (GLD) which means they will have attained at least the expected level in all the early learning goals in Communication and Language, Physical Development, Personal Social Emotional Development, Mathematics and Literacy. They will have developed the key skills needed to make a good start in the next stage of their education.

### **How do we achieve our aims and objectives?**

We ensure children make a positive transition from home to school by carefully planning the introduction to the school for both parents or carers and their child.

- Parents/carers and children are invited to view the school accompanied by the Headteacher or Deputy Headteacher prior to the child being admitted to the school.
- Parents/carers are invited to an induction evening to find out more about Deanshanger Primary School and our Foundation Stage provision.
- Parents/carers will receive a welcome pack containing useful information about the transition to school. This includes an 'All About Me' booklet for the children to complete, an 'All About Deanshanger Primary School' booklet and some additional useful information.
- Children are invited to spend sessions in school with their peers, meeting their new teacher and parents are given further opportunities to view the school, receive information and ask questions about routines and expectations.
- Prior to joining the school children will be visited in their preschool environment and will have the opportunity to visit their school and meet their teacher.
- One-to-one meetings will be held with the child's teacher to share information specific to the child. Home visits can be undertaken on request from parents.
- Children have opportunities to familiarise themselves gradually with their new environment, for example, gradual attendance at assemblies as appropriate and introduction to playtimes.
- Observations of children's dispositions and attitudes to learning are used to inform curriculum planning during the settling-in period.
- Parents and carers are informed of their child's progress and attainment through parent meetings, informal meetings and end of year reports.
- The curriculum is planned in the long, medium and short term using a themed approach to provide context and meaning, enabling children to draw on real life experiences. Each child's progress is continually assessed and recorded through child initiated observations and formative assessment, to ensure s/he is progressing towards attainment of the Early Learning Goals.
- Staff use observation and assessment to plan and adapt the curriculum to each child's needs.
- The curriculum is organised to make sure each child's understanding and interests are taken into account.
- Staff ensure children's access to the curriculum is through ways which are meaningful and motivating.

### **How do children have equality of access and opportunity?**

At Deanshanger Primary School the curriculum is monitored to ensure each child's development is supported by equality of access and opportunity regardless of sex, ethnicity, culture, language, ability or gender. Regard is given to the Code of Practice for children with special educational need. Stereo-typical behaviours and language are challenged. Resources reflect a range of positive images including male and female, cultures and languages. The children learn all about different cultures and are supported to respect diversity. We are committed to fairness and individuality.

### **How is the learning environment organised?**

The Foundation Stage learning environment includes a 'Creative Area', 'Maths Room', 'Literacy Room' and an 'Outside Classroom'. The children are able to free-flow between the indoor and outdoor spaces. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning. Across the year, themed areas are set up and maintained in the classroom, some of which change to reflect current topics, children's interests or areas of study.

These areas are set up and resourced to enable children to work towards the Early Learning Goals, develop understanding of the concepts and acquire knowledge.

The organisation of time, activities, work areas and resources ensures that:

- Children's need for outdoor provision is met by access to an enclosed outdoor activity area.
- The resources are organised to enable children to make independent choices and take responsibility.
- Areas of provision and the resources within them are monitored to ensure they offer children access to a broad and balanced curriculum.
- A range of good quality resources are provided to meet the demands of all areas of the curriculum and for children with special needs.
- Children have well-planned and ready access to the range of space, materials and equipment available.

The Foundation Stage Learning Environment is comfortable, stimulating, welcoming and secure which enables children to feel safe to explore and investigate. It has clearly defined areas of provision which offer a range of learning contexts and it provides first-hand experiences, good quality, meaningful play opportunities and practical activities. Children learn through first hand quality experiences, by interacting with others, having their interests taken seriously and through play. Alongside these characteristics children are supported by adults who are supportive of their learning, appreciate their needs and have quality interactions with them in individual, small and large group situations. Children also are given opportunities for adults to support and extend their play to develop opportunities for learning and making sense of the world.

