



Discovery Schools
Academy Trust



Redlands Community
Primary School

Working Together and Aiming for Excellence

Early Years Foundation Stage Policy



The Hundred Languages of Children

The child is made of one hundred.
The child has
a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking
of playing, of speaking.
A hundred.
Always a hundred
ways of listening
of marveling, of loving
a hundred joys
for singing and understanding
a hundred worlds
to discover
a hundred worlds
to invent
a hundred worlds
to dream.
The child has
a hundred languages
(and a hundred hundred hundred more)
but they steal ninety-nine.
The school and the culture
separate the head from the body.
They tell the child:
to think without hands
to do without head
to listen and not to speak
to understand without joy
to love and to marvel
only at Easter and at Christmas.
They tell the child:
to discover the world already there
and of the hundred
they steal ninety-nine.
They tell the child:
that work and play
reality and fantasy
science and imagination
sky and earth
reason and dream
are things
that do not belong together.
And thus they tell the child
that the hundred is not there.
The child says:
No way. The hundred is there.

-Loris Malaguzzi
Founder of the Reggio Emilia Approach

RATIONALE

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This policy outlines the teaching, organisation and management of the Early Years Foundation Stage.

"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. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need 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.

We know that children's learning and development from birth to five occurs as the result of complex interactions between the child and her/his experiences within relationships, and in the environment.

Our provision is therefore underpinned with the four themes of the Early Years Foundation Stage.

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

AIMS AND PURPOSES OF THE EYFS

To give our children the skills and confidence to develop skills for life long learning:

- Link language and thought
- Be independent learners
- Listen to and communicate with others
- Behave well, stay healthy and feel safe
- Read well and develop a love of books
- Communicate through writing
- Talk about and explore the number system and shape
- Be curious about the world around them
- Express themselves through art and music

We want children to be:

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- Independent
- Confident
- Tenacious
- Responsible
- Reflective
- Self regulators
- Critical
- Creative
- Communicative
- Able to make connections
- Risk takers
- Resilient
- Innovators

A UNIQUE CHILD

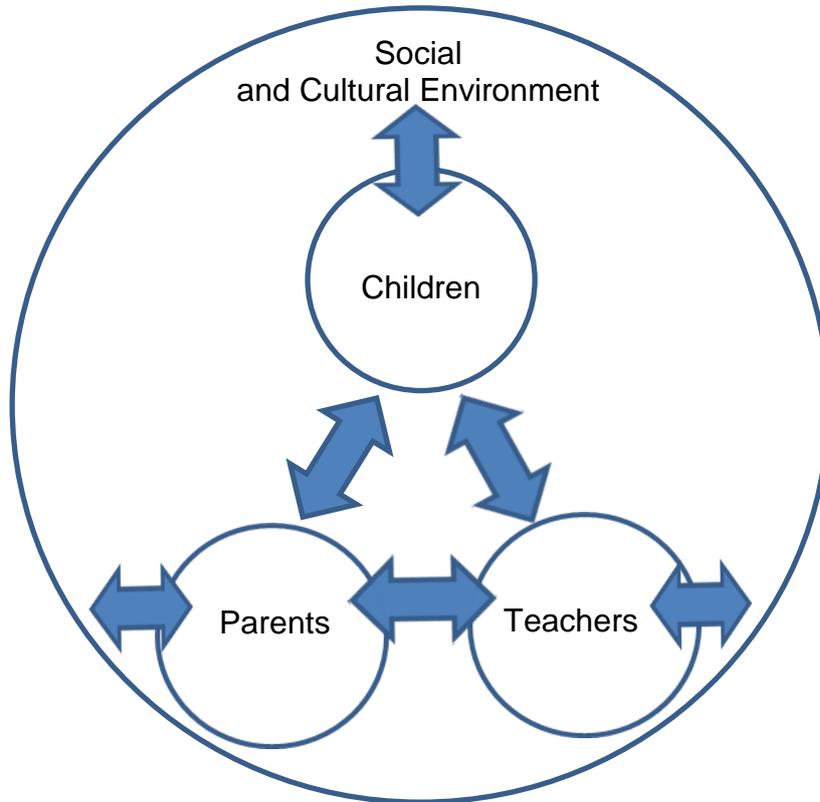
Fundamental to our approach is the image of each child as being rich in potential, strong, powerful and competent. We want children to be strong at building relationships, to be able to hold his/her own values, to want to be respected and valued for him/herself as well as holding respect for others. We want to develop the child's ability to embody a curiosity and open mindedness to all that is possible.

