

## EYFS Policy & Philosophy

At Westcott Primary School, all teaching staff deliver an EYFS curriculum through immersion in high quality teaching alongside an enriched environment.

Our philosophy is to nurture every child's curiosity and enthusiasm for learning, developing both skills and confidence as they take their first steps on their own unique journey of lifelong learning.

### EYFS Staffing

Mrs K Zreika – EYFS leader and teacher

Mrs J Penrose – EYFS teacher

Mrs C Bratley – Achievement Support Assistant

Mrs E Kirby – Achievement Support Assistant



## Early Years at Westcott Primary School

*This document provides an overview of the policy, philosophy and practice in the EYFS at Westcott Primary School. It outlines our intentions in the EYFS and how we implement this within our provision.*

“The education of even a very small child does not aim at preparing him for school but for life”

Maria Montessori, 1967





## Implementation

Our approach is influenced by the work of educationalists, researchers, psychologists and practitioners who have guided our knowledge of how young children learn and how adults can support their learning.

“Knowledgeable practitioners appreciate that adult-led learning offers a child something different from, but complementary to, child led learning and it is one without the other that leads to an impoverished educational experience.”  
Fisher, 2016.

At Westcott, provision is underpinned by a complementary relationship between adult led, adult-initiated and child led learning.

We are ambitious in our approach using a continuous cycle of observation and assessment, planning/teaching, alongside structured and systematic lessons and guided group work.

## Our structure of the day

<b>Morning</b>	<b>Organisation</b>
<b>8.45</b>	<b>Welcome and register</b>
<b>9.00</b>	<b>Phonics input</b>
<b>9.25</b>	<b>Talk through the daily routine</b>
<b>9.30</b>	<b>Continuous provision – objective led planning</b>
<b>10.50</b>	<b>Tidy up time / talk session about the morning activities</b>
<b>11.00</b>	<b>Maths</b>
<b>11.30</b>	<b>Lunchtime</b>
<b>Lunchtime</b>	
<b>1.00</b>	<b>Talk for writing</b>
<b>1.30</b>	<b>Continuous provision</b>
<b>2.30</b>	<b>Talk time about the day / story time / snack</b>
<b>3.00</b>	<b>End of the day routine</b>

**“Young children learn from those they trust and with those who foster enthusiasm for learning.” Tregarthen, 2002**

## **Shared input time**

Three times a day we gather in our class groups for a shared input of Phonics, Maths and Talk for Writing. These groups are planned with care, meeting the needs of the children, using prior knowledge of the children's learning experiences and guidance from the EYFS document Development Matters 2020 and Letters and Sounds 2007.

## **Continuous Provision**

"To continue the provision for learning in the absence of an adult." Alistair Bryce-Clegg, 2013

Indoors and outdoors resources are organised to develop children's skills in personal interaction and exploration and are linked to current assessment data. Resources are carefully selected to meet the development needs of the children in order to enhance potential for new learning and consolidate prior learning. Resources are dressed/displayed to reflect children's interests – discover, experiment and explore are key themes.

Continuous provision transcends all areas of learning and provides children with the opportunity to demonstrate the three characteristics of effective learning. Children are given the freedom to make independent choices and are encouraged to be active learners and take control of their own learning.

## **The role of the adult**

Research shows that progress will be significantly enhanced by the effective support and role models of adults within a high-quality learning environment.

At Westcott, the role of the adult, particularly during continuous provision, is to tune in to what is happening and spark the child's thinking.

- Showing genuine interest.
- Respecting children's own decisions and choices.
- Inviting children to elaborate.
- Recapping on what has happened so far.
- Offering personal experience.
- Clarifying ideas.
- Reminding.
- Using specific praise e.g. that is a good idea because...
- Offering an alternative viewpoint.
- Speculating/ using 'I wonder if...'



## **The role of the environment**

The importance of each adult to support progression is crucial however, we equally understand that in times when a child is on their own independent learning journey the environment plays a significant role in development.

"When it comes to what we have and where we have it, then nothing should be left to chance" Alistair Bryce-Clegg, 2015.

At Westcott Primary School, each area of the classroom is informed by assessment. As the needs of the children change, as they grow and develop, so does their learning space.

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

Our timetable allows for long uninterrupted periods of continuous provision that allow the children time to reach a deep level of involvement as they engage, play, investigate and learn.