### **Monitoring and Review of this Policy.**

It is the responsibility of the EYFS Practitioners to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion. The Head teacher and subject coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

### **Supporting Policies include -**

Admissions Policy

Assessment, Recording and Reporting Policy

Safeguarding Policy

Food Policy

Tapestry Policy

PSHCE Policy

British Values Policy

The EYFS is also referenced in many other school policies which can be found on our school website - [www.deanshangerprimary.co.uk](http://www.deanshangerprimary.co.uk)

**Appendix I. Deanshanger Primary School Foundation Stage Assessment.**

Name:	DOB:	Age in months:		
Date of Entry:	EAL	SEN	PP	MA

**Personal, Social and Emotional Development – Making Relationships.**

Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.	Initiates play, offering cues to peers to join them.	Keeps play going by responding to what others are saying or doing.	Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
Initiates conversations, attends to and takes account of what others say.	Explains own knowledge and understanding, and asks appropriate questions of others.	Takes steps to resolve conflicts with other children, e.g. finding a compromise.	
<b>Children play co-operatively, taking turns with others.</b>	<b>They take account of one another's ideas about how to organise their activity.</b>	<b>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</b>	
Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.			

**Personal, Social and Emotional Development – Self-confidence and Self-awareness.**

Welcomes and values praise for what they have done.	Can select and use activities and resources with help.	Enjoys responsibility of carrying out small tasks.	Is more outgoing towards unfamiliar people and more confident in new social situations.	Confident to talk to other children when playing, and will communicate freely about own home and community.	Shows confidence in asking adults for help.
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Confident to speak to others about own needs, wants, interests and opinions.	Can describe self in positive terms and talk about abilities.	
Children are confident to try new activities, and say why they like some activities more than others.	They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.	They say when they do or don't need help.
Children are confident to speak to a class group. They can talk about the things they enjoy, and are good at, and about the things they don't find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.		

**Personal, Social and Emotional Development -  
Managing Feelings and Behaviour.**

Aware of own feelings, and knows that some actions and words can hurt others' feelings.	Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.	Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.	Can usually adapt behaviour to different events, social situations and changes in routine.
Understands that own actions affect other people.	Aware of the boundaries set, and of behavioural expectations in the setting.	Beginning to be able to negotiate and solve problems without aggression.	
Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.	They work as part of a group or class, and understand and follow the rules.	They adjust their behaviour to different situations, and take changes of routine in their stride.	
Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.			

## Communication and Language – Listening and Attention.

Listens to others one to one or in small groups, when conversation interests them.	Listens to stories with increasing attention and recall.	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	Focusing attention – still listen or do, but can shift own attention.	Is able to follow directions (if not intently focused on own choice of activity).
Two-channelled attention – can listen and do for short span.		Maintains attention, concentrates and sits quietly during appropriate activity.		
<b>Children listen attentively in a range of situations.</b>	<b>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</b>		<b>They give their attention to what others say and respond appropriately, while engaged in another activity</b>	
Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.				

## Communication and Language – Understanding.

Understands use of objects (e.g. "What do we use to cut things?")	Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	Responds to simple instructions, e.g. to get or put away an object.	Beginning to understand 'why' and 'how' questions
Responds to instructions involving a two-part sequence.	Able to follow a story without pictures or props.	Understands humour.	Listens and responds to ideas expressed by others in conversation or discussion.
<b>Children follow instructions involving several ideas or actions.</b>		<b>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</b>	
After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.			

## Communication and Language – Speaking.

Beginning to use more complex sentences to link thoughts (e.g. using and, because).	Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.	Questions why things happen and gives explanations.	Uses a range of tenses	Uses intonation, rhythm and phrasing to make the meaning clear to others.
Uses vocabulary focused on objects and people that are of particular importance to them.	Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.	Builds up vocabulary that reflects the breadth of their experiences.	Can retell a simple past event in correct order.	
Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	Uses language to imagine and recreate roles and experiences in play situations.	Links statements and sticks to a main theme or intention.	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	Introduces a storyline or narrative into their play.
<b>Children express themselves effectively, showing awareness of listeners' needs.</b>	<b>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</b>	<b>They develop their own narratives and explanations by connecting ideas or events.</b>		
Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.				

