

Early Years Foundation Policy

The Early Years Foundation Stage (EYFS) sets the standard for learning, care and development for children from birth to the end of their reception year. Pupils at Step by Step will experience EYFS provision from the age of 4, but this may continue to provide the foundations of their learning as they progress through the school.

Introduction

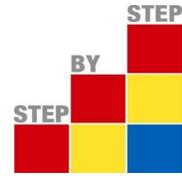
“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important 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 EYFS, DfE, 2021)

The EYFS seeks to provide every child with:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind
- **a secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **partnership working** between practitioners and with parents and/or carers
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

Step by Step school supports the four guiding principles of the EYFS. These themes, and the principles that inform them, work together for children in the EYFS.

Themes	Unique Child	Positive relationships	Enabling environments with teaching and support from adults	Learning and development
Principles	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 with teaching and support from adults , who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.	Importance of learning and development . Children develop and learn at different rates. The framework covers the education and care of all children in Early Years provisions, including children with special educational needs and disabilities (SEND).



Aims and objectives

For pupils in the Early Years Foundation Stage (EYFS), Step by Step acknowledges that a specific curriculum policy is required, based on the seven areas of learning and Early Learning Goals (ELG). This document outlines the purpose, nature and management of the Early Years curriculum at our school.

The implementation of this policy is the responsibility of all staff who have direct teaching input with pupils who are accessing the EYFS. Other members of staff should also be aware of the content of this policy.

The aims of this policy are:

- to create an environment that meets the needs of each pupil;
- to ensure that the needs of each pupil are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for the pupils' needs;
- to enable all pupils to have full access to all elements of the EYFS curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

Through appropriate curricular provision, we respect the fact that pupils:

- have different educational and behavioural needs;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

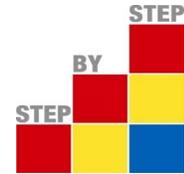
We plan for pupils' needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions so they are able to learn.

The Nature of an Early Years Curriculum

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and

STEP BY STEP SCHOOL



gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. The Early Years curriculum focuses upon the development of the individual child socially, emotionally, physically, aesthetically, morally and cognitively. It is recognised that the needs of young children are such, that it is not possible to separate their need for learning experiences from their need for care and emotional support.

The ELG set out the expectations of what most typically developing pupils should achieve by the end of the Reception Year. They are organised into seven areas of learning, and so, our Early Years curriculum, by its nature, must also cover these seven areas. Our Early Years curriculum, therefore, focuses on the development of personal and social skills, early literacy and numeracy skills, communication and language development, develops knowledge and understanding of the world, and develops physical and creative skills. The curriculum delivers the requirements for learning and development and for safeguarding pupils and promoting their welfare.

The **learning and development requirements** cover:

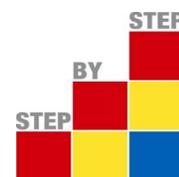
- the **areas of learning and development** which must shape activities and experiences (**educational programmes**) for pupils in all Early Years settings;
- the **early learning goals** that providers must help pupils work towards (the knowledge, skills and understanding pupils should have at the end of the academic year in which they turn five). The **EYFS** states that those that work with young children should be alert to emerging difficulties and respond early to concerns. They should have clear arrangements in place for identifying children's additional needs and to promote equal opportunities. **Assessment arrangements** for measuring progress (and requirements for reporting to parents and/or carers). Evidence for the 7 areas of learning will be collated through Earwig.

The **safeguarding and welfare requirements**

- cover: the steps that the school must take to keep pupils safe and promote their welfare, as set out in the School's Safeguarding policy.

The areas of learning and development

There are **seven areas of learning** and development which shape educational programmes in early years' settings. All areas of learning and development are important and inter-connected. Three prime areas are particularly crucial for igniting pupils' curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. Providers must also support pupils in four specific areas, through which the three prime areas are strengthened and applied.



