



**Dovelands**  
Primary School



# Early Years Foundation Stage Policy

<b>Personal, Social and Emotional Development</b>	<b>Communication and Language</b>	<b>Physical Development</b>	
<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive Arts and Design</b>

Introduction

**“Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.”**  
**(Statutory Framework for the Early Years Foundation Stage)**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year.

The EYFS is based upon four principles:

- ✓ A Unique Child
- ✓ Positive Relationships
- ✓ Enabling Environments
- ✓ Learning and Development

This policy explains how our practice is underpinned by these principles.

At Dovelands we give our children the skills and confidence to:

- be independent learners who are highly motivated.
- communicate effectively with others and to listen and respond appropriately.
- develop physically, stay healthy and feel safe.
- become good readers and develop a love of books.
- communicate through writing.
- talk about and explore numbers and shapes and to investigate mathematical concepts including pattern, size and capacity.
- be curious about their environment and the world around them.
- be interested in technology and how things work.
- express themselves through art, role play and music.



## Unique Child

At Dovelands we recognise that children learn and develop in various ways and at different rates. We give every child the opportunity to achieve their full potential by having realistic and challenging expectations that meet the needs of all our children across the areas of learning and development. Children are encouraged to play and explore carefully planned activities which are designed to help them make links with previous experiences, explore their own ideas and develop strategies for problem solving and critical thinking. Children learn through active play opportunities which motivate participation, develop resilience and encourage a 'have a go' attitude in which they feel confident and proud of their achievements. Practitioners support the children in developing these 'characteristics of effective learning' through playing alongside children and scaffolding and supporting their ideas.



Children are treated fairly regardless of race, religion, gender or abilities. We welcome all children and families into our settings so that they feel included, safe and valued.

## Environment

In the EYFS we recognise the importance of a rich learning environment both inside and outside. There are areas where the children can be active, be quiet and rest. The environment is set up to support all areas of learning, where children are encouraged to find and locate some equipment and resources independently. Our provision is planned to promote creativity, investigation and problem-solving skills. It is designed to enable children to build upon and



practice skills and develop communication and collaboration strategies through active learning and exploration. The outdoor areas provide opportunities for doing things in various ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. We value the outdoor environment as an integral learning area for all our children and it is used in all weathers to help develop their skills and knowledge of the world around them. To ensure that we meet the individual needs of all of our children we make regular observations of their interactions, interests and

development of concepts. These observations are used to inform our planning for both individual and groups of children and to influence the choice of activities and learning opportunities provided.

### Learning and Development

There are seven areas of Learning and Development which are interconnected. The three **prime areas** are crucial to develop lifelong learning and to help children form relationships.

- **Personal, Social and Emotional Development** - children develop confidence and self-esteem, learn how to manage feelings and respect others.

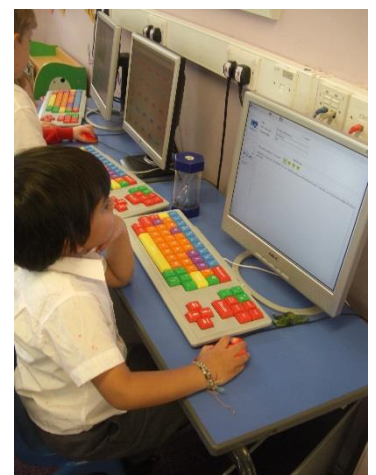


- **Communication and Language** – children have opportunities to speak and listen in a range of situations and experience a rich language environment.

- **Physical Development** – children have opportunities to be active and develop coordination (both gross motor and fine motor); they learn about healthy choices.

The four **specific areas** are

- **Literacy** – involves children learning how letters link to the sounds and begin to read and write.
- **Mathematics** – children have opportunities to develop counting and calculation skills, to use numbers in everyday activities and recognise and describe shapes and measures.
- **Understanding of the World** – children have opportunities to find out about people and communities, the environment and technology.
- **Expressive Arts and Design** – involves exploring feelings and ideas through music, dance, role play and design.