## Physical Development - Moving and Handling.

Moves freely and with pleasure and confidence in a range of ways.	Walks downstairs, two feet to each step while carrying a small object.	Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.	Can stand momentarily on one foot when shown.	Can catch a large ball.	Mounts stairs, steps or climbing equipment using alternate feet.
Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.	Draws lines and circles using gross motor movements.	Holds pencil between thumb and two fingers, no longer using whole-hand grasp.	Holds pencil near point between first two fingers and thumb and uses it with good control.	Can copy some letters, e.g. letters from their name.	
Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	Handles tools, objects, construction and malleable materials safely and with increasing control.	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	Travels with confidence and skill around, under, over and through balancing and climbing equipment.	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	
Jumps off an object and lands appropriately.	Shows a preference for a dominant hand.	Uses simple tools to effect changes to materials.	Begins to use anticlockwise movement and retrace vertical lines.	Begins to form recognisable letters.	Experiments with different ways of moving.
<b>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</b>			<b>They handle equipment and tools effectively, including pencils for writing.</b>		
Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.					

## Physical Development - Health and Self-Care.

Can usually manage washing and drying hands.	Observes the effects of activity on their bodies.	Understands that equipment and tools have to be used safely.
Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.	Can tell adults when hungry or tired or when they want to rest or play.	Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zip once it is fastened at the bottom.
Eats a healthy range of foodstuffs and understands	Usually dry and clean during the day.	Practices some appropriate safety measures without

need for variety in food.		direct supervision.
Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.	Shows understanding of how to transport and store equipment safely	Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
<b>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</b>	<b>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</b>	
Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.		

## Literacy - Reading.

Recognises familiar words and signs such as own name and advertising logos.	Knows that print carries meaning and, in English, is read from left to right and top to bottom.	Describes main story settings, events and principal characters.	Listens to and joins in with stories and poems, one-to-one and also in small groups.	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	Beginning to be aware of the way stories are structured.
Shows interest in illustrations and print in books and the environment		Listens to stories with increasing attention and recall.		Holds books the correct way up and turns pages.	
Knows that information can be relayed in the form of print.		Enjoys rhyming and rhythmic activities.		Looks at books independently	Handles books carefully
Suggests how the story might end.		Recognises rhythm in spoken words.		Shows awareness of rhyme and alliteration.	
Continues a rhyming string.	Can segment the sounds in simple words and blend them together and knows which letters represent some of them.		Links sounds to letters, naming and sounding the letters of the alphabet.		Hears and says the initial sound in words.
Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.		Knows that information can be retrieved from books and computers.		Enjoys an increasing range of books.	
Begins to read words and simple sentences.		<b>Children read and understand simple sentences.</b>		<b>They demonstrate understanding when talking with others about what they have read.</b>	
<b>They read some common irregular words.</b>		<b>They use phonic knowledge to decode regular words and read them aloud accurately.</b>			
Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.					

## Literacy - Writing.

Sometimes gives meaning to marks as they draw and paint.			Ascribes meanings to marks that they see in different places		
Gives meaning to marks they make as they draw, write and paint.		Continues a rhyming string.		Hears and says the initial sound in words.	
Can segment the sounds in simple words and blend them together.		Begins to break the flow of speech into words.			
Links sounds to letters, naming and sounding the letters of the alphabet.		Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.		Writes own name and other things such as labels, captions.	
Attempts to write short sentences in meaningful contexts.					

Children use their phonic knowledge to write words in ways which match their spoken sounds.

They write some irregular common words.

They write simple sentences which can be read by themselves and others

Some words are spelt correctly and others are phonetically plausible.

Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.

## Mathematics - Numbers.

Uses some number names and number language spontaneously.	Uses some number names accurately in play.	Recites numbers in order to 10.	Knows that numbers identify how many objects are in a set	Beginning to represent numbers using fingers, marks on paper or pictures.	
Sometimes matches numeral and quantity correctly.	Shows an interest in numerals in the environment.	Shows an interest in representing numbers.	Shows an interest in number problems.		
Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.	Shows curiosity about numbers by offering comments or asking questions.	Compares two groups of objects, saying when they have the same number.	Realises not only objects, but anything can be counted, including steps, claps or jumps.		
Recognise some numerals of personal significance.	Recognises numerals 1 to 5.	Counts up to three or four objects by saying one number name for each item.	Counts actions or objects which cannot be moved	Counts objects to 10 beginning to count beyond 10.	Counts out up to six objects from a larger group.
Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.	Counts an irregular arrangement of up to ten objects.	Estimates how many objects they can see and checks by counting them.	Uses the language of 'more' and 'fewer' to compare two sets of objects.		Finds the total number of items in two groups by counting all of them.
Says the number that is one more than a given number.	Finds one more or one less from a group of up to five objects, then ten objects.	In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.	Records, using marks that they can interpret and explain.	Begins to identify own mathematical problems based on own interests and fascinations.	
<b>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</b>		<b>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</b>		<b>They solve problems, including doubling, halving and sharing.</b>	
Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.					