Three prime areas	The specific areas
<ul style="list-style-type: none"> ▪ communication and language ▪ physical development ▪ personal, social and emotional development 	<ul style="list-style-type: none"> ▪ Literacy ▪ Mathematics ▪ Understanding the world; and ▪ Expressive arts and design.

These areas are explained in more detail in Appendix 1, where they are also further categorised into 17 Early Learning Goals.

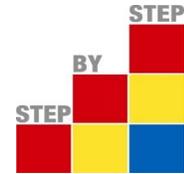
Educational Programmes

The EYFS sets out Educational programmes which involve activities and experiences for pupils. These can be viewed in detail in Appendix 2.

At Step by Step, we appreciate and understand each pupil’s individual and special educational needs. When engaging in teaching and learning, we take into consideration the main aims of the Early Years curriculum and aim for each pupil to fulfill their potential within the following areas:

- To promote independence and confidence in all pupils, by ensuring that they feel secure in the school setting, and with all teaching staff.
- To promote self-esteem and a strong self-image by valuing the pupils’ experiences and opinions, and celebrating the qualities which make them individuals.
- To develop the social skills necessary to work successfully with other pupils, and with tutors.
- To develop the concentration and listening skills of the pupils.
- To develop an enthusiasm and motivation for learning in all of the pupils, by creating an atmosphere where teaching and learning is purposeful and enjoyable and where the acquisition of knowledge is celebrated.
- To encourage every child to reach their full potential, regardless of their ethnic and socio-economic background, race, gender, creed or ability.
- For the pupils to develop confidence in communicating using their preferred method with a variety of individuals, within a wide range of topics, and to listen attentively to others.
- To promote an enjoyment of words and text.
- To develop the pupils’ understanding of number, shape, space, pattern and measure, and to use this knowledge in real life contexts.

STEP BY STEP SCHOOL



- To give the pupils opportunities to explore and learn about the world around them. To help the pupils to develop necessary skills such as problem solving, decision making, predicting etc.
- To develop fine and gross motor skills through practice and encouragement.
- To encourage the pupils to express themselves through dance, music, art, design and technology, imaginative and role-play.

Entitlement

The school acknowledges its obligation to deliver the EYFS to pupils in the Foundation Stage at Step by Step. We believe that every child is entitled to a curriculum that is broad and balanced, encompassing all of the seven areas of learning.

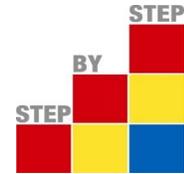
The staff recognises that all pupils in the Foundation Stage (aged 4-5) at Step by Step are entitled to an Early Years curriculum, which meets the needs of the individual. This requires:

- Recognition that pupils enter school at different 'starting points'.
- Progression and continuity of learning through the early year's period and beyond.
- Close communication between staff and parents and other professionals/providers who may be involved in the pupils' education.
- Recognition that more able pupils whose achievements exceed the ELG, should be provided with opportunities which extend their knowledge, understanding and skills – some of which may be planned for using the Key Stage 1 programmes of study of the National Curriculum.
- Recognition that some pupils will require continued support for achieving all, or some, of the ELG, after entering KS1.
- Recognition that pupils may continue to make progress towards all, or some, of the outcomes throughout their educational careers.

All pupils should have their development and performance monitored through close observation, and a range of assessment activities.

All pupils must be given equal opportunity to participate in all of the seven areas of learning.

Pupils are entitled to be taught within a safe, stimulating and accessible environment. The pupils are entitled to be taught by eager and enthusiastic staff who value the efforts and contributions of the pupils, and who actively promote a high level of enthusiasm and interest from the pupils with well-planned and purposeful activities, and appropriate intervention.



Implementation

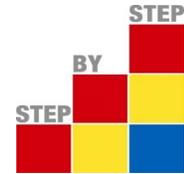
The areas of learning of the Foundation Stage curriculum form the content of the school’s Early Years policy.

In order to achieve the school’s stated aims, the pupils should be given opportunities to work in the areas of learning: personal, social and emotional development; communication and language; mathematical and literacy development; understanding of the world; physical development; expressive arts and design. One activity can commonly develop skills and competencies across several of the areas of learning.