We have an annual cycle of topics in the EYFS which are carefully planned to provide a broad and balanced curriculum. We also follow the children's interests when planning for each learning focus and involve the children in choosing activities and resources. Children and parents are involved in the next steps for learning through regular informal exchange of information at the beginning and the end of the day, sharing the children's Learning Journeys at various open afternoons throughout the year and parent consultation meetings. Child-initiated learning and adult directed activities are focused on play based active learning opportunities which are linked to our topics and the children's interests. We extend children's learning through observing their play and interactions, joining in with their games and activities and by supporting their thoughts and ideas by asking open questions.



## Planning and Teaching

At

Dovelands we use a number of different strategies to teach our children, this includes whole class, small group and individual sessions. This enables us to tailor our teaching to specific needs and allows the children to access the curriculum at the most appropriate stage of their development and understanding. We teach Maths, Literacy and topic work every day along with Jolly Phonics. On entry to the Foundation stage, the sessions last for 5-10 minutes extending to 20-30 minutes as the year progresses and in preparation for Year 1.



Continuous Provision provides resources, questions and opportunities for self-directed learning and discovery in the following areas:

- ✓ Construction
- ✓ Small World
- ✓ Creative area
- ✓ Role Play
- ✓ Investigation
- ✓ ICT
- ✓ Library
- ✓ Malleable
- ✓ Sand and water
- ✓ Reading
- ✓ Writing
- ✓ Maths
- ✓ Movement (Fine/Gross motor)
- ✓ Music

## Expectations

Children will be assessed on entry into school. Baseline assessment will be

undertaken and recorded on Target Tracker. This is updated at the end of each term. By the end of the Foundation Stage, children will be assessed against the Early Learning Goals, and for each goal will be judged as: 1. Emerging (working towards) 2. Expected (meeting the Early Learning Goal), or 3. Exceeding (working beyond). See Appendix 1

### Parents as Partners

The partnership with parents is vital. We promote positive relationships between staff, parents and children. We recognise that parents are the child's first educators and value and encourage the importance of continued support at home. As part of the induction process, we invite the children to spend the morning with us, to meet the teachers and their new friends. This is usually in July. For children starting in F1, the class teacher and teaching assistant will visit children and parents at home. This provides a valuable opportunity for teachers to observe and talk to the children in their home environment where they feel most comfortable. It is also a useful time for parents to talk about their child in private and work together to make the beginning of school life exciting and enjoyable.

Throughout the year there are regular opportunities for parents to become involved in school activities such as attending special events and open afternoons along with joining us for our Christmas Nativity performance and class assembly. We welcome, encourage and value the positive relationship we have with parents.

### Working with others

We recognise the importance of a smooth transition when children begin school. Links are embedded with our local nurseries and preschool settings and we liaise visits with staff to discuss each child in preparation for them coming to school. When appropriate we engage with external agencies e.g. Health Visitor, Speech and Language Therapist, Educational Psychologist etc in order to improve the provision for all children including those with Special Educational Needs.

## **Personal, Social and Emotional Development**

### **ELG 06 Self-confidence & Self awareness**

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.

### **ELG 07 Managing Feelings & Behaviour**

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.

### **ELG08 Making Relationships**

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

## **Communication & Language**

### **ELG 01 Listening & Attention**

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

### **ELG 02 Understanding**

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

## ELG 03 Speaking

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

## Physical Development

### ELG 04 Moving & Handling

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

### ELG 05 Health & Self-care

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

## Specific Areas

## Literacy

### ELG 09 Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

### ELG 10 Writing

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

## **Mathematics**

### **ELG 11 Numbers**

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. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

### **ELG 12 Shape Space & Measures**

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

## **Understanding the World**

### **ELG 13 People & Communities**

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

### **ELG 14 The World**

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

### **ELG 15 Technology**

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

## **Expressive Arts & Design**

### ELG 16 Exploring & Using Media & Materials

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

### ELG 17 Being Imaginative

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.