**"One of the most powerful influences on development is what happens between people."**  
**Hobson, 2002**



## Hygge in the Early Years

Our learning environment in the EYFS has all been created using the influences of Hygge, a Danish style of living that promotes simplicity.

As well as Hygge, we have been influenced by the work of Alistair Bryce-Clegg and The Curiosity Approach.

All these approaches heavily feature the idea of nature and natural resources as part of children's learning.

We want to embrace these ideas in our Early Years setting; allowing the setting to be child centred; a special place where children are the centre of everything.

### So what is Hygge?

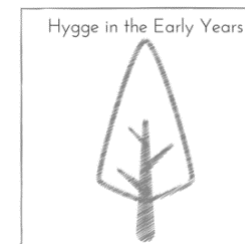
Hygge (pronounced hue-gah) is a Danish word used when acknowledging a feeling or moment, ordinary or extraordinary as cosy, charming or special. It literally only requires consciousness, a certain slowness, and the ability to not just be present- but to recognise and enjoy the present.

It is about creating a space that promotes emotional well-being, togetherness and friendship. It is a place that children can feel comfortable to snuggle down or explore with confidence.

The Curiosity Approach adopts the concept of Hygge. They suggest that to promote awe and wonder in early childhood, there are several rules to follow:

- We use authentic resources;
- Curiosity is the desire to learn – we as educators have a responsibility to support and reinforce this innate curiosity to give children the confidence to develop their own theories;
- Displays have calm, neutral backgrounds to allow the learning to shine through. Natural, earthy tones will give off a sense of calmness- it can impact on an individual's mood, emotional well-being, learning and behaviour.

The aim of our setting is to create a world of magic and wonder, a place to tinker and explore. A special place where we are filling the children's hearts and minds with a sense of awe and wonder.



To create the feeling of Hygge, our setting is very neutral, creating a feeling of calm. Fairy lights and lamps are used to create a cosy atmosphere, particularly in the reading area. We have created somewhere where children can sit quietly; even if it is just to relax and have some wind down time. We have lots of natural resources to support their developing literacy and numeracy skills.

Outside, we have created a space that focuses very much on nature around us. We have a nature garden with insect houses; planted with flowers to attract wildlife. We have bird feeders to encourage birds to the area and a fully planted herb garden.

The idea of children learning through play is a theory that we fully embrace. We have a lot of water play, a mud kitchen, a sand pit as well as opportunities to build using crates, planks, blocks and tyres.

We truly believe that being outdoors surrounded by nature provides countless opportunities for discovery, creativity and problem-solving. Studies have shown that playing in nature improves not only levels of physical activity and social/emotional development but also that nature play may deliver improvements in cognitive development as well as children's levels of attention.



## Early Adopter Curriculum 2020

At Westcott Primary School we follow the EYFS Early Adopter framework (2020). Within this framework there are four guiding principles which shape our practice.

These are:

1. **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. 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.

4. Children **develop and learn at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

‘the best learning machines in the universe’ Alison Gopnik

## EYFS learning and development requirements

Our curriculum encompasses seven areas of learning and development. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships, and thriving.

These are called the prime areas:

- communication and language
- physical development
- personal, social, and emotional development.

Four areas help children to strengthen and apply the prime areas.

These are called the specific areas:

- literacy
- mathematics

- understanding the world
- expressive arts and design

Throughout their time in the Reception Year our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of reception goals. These goals are defined as Early Learning Goals (ELGs) The descriptors for these can be found in the appendix.

As previously outlined our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. It is also important to highlight that our plans are flexible to allow us to respond quickly to children’s new interests and/or needs.

Weaving throughout the EYFS curriculum at Coppice Valley are three **Characteristics of Effective Learning**.

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

These elements underpin how we reflect on each child’s development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children’s play is essential.

**‘What children learn is important, but how children learn is even more important if they are to become learners in today’s society.’** Helen Moylett

How Children Learn, Nancy Stewart (2011)



- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog')

Typical activities for teaching Phase 1 phonics include **'listening' walks, playing and identifying instruments, action songs, learning rhymes and playing games like I Spy**. This phase is intended to develop children's listening, vocabulary and speaking skills.

**Phase 2** begins when all pupils start EYFS. Pupils move through Phase 2 and 3 throughout the year. Every phonics lesson incorporates the reading and writing of common exception and high frequency words.