## Mathematics - Shape, Space and Measure.

Uses shapes appropriately for tasks.	Uses positional language.	Shows interest in shapes in the environment.	Shows awareness of similarities of shapes in the environment.
Beginning to talk about	Shows interest in shape by	Shows an interest in	

the shapes of everyday objects, e.g. 'round' and 'tall'.	sustained construction activity or by talking about shapes or arrangements.	shape and space by playing with shapes or making arrangements with objects.		
Uses everyday language related to time.	Selects a particular named shape	Orders and sequences familiar events.	Orders two or three items by length or height.	Orders two items by weight or capacity.
Uses familiar objects and common shapes to create and recreate patterns and build models.	Beginning to use mathematical names for 'solid' 3D and 'flat' 2D shapes, and mathematical terms to describe shapes.	Beginning to use everyday language related to money.	Can describe their relative position such as 'behind' or 'next to'.	Measures short periods of time in simple ways.
<b>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</b>	<b>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</b>	<b>They recognise, create and describe patterns.</b>		
Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.				

## Understanding the World – People and Communities.

Shows interest in the lives of people who are familiar to them.	Remembers and talks about significant events in their own experience.	Shows interest in different occupations and ways of life.	Recognises and describes special times or events for family or friends.	Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
Enjoys joining in with family customs and routines.				
<b>Children talk about past and present events in their own lives and in the lives of family members.</b>	<b>They know that other children don't always enjoy the same things, and are sensitive to this.</b>	<b>They know about similarities and differences between themselves and others, and among families, communities and traditions.</b>		
Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.				

## Understanding the World – The World.

Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.	Can talk about some of the things they have observed such as plants, animals, natural and found objects.	Talks about why things happen and how things work.	Developing an understanding of growth, decay and changes over time.	Shows care and concern for living things and the environment.
Looks closely at similarities, differences, patterns and change.				
<b>Children know about similarities and differences in relation to places, objects, materials and living things.</b>	<b>They talk about the features of their own immediate environment and how environments might vary from one another.</b>	<b>They make observations of animals and plants and explain why some things occur, and talk about changes.</b>		
Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.				

## Understanding the World – Technology.

Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.	Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.	Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.	Knows that information can be retrieved from computers.
Completes a simple program on a computer.		Uses ICT hardware to interact with age-appropriate computer software.	

**Children recognise that a range of technology is used in places such as homes and schools**

**They select and use technology for particular purposes.**

Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need - for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.

## Expressive Arts and Design –Exploring and Using Media and Materials.

Enjoys joining in with dancing and ring games.	Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.	Beginning to move rhythmically.	Imitates movement in response to music.
Taps out simple repeated rhythms.	Explores and learns how sounds can be changed.	Uses various construction materials.	Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
Sings familiar songs.	Beginning to be interested in and describe the texture of things.	Explores colour and how colours can be changed.	Joins construction pieces together to build and balance. Realises tools can be used for a purpose
Begins to build a repertoire of songs and dances.	Explores the different sounds of instruments.	Explores what happens when they mix colours.	Experiments to create different textures. Understands that different media can be combined to create new effects.
Manipulates materials to achieve a planned effect.	Constructs with a purpose in mind, using a variety of resources.	Uses simple tools and techniques competently and appropriately.	Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials
<b>Children sing songs, make music and dance, and experiment with ways of changing them.</b>		<b>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b>	
Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.			

## Expressive Arts and Design – Being Imaginative.

Developing preferences for forms of expression.	Uses movement to express feelings.	Makes up rhythms.	Sings to self and makes up simple songs.	Creates movement in response to music.
Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.	Engages in imaginative role-play based on own first-hand experiences.	Builds stories around toys, e.g. farm animals, needing rescue from an armchair 'cliff'.	Uses available resources to create props to support role-play.	Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
Create simple representations of events, people and objects.	Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.		Chooses particular colours to use for a purpose.	
Introduces a storyline or narrative into their play.	Plays alongside other children who are engaged in the same theme.		Plays cooperatively as part of a group to develop and act out a narrative.	

**Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.**

**They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.**

Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising the differences between them and the strengths of others.