We want children to develop their own theories about the world and how it works and to explore these collaboratively in great depth. We place value on different experiences, ideas and opinions of each child. All children's ideas are respected and taken seriously by all adults and fellow children creating an environment where children are not afraid to make mistakes. Self-image and self-confidence will be fostered through discussions and debates and creativity will emerge from multiple experiences coupled with the development of personal resources such as a sense of freedom to venture beyond the known.

POSITIVE RELATIONSHIPS

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Respectful relationships are at the heart of our practice. The interaction between parents, children and teachers and the relationships that are forged between them are seen as essential elements in supporting young children's learning and development.



Parents

We believe parents are a vital component to our philosophy. We view parents as partners, collaborators and advocates for their children. All EYFS staff respect parents as each child's first teacher and endeavour to involve parents in every aspect of the curriculum. Through our philosophy of parents as partners we will provide opportunities for parents to take part in discussions about school policy, child development, and curriculum planning and evaluation. To enable this; parents will be invited to attend a "Coffee and Chat" session. These meetings will be held half termly at different times of the day to enable all who wish to participate to do so.

In addition, there are also regular opportunities for parents to become involved in school activities such as attending special events, assemblies or volunteering to support children's learning. We welcome, encourage and value positive relationship we have with parents.

To share learning between home and school we have created a Redlands EYFS Facebook Page. This is a secret closed group for parents of EYFS children, teachers and other early years professionals. It is a valuable resource to share achievements and develop relationships between all groups involved in educating the child.

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Before the beginning of each new school year teachers will visit children and parents in their homes. 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, beginning the home school partnership.

Teachers and Pedagogistas

(pedagogista refers to the learning support assistants who work with the EYFS environment)

In our approach, we consider the teacher and pedagogistas to be co-learners and collaborators with the child and not just instructors. All adults within the EYFS are encouraged to facilitate the child's learning by planning activities and lessons based on the child's interests, asking questions to further understanding, and actively engaging in the activities alongside the child, instead of sitting back and observing the child learning. "As partner to the child, the teacher is inside the learning situation" (Hewett, 2001).

The teachers and pedagogistas work closely together within the environment; this provides opportunities for sharing ideas and supports developing an in depth knowledge of each child. Throughout the day teachers and pedagogistas will share information from observations of children to develop knowledge of each child's learning and plan for new ideas and opportunities.

The role of the teacher and pedagogista is seen not purely to teach but also to learn. All adults within the EYFS are viewed as researchers, constantly evaluating and reflecting upon practice.

Teachers and pedagogistas must be responsible for developing their own pedagogical understanding in order to provide the best learning opportunities for each child. Regular opportunities will be provided for all staff members to develop their understanding of how children learn best.

ENVIRONMENT

We see the physical environment as the child's "third teacher" and believe that it is fundamentally important for quality exploration and learning as well as a place to build independence, self-esteem and a positive attitude towards learning. Our indoor and outdoor learning environments provide a combination of responsibility and freedom, allowing children to develop fundamental skills for life. We believe that the importance of the environment lies in the knowledge that children can best create meaning and make sense of their world through environments which support "complex, varied, sustained, and changing relationships between people, the world of experience, ideas and the many ways of expressing ideas.

We strive to create an aesthetically pleasing environment which children are drawn to and motivated to interact with. Our environment includes ample space for resources which children can access independently. We provide a studio space in the form of a large atelier (workshop) and smaller mini-ateliers throughout the indoor and outdoor areas, and clearly designated spaces for large and small group activities. Throughout the EYFS, there is an effort to create opportunities for children to interact.