Beginning in the EYFS children are taught how to segment words into syllables and then how to segment and blend each syllable using actions.

Formative assessment takes place during all phonics lessons, quickly identifying who has and has not understood a new phoneme or grapheme or common exception word, informing future planning. Summative assessment takes place half-termly in Reception for targeted individuals. Knowledge of each sound is checked, as well as the child being able to apply this when reading words.

Each phonics session is 15-20 minutes in duration and follows a teaching sequence which is implemented throughout the school ensuring transition to Key Stage 1 is seamless.

## Phonics Lesson Structure.

Revisit	Teach	Practice	Apply
In this stage of the lesson, the children are asked to participate in an activity that allows them to recall something previously taught.	New learning takes place	Activities in this part of the lesson enable children to practice their new learning	The children use this part of the lesson to use their skills independently.

## Reading at Westcott

### Phonics

Systematic synthetic phonics is taught using the document 'Letters and Sounds' (2007). Whole-class or small group teaching takes place daily. Phase 1 is taught continuously throughout EYFS.

In Phase 1 phonics, children are taught about:

- Environmental sounds
- Instrumental sounds
- Body percussion (e.g. clapping and stamping)



## **Shared exploration of language**

At Westcott, we believe the key to success in reading is communication. Research clearly shows that the level of development in language and communication is the greatest predictor of success in later life.

Within the EYFS, communication and language development is a prime area of learning.

At school children use language to:

- Build strong relationships.
- Communicate their ideas and their feelings.
- Think creatively and critically.
- As a tool for learning.
- Become confident with the written word.

*(Julie Fisher, 2016)*

The development of a young child's communication and language comes primarily from tuning in to conversations that are meaningful to the child.

The preparation for all aspects of written language develops through one to one conversation with a responsive adult.

Alongside quality interactions, rich and varied experiences ensure language provides the foundation of thinking and learning.

**“it is through others that  
we develop into  
ourselves”**

**Language Development 1991**



Improving young children's vocabulary is paramount. Exploring and extending pupils' vocabulary is part of everyday teaching. Lessons are planned to enrich vocabulary and incidental opportunities are exploited. Vocabulary is discussed with the intention of building background knowledge so pupils can comprehend the content of a text.

Our EYFS classroom has a vocabulary rich environment which is used, referred to and added to in partnership with the children. All staff discuss the meaning of words in reading sessions, and across the curriculum, to establish links to spelling.

### **Shared reading**

Texts are shared as a whole class daily. 'Shared Reading' is a recognised strategy for teaching reading in which pupils and teacher read a text together with a focus on a specific aspect. Through experiencing a variety of texts, fiction and non-fiction, children will become aware of the range of strategies required when reading for different purposes.

### **The million-word gap**

**Young children who are read five books a day  
by the age of 5 have heard about 1.4 million  
more words than children who were never read  
to.  
Ohio State University, 2019**

### **3 a day**

In the EYFS at Westcott Primary School, children are read to at least 3 times a day at school in addition to books provided for home reading.

We share books with children for many reasons: enjoying stories together, linking with personal experiences, vocabulary building, developing imagination and language, learning about books. Listening to stories being read and re-read helps children to gain insights into meaning and story structure.

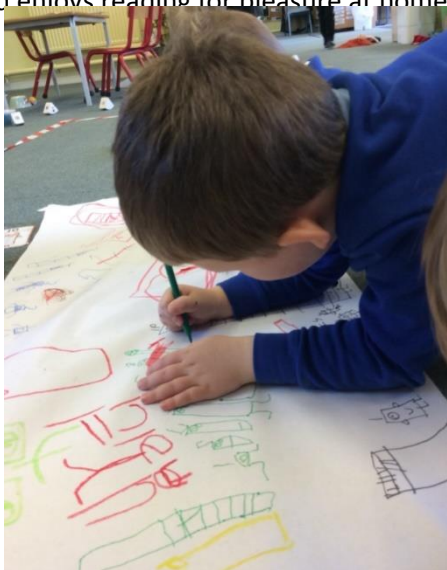
### **Guided reading**

Small group reading sessions take place daily and texts are carefully chosen by staff to match the phonemes pupils are learning or about to learn. We spend time exploring new vocabulary, sentence structure and simple reading skills in order to enable them to become independent readers.