Early Learning Goals

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below. These are the 7 areas of learning to which are further categorised into 17 Early Learning Goals (see Appendix 1). The ELGs support teachers at Step by Step make a holistic, best-fit judgement about a child’s development, and their readiness for year 1.

Area of Learning	Early Learning Goal
Personal, Social and Emotional Development	<ul style="list-style-type: none"> ▪ Self-Regulation ▪ Managing Self ▪ Building Relationships
Communication and Language.	<ul style="list-style-type: none"> ▪ Listening, Attention and Understanding ▪ Speaking
Literacy Development	<ul style="list-style-type: none"> ▪ Comprehension ▪ Word Reading ▪ Writing
Mathematical Development	<ul style="list-style-type: none"> ▪ Number ▪ Numeral Patterns
Understanding of the World	<ul style="list-style-type: none"> ▪ Past and Present ▪ People, Culture and Communities ▪ The Natural World
Physical Development	<ul style="list-style-type: none"> ▪ Gross Motor Skills ▪ Fine Motor Skills
Expressive Arts and Design	<ul style="list-style-type: none"> ▪ Creating with Materials ▪ Being Imaginative and Expressive



Planning and Access to the Curriculum

At Step by Step, we believe that all pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable our pupils to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.
- Access learning activities at a level that accommodates their stage of development

We use a range of strategies to meet our pupils' needs. Learning and activities have clear learning objectives, we differentiate work appropriately, and we use assessment to inform the next stage of learning.

The school has a three-year rolling program of themed 'topics' and the ELG are taught, where possible, in connection to these topics. A range of approaches must be employed when delivering the Early Years curriculum. Such approaches will include:

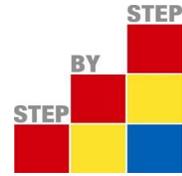
- Well-planned activities, which challenge the pupils and actively bring them on in their learning, with as much 'hands-on' practical experience as possible.
- Direct teaching of skills and knowledge.
- Regular practice of basic skills and consolidation of routines.

Tutors must always ensure that all contributions and progress made by the pupils are recognised and valued. Self-esteem must be promoted in the pupils at all times if they are to become successful learners.

The pupils will be grouped in different ways according to the nature of the activity. Pupils will work in mixed ability groups and in a variety of ways, such as 1:1, partners. Tutors will do all they can to ensure that the pupils enjoy their Early Years curriculum. To ensure this, tutors must be aware of the abilities, interests and needs of pupils in the class when planning activities. All pupils must be given opportunities to succeed and to derive satisfaction from a sense of achievement.

Wherever applicable, pupils will use I.C.T. to support the Early Years curriculum. Additionally, a range of resources are to be stored in the classroom, and are to be easily accessible to the pupils in order to develop their independence.

STEP BY STEP SCHOOL



Effective displays of a range of the pupils' work is an important aspect of a stimulating working environment.

All activities and lessons in the Early Years curriculum will comply with the guidelines in the school health and safety policy. For example, ensuring that equipment meets appropriate educational standards. Additionally, pupils are taught how to carry out and set up equipment safely and efficiently with their tutor's guidance. Please read through sections 7 and 10 in the school Health and safety Policy.

Assessment and observation

Upon entry into school, a baseline assessment of each pupil will be completed. This assessment will use a number of relevant tools, as well as the ELG and The Verbal Behaviour Milestones Assessment and Placement Program (VB MAPP). This baseline assessment will inform the Individual Educational Program (IEP). In subsequent terms, pupils' progress towards these assessment systems will be assessed in relation to their response to planned activities and spontaneous learning.

Observations and assessments made by teachers/tutors will be recorded either on lesson evaluation sheets or on daily record sheets. Day to day assessment and observation is primarily carried out by the child's ABA tutor. In addition to this, teaching and learning evidence is also recorded online on Earwig. Earwig is an online software designed to record progress digitally using a series of images and video clips, which creates an academic timeline.