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Spaces are created where children can:

- Express themselves
- Explore and investigate
- Think and reflect
- Be involved in projects
- Reinforce their identities
- Communicate
- Feel their identity and privacy is respected

To ensure that we meet the individual needs of all of our children we make regular observations of the children's interactions, interests, skills, and development of concepts. These observations are used to inform our planning for groups of children, for individuals and our provision for resources as appropriate.

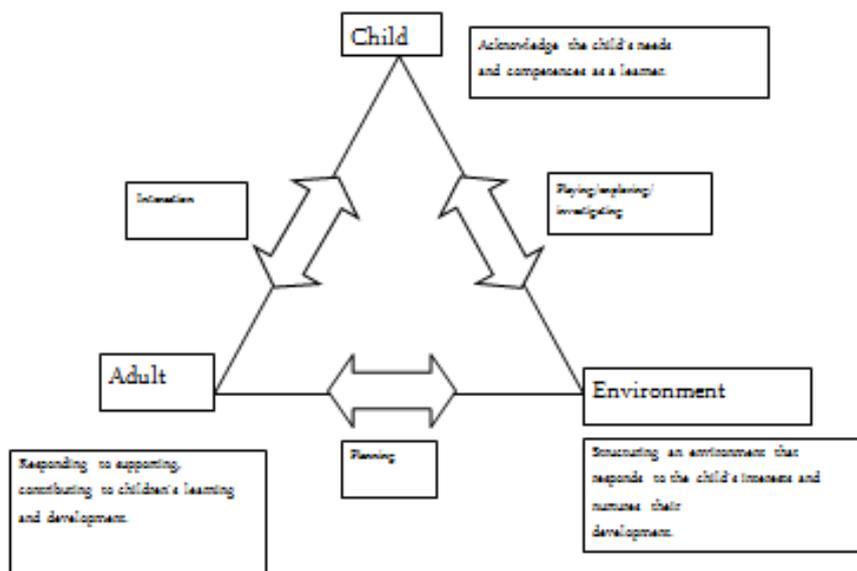
LEARNING AND DEVELOPMENT

We believe that children have rights and should be given opportunities to recognise their potential. Influenced by this belief, the child is beheld as beautiful, powerful, competent, creative, curious, and full of potential and ambitious desires. We see the child as being an active constructor of knowledge. Rather than being seen as the target of instruction, children are seen as having the active role of an apprentice. This role also extends to that of a researcher. Much of our work in the EYFS takes place in the form of projects where they have opportunities to explore, observe, hypothesize, question, and discuss to clarify their understanding. We also view the children as social beings and a focus is made on the child in relation to other children, the family, the teachers, and the community rather than on each child in isolation.

Research shows when teachers focus on learning rather than achievement results go up. Fundamental to our approach is the concept that we provide a learning environment which promotes and stretches the ability to imagine, collaborate and question rather than one that makes students passive, docile and dependent.