### **Individual reading**

Encouraging reading for pleasure is part of our school vision to create learners for life. All children have their own individual reading books which is brought home weekly along with their own reading journal. Within this journal, you as parents, have

the opportunity to comment on your child's reading at home and share what texts your child enjoys reading for pleasure at home.



## Writing at Westcott

### Mark Making

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

Time, space and attention is given to children's mark making, mathematical marks, drawing and writing experiences. Throughout each day, children have opportunities for spontaneous mark making, drawing and writing in both the indoor and outdoor environment. Resources are carefully chosen, well organised and attractively presented, so that the children can decide independently how they want to represent their ideas and which medium would best suit their purpose. High value is placed upon imagination,

ideas and self-expression demonstrated by the children, these are reflected by the adults and used as starting points for planning.



Talk4Writing

### Talk for Writing – Pie Corbett

During our daily Talk4Writing session, children learn language through memorable, meaningful repetition. The Talk4Writing approach enables children to internalise the language of story so they can imitate it, innovate on it and create their own effective stories independently.

Talk for writing is split into 3 distinct learning parts. Starting with the 'Imitate' stage and the enjoyment of sharing stories. A pictorial story map is created, and the children learn to retell the story by heart using the story map, expression and actions for support. Next the children 'Innovate' the story, make it their own e.g. changing the character or the setting. Finally, the children re-write the story in the 'Invention' stage writing their own version independently.

**'Storytelling is an intrinsically human thing to do.'**

**Haven, 2007**



On entry to Reception children will often require much support in recording their story ideas. Anna Ephgrave (2011) details the process of story scribing as follows:

1. Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing.
2. The children realise groups of letters make up a word and a group of words make sentences. The children then begin to write the initial sound of a word or a CVC word and the adult continues to write the other parts of the story.
3. Next more phonetically correct words are written by the child along with common words such as 'the'.
4. Gradually children take the pen more and more, until eventually they are writing complete phrases.

**'Scribbles are products of a systematic investigation, rather than haphazard actions'**

**John Matthews, 1999**





## Maths at Westcott

There's more to maths than counting!

Children learn about maths through play and their daily experiences. And the more meaningful to them and hands on it is, the better.

Our setting is full of mathematical opportunities for children to explore, sort, compare, count, calculate and describe. Providing a safe environment to be creative, critical thinkers, problem solvers and to have a go.

Mathematics is identified as one of the specific areas of learning, alongside expressive arts and design, literacy, and understanding the world.

Our objective is to ensure that all children develop firm mathematical foundations in a way that is engaging, and appropriate for their age. This means actively learning using resources and activities provided in the environment.

### Concrete – Pictorial – Abstract

Mastery of mathematical concepts in the EYFS takes the following approach:

**Concrete** – children use concrete objects and manipulatives to help them understand what they are doing.

**Pictorial** – children build on this concrete approach by using pictorial representations.

These representations can then be used to reason and solve problems.

**Abstract** – with the foundations firmly laid, children move to an abstract approach using numbers and key concepts with confidence.



### Maths is everywhere!

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

- Sand & Water can develop mathematical concepts and language, e.g. heavy, light, empty, full, big, little.

- Malleable – dough can develop mathematical language – short, long, fat, thin. Children can make shapes of different dimensions – flat shapes, 3-d shapes.
- Imaginative play - set the table for dinner can develop counting skills. Sorting clothes into different colours, or different types of clothes, e.g. t-shirts and socks will develop knowledge of shapes and colours.
- Physical play can develop fine motor skills e.g. Sorting out a jigsaw, threading beads. Block play or playing with toy cars can help to develop sequencing according to size, colour. Playing with different sized blocks can help to develop an understanding of weight and dimensions. Tidying toys allows children to sort into different sizes and colours. It can also develop mathematical language – first, second, third, how many are blue, which is largest / smallest.
- Outdoors – Children may plant seeds this can develop understanding of time and the life cycle of plants. As the plants grow children use measures and develop mathematical language of size.
- Books & Rhymes - Enjoying stories and rhymes with a mathematical element, e.g. “One-two buckle my shoe” can develop number concepts, knowing direction that the print reads from left to right.





## Parental Engagement

Parents are the first and most important influence on their child's development and future outcomes.

Children have two main educators in their lives – their parents and their teachers. Therefore, the school and the parents all have crucial roles to play. The impact on a child's education is greater if parents and schools work in partnership.