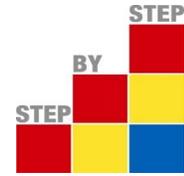
Literacy and numeracy, as well as various other skills will be assessed termly, in relation to IEP targets. The pupils' progress will be reported to parents as outlined in the parent handbook.

Teaching Strategies

Learning through play is essential for children's development, building confidence, setting their own goals and solving problems. At Step by Step we will decide what the pupils need to learn and the most effective ways of teaching it. Tutors will support pupils by stimulating children's interests, responding to their emerging needs and guide development through positive interactions. As pupils prepare for the equivalent of year 1 at our school a greater focus on teaching essential skills and knowledge in specific areas of learning will be implemented.

The EYFS at Step by Step school aims to incorporate the core principles of the EYFS curriculum as much as possible. However, in certain circumstances it may not be functional, safe, or in the child's best interests to leave a child to initiate their own play or choose their own activities. In these instances, the principles of ABA are applied and the EYFS is adapted dependent on the specificity of the situation.

STEP BY STEP SCHOOL



Each pupil at Step by Step school will be assigned a key person who will ensure that the learning is being customised to meet individual needs. We will use formative assessments to support the learning and development process. This helps shape teaching and learning experiences for each child in the EYFS reflecting that knowledge. When assessing whether individual pupils in the EYFS are at the expected level of development, tutors will draw on their knowledge of the child and their own professional judgement.

Transition

In the final term of the year in which a child turns five and no later than the 30th June in that term the EYFS profile must be completed. This provides parents, carers and teachers with a picture of the child's knowledge, understanding and abilities. The levels of development must be assessed against the 17 Early Learning Goals. Tutors must indicate whether the pupil is meeting the expected levels of development, or if they are not yet reaching the expected levels ('emerging'). A copy of the EYFS profile report must be given to teachers, parents and or carers. Tutors or teachers completing the EYFS report may choose to provide a short commentary on the child's skills and abilities in relation to the characteristics of effective teaching and learning. These are as follows:

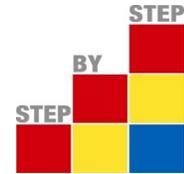
- Playing and learning
- Active learning
- Creating and thinking critically

The profile must be completed for all children, including those with SEND unless there is a granted exemption from the secretary of state for education. At Step by Step school, reasonable adjustments to the assessment process will be made as appropriate for any pupils in the EYFS. We have an obligation to report EYFS profile results to local authorities, upon request. Local authorities are under a duty to return this data to the relevant government department.

Background Information

This policy was informed by reference to:

- [2021 early years foundation stage profile handbook \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)
- Statutory framework for the early years foundation stage
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS framework - March 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)
- Development Matters
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/988004/Development Matters.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/988004/Development_Matters.pdf)
- EYFS reforms consultation summary (2020)
- Department of Education guidance
<https://www.gov.uk/government/publications/changes-to-the-early-years->

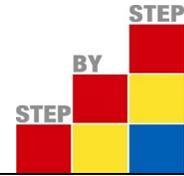


[foundation-stage-eyfs-framework/changes-to-the-early-years-foundation-stage-eyfs-framework](#)

Policy	Early Years Foundation Stage
Statutory requirement?	Yes
Approved	September 2021
Responsible Officer	Curriculum Team
Responsible Governor/s	AB
Date of previous version	November 2018
Frequency of Review	Every three years

Appendix 1
Early Learning Goals

Personal, Social and Emotional Development
<p>At Step by Step, we believe that helping the pupils to grow and develop morally, spiritually and socially, are a central part of school life. The aims of this area are for each pupil to achieve his/her full potential within the following areas of learning:</p> <p><u>ELG: Self-Regulation</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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

ELG: Managing Self

Children at the expected level of development will:

- 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.

ELG: Building Relationships

Children at the expected level of development will:

- 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.

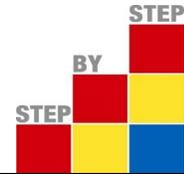
Communication and Language.