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Learning Environment Model



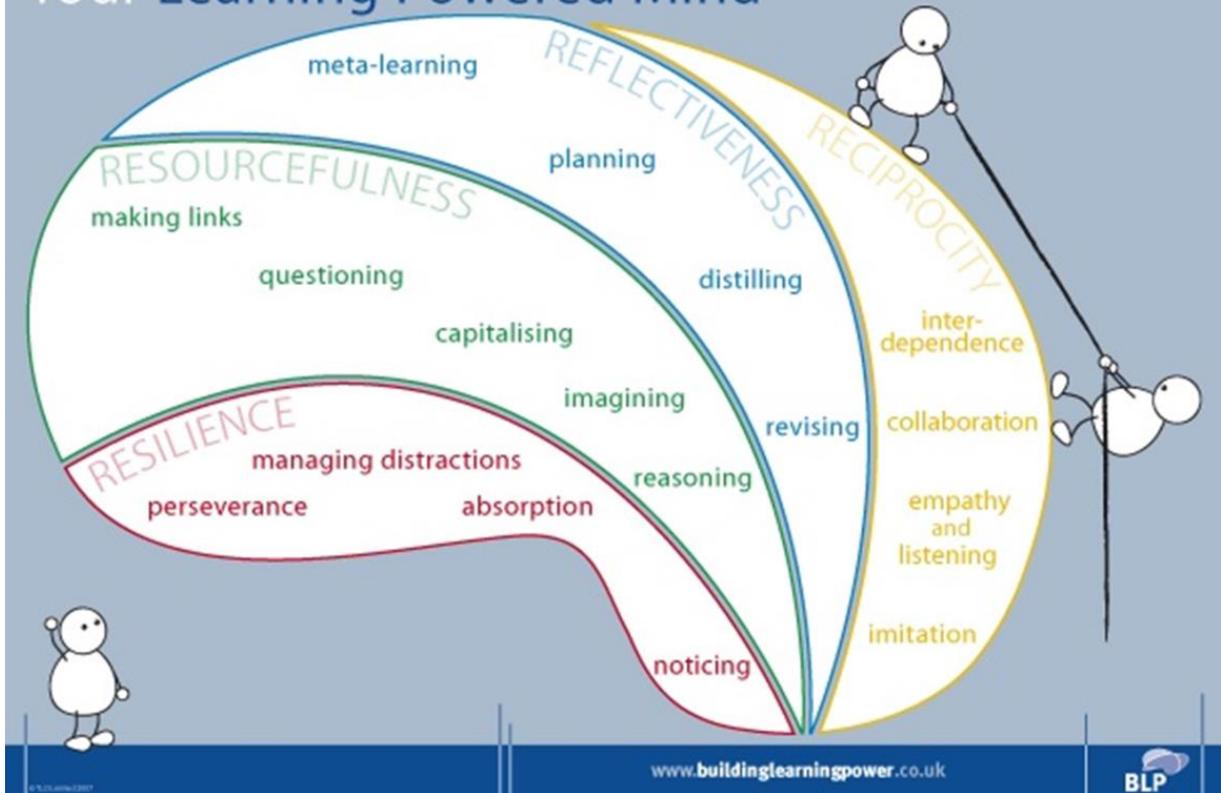
To enable children to become better learners and to prepare them for the tests of life we provide culture that cultivates habits and attitudes that enable young people to face difficulty and uncertainty calmly, confidently and creatively. This has been based on the work of Professor Guy Claxton. (The Learning Powered School)

We work to develop children's:

- Resilience
- Resourcefulness
- Reflectiveness
- Reciprocity

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Your Learning Powered Mind



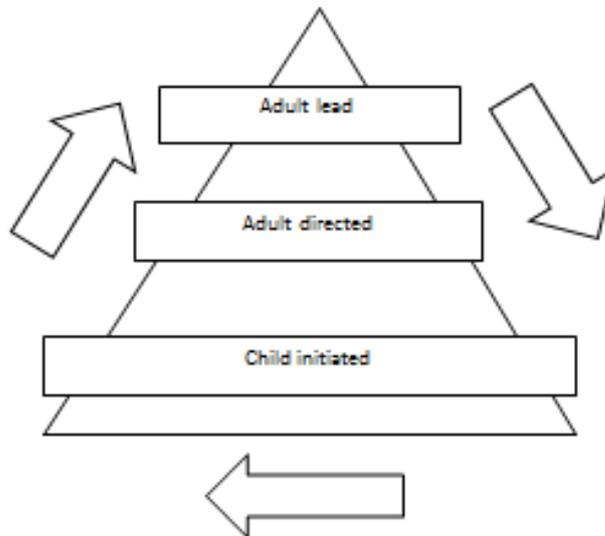
(The Learning Powered School Guy Claxton, Maryl Chambers, Graham Pwell and Bill Lucas 2013)

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PROVISION

There is a balance of provision to support each child's learning.

Balance of Provision



Throughout the day children will have the opportunity to work independently, within groups and with adults. They will have the opportunity to work within contracted activities and workshops (adult led) projects and free flow play (child initiated). Teachers and pedagogistas will also facilitate and support learning within project and child initiated learning where appropriate.

Contracted activities will include:

- Gathering - a time for children and adults to come together regularly throughout the day to share learning, stories, songs, theories and ideas.
- Daily phonics - these sessions will be differentiated according to each child's learning needs
- Weekly literacy and mathematics sessions
- Physical Education
- Adventurous outdoor learning
- Every Child's a Talker (ECAT)
- Motor development - gross and fine

Contracted activities are adult led. All children will have to participate in contracted activities if asked.