At Westcott Primary School, parents are invited to be involved in every step of a child's journey in education. Beginning with starting school meetings, followed up with home visits and invitations for your child to attend several 'transition' sessions before the Autumn term commences.

We use Classroom Dojo to communicate with parents. You can access Dojo via computer, tablet or download the free app to your mobile phone. We post class stories, school stories and individual photographs and comments about your child so you know how they're getting on at school.

Text, images and videos can be uploaded by parents to share learning and experiences. Every entry helps to create a complete story of a child's time at school.

Throughout the year families are invited to 'Stay and Play' sessions in the EYFS classroom along with many whole school events such as Christmas Crafts, Summer Fayres and performances.

We pride ourselves on building positive relationships with the families of Westcott Primary School.

A warm welcome each day often leads to a deeper knowledge and understanding of each child and their family.

As stated earlier, 'it is knowing the child and family that opens up endless possibilities for interactions that deepen the emotional bonds between a practitioner and a child, and lead, in turn, to educational opportunities to support and extend learning.' (Fisher, 2016)

### At Westcott Primary School we:

1. **Tailor practice to the needs of the children** - the child is at the centre of our practice. We have a clear vision of what we want to achieve for the children in our care, and these clear goals inform all areas of our practice.
2. **Invest in skilled and experienced staff** - that support children to reach their full potential.
3. **Operate an open and reflective culture** – our culture is driven by continuous improvement. We seek out other settings and professionals to learn from, share and reflect practice. We recognise the

knowledge and expertise of our own staff and value open discussion and staff consultation; and embedded within our school is a culture of self-evaluation as a means of driving continuous improvement.

### Parental comments:

- 'My son absolutely loves coming to school and is eager to get there each morning. Each teacher is amazing, and they are so supportive of my son's needs. They keep me informed and involved in his learning. My son has made great progress in such a short time and that is all thanks to all the teachers involved. They really are a credit to Westcott Primary School.'
- 'I would like to say a massive thank you for all the support and encouragement you have given our daughter. She has blossomed in confidence.'
- 'Even during these challenging times, the care and consideration shown to the children and their families at the start of their school lives has been amazing and very much appreciated.'
- 'All of the staff are lovely and do their absolute best for the children in the foundation stage. They are brilliant at keeping in touch with parents and answering any questions or worries I have.'

Level	Well-being	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.

## **The Leuven Scale for Involvement**

## **The Leuven Scale for Well being**

## **The Early Learning Goal Descriptors**

### **Communication and Language**

#### **ELG: Listening, Attention and Understanding**

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being



read to and during whole class discussions and small group interactions.

- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### **ELG: Speaking**

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

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

### **ELG: Self-Regulation**

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### **ELG: Managing Self**

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

### **ELG: Building Relationships**

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

## **Physical Development**

### **ELG: Gross Motor Skills**

- Negotiate space and obstacles safely, with consideration for themselves and others.

- Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

### **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.



## **Literacy**

### **ELG: Comprehension**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

- Anticipate – where appropriate – key events in stories.

- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

### **ELG: Word Reading**

- Say a sound for each letter in the alphabet and at least 10 digraphs.

- Read words consistent with their phonic knowledge by sound-blending.

- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### **ELG: Writing**

- Write recognisable letters, most of which are correctly formed.

- Spell words by identifying sounds in them and representing the sounds with a letter or letters.

- Write simple phrases and sentences that can be read by others.

## **Mathematics**

### **ELG: Number**

- Have a deep understanding of number to 10, including the composition of each number.

- Subitise (recognise quantities without counting) up to 5.

- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### **ELG: Numerical Patterns**

- Verbally count beyond 20, recognising the pattern of the counting system.

- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



Underst

### **ELG: Past and Present**

- 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**

- 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**

- 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.

## **Expressive Arts and Design**

### **ELG: Creating with Materials**

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.

- Share their creations, explaining the process they have used.

- Make use of props and materials when role playing characters in narratives and stories.

### **ELG: Being Imaginative and Expressive**

- Invent, adapt, and recount narratives and stories with peers and their teacher.

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

### **Glossary**



**Adult-led learning** – the practitioner knows exactly what outcomes they want to achieve. They have planned with care, using prior knowledge of the child’s learning experiences and guidance from the EYFS document ‘Development Matters’, 2012.

**Adult-initiated learning** – the practitioner has a clear purpose for planning an activity or experience. Knowledge of the child or