At Step by Step, the ELG for Communication, Language and Literacy will be attained through small group lessons and through 1:1 teaching. In our school, we place exceptionally high value on the development of communication and language skills, believing that the acquisition of such skills enables pupils to access other areas of the curriculum with more success, and helps to develop self-esteem. This area of learning will be enhanced by advice and input from our Speech and Language Therapist. The aims of this area of learning are:

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- 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.



ELG: Speaking

Children at the expected level of development will:

- 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.

Literacy Development

In our school, the ELG for literacy development is targeted in small group lessons and during 1:1 teaching. At Step by Step, we emphasise the importance of literacy skills through a variety of activities such as shared reading, story-telling, nursery rhymes, songs, online reading programmes, and fine motor activities as a foundation for writing. The aims of this area of learning are:

ELG: Comprehension

Children at the expected level of development will:

- 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.

ELG: Word Reading

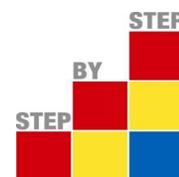
Children at the expected level of development will:

- 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.

ELG: Writing

Children at the expected level of development will:

- 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.

Mathematical Development

In our school, the ELG for mathematical development are targeted in small group lessons and during 1:1 teaching. At Step by Step, we emphasise the importance of mathematical skills in real life situations, and to access other areas of the curriculum.

ELG: Number

Children at the expected level of development will:

- 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.

ELG: Numerical Patterns

Children at the expected level of development will:

- 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.

Understanding of the World

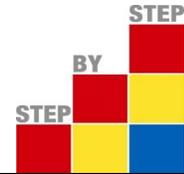
The staff at Step by Step recognises the importance of enabling and encouraging pupils to explore and understand their environment. These ELG provide the foundation for scientific, historical, geographical and technological learning. The aims of this area of learning are:

For the pupils to use all of their five senses appropriately to investigate objects and materials, and to find out about some features of living things

ELG: Past and Present

Children at the expected level of development will:

- 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.

ELG: People, Culture and Communities

Children at the expected level of development will:

- 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.

ELG: The Natural World

Children at the expected level of development will:

- 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.

Physical Development

We believe that regular opportunities for physical activity increase pupils' abilities to concentrate. In addition, we feel that introducing pupils to a range of games, apparatus, dance etc. from an early age, helps to establish positive attitudes towards a healthy and active way of life. Also, that using a wide range of small tools and equipment is essential to develop fine motor skills. Learning in this area will be enhanced by input and advice from our Occupational Therapist. The aims of this area of learning are:

ELG: Gross Motor Skills

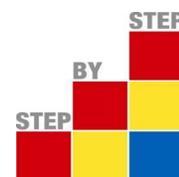
Children at the expected level of development will:

- 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.

ELG: Fine Motor Skills

Children at the expected level of development will:

- 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, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Expressive Arts and Design

We recognise the importance of giving young pupils opportunities to express themselves in a range of creative ways, thus developing their imaginations and their ability to communicate, and extending their understanding. The specific aims of this area of learning are:

ELG: Creating with Materials

Children at the expected level of development will:

- 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.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

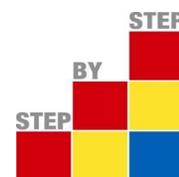
- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Appendix 2 **EYFS Educational Programmes**

Communication and language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. 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.



Physical development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood. Starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Personal, social and emotional development

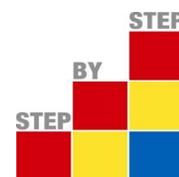
Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their



spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the world

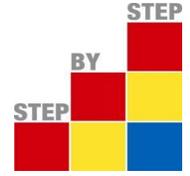
Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive arts and design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Policy	Early Years
Statutory requirement?	Yes
Approved	Autumn 2021
Responsible Officer	GA
Responsible Governor/s	CJ
Date of last review	November 2018

STEP BY STEP SCHOOL



Frequency of Review	Every three years
Date of next Review	December 2024