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Project Work includes learning from any area of the EYFS curriculum. Project work activities provide children with the opportunity to research, in depth, their own ideas, interests and fascinations. This will be done alongside adults or independently.

Workshop activities will include all areas of the EYFS curriculum. They provide children with the opportunity to follow their own interests and develop specific skills, knowledge and understanding. All workshop activities will be adult led. Children will have the choice to participate in these activities.

Free Play, these activities are child initiated. They are provided to allow children to explore their own interests, fascinations and wallow in their own learning. Through observing children and having a knowledge of Zones of Proximal Development adults will skilfully facilitate learning when appropriate.

Areas provided to support children's learning with the indoor environment are:

- Gathering areas
- Story telling chair
- 2 x role play including dressing up
- Dens
- Small world play
- Construction
- Large and small atelier
- Editor's Box - literacy
- Maths zone
- Places to relax
- Snack bar
- Interactive ICT area
- Yoga and gymnastics zone

The outdoor environment includes:

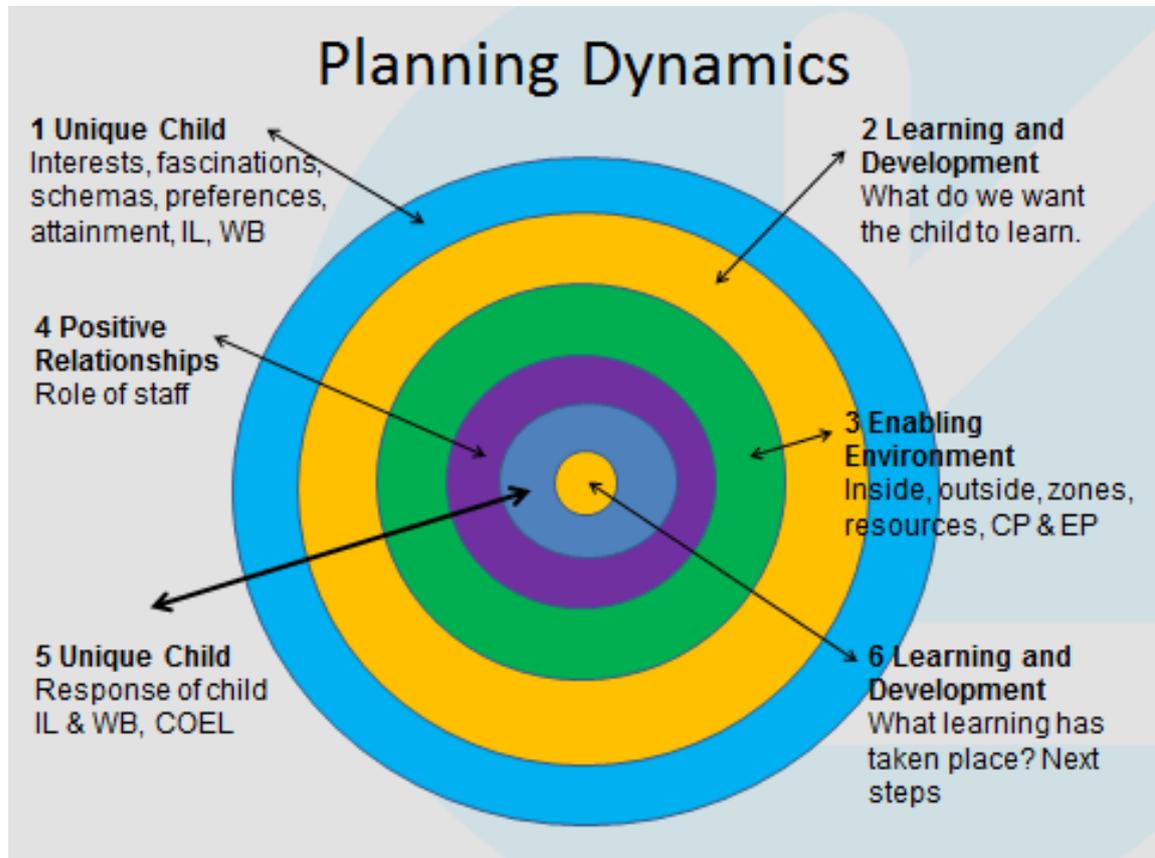
- Woodland for adventurous play
- Substance play including sand, mud and water
- Loose parts play
- Wheeled vehicles
- Dens
- Gardening area
- Transient art shed
- Places to relax, think and contemplate
- Woodworking

The learning environment will promote excellent communication and language skills and all areas will be enhanced to provide opportunities to develop reading, writing and maths.

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PLANNING

Long, medium and short term plans will be used to organise experiences for children. To provide the necessary experiences and opportunities for all children planning dynamics will be underpinned the 4 Themes from the EYFS.



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Long Term Planning

Planning an environment that will support, nurture and inspire all children will begin during the home visits, where the teachers will gather information about the nature of the child. This information will be used to create the Nature, Needs, Implications plan. This plan will be used to organise continuous provision. These plans will be updated when the nature of the child changes.

Name	Nature	Needs	Implications
Child A	I am very active. I love to jump, climb and balance. I move around a lot at home and like to play outside in the garden. I like to use the equipment at the park. I especially like to go on the trampoline and do flips and headstands. I also like to have a sit on my dad's motor bike and pretend that I am a TT racer on my own push bike. I can ride a 2 wheeled bike already. My mum and dad told my teachers that I seek out high adrenaline activities and that I am a dare devil. I love risky play, but, do not always pay attention to danger.	I need to move. I need space. I need to be adventurous and to test my own abilities. I need discover what my body can do and to push my skills. I need to take part in activities where I feel excited and nervous at the same time. I need to be able to travel - fast. I need somebody to help me assess risk.	Provide free flow access to the outdoor environment. Provide access to the woodland area, encourage adventurous - tree climbing, rope walking, using tools. Provide opportunities for loose parts play - making obstacle courses. Provide opportunities to use the gymnastic zone and teach skills such as handstands. Access to bikes and opportunities to create race tracks and cross bike courses. Adult to support with making decisions about safety and risk. Support child in recognising danger and reducing risk.

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Medium Term Plan

This plan will organise project and topic work for the term and will include cultural and environmental aspects such as festivals and changes in the seasons as well as the interests of the children and new experiences. The grid plan will also be supported by a mind map.

Project and Research Interest:

Term:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Role Play	Area of learning PLOD Experience							
Small World Play								
Editor's Box								
Atelier								
Snack Bar								
Maths Zone								
Story Chair								
Dens								
ICT								
Gathering Zones								
Loose Parts Play								
Wood Working Zone								
Woodland								
Gardening								
Substance Play								
Place to relax								
Transient art shed								

PLOD: Possible Line of Direction (learning and applying skills, knowledge and understanding)

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Short Term Planning

Short term plans will include learning objectives, success criteria and experiences. These plans will be reflect the voice of the adult and the child. These plans will be a working document, they will be reflected upon daily and updated as necessary. They will document the learning story of the class over a short period of time. The short term plans will include adult led experiences and children's independent play. The voice of the child will be recorded in **GREEN**.

Week:

Contracted (adult led)	Project Work (Children's interest in research, fascinations and theories. May be adult led or independent)	Workshops (adult led)	Free Play (independent or scaffolded by and adult)
<ul style="list-style-type: none"> • Objectives • Success criteria • Experiences 	<ul style="list-style-type: none"> • Objectives • Experiences 	<ul style="list-style-type: none"> • Objective • Success Criteria • Experience 	<ul style="list-style-type: none"> • Objectives • Experiences

Planning will focus on the process of learning rather than the end product or task.

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OBSERVATION AND ASSESSMENT

Assessment plays an important part in helping teachers, parents and carers to recognise children's progress, understand their needs, and to plan activities and support.

Formative Assessment

Ongoing formative assessment is an integral part of the learning and development process. It involves teachers and pedagogistas observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, teachers and pedagogistas should respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Ongoing formative assessment will not involve prolonged breaks from interaction with children, and will not require excessive paperwork. Paperwork should be limited to that which is absolutely necessary to promote children's successful learning and development. This will include recording:

- Moments the teacher and pedagogistas perceive as important
- Moments that the child perceives as important

Formative observations will be recorded through:

- The online summative assessment system
- The EYFS Facebook group
- Photographs
- Video
- Examples of children's creations
- Post it notes

Observations of children must be noted on the observation board to ensure that all children receive a balance of observations from teachers and pedagogistas.

Parents and/or carers should be kept up-to-date with their child's progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

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Well Being and Involvement Scales

This tool has been developed by a team based at the Research Centre for Experiential Education (Leuven University - Belgium) under the supervision of Dr. Ferre Laevers. The tool focuses on two central indicators of quality early years provision: children's 'well-being' and 'involvement'. Well-being refers to feeling at ease, being spontaneous and free of emotional tensions and is crucial to good 'mental health'. Well-being is linked to self-confidence, a good degree of self-esteem and resilience. Involvement refers to being intensely engaged in activities and is considered to be a necessary condition for deep level learning and development.

Using the Assessment of Well-being and Involvement Scales

Laevers has created a 5 point scale to measure both well-being and involvement. If there is a consistent low level of well-being and or involvement, it is likely a child's development will be threatened. The higher the levels of well-being and involvement we can achieve for the child, the more we can add to the child's development. When there are high levels of well-being and involvement, we know that deep level learning is taking place.

Leuven Scales of Well Being

Level	Well Being	Signals
1	Extremely Low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity
5	Extremely High	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He /she is open and accessible to the environment. The child expresses self-confidence and self-assurance.

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Leuven Scales of Involvement

Level	Involvement	Signals
1	Extremely Low	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2	Low	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3	Moderate	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4	High	Continuous activity with intense moments. The child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5	Extremely High	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

Involvement and well being scales will be assessed and recorded regularly. This information will be used to support children's learning. Low levels of well being and involvement will be tracked. Intervention will take place if well being and involvement are consistently low or if a pattern of low well being and involvement are present. If well being and involvement are consistently low the class teacher will inform parents and/or the Senco and/or the Family Liaison Office and/or outside agencies e.g. school nurse.

Summative Assessments

At the beginning of the school year and at the end of every term each child's level of development must be assessed against the statements in Development Matters. This assessment information will be entered onto the schools summative assessment tracking system. At the end of the EYFS each child will be assessed against the Early Learning Goals. It must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). See Appendix 1.

Moderation

Teachers and pedagogistas will share and discuss observations regularly, this includes matching observations to the statements in Development Matters. Teachers will moderate observation judgements each term when updating the summative assessment tracker. Teachers will attend moderation meetings organised by the Academy Trust or / and by the Local Authority. Transition meetings will take place between the EYFS Teachers and Year 1 Teachers at the end of the academic term to moderate end of year assessments together.

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EYFS CURRICULUM

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

Characteristics of Effective Learning

The characteristics of effective learning support the child to become a motivated and effective learner. Children will play and explore and 'have a go 'at using all available resources, developing their experiences. Children will develop resilience and enjoy achievements through active learning and will make links, explore their ideas and strategies for problem solving through creating and thinking critically. Practitioners support the children in developing all these characteristics through playing alongside children and, where necessary, scaffolding and supporting their thoughts.

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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.

MONITORING AND EVALUATION

The policy will be monitored and reviewed in line with the school's Monitoring and review practices.

The work undertaken will be monitored and evaluated by the leaders with responsibility for the Foundation Stage. This will be in line with the school's monitoring and evaluation practice e.g. sampling planning, samples of work, data analysis discussion with children and observations.

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APPENDIX 1

EYFS EARLY LEARNING GOALS

PRIME AREAS

COMMUNICATION AND LANGUAGE

ELG 01 Listening and 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 and 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 and 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.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

ELG 06 Self-confidence and 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.

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ELG 07 Managing Feelings and 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.

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 and 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 and Communities

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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 AND DESIGN

ELG 16 Exploring and Using Media and 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.

Established by:	DSAT EYFS Leaders Network	Approved Gov:	
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